Rocketship Rising Stars Academy

Charter Renewal Petition
For the term July 1, 2027 – June 30, 2032

Submitted to the Santa Clara County Board of Education
September 03, 2026

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CHARTER SCHOOLS DEPARTMENT

Santa Clara County Office of Education

Renewal Petitioner Certification Form

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

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

(MUST BE COMPLETED AND SIGNED BY PETITIONER)

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

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

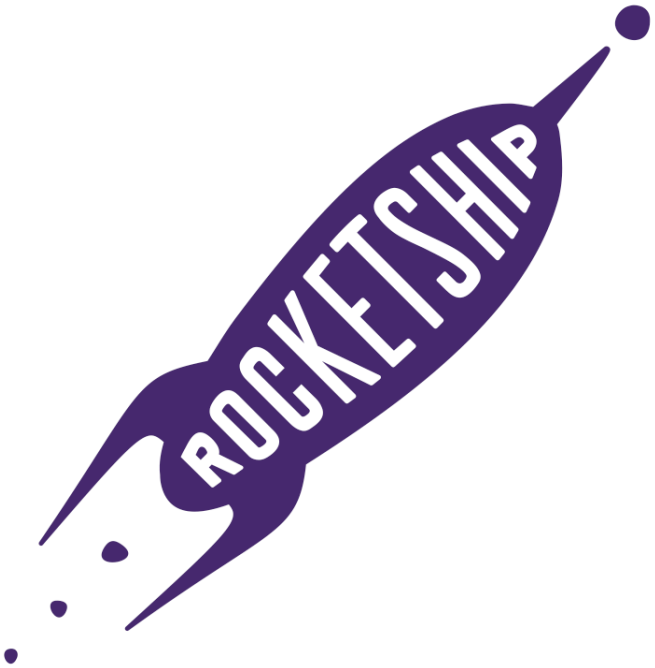
I hereby certify in accordance with Education Code Section 47605(b) or 47605.6(b) and County Board Policy 0420.4 that the attached petition, including any appendices and attachments, is deemed complete and the terms of this certification form are true and correct. I understand and acknowledge that failure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

Name of Charter School: Rocketship Rising Stars Academy

Name & Title of Lead Petitioner	DATE	Signature of Lead Petitioner
Maricela Guerrero, Executive Director	9/3/26	

Name & Title of County Personnel Receiving Petition	DATE	Signature of County Personnel Receiving Petition
Michelle Johnson, Director	9/3/26	

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

The Charter Schools Act of 1992, codified as 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.

Rocketship Rising Stars Academy is proud to have accomplished all of these intended results, as discussed herein.

AFFIRMATIONS AND DECLARATION

Rocketship Rising Stars Academy (**"Rocketship Rising Stars,"** "**RRS**" or the "**Charter School**"), operated by Rocketship Education d/b/a Rocketship Public Schools ("**RSED**" or "**Rocketship**:), authorized by the Santa Clara County Board of Education ("**SCCBOE**"), with oversight by the Santa Clara County Office of Education ("**SCCOE**") (SCCBOE and SCCOE are hereinafter sometimes collectively the **"Authorizer" or the "County"**), and located within the boundaries of Santa Clara County, will follow any and all applicable federal, state, and local laws and regulations 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 noncharter public schools. [Ref. Education Code Section 47605(d)(1)]

2. The Charter School declares that RSED shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.c)(6)]

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

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

5. The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)].

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

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

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

9. The Charter School will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("**CTC**") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]

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

11. The Charter School shall, for each fiscal year, offer at a minimum, the following number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

12. 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(e)(3)]

13. 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)]

14. The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

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

16. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)(2)]

17. The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

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

19. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("**ESSA**").
20. The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq*. ("**CPRA**").

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

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

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

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

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

26. The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]

_____

Maricela Guerrero, Executive Director, Rocketship Education - California

_____

Date

EXECUTIVE SUMMARY

Rocketship's story began in 1999, when Father Mateo Sheedy, Pastor of Sacred Heart Parish, created the Juan Diego Scholarship to Santa Clara University. After realizing that none of the children in his parish qualified due to the lack of academic preparation in local schools, Father Mateo set forth a vision for a new kind of education—one that would provide children from historically underserved communities with the opportunity to thrive. Though Father Mateo passed away before his dream was realized, his legacy lived on. In 2006, parishioners partnered with John Danner and Preston Smith to found Rocketship Mateo Sheedy Elementary, the first school in what has grown into a thriving network of high-performing public charter schools.

In 2016, the tenth Rocketship school in San Jose opened its doors near the Seven Trees Community off Senter Road. Although the third Rocketship school in the Franklin-McKinley School District, it was the first authorized by the Santa Clara County Board of Education.

The need for another school in the neighborhood came from the demand of families on the ever-growing waitlist at Rocketship Spark Academy. School leaders and staff at Rocketship Spark, having built strong relationships with community members who catalyzed the need for another campus, worked with families to open a new school, further extending the reach of our Rocketship community.

Founding parents had a specific vision of the type of school they wanted their children to attend. They wanted a campus that not only had rigorous academics, but also fostered leadership potential in every child, every day. These founding families chose the name Rocketship Rising Stars (RRS) for their school. They had a vision that Rocketship Rising Stars would be the place to help their children rise and be the stars of their future, and this is exactly what we have been doing for the last 10 years since Rising Stars first opened its doors.

Rocketship Rising Stars Academy now serves over 600 students in grades transitional kindergarten ("TK") to 4th. It is part of the Rocketship Public Schools network of high-performing public charter schools that was highlighted as a "gap busting" public school system in Stanford University's groundbreaking CREDO study of over 3 million public school students nationwide. The study found that Rocketship students gained the equivalent of 96 additional days of learning in reading and 138 additional days of learning in math in a single school year. The full Stanford CREDO National Charter School Study is attached as Appendix 2. This is the gap-busting model that Rocketship Public Schools is proud to offer students and families.

With a specific eye to academics, and as confirmed by the California Department of Education in April of 2026, RRS has achieved the status of a **middle performing** charter school under the standards implemented in 2019 through Assembly Bill ("AB") 1505, and is entitled to renewal of its charter under the default approval standard in Education Code Section 47607.2(b). RRS is pleased to present a comprehensive analysis of its academic and other achievement data in the sections that follow, documenting why the charter should be renewed, and we note the following highlights:

- Innovative "Top Schools" recognition in 2024-2025: Named a Top Elementary school for Latino students in Math
- Improving academic indicators on the California School Dashboard ("Dashboard"), including significant gains in Mathematics
- Results among student subgroups that reflect schoolwide averages, thus eliminating the achievement gap

- Consistently strong student culture, with Suspension Rates at the highest performance level (Blue)
- Although not currently legally required, verified data showing over year's progress for each year in school

Beyond our academic successes, the growth in diversity of our student body, the continuity of high quality learning, and increased supports for students' social-emotional needs throughout the years, we celebrate many additional successes over the past charter term. These accomplishments include the establishment of daily Social-Emotional Learning ("SEL") blocks, the creation of a tier-3 family support role (Care Corps Coordinator), and the addition of a full-time wellness (mental health) teacher to further support increased tiered approaches to academic interventions, social-emotional interventions, and behavioral interventions. Other notable changes to be found within this charter petition, aside from a reasonably comprehensive description of new legal requirements of charter schools enacted since the charter was last approved, include curriculum updates and overall program elevation as a whole, to be found in full detail in the sections to follow.

Rocketship Rising Stars has reflected the intent and ideals of the Charter Schools Act of 1992, "to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish," among other objectives, "provid[ing] parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system … hold[ing] the schools established under this part accountable for meeting measurable pupil outcomes, and provid[ing] the schools with a method to change from rule-based to performance-based accountability systems," and "[p]rovid[ing] vigorous competition within the public school system to stimulate continual improvements in all public schools." We thank the Santa Clara County Office of Education for its time reviewing our charter petition. On behalf of families, students and community, we ask for the SCCOE to approve the renewal petition for a **five-year** charter term.

INTRODUCTION

CRITERIA FOR RENEWAL

Introduction

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the Dashboard.

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

The three performance categories are as follows:

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

As determined by law and the CDE, RRS is designated as middle-performing, and is thus eligible for a five-year charter renewal term.

The 2025 Dashboard is the third year since 2019 to display the intended red, orange, yellow, green, and blue colors for schools' status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data.

The state indicators include the following:

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

Rationale for Renewal of RRS Charter Petition

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

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

STUDENT PERFORMANCE DATA

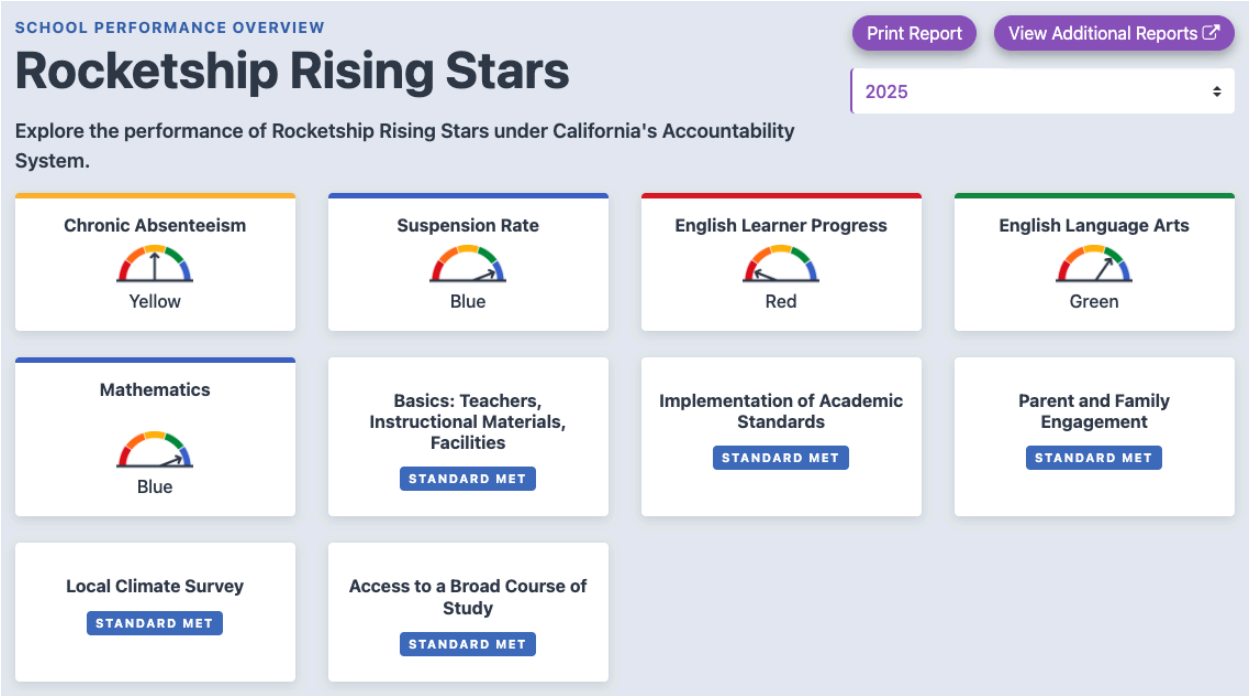
As noted above, Education Code Section 47607.2(b) provides that a chartering authority's decision to renew a middle-performing charter school's charter shall be based upon the charter school's performance on the state and local indicators adopted under Education Code Section 52064.5 (both on a schoolwide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

DASHBOARD: STATE ACCOUNTABILITY SYSTEM

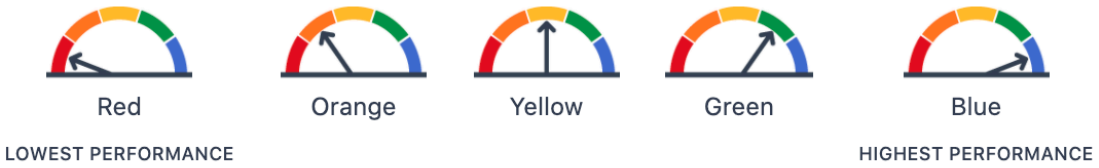
The most recent Dashboard Reports for RRS are attached to this petition as Appendix 1, and a snapshot of the overview for RRS's Dashboard Report is provided below.

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

Therefore, the remainder of this section highlights Rocketship Rising Stars' Dashboard data from 2020 to 2025 for all students (schoolwide) and numerically significant student groups.



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



STATE PERFORMANCE INDICATORS

Education Code Section 47607.2(b) requires chartering authorities to consider the schoolwide performance on the state indicators, with greater weight given to the academic indicators. RRS's Math academic indicator performance levels have been Green and Blue, the two highest levels, for all three years since 2023. RRS's ELA academic indicator performance levels have consistently been Green for the three years with performance colors. Rocketship Rising Stars earned Red on the English Learner Progress Indicator ("ELPI") in 2023, improved to Blue in 2024, and fell back to Red in 2025 - a clear sign that RRS can deliver strong outcomes for English Learners ("EL") but needs to demonstrate sustained performance year over year.

With respect to the non-academic indicators, the Charter School's Chronic Absenteeism performance level has consistently been Yellow and its Suspension rate indicator has consistently been Blue, the highest level, in all years with reported performance colors.

Table 1 reports Rocketship Rising Stars' historical performance levels during its charter term. The state suspended indicator performance levels reporting in 2020 and 2021 due to the COVID-19 pandemic, and the 2022 Dashboard published modified performance indicators. For 2022, current statuses ("very high" to "very low") are reported in the table for years when performance levels were not available.

Table 1 - Rocketship Rising Stars' Historical State Indicator Performance Levels

Indicator	2020	2021	2022	2023	2024	2025
Chronic Absenteeism	N/A	N/A	Very High	Yellow	Yellow	Yellow
Suspension Rate	N/A	N/A	Very Low	Blue	Blue	Blue
ELA	N/A	N/A	High	Green	Green	Green
Mathematics	N/A	N/A	High	Blue	Green	Blue
EL Progress	N/A	N/A	High	Red	Blue	Red

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

Comparisons to the State, the District and Comparison Schools

We have included the following Dashboard data to provide another analysis of RRS's student achievement. The Charter School is located in the Franklin-McKinley School District ("FMSD") boundaries, and that is also where a significant number of its students reside.

In 2025, Rocketship Rising Stars was equal to or outperformed the state and FMSD on four of the five indicators: the Chronic Absenteeism, Suspension Rate, ELA and Mathematics academic indicators. Furthermore, Rocketship Rising Stars earned the two highest performance levels on 3 out of 5 indicators.

Table 2 - 2025 State Indicator Performance Levels: State and District

Indicator	Rocketship Rising Stars	State	FMSD
Chronic Absenteeism	Yellow	Yellow	Yellow
Suspension Rate	Blue	Green	Green
ELA	Green	Yellow	Orange
Mathematics	Blue	Yellow	Orange
EL Progress	Red	Yellow	Green

The student population of Rocketship Rising Stars may differ greatly from the state and FMSD due to student demographics and grades served. Table 3 below provides a more direct elementary school ("ES") comparison between Rocketship Rising Stars and local elementary schools in the surrounding neighborhood. The table also outlines the demographics of the Franklin-McKinley School District. Table 4 includes the 2025 Dashboard results for four comparison schools (elementary schools in close proximity to Rocketship Rising Stars): Captain Jason M. Dahl Elementary, G.W. Hellyer Elementary School, Lairon College Preparatory Academy, and Los Arboles Literacy and Technology Academy.

Table 3 - 2024-25 Demographics: Comparison Schools

Demographic	Rocketship Rising Stars	Dahl ES	G.W. Hellyer ES	Lairon	Los Arboles	FMSD (Non-Charters)
% Asian	**30%**	16%	20%	10%	11%	30%
% Hispanic	**63%**	76%	74%	85%	82%	62%
% Socioeconomically Disadvantaged ("SED")	**66%**	88%	83%	85%	82%	83%
% English Learners	**40%**	45%	41%	52%	59%	44%

% Students with Disabilities ("SwD")	**9%**	15%	14%	16%	32%	14%

Sources: California Department of Education Data Reporting Office (DataQuest) and California School Dashboard. Only numerically significant student subgroups at RRS are included in this table.

As reported in Table 4, Rocketship Rising Stars was equal to or outperformed all comparison schools on four out of five indicators in 2025.

Table 4 - 2025 State Indicator Performance Levels: Comparison Schools

2025 Indicator	Rocketship Rising Stars	Dahl ES	G.W. Hellyer ES	Lairon	Los Arboles
Chronic Absenteeism	Yellow	Yellow	Orange	Yellow	Red
Suspension Rate	Blue	Yellow	Yellow	Green	Green
ELA	Green	Orange	Orange	Red	Orange
Math	Blue	Red	Orange	Red	Orange
ELPI	Red	Yellow	Green	Orange	Red

Chronic Absenteeism

The table below shows how most subgroups at Rocketship Rising Stars scored within one level of the schoolwide indicator in the years in which the indicator has been included on the Dashboard. Districts across the state and country have reported higher chronic absentee rates after the 2020 COVID-related school disruptions and Rocketship Rising Stars has experienced a similar trend.[2] Although RRS's chronic absenteeism rates remain above pre-2020 levels, the Charter School has decreased its chronic absentee rates each year since 2022. RRS is on-track to report another decrease in 2026.

Table 5 - Rocketship Rising Stars Chronic Absenteeism Indicator

Subgroup	2020	2021	2022	2023	2024	2025
All	N/A	N/A	Very High	Yellow	Yellow	Yellow
Asian			High	Yellow	Green	Green
EL			Very High	Red	Yellow	Yellow
Hispanic			Very High	Yellow	Yellow	Orange

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

SED			Very High	Yellow	Yellow	Orange
SwD			Very High	Red	Yellow	Red

Suspension Rate

Rocketship Rising Stars did not suspend any students in 2022 through 2025 and, subsequently, earned the highest performance level school-wide and across all subgroups for the last three years. The Charter School is on-track to maintain its Suspension Rate indicator performance on the 2026 School Dashboard.

Table 6 - Rocketship Rising Stars Suspension Rate Indicator

Subgroup	2020	2021	2022	2023	2024	2025
All	N/A	N/A	Very Low	Blue	Blue	Blue
Asian			Very Low	Blue	Blue	Blue
EL			Very Low	Blue	Blue	Blue
Hispanic			Very Low	Blue	Blue	Blue
SED			Very Low	Blue	Blue	Blue
SwD			Very Low	Blue	Blue	Blue

ENGLISH LANGUAGE ARTS

As described above, Education Code Section 47607.2(b)(2) requires that greater weight be given to the academic indicators on the Dashboard. For all three years with official ELA Academic Indicator performance levels, Rocketship Rising Stars earned Green, the second highest level. Most reported subgroups scored the same level or within one level of the school-wide indicator or higher in each year.

Rocketship Rising Stars' ELA Academic Indicators are based on the performance of its 3rd-4th graders on CAASPP. The state testing cohorts for all reported years experienced school disruptions during a critical period in their early literacy skill development. The 3rd-4th grade 2023 cohorts were in K-1st grade at the start of the pandemic. Additionally, the 3rd grade 2024 cohort started Kindergarten during the pandemic and the 3rd grade 2025 cohort started Kindergarten while still under pandemic-related restrictions. Earning the second highest performance levels each year demonstrates RRS's academic recovery following the COVID-19 pandemic disruptions. Furthermore, the Charter School achieved a higher Current Status (ELA Distance from Standard, or "DFS") than FMSD and against all of its local school comparisons each year (see Table 9 for additional details).

Table 7 - Rocketship Rising Stars ELA Academic Indicator

Subgroup	2020	2021	2022	2023	2024	2025
All	N/A	N/A	High	Green	Green	Green

Asian			Very High	Green	Green	Green
EL			High	Green	Yellow	Yellow
Hispanic			Medium	Yellow	Orange	Orange
SED			High	Green	Green	Green
SwD			Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*

MATHEMATICS

Rocketship Rising Star's Math Academic Indicator performance level has earned the top two performance levels each year with official Math Academic Indicator performance levels: Blue, in 2023 and 2025, and Green in 2024. All reported subgroups scored the same level or within one level of the school-wide indicator or higher in each year.

As with ELA, the 2023-2025 3rd-4th grade cohorts were still recovering from the schooling disruptions of a formative period for Math skill development. RRS earning Blue and Green performance levels demonstrate the Charter School's progress toward academic recovery following the COVID-19 pandemic disruptions. The Charter School also achieved a higher Current Status (Math DFS) than the local school district and all its local school comparisons every year (see Table 10 for additional details).

Table 8 - Rocketship Rising Stars Mathematics Academic Indicator

Subgroup	2020	2021	2022	2023	2024	2025
All	N/A	N/A	High	Blue	Green	Blue
Asian			Very High	Blue	Green	Green
EL			High	Blue	Green	Blue
Hispanic			Medium	Blue	Green	Green
SED			High	Blue	Green	Blue
SwD			Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*

Historical DFS Comparisons: Academic ELA and Mathematics Indicators

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

Table 9 - Rocketship Rising Stars Average ELA DFS (Current Status)

School/District	2023	2024	2025	2025 Difference from Rocketship Rising Stars
Rocketship Rising Stars	30.1	19.8	18.4	
Dahl ES	-72.0	-84.8	-73.4	-91.8
G.W. Hellyer ES	-19.0	-10.4	-28.9	-47.3
Lairon	-66.4	-89.2	-91.5	-109.9
Los Arboles	-60.3	-43.1	-54.0	-72.4
FMSD	-38.5	-43.4	-41.2	-59.6

State	-13.6	-13.2	-8.1	-26.5

In the past three years, RRS's ELA DFS outperformed all comparison schools, the District, and the State. Rocketship Rising Stars' ELA DFS was over 30 points higher than any of the comparison schools every year. Furthermore, the Charter School's ELA DFS was a higher Current Status Designation (High) than any of the comparison schools (ranging from Low to Very Low).

Table 10 - Rocketship Rising Stars Average Mathematics DFS (Current Status)

School/District	2023	2024	2025	2025 Difference from Rocketship Rising Stars
Rocketship Rising Stars	43.2	34.4	43.4	
Dahl ES	-73.0	-104.4	-103.2	-146.6
G.W. Hellyer ES	-29.3	-19.9	-42.2	-85.6
Lairon	-118.1	-134.8	-134.6	-178.0
Los Arboles	-47.6	-21.9	-51.6	-95.0
FMSD	-63.1	-64.5	-64.3	-107.7
State	-49.1	-47.6	-42.4	-85.8

Similar to ELA, Rocketship Rising Stars earned a higher DFS than the comparison schools, the District, and the State for the past three years. The Charter School's Math DFS was more than 50 points higher than any of the comparison schools every year. Furthermore, RRS's Math DFS was a higher Current Status Designation (High or Very High) than any of the comparison schools (ranging from Medium to Very Low).

ENGLISH LEARNER PROGRESS

The ELPI measures the percentage of EL students making sufficient progress on the **ELPAC**. The ELPI performance level colors were reported for the first time in 2023. Rocketship Rising Stars earned Red in 2023 and 2025 and Blue in 2024. In response to the variability in the data, the team has since revised all designated ELD instructional resources to more closely align to the Tier 1 ELA content, and have also instituted a new progress monitoring system to track student progress towards English language proficiency. Additionally, the team removed some time-intensive assessment measures to maximize instructional time for multilingual learners.

Table 11 - Rocketship Rising Stars English Language Progress Indicator

Subgroup	2020	2021	2022	2023	2024	2025
All	N/A	N/A	High	Red	Blue	Red

LOCAL INDICATORS

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

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

Table 12 - Rocketship Rising Stars Local Indicators

Category	Local Indicator	2020	2021	2022	2023	2024	2025
Academic Performance	Implementation of Academic Standards	N/A	N/A	Standard Met	Standard Met	Standard Met	Standard Met
Conditions and Climates	Basics: Teachers, Instructional Materials, Facilities			Standard Met	Standard Met	Standard Met	Standard Met
	Parent and Family Engagement			Standard Met	Standard Met	Standard Met	Standard Met
	Local Climate Survey			Standard Met	Standard Met	Standard Met	Standard Met
Academic Engagement	Access to a Broad Course of Study			Standard Met	Standard Met	Standard Met	Standard Met

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

MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT

Although verified data is not currently legally required, the Charter School has included a multitude of data from various verified data assessment measures and for different student populations to demonstrate the growth students have seen over the charter term. The data clearly demonstrates that RRS's students - as a whole and as broken down by student subgroups - have largely made at least one year's growth for each year of the Charter School's charter term.

ACADEMIC INDICATOR DFS

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

As shown in Table 13, Rocketship Rising Stars demonstrated one year of growth or more in both subjects in 2023 and 2025 by maintaining a high level of DFS in ELA and increasing the average DFS in Math. Most subgroups also achieved one year of growth in both of those years. While RRS DFS declined in 2024, the cohort composition should be taken into consideration. As stated in an earlier section, the 2024 3rd grade testing cohort started school in the pandemic and had been greatly impacted by COVID-19 school disruptions. Table 14 shows that the Charter School was consistently achieving DFS growth within cohorts each year.

Table 13 - Rocketship Rising Stars Average DFS and Change (2022-2025)

Subgroup	2022	2023	2023 Change	2024	2024 Change	2025	2025 Change
ELA							
All	31.3	30.1	**-1.2**	19.8	**-10.3**	18.4	**-1.4**
Asian	95.9	89.8	**-6.1**	83.5	**-6.3**	66.0	**-17.5**
EL	29.4	25.4	**-4.0**	4.4	**-21.0**	5.3	**+0.9**
Hispanic	2.1	-0.3	**-2.4**	-11.5	**-11.2**	-8.9	**+2.7**
SED	29.4	29.6	**+0.2**	17.7	**-12.0**	17.9	**+0.3**
Mathematics							
All	7.1	43.2	**+36.1**	34.4	**-8.8**	43.4	**+9.0**
Asian	77.1	105.8	**+28.7**	101.4	**-4.4**	96.0	**-5.3**
EL	9.2	39.3	**+30.1**	25.4	**-14.0**	36.1	**+10.8**

Hispanic	-24.9	13.1	**+38.0**	4.8	**-8.3**	16.1	**+11.3**
SED	4.7	38.3	**+33.6**	34.1	**-4.2**	40.7	**+6.6**

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

Because the specific students included in a school or subgroup's DFS calculations will change each year, it is informative to look at how the average DFS progresses for continuously enrolled cohorts. The table below shows 3 different cohorts with growth during the period of Rocketship Rising Stars' charter term ("continuously enrolled students"). The continuously enrolled students improved or maintained DFS between 3rd-4th grade in both subjects in all three years, demonstrating one or more years of growth.

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

School Years	3rd Grade	4th Grade	Change
ELA			
2022 to 2023	34.6	31.9	**-2.7 maintain**
2023 to 2024	29.0	33.7	**+4.7 improvement**
2024 to 2025	22.6	30.7	**+8.1 improvement**
Mathematics			
2022 to 2023	15.4	36.6	**+21.2 improvement**
2023 to 2024	45.4	53.2	**+7.8 improvement**
2024 to 2025	30.3	48.7	**+18.4 improvement**

NWEA MAP

The Charter School has consistently administered the Northwest Evaluation Association's ("**NWEA**") Measures of Academic Progress ("**MAP**"), a nationally-normed assessment recognized across the nation as a high-quality and valid assessment. More than 8,500 schools in the United States, including more than 450 districts and school partners in California, use NWEA MAP.[4]

The CDE's recommended growth metric for NWEA is the Conditional Growth Index ("**CGI"**), a standardized, normed growth measure. The CGI calculates the difference between a student's observed growth and the expected growth based on their grade-level peers (aka their growth norm) and then divides by the growth standard deviation to produce a standardized measure that can be used to compare growth outcomes across student groups and grades.[5] According to the NWEA guide to using CGI for AB 1505, a CGI range between -0.2 and +0.2 can be used as an approximation of one year's growth.[6]

Rocketship Rising Stars' students have achieved at least one year of growth as demonstrated by the Charter School's NWEA MAP average CGI every year in each subject. Table 15 below shows that RRS's average school-wide CGI was either within the one year's growth range or above it for all years with assessment results. Blue cells indicate accelerated growth above 0.2, green cells indicate one-year growth and orange cells indicate growth that was less than one year. Rocketship Rising Stars achieved accelerated growth, with CGI averages above 0.2, for all five years in Mathematics and Reading. Furthermore, the Charter School's numerically significant subgroups also made at least one year's progress in both subjects as measured by the NWEA MAP assessment.

Table 15 - Average CGI at Rocketship Rising Stars (2021-22 – 2025-26) [2025 NWEA Norms]

Student Group	2021-22	2022-23	2023-24	2024-25	2025-26
Mathematics					
All students	0.49	0.56	0.26	0.51	0.80
Asian	0.71	0.65	0.38	0.69	0.78
EL	0.49	0.52	0.23	0.59	0.76
Hispanic	0.35	0.52	0.22	0.43	0.78
FRL	0.46	0.49	0.18	0.45	0.79
SwD	0.52	0.42	-0.13	0.26	0.57
Reading					
All students	0.67	0.61	0.52	0.64	0.43

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

[5] https://connection.nwea.org/s/article/Conditional-Growth-Index?language=en_US

[6] https://calauthorizers.org/wp-content/uploads/2023/10/NWEA-Using-MAP-Growth-Data-for-AB1505-Guidance-Document-MAY23.pdf

Asian	0.91	0.69	0.53	0.78	0.70
EL	0.61	0.44	0.44	0.51	0.17
Hispanic	0.54	0.55	0.51	0.57	0.33
FRL	0.70	0.62	0.53	0.59	0.39
SwD	0.87	0.52	-0.13	0.64	0.22
Growth based on 2025 NWEA Norms					

Conclusion

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

RRS AS PART OF THE ROCKETSHIP EDUCATION NETWORK

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

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

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

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

Rocketship Education has taken the successful model pioneered at Rocketship Mateo Sheedy Elementary School and translated it into critical systems necessary for successful replication. As described above, Rocketship Education provides each of its schools with systems and support for Curriculum, School Leadership, operations, Finance, Legal, Online Technology, Human Resources, and other services. By

capturing best practices, Rocketship Education 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.

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.

RRS is part of a network of high-performing charter schools that is centrally governed and operated by Rocketship Education, a non-profit public benefit corporation with 501(c)(3) status. As further described in Element D below, Rocketship Education is governed by a Board of Directors ("Board") 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.

In addition to benefiting from a deeply experienced Board of Directors, RRS receives support from our centralized network staff. As we have expanded our network and impact over the past decade, we have focused on building organizational capacity to support a robust network of high-quality schools in historically disadvantaged communities. 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, 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(c)(5)(A)(i)-(ii)

MISSION, VISION, AND MODEL

At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Our non-profit network of public elementary charter schools propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

Our Vision
Equal access to opportunity for all.

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

Our Pillars
The Rocketship model is built on three foundational pillars of excellence:

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

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

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

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

All Rocketship we work to ensure all of our students are on a path to college and career readiness. Our instruction is aligned to the Common Core State Standards ("CCSS"), Next Generation Science Standards

("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively referred to herein as "State Standards") - focusing deeply on critical thinking, writing, and mathematical reasoning and problem solving. Additionally our teachers use data-driven practices to ensure students master key skills that are essential for long-term academic success - a foundation critical for later college and career readiness.

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

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

Rocketship schools are community schools. Across all our schools, families are deeply engaged in their student's academic life and our school community. We believe that parents are their child's first teacher and we treat them as true partners in the education of their children. Our founding parents name our schools and select the Charter School's unique fifth core value. Then, every fall, our teachers visit the home of every student we serve to learn more about their family, life, and experiences outside of school. By changing the dynamic from parent in a teacher's classroom, to teacher in a parent's house we are able to develop much deeper ties with our parents that carries through the school year and beyond. Additionally, Rocketship Rising Stars Academy is a proud participant in the statewide California Community Schools Partnership Program ("CCSPP"), having been awarded a multi-year grant which supports the amazing work of our Care Corps Coordinators (providing services and referrals for at risk families), our Wellness Counselors (providing mental health supports and social-emotional interventions for our rocketeers with Tier 3 social and behavioral needs), and our Los Dichos Coordinators (providing training for families to engage in our family reading program).

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

We believe that all children have potential and that great public schools unleash that potential. But the quality of public education in our country today still depends on where you live and how much money your parents earn. We are building a movement to create educational equity in disadvantaged

communities across our country. As demonstrated in the Stanford CREDO study of over 3 million public school students, Rocketship Public Schools was highlighted as a "gap busting" public charter school network that is providing empirical proof that high-quality public education is possible anywhere. The full Stanford CREDO National Charter School Study is attached as Appendix 2. In short, we still have a long way to go to realize our vision of equal access to opportunity for all, but the progress we are making for the students and families we serve is transformational.

SCHOOL POPULATION – WHO THE SCHOOL IS ATTEMPTING TO SERVE

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. RRS will continue outreach efforts to students from predominantly socio-economically disadvantaged neighborhoods where access to high-quality, high-performing schools is limited. As Table 16 below shows, the vast majority of RRS students that we serve are **SED**. The majority of our students at RRS are also either Asian or Hispanic/Latino. We also serve a significant percentage of **ELs** and students in special education.

Table 16 below shows the demographic breakdowns at RRS at the time of submission of this petition for charter renewal.

Table 16 - Demographic Percentages at RRS

School Year	SED	EL	Hispanic	Black	Asian	White	Special Education
2020-21	74.7	54.5	64.0	1.5	29.2	0.8	7.8
2021-22	72.4	60.0	62.3	2.1	32.6	0.2	7.9
2022-23	73.7	52.3	62.9	1.9	31.0	0.8	7.8
2023-24	72.5	48.4	64.7	2.9	28.0	1.0	8.5
2024-25	65.7	40.3	63.1	2.7	29.6	1.1	8.5
2025-26	62.2	32.9	64.3	3.1	27.2	1.3	9.8

ENROLLMENT

RRS enrolls approximately 620 students. Table 17 below shows the enrollment numbers at RRS over the past 6 school years.

We expect this to remain steady over the next five years, as further shown in our Budget Narrative, attached as Appendix 3 and incorporated into this petition. To absorb expected attrition, the Charter School will continuously enroll vacated spaces to maintain its enrollment numbers. Attrition is primarily driven by families leaving the area and is similar to other Rocketship and high-performing charter schools in the area. Currently, Rocketship uses PowerSchool for student attendance accounting and reporting.

Table 17 - Enrollment Numbers at RRS

School Year	TK	K	1	2	3	4	Total
2020-21	33	116	122	122	117	106	616
2021-22	44	114	113	111	114	112	608
2022-23	47	112	112	118	99	105	593
2023-24	49	119	112	114	118	102	614
2024-25	66	104	119	111	111	110	621

2025-26	65	113	111	113	112	107	621

RRS currently serves students in grades TK-4.

OUR EDUCATIONAL PHILOSOPHY

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

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

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

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

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

HOW LEARNING BEST OCCURS

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

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

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

CURRICULUM AND INSTRUCTION

STANDARDS-ALIGNED CURRICULUM

The Rocketship curriculum follows California's adoption of the State Standards.[7]

We understand and appreciate the rigor of the State Standards. Additionally, the CCSS-aligned Smarter Balanced assessment system tests a 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 similarly teach students to not only build skills, but then to apply their understandings in a diverse variety of tasks and settings. These practices also help further the academic skills that, as described above, we believe all educated persons in the 21st century must possess.

Our teachers develop and align their classroom practices to the rigor of the State Standards and CAASPP. Rocketship's centralized network Program Team, in partnership with the California Regional Achievement Team, is tasked with designing an intellectual preparation process to best set teachers and students up for short and long-term success. The Program Team partners with regional leaders (school principals and assistant principals, and teachers), to develop plans and materials that span from long-term curriculum maps to daily lessons. Teachers also meet regularly throughout the school year with their school-based coaches and members of the Program 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?"*

The Program Team works year-round to dissect, analyze, and further investigate the standards for all content areas that we teach. The Program Team, along with the Analytics Team and California Regional Team, also design and analyze standards-based assessments throughout the year to help further differentiate instructional materials and supports, and track student progress. Through it all, we constantly share our learnings with teachers and leaders to 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.[8]

ELA/LITERACY

CCSS-ALIGNED INSTRUCTION

Each of the elements of our reading and writing instruction are focused on the CCSS for **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.

[7] Pursuant to Education Code Section 47605(d).

[8] 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 equipped for mastery. In accordance with Education Code 47607, we will notify our Authorizer at any time should any adjustment become of the magnitude that may constitute a material revision to our charter.

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). We also teach the reading standards for foundational skills, which include print concepts, phonological awareness, phonics and word recognition, and fluency. Our instructional strategies for teaching reading are further described in the following section.

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

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

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

Additionally, in alignment with the CCSS, we are committed to: (1) regular practice with complex texts and their academic language; (2) reading, writing, and speaking grounded in evidence from texts, both literary and informational (i.e. asking students to answer not solely from their prior knowledge but rather from a close, careful reading of the text); and (3) building knowledge through content-rich information (i.e. students are immersed in information about the world around them, especially through content-rich nonfiction). Overall, through both our whole group and small group instruction, students receive consistent exposure to both narrative and nonfiction text, with opportunities to synthesize their thinking verbally and in writing.

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

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

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

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

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

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

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

We use assessments as the starting point for our small group reading instruction. Our assessments, particularly Amira and the Dynamic Indicators of Basic Early Literacy Skills ("**DIBELS**") assessment system, our reading screeners, are designed to provide teachers with critical and targeted information on how students process information and read texts. Teachers will use this data to gauge students' approximate reading proficiency, assess reading growth over time, and plan small group reading instruction. Teachers' plans will include selecting a text that will give multiple opportunities for students

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

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

(4) The explicit teaching and application of writing skills and the writing process. Reading and writing reinforce and support each other. When reading, students are exposed to vocabulary, grammar, and syntax. When writing, students build transcription skills by improving the fluency and efficiency of their handwriting and applying their spelling knowledge. They also strengthen composition skills by using vocabulary, grammar, and syntax to express ideas clearly. In addition to specific writing lessons, there are numerous writing opportunities for students throughout the day.

Humanities teachers explicitly teach handwriting, spelling, and grammar, guiding students through various writing tasks to strengthen grammar, usage, and mechanics, applying language skills in context.

In addition, the process of writing is taught throughout TK–5. Instruction begins with a three-step writing process: plan, draft, and edit. The process is reinforced as each new writing genre is addressed. Students get practice in multiple writing genres: informative, narrative, poetry, and opinion writing. Each genre is taught through a gradual reduction in scaffolding over a set of lessons that includes teacher modeling, group practice, independent practice, and independent application.

By Grade 3, students have worked their way up to a five-step writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the writing process expands to seven components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing).

As further described below in our Special Populations section, we also incorporate the English Language Development Standards into our Humanities block through both integrated and designated English Language Development instruction.

<u>INSTRUCTIONAL PLANNING AND PREPARATION</u>

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

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

For samples of Rocketship's preparation materials, including scope and sequence maps, please see Appendix 4.

MATHEMATICS

CCSS-ALIGNED INSTRUCTION

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

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

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

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

- Kindergarten: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.

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

COMPONENTS OF OUR MATHEMATICS INSTRUCTION

To best meet the demands of the CCSS, our math instruction will include 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 routines closely matched to grade-level content and the development of number sense and math strategies (calendar math, oral fluency, e.g.)

In order to accomplish all of these each day, it is imperative that our STEM blocks are designed to make the most of every minute, and ensure that the teacher is able to be as impactful as possible with their time and attention.

Core Grade-Level Instruction. To address the mathematical standards at each grade level, we teach a daily lesson as part of the math instructional block. While the breakdown of each component varies slightly by grade level and lesson, a typical lesson consists of the following components:

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

- Student Debrief: Students engage in discussion of the day's objective to solidify their understanding.

The math lesson begins with fluency activities. These activities are meant to provide necessary practice with fluency skills, including counting, fact fluency, and automaticity with current-module skills. Teachers strategically select activities that align to their students' areas of need while incorporating a variety of different activities over the course of a week or topic.

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

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

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

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

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

Spiral review. Spiral review is critical to ensure our learners are repeatedly engaging with content and applying their burgeoning understandings to a wide assortment of contexts and challenges. This component of the block also keeps skills fresh in the minds of students and allows teachers opportunities to shore up small misconceptions, review key vocabulary, and investigate application of previously learned content in new situations. There are two main forms of spiral review: math meeting (Grades TK & K) and math board (Grades 1-5).

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

- Math board: Math Board is a review worksheet with 4-6 problems aligned to previous objectives and skills. Students spend the first half of their spiral review time completing these math board problems independently.. Teachers then use the remaining spiral review time to review 1-2 targeted problems as a class, focusing on key misconceptions from their formative assessment data or important background knowledge required for upcoming content. For maximum effectiveness, math board can be differentiated to reach students at different levels.

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

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

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

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

We deliver targeted supplemental instruction that aligns with core mathematical curricula, providing essential support to students whose instructional needs are not met through the core lessons alone. Our supplemental instruction aligns with the concrete-pictorial-abstract ("**CPA**") continuum we use during core lessons and focus on building conceptual understanding.

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

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

INSTRUCTIONAL PLANNING AND PREPARATION

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

- Scope and Sequence Map: This is a curriculum map that identifies the key practice and content standards, skills, and concepts to be taught throughout the year as well as the assessments to be used to track and evaluate progress.
- Intellectual Preparation Resources: All principals, assistant principals and teachers are provided with guidance on strong intellectual preparation, including lesson planning checklists, exemplar intellectual prep, and module launch meeting agendas.
- Curriculum-Specific Resources: All teachers have access to our core & supplemental lesson materials to support understanding of content at a lesson and module level.

For samples of our preparation materials, please see Appendix 4.

SCIENCE AND SOCIAL STUDIES INSTRUCTION

INTEGRATED CONTENT INSTRUCTION

At Rocketship, we have three main learning spaces: the Humanities classroom, the STEM classroom, and the Learning Lab. As further described above, the Humanities classroom is where we teach ELA/Literacy and social studies. The STEM classroom is where we teach mathematics and science. The Learning Lab, further described below, is where students receive targeted interventions, a variety of enrichments, and engage with hands on centers and online learning programs.

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

Because the CCSS 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 CCSS.

Explicit vocabulary instruction. Consistent with the goals of the CA English Language Development standards to authentically expose students to academic vocabulary, we teach students vocabulary during our instructional blocks. For example, teachers will select domain-specific Tier 2 and Tier 3 words that are reviewed at the beginning of every reading comprehension lesson.

Projects and investigations. We provide students with opportunities to conduct research, do projects, and make observations while learning new content and applying learned skills. This can occur during either

the Literacy or Mathematics block, as well as through hands-on projects such as Lego Robotics in the Learning Lab.

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

SOCIAL STUDIES INSTRUCTION

Our Social Studies instruction is designed to provide students with an understanding of historical, cultural, and societal concepts that align with the National Council for Social Studies standards. The units emphasize the development of civic competence through the study of social studies strands such as history, geography, and economics.

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

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

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

SCIENCE INSTRUCTION

NGSS-Aligned Instruction. At Rocketship, we are continuing to monitor and participate in the **CDE's** NGSS Implementation Plan, which addresses how the CDE, schools, and community stakeholders can collaboratively work to actualize the NGSS in California classrooms.

We have participated in meetings, trainings, and workshops and developed 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 NGSS-aligned assessment resources.

Components of Rocketship Science Instruction. Science instruction is an integral component of our model both in and out of the STEM block. We build an NGSS-aligned science unit into the STEM scope

and sequence, along with including weekly science instruction in students' enrichment rotation. We also administer NGSS-aligned benchmark assessments twice a year for grades 3-5.

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

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

As described above, science instruction is also integrated into our Humanities and STEM blocks to ensure that students are having an authentic and meaningful experience with the content they are learning.

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

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

ARTS AND ENRICHMENT

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

We have a strong focus on wellness, and as such we will aim to align our Enrichment Program to incorporate physical activity.

Each Rocketship school has at least two enrichment programs. We hire enrichment instructors who have demonstrated expertise and interest in a specific enrichment content area. Currently, RRS offers enrichment courses including athletics, science, and STEAM. Students rotate through these courses throughout the school year to ensure that students can delve into the units in a robust and meaningful way and get to know the instructors better. (For Rocketship Rising Stars Academy's bell schedule, please see Appendix 6.)

Where relevant, our instructors strive to align their curriculum with the California Visual Performing Arts framework. This framework provides guiding principles, planning and implementation strategies, curriculum development, assessment resources, and professional development for instruction in dance, music, theater, and the visual arts. As with all members of our instructional staff, our enrichment

instructors receive regular coaching, training, and professional development. We continually strive to ensure that all enrichment content is rigorous, standards-aligned, and data-driven.

SOCIAL-EMOTIONAL LEARNING

We believe that student success requires the development of both strong academic skills and essential social-emotional competencies. Accordingly, our instructional program intentionally integrates a comprehensive **SEL** curriculum and related initiatives designed to support students in becoming confident, capable, self-motivated, and productive lifelong learners. In designing and evaluating our SEL programming, we are guided by the Collaborative for Academic, Social, and Emotional Learning ("**CASEL**") Framework, which identifies five core competencies: (1) self-awareness; (2) self-management; (3) social awareness; (4) relationship skills; and (5) responsible decision-making.

Our commitment to SEL is embedded in the daily school experience. Each student begins the day with a Community Meeting that intentionally blends relationship-building practices with explicit SEL instruction and prosocial skill development. At the Tier 1 level, our SEL curriculum is purposefully designed to align with the CASEL competencies, ensuring that all students have access to the social-emotional skills necessary for academic success and positive community engagement. Implementation fidelity and effectiveness are supported through ongoing monitoring of instruction, instructional coaching for educators, and targeted professional development focused on SEL practices and student needs. In addition, structured feedback mechanisms—including classroom observations, student experience surveys, and staff experience surveys—are used to inform continuous improvement of SEL implementation.

CORE VALUES

At every Rocketship campus, we teach four core values: respect, responsibility, persistence, and empathy. Additionally, each school chooses a fifth core value of its own. RRS 5th core value is "advocacy." The Charter School emphasizes student self-advocacy and initiative in academic pursuits and beyond.

Core values form the foundation of the Charter School's behavioral instruction and management systems. At the start of each school year, teachers explicitly teach core values lessons, modeling what each value looks like in action across school settings. The Charter School reinforces core values through positive behavioral interventions and supports ("**PBIS**"), including incentives connected to academic effort and behavior, which students may earn and redeem through school-based incentive and recognition systems.

LAUNCH

Each Rocketship campus begins the school day with Launch, a dedicated time for the entire school community to come together around shared priorities. Launch focuses on reinforcing schoolwide expectations and priorities, including a core value focus (such as a "core value of the month") and the development of positive student habits, such as attendance, perseverance, and exceeding expectations. Launch may also be used to introduce or reinforce elements of the school's incentive or behavior management systems.

In addition, Launch serves as a forum for promoting schoolwide academic focus and progress. Principals and assistant principals may introduce a word or idiom of the day, highlight instructional priorities, or celebrate progress toward academic goals. Launch also plays an important role in building school culture, pride, and student engagement through shared experiences, such as celebrating individual or classroom accomplishments or participating in community-building activities that involve both students and staff.

Parents and family members are encouraged to participate in Launch, strengthening family engagement and reinforcing shared expectations and community values.

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, members of the school leadership team, including principals, assistant principals, business operations managers, and office managers, and operational and support staff members.

SOCIAL-EMOTIONAL CURRICULUM

Rocketship's approach to social-emotional learning is grounded in a coherent, internally developed framework that structures how SEL is taught and reinforced across the school day. This framework centers on daily Community Meetings and other schoolwide practices that promote meaningful dialogue, skill development, and reflection. Within this framework, Rocketship leverages high-quality, evidence-informed external resources to support social-emotional learning in classrooms.

Teachers implement SEL instruction through structured, daily lessons embedded within a consistent Community Meeting format. Lessons are intentionally brief, typically lasting 20–25 minutes, and incorporate relationship-building activities alongside explicit instruction. Instructional materials and lesson guidance support consistency in implementation while allowing educators to respond to the needs of their students and school community.

SEL instruction is organized into thematic units focused on core social-emotional skills and practices, such as inclusion, respect, kindness, responsibility, persistence, and mindfulness. Over the course of each week, students engage with shared learning objectives and commitments that reinforce these skills across classroom and school settings.

In addition to daily SEL instruction, the Charter School utilizes complementary tools and practices drawn from multiple external resources to support emotional awareness, self-regulation, and interpersonal skill development. These resources are integrated within the Charter School's SEL framework and Community Meeting structure, ensuring a cohesive and consistent experience for students while allowing flexibility to adapt to evolving student needs.

PERSONALIZED INSTRUCTION

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

LEARNING LAB

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

The Learning Lab is designed to be an extension of the classroom that provides valuable small-group and collaborative learning and instructional opportunities. We use this space for students to engage in age appropriate hands-on activities such as Developmental Play (TK/Kindergarten) and Lego Robotics (1st-5th grade) that target the 21st century skills of collaboration, communication, creativity, and critical thinking.. During this block, some students may also work with an interventionist, called an Individualized Learning Specialist, to refine a particular skill, concept, or strategy. Students may also engage in independent leveled reading. Enrichment may also be taught in the Learning Lab block. Finally, this space may be used for students to supplement their learning through Online Learning Programs ("**OLPs**"), further described below.

The Learning Lab is staffed by ILSs or classroom teachers and enrichment specialists, and it is closely supervised by the principal and assistant principals. The principal and assistant principals oversee the managerial aspects (i.e. hiring and developing 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 principal and assistant principals also serve as instructional 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 principal and assistant principals also work with the ILSs to collect and analyze data from in-person and online interventions to help design personalized support for our Rocketeers. ILSs also receive the same support and professional development as classroom teachers on campus.

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

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

<u>ONLINE LEARNING PROGRAMS</u>

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

- Personalized instruction delivered on a constant, reliable basis. While we believe that effective instructors are at the heart of effective instruction, the reality is that no single teacher can reach all learners at every minute. OLPs broaden the swath of students that we can effectively reach to give students additional opportunities to practice content they have learned in the classroom. 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, principals, and assistant principals 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 English, Zearn and IXL. Through these intelligent adaptive systems, students focus on their own personalized levels, working on the skills that they need to practice most.

Assignability. Additionally, we leverage programs that allow for in-program assignability. Rather than giving online programs 100% control over the online content that students engage in, we balance both online assessment systems as well as teacher input. Several of our current programs, including Zearn, allow teachers to assign lessons and reorder objectives. All programs allow customization down to the individual student, allowing teachers to modify content below and above grade level as appropriate for each student. 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. Through these insights, teachers can ensure our programs are highly focused and continually benefiting student outcomes.

For a chart displaying the various features of our current OLPs, please see Appendix 7. As described above, students may engage with OLPs during any of the instructional blocks, including Humanities, STEM, and the Learning Lab.

CALENDAR AND INSTRUCTIONAL MINUTES

EXTENDED LEARNING TIME

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

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

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

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)).[9] Table 18 below delineates subject areas and approximate time per grade level, but we reserve the right to adjust students' instructional minutes in each subject and learning space based on students' personalized learning needs.

Table 18 - Rocketship Daily Minutes

	Humanities	**STEM**	**Launch/ Social - Emotional Learning**	**Total Daily Instructional Minutes**	***Lunch/ Recess***	***Learning Lab***	***Enrichment***	***Total Daily Minutes***
TK	130	65	55	250	60	45	*20*	375
K	160	80	55	295	60	50	30	435
1	170	85	45	300	60	55	30	445
2	175	85	45	305	60	60	30	455
3	180	90	45	315	60	60	30	465
4	180	90	45	315	60	60	30	465

**Humanities includes 20 minutes of DELD instruction in grades K-5*

ROTATIONAL MODEL

Our unique rotational model allows students to receive instruction in core academic subjects from specialized teachers. Students will be divided into cohorts in which they rotate to various classes throughout the day. For example, a kindergarten cohort may begin their day in the Humanities block and receive instruction from a credentialed teacher who focuses on Humanities instruction. Students may also receive social studies content instruction during this time, as further described above. At the same time, a

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

second cohort of kindergarteners will be receiving instruction from a second credentialed teacher in a separate Humanities classroom, also for 170 minutes. The third cohort of students will be in their STEM block with a third credentialed teacher who focuses on mathematics and science instruction. This cohort will spend 80 minutes in this class. The final cohort will be in the Learning Lab, overseen by a Principal or Assistant Principal and run by an ILS, Humanities, or STEM teacher. After 85 minutes, the third and fourth cohorts switch classroom spaces. This completes the students' first half of the day.

The entire grade level will then rotate. The first and second cohorts will move to either the STEM block or the Learning Lab, and swap after 80 minutes. The third and fourth cohorts will move to the two Humanities classrooms and receive 170 minutes of Humanities instruction. [10]

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

DATA-DRIVEN INSTRUCTION

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 either Amira or the DIBELS assessment developed by the University of Oregon, 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 major interim assessments, Rocketship holds Data Days. These are full days of professional development for teachers, assistant principals, and the principal to take a deep dive into the analysis of the data.

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

A key component of these data days is the identification of overall positive trends as well as any challenges and/or achievement gaps among students. This exercise then leads the teacher to begin to identify specific "focus" students within the groups where we are not yet seeing the growth we know is possible. 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 to eight weeks. The plan is not meant to be limited to these specific students. We expect teachers to use it to guide instruction for all students facing similar challenges. Thus, by focusing in-depth on focus students, the modified instruction should be able to positively impact the student achievement of all students within this group. Sample materials from a Data Day are attached as Appendix 8.

GOAL SETTING AND PROGRESS

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

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

Classroom Tracking. Each classroom or grade-level publicly tracks a number of class-based and individual goals, including progress toward ELA/Literacy and mathematics benchmarks, as well as other measures such as sight word recognition, 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 "rocketships" to align with school mascots. (See Appendix 9 for photos of classroom goal trackers.)

Online Learning Programs. Each student has individualized Online Learning Program goals for the week, which focus on individual progress during computer-based learning time. Students track progress on an internally created data platform called JetPacked. In addition to helping students build a habit of showing quality work, goal tracking helps teachers and the Individualized Learning Specialists hold students accountable for their independent work. JetPacked helps to build communication between classroom teachers, ILSs, students and parents. Parents receive biweekly updates on Mondays and Thursdays with their child's goals for the week and progress towards those goals. (See Appendix 10 for a parent guide with instructions for OLP notification signup in English, Spanish, and Vietnamese; See also Appendix 11 for a sample parent update message.)

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 highest percent of students who met their goals on one of our Literacy OLPs (e.g., IXL Reading), or we may award "Math Medals" to the class who demonstrated the greatest proficiency on a recent formative assessment.

Furthermore, we highlight the connection between individualized goal setting and success in college by focusing on college readiness from the first day our students enter our schools. Our hallways are lined with college banners, and each student belongs to a homeroom named for a college mascot (e.g., "Bears" for UC Berkeley). Community members speak to students about college and broader experiences related to college attendance. Students and parents participate jointly in college visits to experience the excitement and diversity of a college campus. As a result, all students believe and expect that they will go to college. See Appendix 12 picture of college banners in a Rocketship hallway.

Report Cards. Students' progress is shared with parents through State Standards-aligned report cards that are shared with parents online as well as printed out for parent conferences which occur at least three times annually. (See Appendix 13 for a sample report card.)

DATA TRACKING TOOLS

We use various tools to track and manage data, several of which are described below.[11]

EdCite. The EdCite platform provides educators with easy access to assessment items, and supports the scoring and data capture of assessments. Through EdCite, educators can administer standards-aligned assessment questions to measure the progress of their students and modify their approach as needed.

Data Warehouse/Dashboards. Rocketship's data warehouse is used to collect and organize student achievement, enrollment, and attendance data. The data warehouse incorporates data from a broad set of data systems across the organization and various external platforms which the Rocketship Analytics team uses to build reports, visualizations, and dashboards for educators and principals, assistant principals, business operations managers, and office managers. Most reports are built in Tableau, a visual analytics platform, to allow educators to access and understand the needs of their students in real time. Through the use of data dashboards, a teacher can quickly gain an understanding of which students have mastered a particular standard and the tool provides educators with both high-level and detailed comparisons of student achievement. Comparisons can be made by school, by grade, and by standard.

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

DIBELS and Amira. DIBELS and Amira are both web-based platforms designed to support schools in engaging in data-based decision making within a Multi-Tiered System of Supports (**"MTSS"**) framework. Once students have mastered basic decoding skills, Rocketship utilizes either curriculum-based measurements ("**CBM**") in Dibels or Amira Reading Mastery ("ARM") scores to indicate which students are candidates for Tier 2 and Tier 3 reading interventions. Once identified students are placed in intervention, Rocketship utilizes Amira or DIBELS as our ongoing progress monitoring system, administering regular assessments to all students participating in Tier 2 reading interventions. Students participating in Tier 3 interventions receive additional progress monitoring. The data yielded by these progress monitoring assessments is then utilized to make instructional decisions for each student in

[11] 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 chartering authority if we plan any changes that may be sufficiently significant to require the need for a material revision to our charter.

intervention (for example, students who have met their annual progress monitoring goal may exit back to Tier 1, and students who are not making sufficient progress may receive a more intensive and individualized level of intervention).

TRANSITIONAL KINDERGARTEN

All transitional kindergarten classrooms will adhere to the requirements set forth in Education Code Section 48000(g), including adherence to classroom size, adult to student ratios, and teacher qualification requirements.

SPECIAL POPULATIONS

AT-PROMISE STUDENTS

The Charter School uses the term "at-promise students" to describe students who may experience barriers to academic success as a result of systemic, economic, linguistic, or educational factors. This strengths-based language reflects the belief that all students possess significant potential and that, with access to appropriate supports, high-quality instruction, and inclusive school practices, they can thrive academically and socially. The term encompasses students who may require additional or differentiated support, including but not limited to English learners, students with disabilities, students experiencing homelessness or foster care, and students who are academically at risk.

MULTI-TIERED SYSTEMS OF SUPPORT: OVERVIEW AND PURPOSE

MTSS is a data-based instruction and intervention model designed to efficiently identify at-promise 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 model contains four essential components:

1. **Universal Screening:** A systematic process used to identify students across the entire population who may be experiencing academic and/or behavioral difficulties and who are at risk for negative short-term or long-term outcomes.

2. **Multi-Level Prevention System:** A service delivery model that provides a gradated sequence of increasingly intensive, evidence-based interventions aligned to individual student needs.

3. **Ongoing Progress Monitoring:** The continuous use of research-based assessment tools to monitor student response to interventions and to evaluate the effectiveness of supports for individual students and across the system.

4. **Data-Based Decision Making:** The systematic use of progress-monitoring data to determine whether interventions should be intensified, modified, maintained, or discontinued.

To support effective MTSS implementation, the Charter School ensures that evidence-based interventions and supports are in place at each tier. Intervention implementation is monitored regularly to ensure fidelity, thereby supporting appropriate and legally defensible instructional and placement decisions. Additionally, the Charter School employs a structured problem-solving process that guides teams through identifying the problem, analyzing contributing factors, developing and implementing an action plan, and evaluating outcomes.

When implemented with fidelity, MTSS offers significant benefits for students from diverse economic, linguistic, and cultural backgrounds. This framework promotes equitable access to high-quality, standards-based instruction for all students and reduces the over-identification of students with learning difficulties—a persistent issue that disproportionately affects low-income and culturally diverse populations.

MTSS AND THE SPECIAL EDUCATION IDENTIFICATION PROCESS

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

Rocketship also responds formally to all parent and staff requests for special education evaluation in accordance with state and Special Education Local Plan Area ("**SELPA**") guidelines and regulations. If a verbal request for special education evaluation is made by a parent, 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 principal or assistant principal and a school psychologist. The Charter School team then schedules a formal Student Success Team ("**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 calendar days. Parents will be given at least 15 calendar days to provide consent. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules an Individualized Education Program ("**IEP**") meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 calendar 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 AT ROCKETSHIP

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

Universal Screening. Rocketship utilizes a multiple-gating process as part of its universal screening approach. Multiple gating refers to the use of data from multiple universal screening measures to ensure that students who are experiencing academic or behavioral challenges are identified accurately and in a timely manner.

For academics, initial universal screening data are used to identify students who fall below established performance benchmarks. These students receive additional targeted screening through curriculum-aligned measures to more precisely identify specific areas of academic need. Once an area of deficit is identified, additional diagnostic assessments are administered as needed to determine appropriate intervention entry points and instructional supports for each student.

For social-emotional and behavioral development, Rocketship administers an evidence-based universal screening process designed to identify both internalizing and externalizing behaviors. This process

enables early identification of students who may benefit from additional social-emotional or behavioral supports.

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

- Tier 1 – Core Instruction and Universal Supports: All Rocketship students participate in and benefit from high-quality core instruction and universal supports provided at the Tier 1 level. Academic supports include standards-aligned instruction, differentiated classroom practices, small-group instruction, and the use of technology-supported learning to meet diverse learner needs. Behavioral and social-emotional supports at Tier 1 include clearly defined, positively stated schoolwide behavior expectations, access to a schoolwide incentive system, and the implementation of social-emotional learning practices as part of a Positive Behavioral Interventions and Supports framework.

- Tier 2 – Targeted, Small-Group Supports: Despite strong Tier 1 instruction, some students require additional support to meet grade-level expectations. Tier 2 supports consist of evidence-based academic and behavioral interventions delivered in small-group settings. These interventions are targeted to specific skill deficits and may include focused academic instruction or structured behavioral and social-emotional skill development, such as targeted social skills instruction and progress-based behavioral supports.

- Tier 3 – Intensive, Individualized Supports: Students who do not demonstrate adequate progress in response to Tier 1 and Tier 2 supports may be referred for more intensive intervention at Tier 3. Supports at this level are highly targeted and individualized, addressing specific areas of academic or behavioral need through intensified instructional strategies and individualized intervention plans. Tier 3 may also include referrals for additional assessment and evaluation to determine whether a student has a disability that requires special education services and supports.

Evidence-Based Interventions. Rocketship utilizes a comprehensive set of evidence-based intervention resources to support students across all tiers of instruction and intervention. These supports are selected based on demonstrated effectiveness, alignment to student needs, and responsiveness to data.

- Academic Interventions: Academic interventions include structured, systematic instruction targeting foundational literacy skills, such as phonemic awareness, phonics, fluency, and comprehension. Interventions are delivered using research-based instructional practices and are aligned to identified student skill deficits to accelerate progress toward grade-level standards.
- Behavioral and Social-Emotional Interventions: Behavioral and social-emotional supports include targeted and individualized interventions designed to promote positive behavior, social skills development, and emotional regulation. These may include structured check-in systems, small-group or individual counseling supports, and the use of functional behavior assessments to develop and implement positive behavior intervention plans and/or behavior support plans.

Ongoing Progress Monitoring. Rocketship utilizes multiple research-based methods to conduct ongoing progress monitoring for students participating in interventions. Students receiving Tier 2 and Tier 3 academic supports engage in regular progress monitoring using curriculum-aligned measures to assess growth in targeted skill areas. Progress monitoring occurs frequently enough to allow staff to evaluate student response to intervention and make timely instructional adjustments. For students receiving behavioral or social-emotional interventions, progress is monitored consistently through structured data collection processes, including tracking the frequency, duration, and intensity of identified behaviors.

Data-Based Decision Making. Rocketship uses structured data cycles, typically occurring every four to six weeks, to support data-based decision making within the MTSS framework. During designated data review meetings, school staff analyze progress monitoring data to determine whether interventions should be continued, modified, intensified, or discontinued for individual students. Protocols and systems are in place to guide teams through this collaborative problem-solving process and ensure consistent implementation across school sites. Detailed procedures supporting this work are outlined in Rocketship's Pre-Referral Handbook (see Appendix 14).

Treatment Integrity. Principals, assistant principals and network support staff conduct regular implementation fidelity reviews of interventions to ensure that supports are delivered as designed. These reviews are non-evaluative and are intended to provide actionable feedback to staff, strengthen instructional practice, and maintain the effectiveness of evidence-based interventions.

Problem-solving. Rocketship employs structured problem-solving practices as part of its MTSS framework. The pre-referral process includes collaborative team meetings in which grade-level educators, principals, and assistant principals review student data, identify concerns, and develop targeted support plans. When needed, more formal student support meetings are convened to plan and monitor intensive interventions. Additional guidance related to these processes is provided in the Pre-Referral Handbook (see Appendix 14).

Family Communication. Family communication is a core component of Rocketship's MTSS framework. Families are informed and engaged throughout the process, beginning with written notification when a student is identified for intervention. Ongoing communication ensures that parents understand the supports being provided and are partners in their child's academic and social-emotional growth.

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., small group reading groups, advanced math activities, use of adaptive OLPs, regular progress-monitoring, and data-based decision making), we serve this population in a variety of ways, described below.

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

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

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

Teacher Collaboration. At least weekly, 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.

Focused Instruction. Rocketship's standard instructional approach is for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. One such subgroup is students who are performing above grade level. All students, including high-performing students, will receive targeted small group reading instruction and small group skills instruction in both the Humanities and STEM blocks. High-performing students may also participate in student-led literature circles. 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 STEM 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 receive adaptive software and hands-on activities such as Lego Robotics that challenges them. We anticipate providing other activities to our high-achieving students during Learning Lab which let them examine the current grade-level concepts in more depth.

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

SPECIAL EDUCATION SERVICES

RRS will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the IDEA, Section 504, the ADA, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights ("OCR"). Furthermore, RRS will comply with Authorizer guidelines, and all California laws pertaining to special education students.

OVERVIEW

Rocketship's commitment to ensuring equal access to opportunity for all, including students with diversity of learning, social-emotional and behavioral needs. The mission of the Integrated Special Education ("**ISE**") department within Rocketship is to ensure that students with disabilities receive a free and appropriate public education within the least restrictive environment. We partner as school and network support teams to ensure access, participation and success to the core curriculum, general education spaces and peers. For the ISE specific aims, this is accomplished through 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, principals, assistant principals, and families to appropriately support each student's individualized education program.

In order to fulfill this mission, Rocketship seeks to apply current research with evidence based best practices to create Individualized Education Programs that support students with disabilities. We believe that all students are best served within an inclusive model, and our service delivery model is grounded in students first, family centered, and team-based decision making. We approach educational programming

for our students from a positive, strength-based perspective. Our ISE staff members serve as teachers, coaches and consultants who empower key stakeholders to support the academic and social development of our students both within the classroom and in their communities. We believe that our families are our students' greatest advocates, and we strive to support them to advocate to the fullest for their child.

RRS intends to continue to operate as a local educational agency ("**LEA**") for purposes of special education, as a LEA member of the El Dorado County Charter **SELPA** pursuant to Education Code Section 47641(a). All of Rocketship's existing California charter schools are members of the El Dorado County Charter SELPA. A change in LEA status or SELPA membership shall not require a material revision of this charter.

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

RRS 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, they are considered with all others for enrollment at RRS. Disability or non-disability status is not a factor for enrollment or acceptance. Admission is based solely on capacity at the Charter School.

INTEGRATED SPECIAL EDUCATION

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

We partner as regional leaders, school teams, and with our families to craft IEPs that are founded in meaningful inclusion and have individualized goals based on each student's academic, social emotional, and behavioral development needs. The core of our ISE Program is high-quality, rigorous, and inclusive instruction for the growth and absolute achievement of our Rocketeers. Special and general education teachers work in collaborative arrangements designed to bring appropriate instructional supports to each child in the general school environment. Support is built on culturally relevant differentiation and instruction through universal access to content-driven curriculum.

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

Differentiation within the General Education Program. At Rocketship, students with disabilities are educated in the general education environment, alongside their neurotypical peers, to the greatest extent

possible and appropriate for each individual student. In this model, it is essential that the general education program is scaffolded and differentiated to meet the needs of students with disabilities. Special education and general education staff closely collaborate in order to identify and design needed scaffolds and supports. Supports in the Tier 1 program vary by student and according to need, but may include:

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

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

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

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

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

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

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

Transportation. Rocketship will provide transportation to any student if required by a written statement in the student's IEP, and only with the written consensus of the IEP team as needed, for any eligible child to and from school and all school related activities. As an IEP team during an IEP meeting, transportation will be discussed in accordance with state law regarding eligibility.

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

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

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

In order to proactively identify students who have already been found eligible to receive accommodations and/or services via an IEP or Section 504 plan, Rocketship includes a "Child Find Supplement," which asks families to indicate if the enrolling student has a current IEP or 504 plan, has recently been evaluated for any purpose, or if the family has additional concerns. 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 Universal Screener – Administered to all students at least three times a year to get an understanding of student knowledge.
- A "student huddle" process, wherein grade level teams and the principal or assistant principal collaborate to plan classroom-level supports for students with identified academic and/or behavioral needs.
- A formal Student Study Team, which includes family members, classroom teachers, the principal or assistant principal, and other staff as necessary, to plans targeted, individualized supports for students who present with more significant academic and/or behavioral needs. (For a copy of our Pre-Referral Handbook, please see Appendix 14.)
- Tier 2 and 3 social-emotional, behavior, and academic interventions, further described above, delivered to students identified as needing them through the universal screening process
    - Diagnostic Assessment – For more specific information on a student's skill development needs.
    - Progress Monitoring – Weekly data collection aligned to the interventions provided to students in Tiers II, III, and special education. This supports the Charter School teams to review data and make data based decisions regarding instructional supports and programmatic needs.

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

Rocketship also responds formally to all parent requests for special education evaluation in accordance with state and SELPA guidelines and regulations. All requests, verbal and written, are day and time stamped by the receiving staff member and immediately delivered to the special education team. The school team then schedules a formal SST meeting to respond to the parent request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a prior written notice within 15 days of their request. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules and IEP meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent to Assessment Plans. Prior Written Notice and all documents are 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 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, social workers, mental health providers, etc. may be involved depending on the student's needs. Rocketship will inform parents that special education and related services are provided at no cost to them.

IDEA mandates that "No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs." Consequently, the assessment team utilizes many data sources (record reviews, interviews, observations, formal and informal testing, etc.) to make a recommendation regarding eligibility for special education services. All assessments used by Rocketship are validated for the specific purpose for which they are used, and assessors take particular caution when selecting assessments that reliably evaluate the performance of culturally and linguistically diverse students.[12] Students are also assessed in their primary language, and Rocketship employs bilingual school psychologists and speech language pathologists to accommodate this requirement. Hearing and vision data is also included 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 their peers. Education Specialists complete the academic portion of the evaluation, which includes formal as well as informal assessment.

If a student is found eligible to receive special education services under one or more of the 13 qualifying conditions, the team meets to create an IEP 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 but not limited to the following:

- 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 eligibility assessment reports are comprehensive and typically 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

[12] 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.

- 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
- The impact of the student's attendance on their achievement.
- Testing instrument specific data
- Parent and teacher interviews

Assessment reports will be provided to parents in their primary language whenever requested, or deemed necessary by the IEP team.

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 ("**IEE**"), which is provided at no cost to the family.

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

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

IEP DEVELOPMENT

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

Rocketship follows all applicable federal and state laws governing the IEP process and procedural safeguards. Parents, general education, special education services staff, other professionals and other service providers or professionals as appropriate will be involved throughout the IEP process. As a member of the El Dorado County Charter SELPA, all of the current Rocketship schools use the Special Education Information System ("**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 appropriate to student needs, special education services are provided by specialists within the general education classroom (see Appendix 15 for a sample professional development session for principals and assistant principals outlining our approach to co-teaching). We do, however, understand that an environment can only be considered "least restrictive" when the student is receiving meaningful educational benefit from the program, and as such, a critical component of the IEP process is designing the systems that will allow the team to continually monitor student progress and adjust the plan in the case that a student is not making adequate progress. While we have adopted an inclusive approach to our special education service delivery and place a high priority on students with disabilities spending as much time as is appropriate in the general education environment, alongside their neurotypical peers, based on student needs and IEP, we do provide pull-out specially designed services when the IEP team determines that this placement is most appropriate for the individual student.

For students identified as both English learners and students with disabilities, IEPs will address both disability-related and language development needs using culturally and linguistically inclusive practices. IEP teams will include staff knowledgeable in English language development, and interpretation/translation will be provided to ensure meaningful parent participation. The IEP will include appropriate goals, services, and accommodations that support language access and academic progress. Services will be coordinated to ensure access to grade-level curriculum, ELD instruction, and the least restrictive environment.

In the case that a student is exhibiting behaviors that significantly impede the learning of themselves 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.

When a student with an IEP transfers 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.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter

School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

SECTION 504 PLANS

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

A 504 team will be assembled by the principal or assistant principal and shall include the parent/guardian and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement option, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether a recommendation for 504 services and/or supports is appropriate. If the student has already been evaluated under 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 Charter 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 the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan will be maintained in the student's file. Each student's 504 Plan will be reviewed as needed and on a regular basis to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility. Any student with a 504 Plan has a Confidential File Folder maintained by the 504 Case Manager. This folder is a supplement to the student's cumulative folder.

CONSIDERATIONS FOR EL STUDENTS

Rocketship carefully considers the cultural and instructional needs of English Learners. 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 education specialists to ensure that IEP goals are written to support the unique learning needs of EL students with disabilities.

The results of the Home Language Survey and state-mandated language assessment (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

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Our ISE team is typically comprised of a program director, program specialist, school psychologist, education specialist (mild to moderate support needs and extensive support needs), paraprofessionals, speech therapists, speech and language pathologist assistants, occupational therapists, and other service providers or specialists 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 education specialists, the principal or assistant principals, and a program specialist who will provide weekly oversight, training and direction.

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

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

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

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

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

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

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

Rocketship believes 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.

ENGLISH LEARNERS

At Rocketship, we serve a significant number of English Learners.[13] 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 ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Rocketship will provide access to grade-level core curriculum for all ELs.

IDENTIFICATION AND ASSESSMENT

We will administer the Home Language Survey ("HLS") upon a student's initial enrollment into a California public school. If a student's HLS shows a response other than English to the first three questions, the student must be tested for English comprehension, speaking, reading and writing within 30 days, as required by law. Prior to administering the ELPAC Initial Assessment, the Charter School will provide notice to the parent or guardian. School personnel shall arrange for these assessments and will place the HLS in the student's cumulative file.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

State and federal laws require that schools administer a state test of English language proficiency. Pursuant to California law, we will administer the **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.[14] For more details on these classifications, please see below. ELPAC scores will be placed in the student's cumulative file.

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

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

[14] 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.

The ELPAC consists of two separate assessments:

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

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

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

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

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

The ELPAC 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 kindergarten through grade twelve; (2) determine their level of English proficiency; (3) monitor their progress in learning English on an annual basis; and (4) determine when students have met one of the criteria to be reclassified to RFEP status. Rocketship will notify all parents of the ELPAC testing requirements and of ELPAC results within 30 days of receiving results from the publisher.

<u>CLASSIFICATION OF INITIAL FLUENT ENGLISH PROFICIENT</u>

A student's initial ELPAC score determines whether the student is classified as an English learner or whether the student is eligible to be classified as IFEP. The student is classified as IFEP if they meet the ELPAC initial assessment proficiency criterion set by the state.

RECLASSIFICATION AS RECLASSIFIED FLUENT ENGLISH PROFICIENT

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

Under current state law, students who are identified as English learners must participate in the annual administration of the ELPAC until they are identified as 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.

The principal, assistant principals, 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.

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

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Students who are moved from EL status to RFEP are documented in online databases including PowerSchool and CALPADs. RRS 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 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 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 CCSS for ELA/Literacy and Mathematics. The 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 Program 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 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 ELD standards in tandem with the 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 ELD standards to develop critical language skills that ELs need for content learning in English. This instruction brings in content from core classes to 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 by proficiency levels so that teachers can strategically target students' language learning needs and accelerate English language and literacy development, further described below:

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

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

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

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

Instructional Strategies. Rocketship teachers are trained in integrated and designated ELD instructional strategies. These instructional strategies focus on vocabulary development, oral language, background knowledge, and several other strategies that have been proven to be highly effective with EL students.

These strategies may include:

- Vocabulary development: Teachers will introduce new vocabulary while introducing a new concept by having students repeat the word, predict the meaning, and use it in a sentence of their own after the teacher confirms the meaning.

- Sentence stems: Teachers will provide students sentence stems to help students effectively communicate using a complete sentence or encourage students to use more complex sentence structure and specific vocabulary in their oral responses.
- Turn & Talks: Teachers will provide students opportunities to process new information and practice new language by discussing ideas with a partner.
- Guided interaction: Teachers will structure lessons so that students work together to understand what they are learning.
- Metacognition and authentic assessment: Teachers will model, 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 Bilingual, Cross-cultural, Language and Academic Development ("BCLAD") certification, or other CTC-approved EL authorization.

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.

RRS 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. Parents are encouraged to participate in the ELAC as well as the School Site Council ("**SSC**"), further described in Element D below. Parents are also encouraged to volunteer in their children's classrooms and attend community meetings, parent coffees, and school events. Community meetings will often advise parents on programs and services for EL students. We will inform parents on programmatic and assessment issues that affect EL students as well as relevant programs, funds, and instructional strategies.

PROFESSIONAL DEVELOPMENT AND TALENT MANAGEMENT

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

CREDENTIALING

Rocketship continuously strives to be a great place to work. We are committed to creating pathways to support our staff on their journey to becoming a certified teacher in California. We have a dedicated Credentialing team who educates and guides staff throughout the entire process.

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

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

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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

School Year. In addition to summer training, Rocketship schools dedicate approximately 200 hours throughout the school year for staff professional development. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The principals and assistant principals at each school facilitate and organize sessions, 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 principals and assistant principals, Rocketship 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, local partner districts, Amplify, Great Minds, Code.org, and more. 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 (e.g. using pre-aligned non-verbal signals, whisper coaching to a teacher during instruction), model instruction, and engage in co-observations with the teacher (i.e. watching a video of the teacher or observing a different teacher). All teachers receive at least four hours of support per week outside the classroom, get observed at least twice a week, receive at least two hours of professional development per week, and have a weekly one-on-one meeting with their coaches.

NEW TEACHER RESIDENCY - PILOT

We were awarded the Teacher Residency Capacity Grant Program by the California Commission on Teacher Credentialing to launch our first Teacher Residency Program in SY 2025-26. This pilot program provides high-quality immersive and comprehensive training experiences for up to 10 aspiring teachers, by combining coursework with hands-on classroom experience under the guidance of mentor teachers. Research shows that residency programs have a positive impact on student outcomes. Teachers who have successfully completed residency programs are often better equipped to meet the diverse needs of their students, can differentiate instruction effectively and create engaging and inclusive learning environments. The funding for this pilot program will continue through SY 2027-28.

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

TEACHER PERFORMANCE MANAGEMENT AND EVALUATION

Rocketship implements an annual performance evaluation system for teachers. We believe that performance evaluations are a vital part of helping us to achieve our mission because evaluations allow us to recognize and reward improvement and excellence and ensure that teachers receive consistent and direct feedback that helps them improve and grow.

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

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

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

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

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

Teaching Performance. The Rocketship teacher performance rubric outlines the expectations for teacher performance and is used by managers to provide feedback in evaluations. The core of Rocketship's teacher performance rubric is the Charlotte Danielson *Framework for Teaching*. The *Framework for Teaching* is a research-based performance rubric validated to show positive correlations between the *Framework for Teaching* ratings and student outcomes.[15] The Rocketship performance rubric examines teaching performance in four domains: Planning and Preparation, Learning Environments, Learning Experiences, Principled Teachings. (For a copy of the rubric, please see Appendix 16.)

TEACHER RETENTION AND COMPENSATION

Rocketship is committed to addressing and continually improving teacher retention in all of our schools. We have implemented a variety of programs, initiatives and support systems to make teaching a more viable and desirable career that the most talented individuals in our communities pursue. We provide support and counseling for principals, especially those new to the role, on teacher retention. Our Program and Regional Teams focus on teacher curricular tools and resources to provide teachers with high quality resources and support. 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 time to meet personal needs, including competitive paid time off packages and a credentialing paid time off policy for educators who need time away from school complete credentialing requirements (e.g., test preparation, test completion, etc.). We have increased opportunities for teachers to provide upward feedback on managers via surveys (i.e. manager effectiveness, staff satisfaction). We have a Teacher Advisory Group that is focused on keeping great teachers at Rocketship and providing a teacher voice on important topics that touch all aspects of our network.

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

LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

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

Teacher Leadership Programs. Rocketship's Teacher Leadership programs prepare teachers for the next steps in their leadership pathways through professional development in personal leadership skills, effective management frameworks, and essential mindsets. These programs are ideal for educators who are interested in developing either as a peer leader from the classroom or rising into the assistant principal within the next several years, as well as those who are considering other centralized network roles.

Our Teacher Leadership programs engage in a variety of experiences depending on the program focus areas. These may include monthly workshops, leadership projects within their campus, and/or peer mentorship and support. These programs also provide opportunities for teachers to build strong and collaborative relationships among teacher leaders across Rocketship campuses.

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

LEADERSHIP DEVELOPMENT FOR SCHOOL LEADERS

Rocketship also has a comprehensive development system for its Principals, Assistant Principals, Business Operation Managers and Office Managers. (Qualifications and responsibilities for these roles are further described below in Element E.) Principals, assistant principals, business operations managers, and office managers receive ongoing professional development centered on key levers aligned to their role, including data-driven instructional leadership; systems planning; coaching and observation; family and community engagement; school culture; staff culture; and (for principals) team management. Principals and assistant principals who manage special education teachers also receive a special strand of professional development.

To support our principals, assistant principals, business operations managers, and office managers in team management, Rocketship provides key management development training and experiences. During our summer training, we start our training with self and team awareness development as a foundation of leadership. We also review evaluations and compensation training to ensure our leaders understand the process of setting clear expectations and compensation. We also ensure that new managers understand the foundations of employment law and performance management. During the school year, Rocketship has manager feedback and staff engagement surveys to give leaders clear feedback on their management and school experience. In addition to the surveys, our Human Resource team regularly meets with principals, assistant principals, business operations managers, and office managers to debrief any management challenges, review any upcoming management strategies, or people related skill building.

Our principals all spend approximately ten hours each month receiving professional development from Rocketship California's Regional Achievement team. Our assistant principals receive approximately two hours of professional development directly from the Program team and the Regional Achievement team and also get regular training and support from principals. Members of the Regional Achievement team also attend meetings between principals, assistant principals, and teachers to provide feedback on meeting facilitation and coaching, as well as conduct regular school and classroom walk-throughs. Business Operations Managers and Office Managers also receive weekly development from national Directors of Operations and Directors of School Communities.

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

The Charter School has created a Local Control and Accountability Plan ("**LCAP**"), which contains a reasonably comprehensive description of RRS's annual goals and outcomes in the Eight State Priorities, schoolwide and for all numerically significant student subgroups, in accordance with Education Code Section 47605(c)(5)(A)(ii), and will continue to annually update the LCAP in accordance with California laws. The LCAP is annually presented to families and the public at the Board of Directors LCAP Public Hearing and subsequently approved at the following meeting. The Charter School shall present a report on the annual update to the LCAP for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP is designed to align with the Eight State Priorities, as described in Section 52060(d) and listed below. Each LCAP goal and associated actions directly address a subset of the state priorities. For a description of which LCAP goals address which state priorities, please see the LCAP attached as Appendix 17.

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

The LCAP is attached to this petition as Appendix 17 and is fully incorporated by reference in fulfillment of Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B). Notwithstanding the foregoing, the LCAP is updated annually as required by state law, and any changes thereto shall be made without need for material revision of the charter.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the 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 schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.
—Education Code Section 47605(c)(5)(B).

Goals, Actions, and Outcomes in Alignment with State Priorities
Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the RRS LCAP provides a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for numerically significant subgroups of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), as well as the mission, curriculum, and assessments of the Charter School. The Charter School maintains the same goals, actions, and outcomes for all students, both schoolwide and for all numerically significant student subgroups, except where explicitly noted within the LCAP. The Charter School maintains that all students, including all subgroups, can achieve the goals it sets. The LCAP, attached as Appendix 17, explains how the Charter School addresses the Eight State Priorities.

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

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

Metric	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome
CAASPP met or exceeded schoolwide (ELA)	59.0%	55.9%	70%
CAASPP met or exceeded schoolwide (Math)	63.9%	68.8%	70%
CAST met or exceeded schoolwide (Science)	n/a	n/a	n/a
Average growth years for reading (NWEA MAP), grades K-2	1.09 years	1.41 years	1.2 years
Average growth years for math (NWEA MAP), grades K-2	1.19 years	1.50 years	1.2 years
Percentage of EL students who increase at least one ELPI level or maintained the ELP criterion (Level 4)	67.9%	40.8%	55%

EL reclassification rate	15.2%	10.8%	17%
Percentage of students with access to their own copies of standards aligned instructional materials for use at school and at home	100%	100%	100%
Number/Percentage of total and EL teachers credentialed & properly assigned	100%	100%	100%
Percentage of adopted standards including ELD standards implemented	100%	100%	100%
Percentage of facilities meeting the "good repair" standard	100%	100%	100%
Percentage of students who feel safe on campus	85%	84%	75%
Percentage of families who feel campus is safe	94%	90%	85%
Percentage of students who feel connected to at least one staff member	83%	84%	75%
Suspension rate (schoolwide)	0%	0%	0%
Expulsion rate (schoolwide)	0%	0%	0%
Percentage of students with access to a broad course of study	100%	100%	100%
Average daily attendance	93.7%	94.1%	94%
Chronic absenteeism rate (schoolwide)	20.9%	18.0%	20% or lower
Percentage of parents are involved	75%	87%	90%
Percentage Home visits completed	100%	99%	95%
Percentage of parents who are satisfied with their school	91%	89%	90%
Percentage of parents connected	87%	88%	85%
Portion of parents with input into decision making	100%	100%	90%

RRS makes the following affirmations related to its student outcomes/exit outcomes, in alignment with SCCOE's Charter Review Matrix:

- As RRS's student outcomes are aligned with state assessments (CAASPP, CAST, ELPAC, etc.), they directly address state content and performance standards in core academics.
- RRS's exit outcomes include acquisition of academic and non-academic skills, as shown by the list above, which includes academic performance outcomes, and outcomes related to student safety, attendance, and campus climate, etc.

- RRS affirms that “benchmark” skills and specific classroom-level skills will be developed.
- RRS affirms that its student outcomes align to its mission, curriculum and assessments.
- RRS’s list of school-wide student performance goals that students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc., are described in the above list.
- RRS acknowledges that exit outcomes and performance goals may need to be modified over time.
- Student achievement measurements, as established in the attached LCAP, include the following elements: alignment with the state priorities (documented in relation to each goal, action, and outcome in the LCAP); administration of state assessments; Dashboard indicator goals; the percentage of EL students who make progress toward English proficiency; and the EL reclassification rate.

ELEMENT C: METHODS OF ASSESSMENT

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

ASSESSMENT MEASURES

RRS affirms that, to the extent practicable, the method for measuring pupil outcomes for the Eight 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 and teachers to better understand students' strengths and areas in which they may be struggling. The information provided by the assessments will be used to guide instruction and to identify students who may need additional support and/or challenge.

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

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

As further described in Element A above, teachers will analyze assessment results to identify student, class, and school trends, to find specific areas of instructional strength and weakness, identify students who need additional support, and ensure children are making progress towards grade-level proficiency as measured by the State Standards. Assessments will be used to inform instruction as well as to track and monitor student growth and learning. Rocketship has a comprehensive MTSS program, further described in our At-Promise Students section in Element A, for students who fail to progress and/or achieve consistent with school expectations and goals.

Rocketship's current assessments are as follows:

- State-mandated Assessments (summative)—Students will be expected to meet statewide standards for academic achievement. Specifically, students will take the Smarter Balanced assessments for English Language Arts and Mathematics/CAASPP as applicable each spring. Additionally, the California 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 measurements. The ELPAC will be administered to English Learners annually; the California Alternative Assessments will be administered to eligible students annually; and the Physical Fitness Test will be administered to students in grade five.

- Leveled Reading Assessments (baseline, formative, summative)—All students in grades K-5 will be assessed three times throughout the year using either the Amira or DIBELS benchmark assessment. In addition to their use as a reading assessment, Amira or mCLASS with DIBELS Edition 8 will also be used as the schools K-2 universal screener in accordance with Education Code Section 53008. Both Amira and mCLASS with DIBELS Edition 8 are on the approved universal screener of reading difficulties platforms list provided in 2024 by the CDE.
- Writing Assessments (baseline, formative, summative)—A writing sample will be collected and assessed for each student several times a year. Students will be instructed on how to use writing checklists throughout the writing process. Students will use these writing checklists for self-review and self-assessment on writing projects throughout the year. Teachers will also use these checklists to assess student writing.
- Mathematics Assessments (baseline, formative, summative)—Throughout the year, student progress in mathematics will be measured using formal and informal formative assessments. Ongoing assessment will take the form of teacher observations, assignments, and lesson exit tickets. At the end of each unit, student understanding and mastery will be measured through a formal assessment.
- Standardized Assessments in Language Arts & Mathematics (interim)—In addition to leveled reading assessments and formative math assessments, students will also take NWEA MAP Interim Assessments three times per year in Reading and Math to ensure they will be prepared for Smarter Balanced Assessments.
- Science Assessments (formative, summative)—We will assess student progress toward the Next Generation Science Standards using NWEA MAP interim assessments two times a year. 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.
- Social Studies Assessments (formative, summative)—We will assess student progress toward California History–Social Science Standards using a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects.
- Social Emotional Learning Assessments (formative, summative)—Teachers will complete a social-emotional and behavioral screener three times a year to determine which students would benefit from additional supports, such as social skills groups or Check-in/Check-out, and to track social-emotional skills growth over the course of the year.

USE AND REPORTING OF DATA

Rocketship will utilize its data warehouse and reporting dashboards 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 and on scheduled Data Days. CAASPP test data will also be reviewed at this time.

REPORTING TO PARENTS/GUARDIANS

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

REPORTING TO THE CHARTERING AUTHORITY AND OTHER STAKEHOLDERS

Rocketship will promptly meet all reasonable inquiries for data from the County and ensure 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

Governing Law: 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(c)(5)(D)

In accordance with Education Code Section 47604, all Rocketship charter schools will be operated by RSED, a California non-profit public benefit corporation with 501(c)(3) status. All staff will be employees of RSED. RSED will be governed by a Board of Directors **(the "Board")** pursuant to its corporate bylaws as adopted, and as subsequently amended from time to time, which shall be consistent with this charter. (RSED's Articles of Incorporation and Bylaws are attached as Appendix 18 and 19, respectively.)

RSED will operate independently from SCCBOE, with the exception of the supervisory oversight as required by statute and other contracted services. Pursuant to Education Code Section 47604(d), SCCBOE shall not be liable for the debts and obligations of RSED, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as SCCBOE has complied with all oversight responsibilities required by law.

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

GOVERNANCE STRUCTURE

BOARD OF DIRECTORS

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

Rocketship's Bylaws state that the Board must consist of at least three and up to 25 members. Board members serve for staggered terms of two years and until a successor director has been appointed or elected as required by the position. This staggering of terms will create a natural flow for future elections and ensure that the Board does not experience full turnover at once. For bios of our current Board members, please see Appendix 20.

The Board will be comprised of the following individual officers, at a minimum:

- 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 of Incorporation and Bylaws, and notice of Board and committee meetings.
- Treasurer, responsible for overseeing and validating audits, federal and state annual information return filings, and corporate filings.

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

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

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

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

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

BOARD DUTIES

The Board will be responsible for RRS'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 RRS's enrollment and grade-level configuration;
- Approval of annual school budget, calendar, salary schedules, and fundraising plans;
- Monitor negotiation and approval of a Memorandum of Understanding ("MOU") or other contracts with the County;
- Approval of all financial policies that set the processes and controls for contracts, expenditures, and internal controls;
- Hiring and firing of the CEO and oversight over other personnel actions;
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Oversee material revisions to the school charter;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance and approval of the LCAP;
- Evaluation of Rocketship Executive Director ("**ED**");
- Monitoring RRS's performance and taking necessary action to ensure that the school remains true to its mission and charter;
- Monitoring RRS'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 RRS.

The Board will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest, the Brown Act, and school finance (AB 640).

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

The Board may execute any powers delegated to it by law and shall discharge any duty imposed on it by law. The Board may delegate to an employee of RSED any of those duties with the exception of those

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

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

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

BOARD MEETINGS AND TRAINING

The Board will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act and Education Code Section 47604.1(c), and thus be held openly and easily accessible to the public. Rocketship will establish an annual calendar listing the dates of its regular meetings and provide the locations of those meetings. Rocketship will ensure that a teleconference location, which will be 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.

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

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

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

CALIFORNIA COMMITTEE

We believe it is critical to form strong local partnerships to inform our growth and maximize our impact in each of the communities we serve. To this end, the Board has created a California Committee whose membership consists of a diverse group of parents and civic and business leaders committed to closing the achievement gap. The California Committee serves as an advisory board to the Board of Directors.

The primary responsibility of the California Committee is to serve as a formal structure giving voice to Rocketship student, family, and community needs. The California Committee may provide advice and counsel to Rocketship Education's Executive Director; provide meaningful input to the Board of Directors

on topics such as plans and strategies for local growth, model improvement and operational plans; and build local partnerships to enhance the quality and sustainability of Rocketship schools.

ADDITIONAL COMMITTEES

In accordance with the Bylaws, the Board has established four additional standing committees to support the work of the Board. All standing committees comply with the Brown Act and the Rocketship Conflict of Interest Code. The committees are the Business Committee, Achievement Committee, Audit Committee and Executive Committee.

The Business Committee provides oversight of the budget and asset management, ensuring the Board understands the financial health of the organization. The Business Committee monitors current financial performance, partners with the CFO on in-depth financial reviews, supports long-term financial sustainability and ensures compliance with state and federal regulations.

The Achievement Committee monitors student academic performance, ensuring our schools provide an excellent education to all students. The Achievement Committee partners on academic goal setting and strategy, and ensures the board understands the performance framework and how schools are performing against it.

The Audit Committee provides oversight of the annual audit process, ensuring the Board understands the organization's performance on the audit. The Audit Committee reviews the annual audit and ensures compliance with state and federal regulations.

The Executive Committee supports the board member recruitment process through finding, recruiting and screening candidates. The Executive Committee additionally conducts reviews of the Board, organizes board retreats and training, and assists in the evaluation of the Executive Director.

BOARD RECRUITMENT

In the event of an opening on the board, the Executive Committee will facilitate the recruitment process to identify potential candidates for election to the Board. In partnership with the CEO, the Committee develops criteria for board membership, identifies potential candidates for outreach efforts and develops a recruiting plan for potential candidates. The Committee makes recommendations to the full Board to elect potential candidates, and the Board votes on such appointments.

RSED STAFF

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

The current support that RSED network staff provides includes the following:

- High-quality support via centralized Program team and Regional Achievement team to increase student achievement (i.e., planning and designing instructional materials and resources; creating academic visions and goals; coaching of principals, assistant principals, and teachers; guiding the data analysis process; facilitating professional development for teachers principals, assistant principals, business operations managers, and office managers)

- Talent management (i.e., recruitment; teacher and principal, assistant principal, business operations manager, and office manager pipeline development)
- Growth/policy (i.e., government relations; supervising community outreach and parent involvement)
- Finance (i.e., financial analysis and monitoring; budgeting; accounting, payroll, billing)
- Strategy (i.e., project management; cross-functional facilitation; devising systems for operational issues; overseeing network expansion)
- Facilities (i.e., site location, design, permitting, entitlements)
- Legal (i.e., compliance; completion of required filings; support with education and governance laws and policies)
- Human Resources (i.e., hiring, infrastructure, employment issues, benefits, compliance)
- Operations (i.e., coordinating with service providers; developing and managing systems)
- Communications (i.e., marketing and public relations)

The staff is overseen by a Senior Leadership Team ("**SLT**"), which is a group of department leaders with deep and diverse functional expertise. For bios of our current SLT members and organizational chart, please see Appendix 21.

FAMILY PARTICIPATION

Family participation has been important to RRS since the very beginning. We understand that a parent/family is a child's first teacher and lifelong advocate. We strive to partner with parents in a variety of ways so that they can become active participants in the school and the community as they promote their children's education. As described in Element A above, our teachers, principals, assistant principals, business operations managers, and office managers conduct home visits and conferences and regularly communicate with parents via emails, phone calls, and notes home.

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

We encourage, but do not require, our families to complete at least 20 partnership hours each school year. Partnership activities vary widely and can include participating in Launch in the morning, a Rocketship daily tradition to foster excitement for the day of learning ahead, reading to their child at home, assisting in classrooms or participating in any school meetings or events. We also have special processes in place to involve families in the creation of the LCAP. In addition to the regular community meetings and parent meetings, RRS 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. RRS 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 **SSC** which mirror the requirements of Education Code Section 52852 applicable to traditional public schools and will be comprised of the following:

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

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

Pursuant to Education Code Section 64001(j), the SSC will be responsible for participating in the development of the **LCAP**.

The LCAP is a three-year plan that describes the goals, actions, services and expenditures to support positive student outcomes that address state and local priorities. The LCAP governs how the Charter School will spend its state LCFF funding. The LCAP is a blueprint to improve the academic performance of all students through the coordination of all educational services at the Charter School. Additionally, the LCAP Federal Addendum will address how federal funds provided to the Charter School will be used to improve the academic performance of all students.

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

The SSC will seek to empower parents in the education of their children. The SSC may engage in a number of activities and initiatives, including, but not limited to:

- Engage in professional development opportunities for families (e.g., through trainings in data analysis, budget review, curriculum and instruction, etc.).
- Review of attendance trends and policies.
- Review of English learner achievement and reclassification data.
- Review of the Family 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 family engagement.

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

ENGLISH LEARNER ADVISORY COMMITTEE

RRS shall establish an English Learner Advisory Committee of which parents/guardians of EL students constitute membership in at least the same percentage as their children represent of the total number of students in the Charter School. Other members of the ELAC can be parents/guardians of non-EL students, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

The Charter School shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an ELAC.

The ELAC seeks to fulfill the following tasks:

- Review and comment on the RRS' EL Master Plan, including policies, guiding the consistent implementation of EL educational programs
- Assist with an RRS-wide needs assessment.
- Review and comment on the RRS' program, goals, and objectives for EL programs and services.
- Review RRS' plan to ensure compliance with applicable EL Authorization and/or CLAD Certificate requirements applicable to RRS' teachers and instructional aides.
- Review and comment on the RRS' reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.

At Rocketship, we try to have our SSC and ELAC overlap to the extent desired by the Charter School and possible under the law.

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 LCAP.

Additionally, the ELAC shall assist the Charter School in the development of:

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

Family 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 principals, assistant principals, business operations managers, and office managers will use dashboard metrics to measure the success of parent involvement. The key goals for successful family involvement are:

- Enlisting family leaders at each campus: These individuals will help lead various activities at school as well as be key liaisons within the community to help inform other parents about Rocketship and promote grassroots, community efforts to help Rocketship eradicate the achievement gap in the community.
- Achieving at least 75% family attendance at school community events: These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to RRS.
- Engaging each RRS family to complete at least 20 volunteer hours at the school per year: As described above, RRS families will be encouraged to volunteer at the Charter School to help tighten the link between the families and the Charter School as well as assist RRS teachers and staff with various school operations. Volunteer service, however, is not a requirement for admission or continued enrollment at any Rocketship school.

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

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

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

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

RRS 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 will include leading RRS in all aspects of its day to day operations and working with the RSED Board of Directors, students, parents, and community members and the other governing bodies specified by local and state law.

The Principal is the instructional, cultural, managerial, and community leader of the Charter School. The Principal sets the vision for the Charter School and ensures that the Charter 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, the Office Manager, and the Business Operations 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.

***Qualifications*:**

- 3+ years of experience teaching in an urban city classroom and delivering significant gains
- 2 years of experience as an Assistant Principal (or equivalent) or a similar administrative position at an urban elementary school serving a diverse student population with a track record of realizing significant achievement gains

- Experience managing, coaching and developing teachers
- Strong leadership skills with the ability to inspire and motivate staff and families
- Personal drive for high expectations
- Results-oriented, using data to make decisions
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Experience with instruction of multilingual learners
- Experience in building and maintaining outstanding school culture
- Excellent time management and organizational skills
- Commitment to parent partnership
- Strong verbal and written communication skills
- BA from an accredited university
- Valid teaching credential in CA or ability to transfer credentialing to CA (Teaching credential must have English as a Second Language endorsement)
- Background check, TB test and fingerprinting

ASSISTANT PRINCIPAL

RRS will have at least one Assistant Principal, focused full-time on the implementation of RRS' academic systems and mentoring teachers to improve their effectiveness.

Reporting directly to the Principal, the Assistant Principal plays a critical role in driving academic achievement for students. The Assistant Principal ensures academic excellence by working closely with the Principal to lead and implement the instructional vision for the Charter School. The Assistant Principal leads two primary streams of work: teacher coaching and professional development. 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.

***Qualifications*:**

- 3+ years of experience teaching in an urban city classroom and realizing significant gains.
- Deep knowledge of elementary instruction and planning skills.
- Strong leadership skills and personal drive.
- Relentless pursuit of high expectations.
- Result-oriented and data-driven.
- Ability to inspire, motivate and develop others.
- Adaptable and able to thrive in a dynamic, fast-paced environment.
- Ability to engage and empower parents and families.
- Experience in building and maintaining outstanding school culture.
- Excellent time management and organizational skills.
- Strategic planning and project management experience.
- Strong verbal and written communication skills.
- Valid teaching credential in CA or ability to transfer credentialing to CA (Teaching credential must have English as a Second Language endorsement)
- Background check, TB test and fingerprinting
- BA from an accredited university

TEACHERS

RRS shall comply with Education Code Section 47605(l)(1), which states:

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

All teachers will have or be working toward CLAD certification and/or EL Authorization, as required for their certificated assignment.

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.

***Qualifications*:**

- Hold a B.A./B.S. degree from an accredited institution
- Hold the CTC certificate, permit, or other document required for their certificated assignment, including eligibility for a Provisional Internship Permit (PIP) or Short-Term Staff Permit (STSP), which requires current CPR certification from the American Heart Association or American Red Cross. *CPR certification must be active or candidate must be willing to complete CPR certification prior to start date at Rocketship.*
- Must maintain active and in-good-standing credential status once certified, throughout employment with Rocketship
- Preferred: Prior experience teaching in diverse school communities
- Background check, TB test and fingerprinting required

Teachers receive competitive, performance-based salaries to support retention and recognize them for their impact in our schools.

Teachers assigned to a TK classroom will have been issued at least one credential by the CTC and shall 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.

The Charter School will maintain the requisite classroom size, adult to pupil ratio, and credential requirements mandated by Education Code Section 48000(g) in its TK classrooms.

EDUCATION SPECIALIST

The Education Specialist is a full-time position that reports to the Charter School principal or assistant 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.

Qualifications

- Hold a B.A./B.S. degree from an accredited institution
- Valid Special Education teaching credential (Mild/Moderate or equivalent) in the state of employment, or eligibility to obtain the appropriate licensure as required by state law
- Must maintain active and in-good-standing credential status throughout employment with Rocketship
- Hold a valid Education Specialist (Mild/Moderate Support Needs) credential or be eligible for a Provisional Internship Permit or Short-Term Staff Permit, which requires current CPR certification from the American Heart Association or American Red Cross. *CPR certification must be active or candidate must be willing to complete CPR certification prior to start date at Rocketship.*
- Background check, TB test and fingerprinting required

INDIVIDUALIZED LEARNING SPECIALISTS

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

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
- Interest in becoming a credentialed teacher is a plus, but not required.
- Bachelor's Degree is a plus, but not required
- Background check, TB test and fingerprinting required

PARAPROFESSIONAL

The Paraprofessional will be responsible for providing individual and small group instruction for students with both special and typical learning needs in the general education environment including, but not limited to: the classroom, recess, and lunch area. The Paraprofessional will work under the supervision of a certificated Education Specialist who will provide weekly oversight, training and direction.

Qualifications

- A team player who is detail-oriented, resourceful and able to manage their responsibilities with confidence and discretion
- Comfort in a start-up environment with flexibility
- Interpersonal skills using tact, patience and courtesy
- Passion for working with young children
- At least 2 years of college or passing score on Rocketship's Paraprofessional Assessment required
- Experience working with students with disabilities desired
- Background check, TB test and fingerprinting required

OCCUPATIONAL THERAPIST

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

Responsibilities:

- Lead specialized evaluations related to sensory-motor development; write quality, compliant evaluation reports
- Develop Individualized Education Program present levels and recommendations for goals, objectives, supplementary aids, and services
- Attend IEP meetings; present evaluation findings; present information regarding student present levels and progress; recommend educationally relevant goals, services, and supports driven by student needs; collaborate with IEP teams to assist in finalizing the student's plan
- Attend 504 meetings; present evaluation findings and information regarding student present levels; recommend supports driven by student needs; collaborate with 504 teams to assist in finalizing the student's plan
- Develop appropriate, evidence-based intervention plans and provide high-quality, effective occupational therapy services;
- Assist in the implementation of evaluation/IEP/504 recommendations as needed
- Work with parents to build knowledge of disability and inclusive support for students with disabilities
- Assist in providing in-service training to parents, teachers, administrators and other professionals and paraprofessionals
- Provide consultation and advisement to administrators, teachers, and parents regarding the general and special education programs and supports under the Multi-tiered Systems of Support, 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 ISE Network Support Team
- Maintain a compliant practice and documentation
- Perform other duties as assigned or requested by the appropriate administrator

Qualifications:

- Must possess a Bachelor's or Master's degree 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 individuals with a range of disabilities (learning disabilities, emotional and behavioral disorders, autism, etc.)
- Excellent written and oral communication skills
- Embrace the mission of Rocketship Education
- 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 driver's license: willingness to provide own transportation in conduct of work assignments as you will be required to travel from site to site to work with students and faculty at all sites
- Background check, TB test and fingerprinting required

SCHOOL PSYCHOLOGIST

The School Psychologist is an exempt position that will work under the direction and supervision of the Associate Director of School Psychologists 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 consultation to school teams regarding intervention supports for struggling students.
- Work with parents to build knowledge of disability and inclusive support for students with disabilities.
- Assist in providing consultation and advice 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.
- Maintain a compliant practice.
- Some campuses may require consultation, collaboration, creation, and implementation of 504 plans
- Some campuses may require additional consultation around social emotional and behavioral systems and structures
- Perform other duties as assigned or requested by the Associate Director, School Psychology.

Qualifications:

- Required: Valid California Pupil Personnel Services credential (or applicable state credential); Master's degree in School Psychology
- Nationally Certified School Psychologist credential (preferred)
- Bilingual, Spanish (preferred)
- Experience working in Multi-Tiered Systems of Support (highly 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.) (highly preferred)
- Excellent written and oral communication skills
- Commitment to Rocketship's special education inclusion model and overall mission to close the achievement gap within our lifetime.
- 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 (or applicable state equivalent): willingness to provide own transportation in conduct of work assignments as the individual will be required to travel from site to site to work with students and faculty at all sites.
- Background check, TB test and fingerprinting required

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:

- Provide direct treatment to student's speech production, vocal production, and language needs through speech therapy.
- Deliver pre-referral speech/language interventions in Tier 1 and Tier 2.
- 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.
- Write high quality evaluation reports.
- Maintain student files and treatment logs in an organized manner to include as well as provide appropriate documentation to the interdisciplinary team.
- Communicate with the Associate Director with regards to any changes in status, problems, or intent to change any aspect of the education program.
- Attend and participate in meetings as required by the (speech team, staff, and IEP meetings).
- Develop instructional materials and evaluate commercially available material for treatment.
- Keep current on the latest development in the field of speech therapy by attending professional seminars, reading current literature and participating in professional organizations as assigned.
- Provide professional development support to school staff and families.
- Manage time efficiently, follow schedule and inform appropriate personnel of departures from schedule.
- Supervise Speech-Language Pathology Assistants ("SLPA"), Clinical Fellows ("CF"), or Interns.

Qualifications

- Valid Speech-Language Pathology Services Credential; Master's Degree required.
- Bilingual in English and Spanish or Vietnamese (strongly preferred, but not required).
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members (educators, school administrators, senior management.)
- Commitment and passion for Rocketship's mission, vision, and goals. Thrive in a fast-paced, dynamic work environment.
- Ability to demonstrate the skills necessary for fulfilling the job responsibilities of a Speech-Language Pathologist.
- Supervision experience of a CF or SLPA preferred but not required.
- Background check, TB test and fingerprinting required

OFFICE MANAGER

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

Qualifications:

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

BUSINESS OPERATIONS MANAGER

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

Qualifications

- Minimum 5 years of relevant experience, with school-based experience strongly preferred. Many of our most successful BOMs have previously been teachers and/or School Leaders in other roles.
- Managerial experience is strongly preferred. Leadership and/or coaching roles among other adults can potentially substitute for this.
- Experience in a fast-paced, highly analytical, entrepreneurial environment. Ability to proactively manage multiple critical deadlines and quickly and confidently adapt to changing school needs, independently prioritizing and following through on completion of tasks and responsibilities. Demonstrated ability to be detail-oriented, organized, and resourceful.
- Team-player attitude and strong customer-service orientation. Skill at communicating respectfully and empathetically with students' families. Spanish language proficiency is preferred in many of our communities, but not required.
- Skilled at building strong and trusting working relationships with people in both senior- and junior-level roles, both within and beyond Rocketship. Ability to treat sensitive issues with respect and empathy, and maintain strict confidentiality where required.
- Strong PC-based computer skills, including the ability to use spreadsheets and the Google Suite, and ability to quickly become proficient in new software programs.
- Passion for Rocketship's mission, and the belief that all students can achieve high levels of academic success.
- Background check, TB test and fingerprinting required

ENRICHMENT CENTER COORDINATOR

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

Qualifications

- Passion for working with children; ability to motivate and support children in reaching high levels of academic success
- High School diploma required
- At least 2 years of college or passing score on Rocketship's Paraprofessional Assessment

- Belief in the value of enrichment education for all children
- Previous experience or training working with youth
- Previous experience managing and/or teaching groups of elementary-age students is strongly preferred
- Content expertise preferred
- Excellent communication and interpersonal skills, with the 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
- Fluency in English
- Background check, TB test and fingerprinting required

OPERATIONS TEAM MEMBER

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

Qualifications

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

ELEMENT F: HEALTH AND SAFETY PROCEDURES

"The procedures that the 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, and the annual review and update of the plan, pursuant to Section 47606.3.- Education Code Section 47605(c)(5)(F)

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

- Rocketship Education Employee Handbook, attached as Appendix 22
- Rocketship Education School Safety Plan, attached as Appendix 23
- Rocketship Public Schools Student/Parent Handbook, attached as Appendix 24

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

PERSONNEL

In accordance with Education Code 47605(c)(5)(G)(i), employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Charter School shall monitor compliance with this policy on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. (See also Employee Handbook, Appendix 22)

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks and testing for individuals providing transportation services for students.

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

- Additional conditions for employment, including reference checks and tuberculosis screening, **pp. 19-20**
- Prohibitions on harassment, discrimination, and retaliation, **p. 10**
- Prohibitions on sexual harassment, **pp. 13-16**
- Lactation accommodation, **p. 18**
- Campus access and security protocols, **p. 46**
- Accident and incident reporting, **p.47**

- OSHA compliance, **p. 47**
- Workplace violence, **p. 53**
- First aid and CPR requirements, **p. 52**
- Mandated child abuse and neglect reporting and training obligations, **p.110**

SCHOOL SAFETY PLAN

In accordance with Education Code Section 47605(c)(5)(F)(ii), the Charter School has a School Safety Plan **("SSP")** that contains the safety topics listed in Education Code Section 32282(a)(2)(A)-(N), as further detailed below.

- *Section 32283(a)(2)(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.* **See SSP, pp. 78.** Please note that the policy included in the SSP is also contained in the Employee Handbook in Appendix 22. The Employee Handbook is approved by the Board during a meeting that falls subsequent to the SSP. To the extent that any of the policies contained in the Employee Handbook differ from those contained in the SSP, the latter version governs Rocketship's operations and the SSP will be updated accordingly the following year.
- *Section 32283(a)(2)(B) Disaster procedures, routine* **(see SSP, p. 8)** *and emergency* **(see SSP, pp. 10; 16-29),** *including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.)* **(see SSP, p. 15)**. *The disaster procedures shall also include, but not be limited to, both of the following:*
    - *(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom.* **See SSP, pp. 18; 39**
    - *(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.* **See SSP, p.14**
- *Section 32283(a)(2)(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.* **See SSP, pp. 83-107**
- *Section 32283(a)(2)(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.* **See SSP, p.99**
- *Section 32283(a)(2)(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.* **See SSP, pp. 84-89**
- *Section 32283(a)(2)(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code.* **See SSP, p.83**
- *Section 32283(a)(2)(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.* **See SSP, p.7**
- *Section 32283(a)(2)(H) A safe and orderly environment conducive to learning at the school.* **See SSP, p.5**
- *Section 32283(a)(2)(I) The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.* **See SSP, p.89**
- *Section 32282(a)(2)(J)-(K) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related*

functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community. **See SSP, pp. 24-28.**

- *Section 32282(a)(2)(L) Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school.* **See SSP, p.24**
- *Section 32282(a)(2)(M) Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.* **See SSP, p.40**
- *Section 32282(a)(2)(N) Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite* **See SSP, p.77**

The SSP shall be reviewed and updated by March 1 of every year by the Charter School.

The SSP shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the SSP shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

OTHER HEALTH AND SAFETY ASSURANCES

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

IMMUNIZATIONS

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

MEDICATION IN SCHOOL

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

In accordance with Education Code Section 49414, the Charter School 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 applicable law, may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms or anaphylaxis at school or at a school activity when a physician is not immediately available.

The Charter School will store the epinephrine auto-injectors in a secure but accessible, well-marked, unlocked location. Per AB 1651 (2023), the Charter School shall include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

VISION/HEARING/SCOLIOSIS

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

DIABETES

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

SUICIDE PREVENTION POLICY

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

STUDENT RECORDS

The Charter School maintains policies and procedures for ensuring the safety of its student records. Rocketship's Director of Student Information Systems typically serves as the designated Custodian of Record for such records.

MENSTRUAL PRODUCTS

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

ALL GENDER RESTROOMS

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

SCHOOL MEALS

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

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

RECESS

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

WORKPLACE VIOLENCE PREVENTION PLAN

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

BLOODBORNE PATHOGENS

Rocketship shall meet state and federal standards for dealing with bloodborne 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 bloodborne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

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

DRUG-FREE/SMOKE-FREE ENVIRONMENT

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

FACILITY

All facilities utilized by Rocketship must be in compliance with either the Field Act or the California Building Standards Code in accordance with Education Code 47610. All Rocketship facilities will comply with the Americans with Disabilities Act access requirements. Rocketship will maintain accessible records documenting all such compliances. RRS has received 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 local school district in the future under Proposition 39 and its implementing regulations. Rocketship agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its

facilities to ensure that they are maintained in an operable condition at all times. Rocketship shall conduct fire drills as required under Education Code Section 32001.

COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any 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. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

BULLYING PREVENTION

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

SAFETY ACT

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

HOMICIDE THREATS

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

GUN SAFETY NOTICE

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

TRANSPORTATION SERVICES

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

EXTREME WEATHER POLICY

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT G: MEANS TO ACHIEVE STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted
. – Education Code Section 47605(c)(5)(G)

Rocketship shall not discriminate against any student on the basis of any of the characteristics listed in Education Code Section 220, including immigration status. Furthermore, RRS shall strive, through recruitment and admission practices, to achieve a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, among its students that is reflective of the general population residing within the territorial jurisdiction of SCCOE.

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

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

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

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)."
- Education Code Section 47605(c)(5)(H)

RRS shall be an open enrollment and tuition-free public charter school and shall admit all pupils who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into RRS. RRS 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 their parent or legal guardian within the state.

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School 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 characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

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

APPLICATION AND REGISTRATION PROCESS

The application process begins with the completion of a student interest form, which includes basic student and family identification information for the purposes of entry into public random drawing. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. RRS shall admit all students who wish to attend the Charter School, subject only to capacity. If the number of applications exceeds capacity for any grade level, RRS will hold a public random drawing as described below, to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

In order for students to be included in the public random drawing for admission to the Charter School (if a public random drawing is necessary), families must submit an application that includes only the student's name, grade, birthdate, and contact information for the family, including address, the current school that the student may attend, and whether a sibling attends the Charter School or other information in order to establish whether the student is entitled to admission preference. Prior to a public random drawing and before a student is offered admission, application materials shall be limited to general information necessary for admission processing and determining eligibility for admission preferences. Such materials shall not request or require information concerning protected characteristics of the student or parent/guardian, including but not limited to disability status or eligibility for services pursuant to IDEA or Section 504.

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

- Student enrollment form which contains student name, address, and other identifying and demographic information;
- Proof of immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum age requirements;
- Release of records[16]

LOTTERY POLICIES AND PROCEDURES

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

- Siblings of students currently admitted to or attending RRS
- Children of employees of RRS (not to exceed 10% of total enrollment)
- Students who qualify for free or reduced price meals
- Residents of Franklin-McKinley School District
- Other California residents

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Public random drawing rules, deadlines, dates and times will be communicated on Rocketship's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. RRS will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Each year, open enrollment begins in early November and remains open until the week of the lottery, typically conducted in late February or early March. Following completion of the lottery process, the enrollment process re-opens.

[16] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

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

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 RRS after the open application period and their applications will be held in abeyance for a subsequent lottery, as needed.

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

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

ELEMENT I: 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 are consistent with all of the following….
-- Education Code Section 47605(c)(5)(I)

Rocketship's Suspension and Expulsion Policy is maintained in its Board-approved Student/Parent Handbook which, as discussed above in Element F, is attached and fully incorporated by reference as Appendix 24.

Rocketship's Suspension and Expulsion Policy is compliant with the federal and state constitutional procedural and substantive due process requirements listed in Education Code Section 47605(c)(5)(I), as further detailed below.

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story. **See Student/Parent Handbook, p. 41**

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. **See Student/Parent Handbook, p. 42**

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. **See Student/Parent Handbook, p.42**

(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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). **See Student/Parent Handbook, p. 42**

Rocketship also maintains an Attendance and Truancy Policy in the Student/Parent Handbook that is attached as Appendix 24. The Attendance and Truancy Policy contains additional requirements pertaining to involuntary removals, which can be found on **p. 4 of the Student/Parent Handbook**.

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. **See Student/Parent Handbook, p. 42**

The full Suspension and Expulsion Policy is found in the 2026-27 Student/Parent Handbook in Appendix 24. In addition to the above requirements, the Suspension and Expulsion Policy also contains:

- Procedures for in-school suspensions **(p.37)**
- Homework assignments during suspension, in accordance with Education Code Section 47606.2 **(p.41)**
- Grounds for suspensions and expulsions **(p.38)**
- Full suspension procedures and student rights during suspension **(p.40)**
- Full expulsion procedures **(p.41)**
- Special procedures for expulsion hearings involving sexual assault or battery offenses **(p.42)**
- Special procedures for suspension or expulsion of students with disabilities **(p.42)**
- Procedures for students not yet eligible for special education services (**p.44)**
- Disciplinary records **(p.45)**

ELEMENT J: STAFF 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(c)(5)(J)

All full-time employees of Rocketship will participate in a qualified retirement plan. All full-time employees will be offered a 403(b) program with a 3% match from RSED. Full-time certificated eligible employees may also participate in the State Teachers' Retirement System ("STRS"), and all part-time employees and full-time non-certificated employees will participate in the federal social security system. Rocketship employees may have access to additional Rocketship-sponsored retirement plans according to policies developed by the Board and adopted as Rocketship employee policies. Rocketship Education's Human Resources team, in conjunction with the principal, ensures that appropriate arrangements for coverage have been made.

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

For more details on benefits offered to Rocketship employees, please see the Employee Handbook, attached as Appendix 22.

ELEMENT K: 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. -- Education Code Section 47605(c)(5)(K)

No student may be required to attend RRS. Students who reside within FMSD who choose not to attend the Charter School 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 RRS will be informed on admission 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 L: 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(c)(5)(L)

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

Sick and vacation leave, and/or years of service credit, from the County shall not be transferred to Rocketship Education. Employment by Rocketship Education provides no rights of employment at any other entity.

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

Further, in the case of closure of RRS, RRS employees shall have no rights of employment/transfer to any other Rocketship school or entity, any school district, the County, or any other employer.

For more details on employee rights at Rocketship, please see the Employee Handbook, attached as Appendix 22.

ELEMENT M: DISPUTE RESOLUTION PROCESS

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter."
- Education Code Section 47605(c)(5)(M)

Disputes Between the SCCOE and the Charter School

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

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

(1) Should either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and SCCOE may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.

(2) In the event that SCCOE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a prerequisite to the SCCOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCOE may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.

(3) If the violation or issue in question does not constitute a severe and imminent threat and SCCOE has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue ("the Dispute Statement") and refer the issue to the SCCOE Superintendent and Charter School Regional Director, or their respective designees. The date that this written notice is provided or sent shall be the "Notice Date." Upon issuance of the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date, or as mutually agreed upon by both parties. The SCCOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the Charter School's Regional Director or Regional Director's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties may proceed to step 4 or take any other action they deem appropriate in response to the dispute.

(4) If the dispute is not resolved in accordance with the procedures through Step 3, either Party will have been deemed to have exhausted the administrative remedies within the Charter and may pursue any alternative legal options for resolution, including, SCCOE may commence revocation

of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

The Charter School Board will adopt policies and processes for airing and resolving disputes, other than those between the SCCOE and the Charter School which are covered above. Parents, students, Board members, volunteers and staff at the Charter School will be provided with a copy of the Charter School's policies and internal disputes process.

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

Notice of Violation and Opportunity to Remedy Internal Disputes

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

Internal Disputes

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

ELEMENT N: 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 pupil records.
--Education Code Section 47605(c)(5)(N)

The Charter School shall comply with the applicable elements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school and the following requirements. The closure procedures set forth herein shall be collectively referred to as the "Closure Protocol." The official action by the Charter School's Board documenting the closure of the Charter School for any reason will be referred to as the "Closure Action."

A. Charter School shall identify an entity and person(s) responsible for closure- related activities and each notice required below shall include information on the responsible person and entity and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.

B. The Charter School Board shall provide written notification to the SCCOE of the determination of the Closure Action and of the effective date of the closure, and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure as a charter school within 72 hours of the Closure Action..

C. The Charter School shall provide written notification to the home districts of the list of returning students within 10 calendar days..

D. The Charter School shall provide written notification of the Closure Action and the effective date of closure of the Charter School to the California Department of Education, the Charter School's SELPA, and the retirement systems in which Charter School's employees participate by registered mail within 10 calendar days.

E. On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

F. This notice to the parents and students will be provided within 10 calendar days of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses and credits that meet graduation requirements.

G. Charter School will provide parents, students and the receiving school districts with copies of all appropriate student records. All transfers of student records will be made in compliance with FERPA. As permitted by each student's district of residence, the Charter School shall transfer all appropriate student records to the district of residence, or the district to which the student is transferring if requested by the parent/guardian. The Charter School will ask SCCOE to store original records of Charter School students for which the district of residence/district of attendance is not known or will not accept the records. If SCCOE will not or cannot do so, the Charter School will work with SCCOE to determine

a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

H. As soon as is reasonably practical, but no later than 90 days after the latter of the Closure Action or the effective date of the closure, the Charter School shall prepare final financial records. The Charter School's independent audit completed by an independent auditor who meets the qualifications to perform Charter School's annual audits, as soon as is reasonably practical, but in no case later than six months after closure, and provide the audit report to SCCOE promptly upon completion. The auditor and audit shall comply with all of the requirements for Charter School's annual audit as set forth in the Charter. Any costs for the audit incurred by SCCOE shall remain a liability of Charter School until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by the Charter School shall be the responsibility of the Charter School and not SCCOE. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source.

I. For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the Charter School Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.

J. In addition to the final audit, the Charter School shall also submit any required year- end financial reports to the California Department of Education and SCCOE in the form and timeframe required.

K. If Rocketship Education does not operate any other charter school other than the Charter School, the corporation will be dissolved according to its Bylaws.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof.

Any assets acquired from the SCCOE or SCCOE property will be promptly returned to the SCCOE upon the Charter School's closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of Charter School will be liquidated and all creditors will be paid first. On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

As RRS 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(h)

BUDGETS AND CASH FLOW

The following documents are attached as Appendix 3:

- 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. SCCOE will owe in-lieu property tax payments to the Charter School pursuant to Education Code Section 47635.

The attached budget assumes that these payments will be made timely by the Authorizer as required by Education Code Sections 47635 and 42238.02. The program outlined in the petition is predicated, among other things, on the Authorizer 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 2026-27 fiscal year budget.

FINANCIAL REPORTING

Rocketship shall provide reports as required by Education Code Section 47604.33 as follows, and shall provide additional fiscal reports as requested by the Authorizer:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County Office of Education, State Controller, and State Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the Authorizer as required by law and as requested by the Authorizer including, but not limited to, the following: California Basic Educational Data System ("**CBEDS**"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("**SARC**"), and the LCAP.

The Charter School agrees to and submits to the right of the Authorizer to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the Authorizer.

INSURANCE

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(h)

Administrative services will be managed in-house and contracted with appropriately qualified and/or credentialed (as necessary) outside providers to address all administrative services. Please see above Element D for the role of Rocketship Education as the primary provider of administrative services. The Charter School does not anticipate purchasing any services from the County, but reserves the opportunity to include a review of County services and pricing as the Charter School deems appropriate.

Selection of contractors includes a rigorous screening process. In the case where a contractor is paid for by federal funds, the Charter School shall follow applicable federal guidelines.

FACILITIES

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. – Education Code Section 47605(h).

Location. RRS is located at 3173 Senter Rd, San Jose, CA 95111. The Charter School plans to remain located at this site through the term of this renewal. The facility was originally constructed for RRS's specific program and has been carefully maintained and updated throughout RRS's occupancy.

IMPACT ON THE COUNTY

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

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

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law.

The Rocketship Education Articles of Incorporation and Bylaws are attached as Appendix 18 and Appendix 19, respectively. Rocketship Education shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the Authorizer shall not be liable for the operation of RRS.

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

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

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

CONCLUSION

By approving the renewal of this charter, the Santa Clara County Board of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve student learning; increase learning opportunities for all students, with special emphasis on expanded learning opportunities for all students who are identified as academically low-achieving; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and be following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently but cooperatively with the Authorizer to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with the Authorizer to answer any concerns over this document and to present the Authorizer with the strongest possible proposal for establishment of a charter for a five-year term to begin July 1, 2027. In order to comply with rigorous Authorizer charter approval requirements, the Petitioners have attached a comprehensive series of detailed appendices. These appendices, with the exception of the Budget included as Appendix 3, are not intended to be incorporated by reference into the petition, but are provided to ensure that the Authorizer has a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intend to achieve the academic results outlined in the charter.

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APPENDIX 1:
CA Dashboard Report

DISTRICT PERFORMANCE OVERVIEW

Rocketship Rising Stars

Explore the performance of Rocketship Rising Stars under California's Accountability System.

District Details

Address: 3173 Senter Road San Jose, CA 95111-1332

Website: www.rocketshipschools.org/schools/rising-stars/

Grades Served: K-5

Student Population

Explore additional information about this district's student population.

621	65.7%	40.3%	0.0%
ENROLLMENT	SOCIOECONOMICALLY DISADVANTAGED	ENGLISH LEARNERS	FOSTER YOUTH

Local Indicators

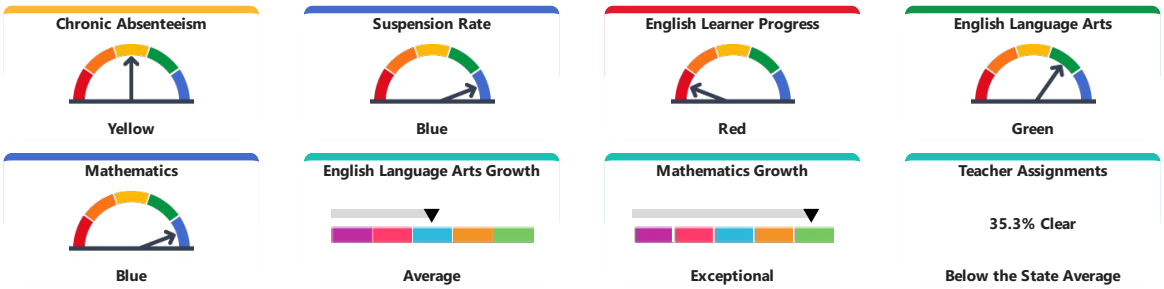
Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standards	Parent and Family Engagement	Local Climate Survey
STANDARD MET	STANDARD MET	STANDARD MET	STANDARD MET

Access to a Broad Course of Study
STANDARD MET

Performance Color Scale

lowest to highest





Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

		Points	Change
All Students	Green	18.4 Above Standard	Maintained 1.4 Points
State	Yellow	8.1 Below Standard	Increased 5.1 Points

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	1 Orange	1 Yellow	2 Green	0 Blue

Mathematics

		Points	Change
All Students	Blue	43.4 Above Standard	Increased 9.0 Points
State	Yellow	42.4 Below Standard	Increased 5.2 Points

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow	2 Green	2 Blue

English Learner Progress

		Points	Change
All Students	Red	40.8 Making Progress	Declined 27.1%
State	Yellow	46.4 Making Progress	Maintained 0.7%

LONG-TERM ENGLISH LEARNER PROGRESS

0 Red	0 Orange	0 Yellow	0 Green	0 Blue

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

		Points	Change
All Students	Yellow	19.9 Chronically Absent	Declined 2.2 Points
State	Yellow	17.1 Chronically Absent	Declined 1.5 Points

EQUITY REPORT

Number of Student Groups in Each Color

1 Red	3 Orange	1 Yellow	1 Green	0 Blue

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

Suspension Rate

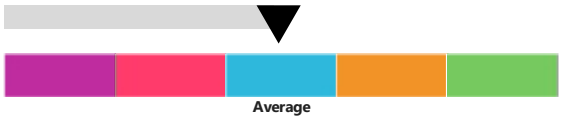
		Points	Change
All Students	Blue	0.0 Suspended at least one day	Maintained 0.0%
State	Green	2.9 Suspended at least one day	Declined 0.4%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow	0 Green	6 Blue

English Language Arts Growth



Average

74.5% students improved their score from the prior year

EQUITY REPORT

Number of Student Groups in Each Growth Category

1 Minimal	0 Moderate	2 Average	2 Accelerated	0 Exceptional

Mathematics Growth



Exceptional

93.9% students improved their score from the prior year

EQUITY REPORT

Number of Student Groups in Each Growth Category

0 Minimal	0 Moderate	1 Average	0 Accelerated	4 Exceptional

English Language Arts

All Students

Explore how well students are meeting proficiency standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

Performance Color Scale
lowest to highest



	Points	Change	# of Students
Student	18.4 Above Standard	Maintained 1.4 Points	210
State	8.1 Below Standard	Increased 5.1 Points	2,955,483

African American

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		5
State	Yellow	51.3 Below Standard	Increased 7.5 Points	144,153

Asian

		Points	Change	# of Students
Student	Green	66.0 Above Standard	Declined 17.5 Points	72
State	Blue	61.9 Above Standard	Maintained 1.2 Points	304,854

English Learners

		Points	Change	# of Students
Student	Yellow	5.3 Above Standard	Maintained 0.9 Points	132
State	Yellow	59.9 Below Standard	Increased 7.6 Points	782,925

Filipino

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		4
State	Blue	49.6 Above Standard	Increased 3.8 Points	66,541

Hispanic

		Points	Change	# of Students
Student	Orange	8.9 Below Standard	Maintained 2.7 Points	125
State	Yellow	33.7 Below Standard	Increased 5.7 Points	1,661,135

Homeless

		Points	Change	# of Students
Student	Gray	22.5 Below Standard	Increased 14.6 Points	18
State	Orange	68.9 Below Standard	Maintained 1.5 Points	126,044

Socioeconomically Disadvantaged

		Points	Change	# of Students
Student	Green	17.9 Above Standard	Maintained 0.3 Points	159
State	Yellow	35.3 Below Standard	Increased 5.5 Points	1,934,593

Students with Disabilities

		Points	Change	# of Students
Student	Gray	71.6 Below Standard	Increased 30.9 Points	26
State	Orange	89.4 Below Standard	Increased 6.2 Points	451,804

Two or More Races

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		2
State	Green	29.4 Above Standard	Increased 5.1 Points	138,918

White

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		2
State	Green	23.8 Above Standard	Increased 4.7 Points	586,006

Distance from Standard

Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024	2025
All Students	19.5 Above Standard	31.3 Above Standard	30.1 Above Standard	19.8 Above Standard	18.4 Above Standard

Data Comparisons

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

64.8 Below Standard
Declined 20.9 Points
Number of Students: 64

Recently Reclassified English Learners

71.3 Above Standard
Declined 18.8 Points
Number of Students: 68

English Only

20.9 Above Standard
Increased 19.8 Points
Number of Students: 50

Mathematics

All Students

Explore how well students are meeting proficiency standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

Performance Color Scale
lowest to highest



	Points	Change	# of Students
Student	43.4 Above Standard	Increased 9.0 Points	213
State	42.4 Below Standard	Increased 5.2 Points	2,981,506

African American

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		5
State	Orange	95.8 Below Standard	Increased 6.4 Points	143,849

Asian

		Points	Change	# of Students
Student	Green	96.0 Above Standard	Declined 5.3 Points	72
State	Blue	51.9 Above Standard	Maintained 2.4 Points	313,013

English Learners

		Points	Change	# of Students
Student	Blue	36.1 Above Standard	Increased 10.8 Points	135
State	Yellow	86.1 Below Standard	Increased 7.3 Points	814,445

Filipino

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		4
State	Green	14.2 Above Standard	Increased 3.8 Points	67,007

Hispanic

		Points	Change	# of Students
Student	Green	16.1 Above Standard	Increased 11.3 Points	128
State	Yellow	73.6 Below Standard	Increased 5.6 Points	1,676,404

Homeless

		Points	Change	# of Students
Student	Gray	2.5 Below Standard	Maintained 1.3 Points	20
State	Orange	102.8 Below Standard	Increased 3.2 Points	132,648

Socioeconomically Disadvantaged

		Points	Change	# of Students
Student	Blue	40.7 Above Standard	Increased 6.6 Points	162
State	Yellow	72.9 Below Standard	Increased 5.3 Points	1,955,915

Students with Disabilities

		Points	Change	# of Students
Student	Gray	36.9 Below Standard	Increased 62.6 Points	27
State	Orange	120.7 Below Standard	Increased 3.6 Points	449,429

Two or More Races

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		2
State	Green	0.7 Below Standard	Increased 4.6 Points	138,848

White

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		2
State	Green	6.2 Below Standard	Increased 4.2 Points	587,996

Distance from Standard

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024	2025
All Students	53.8 Above Standard	7.1 Above Standard	43.2 Above Standard	34.4 Above Standard	43.4 Above Standard

Data Comparisons

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

23.4 Below Standard
Declined 5.0 Points
Number of Students: 67

Recently Reclassified English Learners

94.9 Above Standard
Declined 11.5 Points
Number of Students: 68

English Only

42.3 Above Standard
Increased 35.1 Points
Number of Students: 50

English Learner Progress

All Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Performance Color Scale
lowest to highest



		Points	Change	# of Students			Points	Change	# of Students
Student		40.8 Making Progress	Declined 27.1%	147	**State**		46.4 Making Progress	Maintained 0.7%	777,537

English Learners

		Points	Change	# of Students
Student	Red	40.8 Making Progress	Declined 27.1%	147
State	Yellow	46.4 Making Progress	Maintained 0.7%	777,537

Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

	2019	2022	2023	2024	2025
ELs Who Decreased at Least One ELPI Level	40.5%	16.2%	21.8%	13.6%	21.0%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	17.5%	28.8%	33.9%	17.5%	37.8%
ELs who Maintained ELPI Level 4	13.5%	1.6%	0.6%	0.0%	2.1%
ELs Who Progressed at Least One ELPI Level	28.5%	53.4%	43.6%	68.8%	39.2%

Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

	2024	2025
EL students progressed on the Summative Alternate ELPAC	0.0%	25.0%
EL students who Maintained Summative Alternate ELPAC Level 3	0.0%	0.0%
EL students who did not progress on the Summative Alternate ELPAC	100.0%	75.0%

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the 'Prepared' level on the College/Career Indicator.

Performance Color Scale
lowest to highest



College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability
N/A	Not Applicable

Reflection Tool Rating Scale (lowest to highest)

Professional Learning

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught..

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

5 Full Implementation And Sustainability

History-Social Science

4 Full Implementation

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

4 Full Implementation

History-Social Science

4 Full Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

N/A Not Applicable

Health Education Content Standards

3 Initial Implementation

Physical Education Model Content Standards

4 Full Implementation

Visual and Performing Arts

4 Full Implementation

World Language

N/A Not Applicable

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

5 Full Implementation And Sustainability

Identifying the professional learning needs of individual teachers

5 Full Implementation And Sustainability

Providing support for teachers on the standards they have not yet mastered

4 Full Implementation

Chronic Absenteeism

All Students

Explore information about the percentage of students in transitional kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=District&cds=39685850000000&year=2024-25

Performance Color Scale
lowest to highest



		Points	Change	# of Students
Student		19.9 Chronically Absent	Declined 2.2 Points	633
State		17.1 Chronically Absent	Declined 1.5 Points	3,980,860

African American

		Points	Change	# of Students
Student	Gray	27.8 Chronically Absent	Declined 16.7 Points	18
State	Orange	29.8 Chronically Absent	Declined 1.5 Points	192,785

Asian

		Points	Change	# of Students
Student	Green	7.6 Chronically Absent	Declined 1.3 Points	185
State	Green	6.7 Chronically Absent	Declined 0.8 Points	412,525

English Learners

		Points	Change	# of Students
Student	Yellow	17.3 Chronically Absent	Declined 5.3 Points	255
State	Yellow	18.1 Chronically Absent	Declined 2.0 Points	836,550

Filipino

		Points	Change	# of Students
Student	Gray	13.3 Chronically Absent	Declined 5.4 Points	15
State	Green	8.4 Chronically Absent	Declined 1.2 Points	82,980

Hispanic

		Points	Change	# of Students
Student	Orange	25.8 Chronically Absent	Declined 1.9 Points	400
State	Orange	20.1 Chronically Absent	Declined 1.6 Points	2,223,716

Homeless

		Points	Change	# of Students
Student	Orange	26.2 Chronically Absent	Declined 12.5 Points	65
State	Orange	30.7 Chronically Absent	Declined 2.0 Points	201,309

Pacific Islander

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		1
State	Orange	31.0 Chronically Absent	Declined 1.6 Points	15,808

Socioeconomically Disadvantaged

		Points	Change	# of Students
Student	Orange	21.4 Chronically Absent	Declined 1.1 Points	430
State	Orange	21.7 Chronically Absent	Declined 1.6 Points	2,613,205

Students with Disabilities

		Points	Change	# of Students
Student	Red	21.6 Chronically Absent	Increased 7.8 Points	74
State	Orange	24.9 Chronically Absent	Declined 1.5 Points	645,186

Two or More Races

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		7
State	Yellow	14.9 Chronically Absent	Declined 1.3 Points	251,620

White

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		7
State	Yellow	12.2 Chronically Absent	Declined 1.3 Points	785,002

Chronic Absenteeism By Year

Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.

	2019	2022	2023	2024	2025
Chronic Absenteeism	11.4%	36.2%	31.4%	22.2%	19.9%

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma.

Performance Color Scale
lowest to highest



Graduation Rate By Year

Percentage of students who received a high school diploma within four or five years of entering ninth grade

5-Year Graduation Rate

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

Local Climate Survey Summary

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

We have an inclusion approach to education. All students in our school -- regardless of group affiliation -- are included in a broad course of study. We track this through a number of tools, including school day schedules that build academic subjects and topics like physical education and enrichment; assessment data trackers for all students (including those in unduplicated groups and with exceptional needs); thoughtful and compliant IEPs for relevant students; and attendance and engagement trackers for all students to ensure students are in school to access the broad course of study. In addition, we offer additional structures to further broaden the course of study for specific students who would benefit, such as extension work and check-in-check-out system. We have robust data tracking processes to ensure each student is engaged and succeeding across areas of study.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

We have an inclusion approach to education. All students in our school -- regardless of group affiliation -- are included in a broad course of study. We track this through a number of tools, including school day schedules that build academic subjects and topics like physical education and enrichment; assessment data trackers for all students (including those in unduplicated groups and with exceptional needs); thoughtful and compliant IEPs for relevant students; and attendance and engagement trackers for all students to ensure students are in school to access the broad course of study.

3. Identification of any barriers preventing access to a broad course of study for all students.

There are no specific barriers preventing students from achieving access to a broad course of study, since all students are integrated into our general education classes and curriculum. While some students with exceptional needs are pulled out for additional services as described in their IEPs, we are always mindful of ensuring their IEPs still give them access to a broad course of study.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

We will continue to implement new structures to ensure our ability to provide a broad course of study. Additionally, we continue to monitor our locally selected tool measures and provide coaching to teachers to make sure the elements of the broad course of study remain in place for all students.

Suspension Rate

All Students

Explore information about the percentage of students in transitional kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

Performance Color Scale
lowest to highest



	Points	Change	# of Students
Student	0.0 Suspended at least one day	Maintained 0.0%	646
State	2.9 Suspended at least one day	Declined 0.4%	5,961,200

African American

		Points	Change	# of Students
Student	Gray	0.0 Suspended at least one day	Maintained 0.0%	19
State	Yellow	7.7 Suspended at least one day	Declined 0.7%	296,802

Asian

		Points	Change	# of Students
Student	Blue	0.0 Suspended at least one day	Maintained 0.0%	187
State	Blue	1.0 Suspended at least one day	Maintained 0.0%	605,500

English Learners

		Points	Change	# of Students
Student	Blue	0.0 Suspended at least one day	Maintained 0.0%	259
State	Yellow	3.2 Suspended at least one day	Maintained 0.2%	1,088,254

Filipino

		Points	Change	# of Students
Student	Gray	0.0 Suspended at least one day	Maintained 0.0%	15
State	Green	1.1 Suspended at least one day	Maintained 0.1%	130,292

Hispanic

		Points	Change	# of Students
Student	Blue	0.0 Suspended at least one day	Maintained 0.0%	407
State	Green	3.0 Suspended at least one day	Declined 0.4%	3,340,229

Homeless

		Points	Change	# of Students
Student	Blue	0.0 Suspended at least one day	Maintained 0.0%	69
State	Yellow	5.1 Suspended at least one day	Declined 0.5%	298,135

Pacific Islander

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		1
State	Yellow	4.2 Suspended at least one day	Maintained 0.2%	24,377

Socioeconomically Disadvantaged

		Points	Change	# of Students
Student	Blue	0.0 Suspended at least one day	Maintained 0.0%	440
State	Green	3.6 Suspended at least one day	Declined 0.4%	3,916,348

Students with Disabilities

		Points	Change	# of Students
Student	Blue	0.0 Suspended at least one day	Maintained 0.0%	76
State	Yellow	5.0 Suspended at least one day	Declined 0.5%	931,470

Two or More Races

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		10
State	Yellow	2.8 Suspended at least one day	Maintained 0.2%	352,098

White

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		7
State	Green	2.4 Suspended at least one day	Maintained 0.2%	1,186,375

Suspension Rate By Year

Percentage of students who were suspended.

	2019	2022	2023	2024	2025
Suspension Rate	0.6%	0.0%	0.0%	0.0%	0.0%

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	17.00	35.3%	Below
County	11,375.38	84.3%	Above
Statewide	278,927.09	82.5%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=District&cds=39685850000000&year=2022-23.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

Local Indicators

STANDARD MET

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

5 Full Implementation And Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

5 Full Implementation And Sustainability

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

5 Full Implementation And Sustainability

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

5 Full Implementation And Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

In order to achieve high expectations for our students, the school team seeks to become critical partners with our families and help them become effective champions of their child's education. Building meaningful relationships between families and staff creates a welcoming environment, and are cornerstones of the school's partnership with families. Over the course of the 2024-2025 school year, we continued to strengthen some of our core family engagement and partnership activities including Home Visits, Care Corps and Los Dichos. We focused on creating multiple opportunities and avenues for families to engage with the school, collaborate with and provide feedback to administrators, and engage in their student's education. Our school strengthened our onboarding process for newly hired staff, with increased training on our family engagement vision, tools to build relationships with families and support with best practices from veteran staff. Additionally, we fully implemented and trained staff and families on a new communication platform that actively translates two way communication into the home language of our families. These initiatives resulted in positive increases in family satisfaction survey data.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

In order to continue to grow in the area of building relationships between school staff and families, the school will engage families, parent leaders and staff to assess the quality and quantify of school events, to ensure there is a balance in events offered and they are responsive to the needs of our families.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The school invests in the engagement of underrepresented families through a greater focus on honoring the different cultures of our students in the classroom, through school events and our family led Los Dichos reading program. Additionally, through our Care Corps program, staff identify and directly partner with underrepresented families to connect them with community resources, while serving as a support and partner in increasing engagement in school based classroom activities, events and teacher partnership opportunities. To further engage underrepresented families, our school is providing additional training to staff to assist families of chronically absent students as well as newcomer students.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

5 Full Implementation And Sustainability

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

4 Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

5 Full Implementation And Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

5 Full Implementation And Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.s

Partnerships between teachers and families are critical to our work in realizing positive student outcomes. The school actively builds meaningful, authentic partnerships and proactively communicates with families, which supports a strong school environment and helps to mitigate any potential issues. The school provides specialized staff training for key staff-parent interactions including: Home Visits--annual visits where the teacher gets to know the family in a respectful and authentic way in their home environment, Community Meetings--monthly meetings where the full school community comes together to receive updates and have discussion, Family Meetings and Events--potlucks, cultural celebrations and other communal/sharing experiences, Family/Teacher Conferences--regular meetings to partner with families on their student's academic progress, what their child needs and to provide resources to support student learning in addition to creating a space for authentic feedback, and other interactions-- encouraging phone calls, emails, texts and in-person conversations that foster engagement and opportunities to connect. Our wellness and care corps coordinators partner together to analyze trends happening in our community and bring corresponding resources for students and families onto campus. Additionally, they support a series of parent workshops centered on family wellness and supporting students at home. Our campus also engaged families through the CA Leadership Organizing Committee (CLOC), a Rocketship initiative to train families on their rights and civic engagement. Progress was made on providing resources to support student learning and development at home through a pilot partnership with an online literacy tool that delivers at-home tutoring sessions to families.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

In order to continue to grow in the area of building partnerships for student outcomes, the school will continue to increase parent understanding of our curriculum and how to best support their students at home. We will seek to increase the number of academic nights focused on our curriculum over the course of the year, providing families with increased understanding of the curriculum, resources and best practices to support their students.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The school will invest in the engagement of underrepresented families through specific and direct outreach to these families from both classroom teachers and our Care Corps Coordinator. Additionally, the school is expanding the resources provided to families of our students in our ISE program to help them understand their rights and the various processes in the program.

Seeking Input for Decision-Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

4 Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

5 Full Implementation And Sustainability

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

4 Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

4 Full Implementation

4 Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

In addition to significant informal opportunities for families and teachers to connect, the school has built out formal structures to support family engagement in advisory groups and enhance family engagement in the formal governance process. In order to gain more timely input and feedback from families this year, we increased the frequency of the survey to all families, gathering information about how the school is working well for them and how we can improve. Our SSC and ELAC nomination and election process allows consistent family participation, and we have enhanced our training to help families better understand how to hold effective meetings and engage in the formal process. Currently, three Rocketship parents serve on the Rocketship Board of Directors. In addition to SSC and ELAC, our campus has a campus community advisory group, which solicits feedback from the community including students, parents, school staff and school leaders and analyzes data on school academics, culture and student well being. The group identifies trends and gives input and recommendations on potential actions the school may take. Lastly, we have partnered with the Rocketship network on the Regional Community Advisory Board to engage in decision making, support the creation of, and provide feedback on, Rocketship's five year plan and annual goals and priorities. The family advisory board represents a diverse set of families, including families from underrepresented groups. The advisory board has reached out to and solicited feedback from families of underrepresented groups and incorporated their input into the plan and priorities.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

In order to continue to improve in seeking input for decision making, the school will increase efforts to increase family ownership over school activities, forming family planning committees to lead the planning, communication and execution of school-wide family events.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The school is focused on engaging underrepresented families by bringing an inclusive lens and mindset to the work of family engagement. All staff and school leaders receive training to support all families and incorporate that training into their work by reaching out to engage families of underrepresented groups.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The school administers surveys to gauge school safety and connectedness. This survey is created with the input of several teams, including School, Program, and Family Engagement to gauge parent and student satisfaction with their school across several categories. This comprehensive survey is tailored specifically to the needs and goals of Rocketship, and serves as a common marker across the organization on feelings toward the school. It is available in Spanish and Vietnamese to those who need translations.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Families are largely satisfied with the school, with 91% of respondents reporting that they were satisfied or very satisfied. High rates of satisfaction were being driven by families feeling the school provides a safe environment for their students to learn, reported by 94% of families and 87% of students feeling happy and excited to come to school each day. We are working to strengthen academic partnerships with families. While 89% of families report being provided with meaningful ways to support their children's learning at home, we will focus on ensuring families know their student's reading level, have resources to help their children reach their language development goals and use our online learning programs at home.

Prompt 3 (use): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

As a result of the analysis of this local data and identification of key learnings, we are implementing several changes. We are updating our annual, beginning of year, family orientation to have a greater academic focus. This will ensure families start the year with increased knowledge of Rocketship's literacy program, student reading levels and how online learning programs can be used at home. We are increasing the number of Literacy and STEM nights to provide ongoing support and resources to families throughout the school year. Lastly, we are investing in increased teacher training on methods to elevate the academic partnership between staff and families.

Science

All Students

Explore how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance on either the California Science Test (CAST) or the California Alternate Assessment for Science, which is taken annually by students in grades 5, 8 and once during high school.

Performance Color Scale
lowest to highest



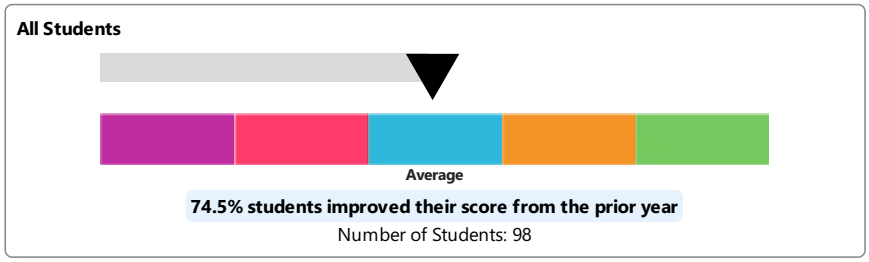
Science Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in science.

English Language Arts Growth

All Students

Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the Growth Model website.

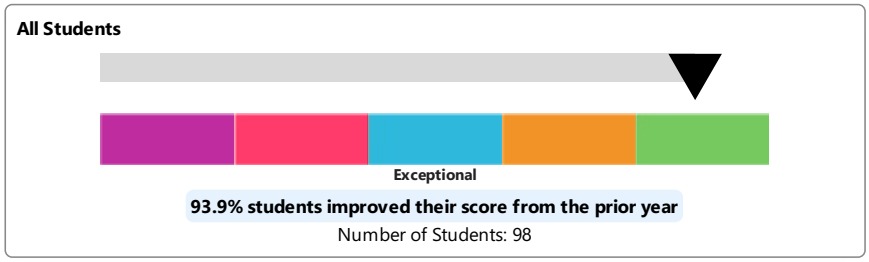


Student Group	Status	% Improved	Number of Students
African American	No Performance Category		Fewer than 11 Students
Asian	Accelerated	67.6%	34
Current English Learners	Moderate	65.4%	26
English Learners	Average	75.4%	61
English Only	Accelerated	75.0%	20
Filipino	No Performance Category		Fewer than 11 Students
Hispanic	Average	77.6%	58
Homeless	No Performance Category		Fewer than 11 Students
Recently Reclassified English Learners	Accelerated	82.9%	35
Socioeconomically Disadvantaged	Accelerated	74.7%	83
Students with Disabilities	Minimal	75.0%	12
Two or More Races	No Performance Category		Fewer than 11 Students

Mathematics Growth

All Students

Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the Growth Model website.



Student Group	Status	% Improved	Number of Students
African American	No Performance Category		Fewer than 11 Students
Asian	Exceptional	97.1%	34
Current English Learners	Accelerated	88.5%	26
English Learners	Exceptional	93.4%	61
English Only	Exceptional	95.0%	20
Filipino	No Performance Category		Fewer than 11 Students
Hispanic	Exceptional	91.4%	58
Homeless	No Performance Category		Fewer than 11 Students
Recently Reclassified English Learners	Exceptional	97.1%	35
Socioeconomically Disadvantaged	Exceptional	94.0%	83
Students with Disabilities	Average	100.0%	12
Two or More Races	No Performance Category		Fewer than 11 Students

APPENDIX 2:
Credo Report

credo

As a Matter of Fact:

The National Charter School Study III 2023

LAST UPDATED 6/19/2023

As a Matter of Fact: The National Charter School Study III 2023

Executive Summary

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CREDO, the Center for Research on Education Outcomes at Stanford University, aims to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policy makers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policy makers strengthen their focus on the results of innovative programs, curricula, policies, and accountability practices.

Acknowledgments

CREDO gratefully acknowledges the support of the state education agencies that contributed their data to this partnership. Our data access partnerships form the foundation of CREDO's work, without which studies like this would be impossible. We strive daily to justify the confidence placed in us.

The research presented here uses confidential data from state departments of education. The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. In addition:

- The research presented here utilizes SLDS Data from the Idaho State Board of Education (SBOE) and the Idaho State Department of Education. Any research errors are the sole responsibility of the author(s).
- This research result used data structured and maintained by the MERI-Michigan Education Data Center (MEDC). MEDC data is modified for analysis purposes using rules governed by MEDC and is not identical to data collected and maintained by the Michigan Department of Education (MDE) and/or Michigan's Center for Educational Performance and Information (CEPI). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by, or reflect the views or positions of, grantors, MDE and CEPI or any employee thereof.
- Data for this report was provided by the Missouri Department of Elementary and Secondary Education.
- The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

The analysis and conclusions contained herein are exclusively those of the authors and are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study. All errors are attributable to the authors.

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Project Description

As a Matter of Fact: The National Charter School Study III 2023 (NCSSIII) is the third national study by CREDO evaluating the academic progress of students enrolled in charter schools in the United States. The current report presents findings from 2014 to 2019, which yields four periods of year-to-year student growth as measured by state achievement tests. It includes data from 29 states plus Washington, D.C., and New York City, which for convenience we report as 31 states. In addition, because we have used a common methodology across the three studies, we can combine results into trends to support insights of the performance of students enrolled in charter schools over the past 15 years.

To organize the extensive body of this current research effort, CREDO separated the analysis into two parts and produced two reports: (1) Charter School Performance in 31 States (CSP31) and (2) Charter Management Organization 2023 (CMO23). CSP31 examines the performance of the full set of charter school students and schools, while CMO23 analyzes the difference in academic growth between students attending charter schools associated with charter management organizations (CMOs) and those attending stand-alone charter schools (SCS).[1] We present this combined Executive Summary for both reports as well as common Summary of Findings, Conclusions and Implications to ensure we present the fullest picture of performance in charter schools.

Our work deliberately focuses on a specific outcome: the annual progress that students make over an academic year. In this report, we look at students in charter schools compared to the experience they would have had in the traditional public schools (TPS) they would otherwise have attended. One notable limitation of this approach is that we have limited line of sight "under the hood" and into the role that localized environmental, regulatory and organizational factors play on individual school performance. Our contribution to the K-12 education research and practice landscape is to test fundamental questions of the effectiveness of charter schools and highlight outcomes and trends rooted in academic progress.

A study of the academic impacts of charter schools on their students is timely. Insights about the educational effectiveness of schools, school operators, K-12 academic programs and education policy are valuable today more than ever. The 2022 results from the National Assessment of Educational Progress removed any ambiguity about student learning after the COVID-19 pandemic. As a country, student academic performance has regressed by two decades in math and fallen steeply in reading, with the most severe performance declines found among minority, poverty and special needs populations that were already struggling before the pandemic. The need for evidence-backed approaches to sustained academic success for students transcends demographic, economic and political divides. As school and district leaders, policy makers, teachers, families and philanthropists build and implement plans to address pandemic-accelerated declines in student learning, they need analysis of school and system achievement presented here to guide and support their efforts.

1 The CMO study does not include Idaho, Maryland, and Ohio.

Methodology

This research depends on data-sharing partnership agreements with state education agencies. One common requirement across all agreements is that the processing, analysis and security of the student-level data must meet the Federal Education Rights and Privacy Act (FERPA) requirements. This study complies with FERPA regulations as interpreted by each state providing data.

Using both student and school level data, our resulting data set included 81 percent of tested public school students in the United States, making it one of the largest data sets of student-level observations created to date. We used this information to create a matched student data set with over 6,500,000 student-level observations from over 1,853,000 charter students and a matched comparison group.

To create rigorous tests of our research questions, we need to compare charter school students' experience with an alternative, in this case the learning that occurs in nearby TPS. We match each charter student whose records appear in the data with records of traditional public school students with identical traits and aligned prior test scores who enrolled in schools that the charter student would have attended if not at their charter school. This approach, the Virtual Control Record protocol, creates a "virtual twin" to a charter school student. For research purposes, the virtual twin differs from the charter student only in the school attended.

This study approach mirrors the one used in the 2009 and 2013 studies. The only change to the method was to rematch the charter school students to a new set of TPS students each year.[2] The data collected for this study consisted of student-level demographics, school enrollment and achievement test scores in reading/ English language arts (ELA) and math To assure accurate estimates of charter school impacts, we use statistical methods to control for differences in student demographics and eligibility for categorical program support such as free or reduced-price lunch eligibility and special education. In this way, we have created the analysis so that differences in the academic growth between the two groups are a function of which schools they attended.

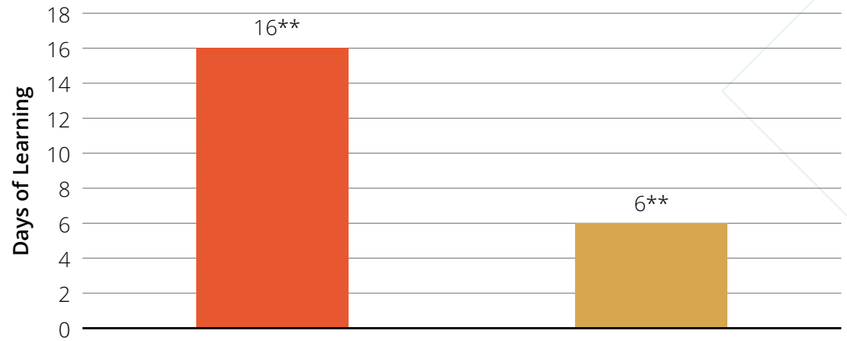
In these 2023 studies, we present our findings about learning outcomes measured in days of learning. The measure uses a benchmark of learning: the average student in TPS will obtain a year's learning in a year's time. Computationally, the benchmark student attends school for 180 days in a year and advances their learning by 180 days. If another student makes more (or less) progress in the same period of time, we present that as additional (or fewer) days of learning.

2 This change meets the new standards of the What Works Clearinghouse at the National Center for Education Evaluation.

Summary of Findings

Looking at year-to-year academic progress from 2015 to 2019, **the typical charter school student in our national sample had reading and math gains that outpaced their peers in the traditional public schools (TPS) they otherwise would have attended.** We report these differences as marginal days of additional (or fewer) days of learning on a learning benchmark of 180 days of learning each school year for matched TPS students. In math, charter school students, on average, advanced their learning by an additional six days in a year's time, and in reading added 16 days of learning.

Figure 1: Annual Academic Growth of Charter School Students, Reading and Math



** Significant at $p \leq 0.01$
Figure above originally appears as Figure 1.7 in CSP31.

These average effects are across all students, all schools, for all time periods. There is considerable variation around these averages and this variation forms the foundation for additional analyses and findings in our two papers.

This growth represents accelerated learning gains for tens of thousands of students across the country. Each student and each school is a proof point that shows that it is possible to change the trajectory of learning for students at scale, and it is possible to dramatically accelerate growth for students who have traditionally been underserved by traditional school systems.

Do All Students Benefit?

When we probe these results to determine if all students benefit, we find positive results are not only present in the aggregate, but also across student race/ethnicity groups:

- **Black and Hispanic students** in charter schools advance more than their TPS peers by large margins in both math and reading.
- **Multiracial, Native American, and White students** in charter schools show equivalent progress to their TPS peers in reading, but had weaker growth than their TPS peers in math.
- **Asian students** in charter schools showed similar growth to their TPS peers.

When we examined academic growth for special populations of students, we found that, compared with their TPS peers:

- Charter school **students in poverty** had stronger growth
- **English-language learner students** attending charter schools had stronger growth
- **Students receiving special education services** had significantly weaker growth in both math and reading on average, though CMO-affiliated students with Special Education needs have learning on par with their TPS Special Education peers.

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. In some cases the claim focused on students having more motivated parents. Another version suggests targeting behavior on the part of the school results in a student body that is better prepared academically, a practice commonly referred to as "cherry picking" or "cream skimming". If true, the students in charter schools would show higher academic achievement at the point of enrollment. In multiple analyses, we do not see significant evidence of an undue advantage to charter schools. In fact, we find the opposite is true: charter schools enroll students who are disproportionately lower achieving than the students in their former TPS.

Where Is Positive Academic Growth Happening?

Deeper into our analysis, we examine *where student learning gains are occurring*, and find that positive and strong effects exist in charter schools that vary widely by location and configuration.

- **States** – 18 states in the NCSS3 study produced significantly stronger growth for students enrolled in their charter schools when compared with their TPS peers; in 12 states, growth was similar to TPS peers. Students attending charter schools had weaker reading growth than their TPS peers in only one state, Oregon. In 12 states, charter school students had significantly stronger growth in math than their peers in TPS. In 16 states, math growth was similar between charter students and their TPS peers. Only three states showed weaker growth for charter students compared to their peers.
- **Locale** – compared to their TPS peers, urban charter school students had 29 additional days of growth per year in reading and 28 additional days of growth in math, both of which were significant. Suburban charter school students also had stronger growth in reading (+14 days) and in math (+3 days). Rural students enrolled in charter schools had the equivalent of five additional days of learning in reading, but 10 days less growth in math than their TPS peers. These results are strongly hampered by the performance of virtual charter schools; despite having only six percent of charter school students enrolled, their impact on student progress of 58 fewer days of learning in reading and 124 fewer days in math has damaging consequences for students and exerts a outsized drag on overall national results.
- **Grade configuration** – charter schools serving elementary, middle, and high school students had statistically positive growth in both reading and math. Results for multilevel charter schools were negative in math and similar to the TPS comparison groups in reading. Seeing growth in all grade spans helps us understand that trends in the national aggregate performance are not concentrated in particular grades.
- **Continuous Enrollment** – charter students overcome an initial learning dip associated with a school change, and by their fourth year in their charter school, they show 45 days stronger growth in reading than their TPS peers and 39 additional days of learning per year in math. The longer a student stays enrolled in a charter school, the better the student's academic outcomes are.
- **School Management** – students who attend a charter school that is part of a charter management organization (CMO) experience significantly accelerated growth compared to students enrolled in stand-alone charter schools (SCS). Even so, CMO schools and SCS provide stronger learning than TPS in reading, and CMOs do so in math. CMO-affiliated students advanced by 27 additional days in reading and 23 more days in math over TPS, both of which are statistically significant. Stand-alone charter schools still grew significantly more than TPS in reading by 10 additional days of learning, but were no different in math. Given that SCS serve two-thirds of all students enrolled in charter schools, soft math performance in these schools taints the otherwise decisive results in other parts of the study.

Figure 2: Annual Academic Growth of Charter School Students by Charter School Type, Reading and Math

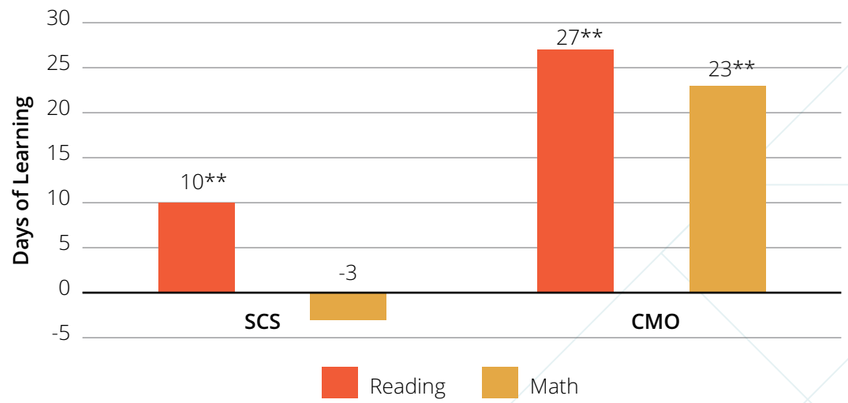


Figure above originally appears as Figure 2.4 in CMO23.

What Can We Learn from CMOs?

Comprising one-quarter of the schools, but serving 37 percent of students in our national data set, Charter Management Organizations (CMOs) are producing much of the learning gains we observed for charter school students.

As with our national top-line results, we find robust results for CMOs when we grouped their students by race/ethnicity, special populations, where the CMOs are located, grade spans of the schools in the network and how long a student enrolls in the school. As with all schools, there is a range of performance for CMOs, and we share their student impacts in Appendix A.

Our analysis uncovered additional ways that CMOs are returning more positive, and often gap-busting, results:

- **New CMOs and new schools in existing CMOs** open with strong results, in both cases delivering stronger average gains for their students than their local TPS. The student gains in new CMOs are not as strong initially as their older CMO peers. New schools started by mature CMOs deliver positive gains in their early years that were none the less smaller than the older CMO schools.
- **Size or age of a CMO does not relate to their quality**, which means some CMOs are growing poorly performing networks of schools.
- **Clustering of CMOs' schools within a single state** returns significantly more days of learning for their students than in CMOs that operate schools in more than one state.
- **CMOs that took on "turn-around" schools**, absorbing those schools into their portfolios, positively impacted results for students who remained enrolled in the turn-around school. In addition, the balance of the CMO portfolio did not experience a downturn in student learning.
- **The Charter School Growth Fund** serves as a case study of charter school growth accelerators. CMOs that the Growth Fund chooses to support have dramatically larger pre-funding learning gains than other CMOs. The schools that existed at the time of selection remain strong. New CMO schools also open with dramatically larger learning gains in both subjects judged against their TPS comparisons.
- **Excellence at Scale** puts dozens of CMOs at the forefront of efforts to provide education that is both equitable and effective in moving student achievement to give their students full preparation for their next steps.

Variations in Charter School Performance

In our reports, we analyze school-level performance, in addition to student-level performance, continuing to report on growth as the outcome variable. Not every charter school provides quality academic programming or an effective learning environment for students. Across all charter schools in our study, 36 percent have greater growth, 47 percent have equivalent growth and 17 percent have lower growth relative to their local TPS. CMO-affiliated charter schools display stronger performance, with 43 percent having greater growth, 42 percent having equivalent growth, and 15 percent having lower growth in comparison to their local TPS. Stand-alone charter schools have slightly more moderate results.

Figure 3: Academic Growth of Charter Schools Compared to Their Local TPS, Reading

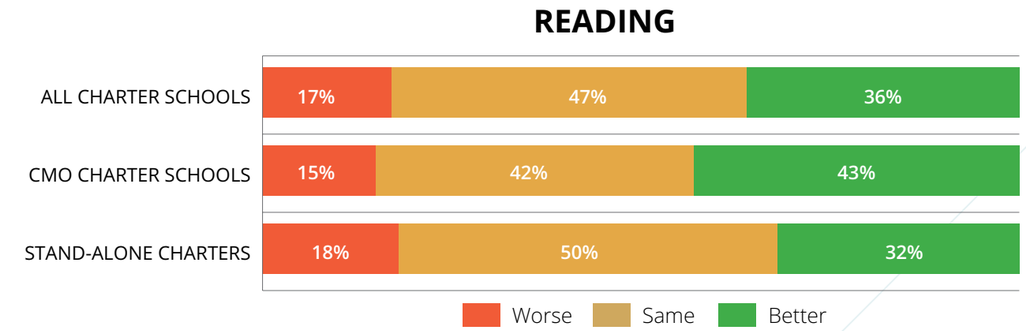


Figure above draws from Figure 1.22 in CSP31, and Figure 36 in CMO23.

In math, more charter schools have weaker results than they do in reading, as presented in the figure below. As the share of charter schools with growth greater than their TPS peers is comparable with the same growth in reading across all categories, the driver of the overall weaker performance in math is the greater percentage of charter schools (all, CMO-affiliated and stand-alone charter schools) that perform worse than their TPS peers. Stand-alone charter schools have the largest share of schools with lower growth in math in comparison to their local TPS.

Figure 4: Academic Growth of Charter Schools Compared to Their Local TPS, Math

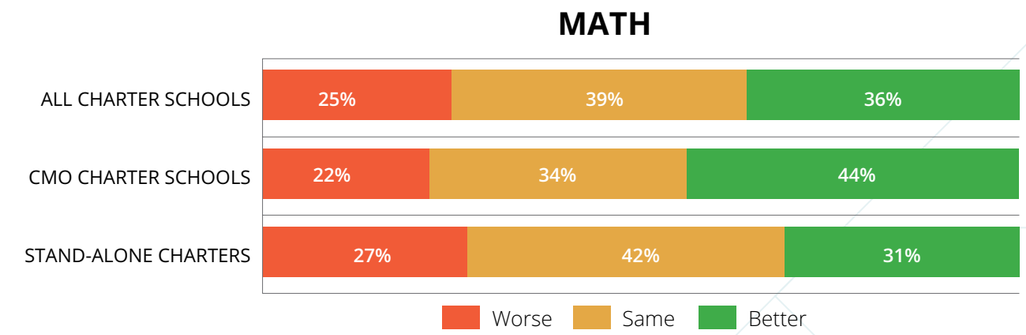


Figure above draws from Figure 1.22 in CSP31, and Figure 37 in CMO23.

These encouraging results require a note of caution. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal if the difference is modest or large, nor does it indicate where in the range of absolute achievement the difference occurs. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to reach long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag behind

the community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the complete picture of charter school performance.

Charter School Growth and Achievement

Student academic growth measures how much students advance their learning in a year's time, and student achievement measures the stock of their knowledge at the end of the year. We believe it is critical to examine both growth and achievement in order to understand how well schools prepare students for next steps in school and life. We map each school's average growth and average achievement against the the growth of matched TPS students and average state performance. Examining both measurements for all schools in our national data set during the most recent growth period, we present findings in four basic categories of school performance:

- **High Growth—High Achievement:** schools that exceed the growth of their local options and whose students are above the state average in overall achievement
- **High Growth—Low Achievement:** schools that exceed the growth of their local options but with overall student achievement below the state average
- **Low Growth—High Achievement:** schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons
- **Low Growth—Low Achievement:** schools with lower academic growth than their local alternatives and whose students' achievement is lower than the state average at the end of a school year.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 5. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.4	31.7
26.3	30.9

Figure 5: Academic Growth and Achievement 2015 to 2018, Reading

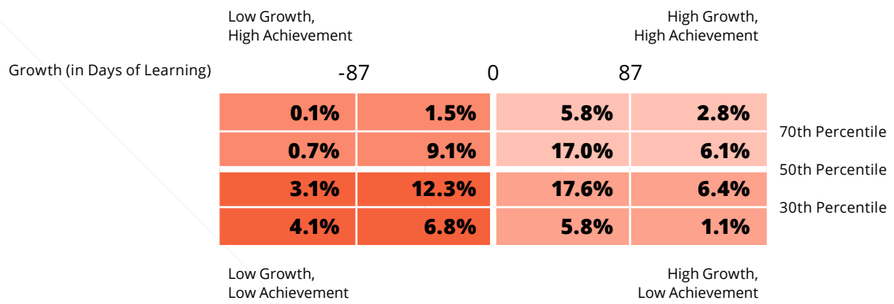


Figure above originally appears as Figure 1.25 in CSP31.

Schools that have average student achievement above the state average (above the 50th percentile) are presented in the top half of the figure. In reading, 43 percent of all schools have average performance in the upper half in their respective states, with a majority of those high achievement schools also having stronger growth than their local TPS. Zeroing in on the low-growth/low-achievement quadrant, 207 schools (4.1 percent) in our study have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 6. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.8	28.2
33.8	26.4

Figure 6: Academic Growth and Achievement 2015 to 2018, Math

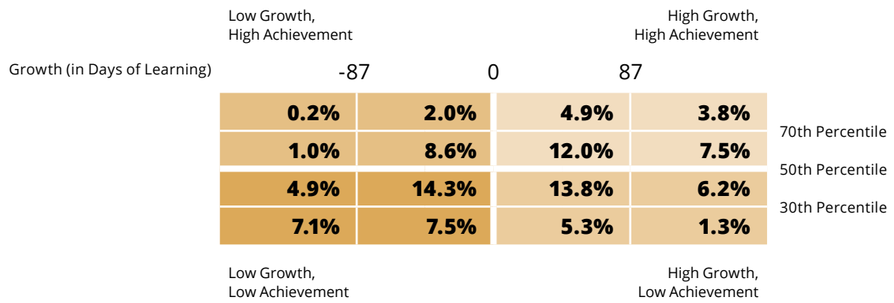


Figure above originally appears as Figure 1.26 in CSP31.

In math, above average achievement exists in 40 percent of charter schools, while 60 percent of schools have achievement that is lower than their state averages. Twenty-eight percent of schools in the data set are high-growth/high-achievement schools, returning great gains for their students. Zeroing in again on the low-growth/low-achievement quadrant, 348 schools (7.1 percent) have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

The number of schools in the low-growth/low-achievement quadrant, though smaller in reading than in math, remains a key concern.

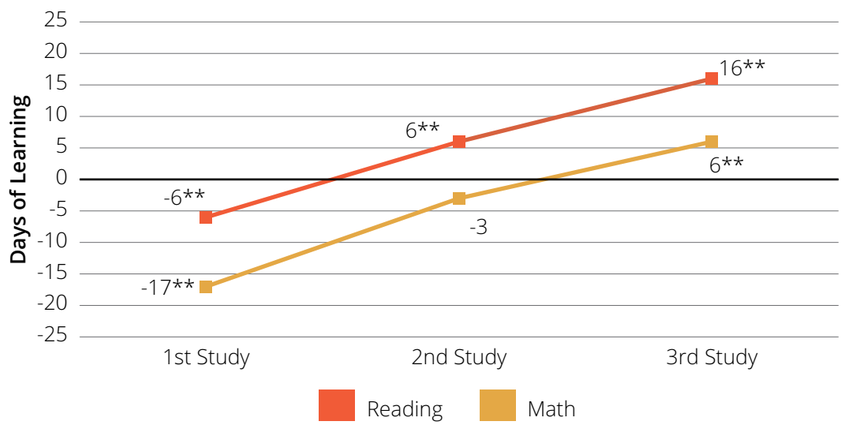
Exceptional Performance in Charter Schools

Perhaps the most revealing finding of our study is that more than 1,000 schools have eliminated learning disparities for their students and moved their achievement ahead of their respective state's average performance. We refer to these schools as "gap-busting" charter schools. They provide strong empirical proof that high-quality, high-equality education is possible anywhere. More critically, we found that dozens of CMOs have created these results across their portfolios, demonstrating the ability to scale equitable education that can change lives.

Evidence of Improvement over Time

Findings from this study take on even more weight when considered in the historical context of the 15 years of CREDO studies on student academic progress in charter schools. Between the 2009 and 2023 studies, against a backdrop of flat performance for the nation as a whole, the trend of learning gains for students enrolled in charter schools is both large and positive.

Figure 7: Annual Academic Growth of Charter School Students across Three National Studies



** Significant at p ≤ 0.01
Figure above originally appears as Figure 1.8 in CSP31.

Conclusions

The outcomes of these studies are largely positive and support several conclusions about the current landscape of charter schools across America. Perhaps more importantly, the opportunity to position these findings in the larger body of research leads to a number of implications about the fundamental policies and practices of charter schooling at a more global level.

1. In both reading and math, charter schools provide students with stronger learning compared with the learning in the traditional public schools that are otherwise available to them.

Across the broad range of charter schools, the evidence suggests that they are a robust education option under many conditions. Whether stand-alone or networked, charter schools operate by law mainly on their own, making decisions they expect will serve their students well. According to our latest findings, the autonomy given to them usually yields positive results. The majority of charter schools provide better year-to-year outcomes for students compared to their traditional public-school options. Most of these schools perform better to such a degree that the difference is statistically significant.

The results stand up to deeper investigation. Charter schools produce superior student gains despite enrolling a more challenging student population than their adjacent TPS. They move Black and Hispanic students and students in poverty ahead in their learning faster than if they enrolled in their local TPS. They are more successful than the local public school alternatives across most grade spans and community settings. These results show that charter schools use their flexibility to be responsive to the local needs of their communities.

These findings generalize into lessons for policy leaders, educators, and funders. Knowing that the average student in the average charter school can outperform their TPS peers raises important questions about the priority placed on student outcomes in education decisions in many communities.

2. Some charter schools provide less student learning than their local district schools, although a larger proportion delivers better learning outcomes. The latter group includes over 1,000 charter schools managing staffing and resources to deliver superior academic results that eliminate the learning gap across student groups.

Vital lessons also come from the distribution of school performance around the average. Over the past 30 years, small, large, urban, rural, networked or stand-alone charter schools, autonomous and independent of each other, have arrived at their own solutions for giving their students stronger learning experiences. The discretion that charter schools enjoy does not guarantee that each school or every charter network realizes strong student outcomes. Our study illuminated the range of learning across schools.

Despite declining shares, there remain a concerning number of charter schools with weaker student outcomes. While lower-performing schools make up a larger share of stand-alone charter schools, CMOs and networks also have a substantial share that produces low gains for their students. This study has profound implications for charter schools and charter networks that do not support student learning. Charter boards and authorizers are the accountability side of the charter school equation. They evaluate school performance and, if necessary, dictate remedies. As our analysis shows, disturbing numbers of charter schools and networks have low learning levels. There are brick-and-mortar, online, networked, and stand-alone charter schools with sub-par results.

The number of school closures we observed in the years of this study was small compared to the counts of schools with the lowest student growth and academic achievement. Since primary and secondary education is essential to the social contract, providing a foundation for future opportunities, the claim of "choice" cannot justify derailing students' preparation. Especially in the post-COVID era, the need for charter boards and authorizers to address under-performance in their schools has never been more critical.

Closure is not the sole remedy. As we learned from our special investigation, the "takeover" of underperforming schools by strong CMOs led to improved student learning for the students who remained enrolled before and after the transfer. The gains did not adversely affect student academic progress in the rest of the CMOs' schools. This policy tool may have broader utility than previously realized.

At the high end of the performance range, good news exists in the growing share of schools outpacing learning in their local TPS. In both subjects and for both CMO and stand-alone schools, larger shares are "better than" and a smaller share is "weaker than" compared to earlier work.

The real surprise of the study is the number of charter schools that have achieved educational equity for their students: we call them "gap-busting" schools. Ensuring equivalent yearly growth across student groups has two critical consequences. First, ensuring minority and poverty students learn on par with or better than their White peers interrupts or reduces the achievement gap. It happens regularly in a large swath of charter schools. More critically, there is strong evidence that these gap-busting schools can be scaled. Added to the traditional district schools that achieve similar results, this is the life-transforming education that so many students need. Second, these schools deliver hundreds of independent proof points that learning gaps between student groups are not structural or inevitable; better results are possible.

Charter schools function as a portfolio, and their varied impacts on student learning are expected. Charter school boards and authorizers are responsible for ensuring students perform well. Evidence shows that the charter school enterprise benefits students, and its positive outliers (e.g., gap busters) can pressure the rest of the system.

The near-term implication for charter school boards and authorizers is two-pronged. Addressing chronic and/or severe underperformance is necessary and imperative in the current education climate. Identifying high-impact exemplars for probationary charter schools to study and emulate is possible. Transfer of sub-par schools to higher-performing operators could be part of a larger incentive for growth and replication. At the same time, authorizers might consider longer charter terms for charter schools that consistently demonstrate outstanding student learning success.

Education leaders and policy makers need to understand that in efforts to improve, some failure is inevitable. Any subsequent failure to address the poor performance compounds the damage. It also blocks constructive learning for the future. Strong examples of authorizing exist and should be emulated.

Leadership and responsibility demand embracing practices and policies that lead to better results for students, not maintaining the status quo.

3. The larger scale of Charter Management Organizations does not guarantee high performance—but on balance, it helps.

When taken as a whole, schools managed by Charter Management Organizations and charter networks bring a greater learning benefit to students compared to stand-alone charter schools. Despite the differences, both groups of charter schools have had larger student success than traditional public schools with respect to reading. We note, however, that math gains in stand-alone charter schools were equivalent to TPS learning.

Our analysis highlights attributes of higher-performing CMOs and networks that could be useful in future discussions. Size or age of the CMO does not relate to student learning: at every increment of CMO age or portfolio size, we see high- and low-impact CMOs and networks. This further supports earlier CREDO research that showed that CMOs only replicate the quality they already have. The implications of replicating schools with weak results is clear. The big upside is the ability of dozens of CMOs to scale their gap-busting performance. Additionally, CMOs that concentrate their operations within a single state have stronger gains than multistate CMOs, though both groups do well by their students.

Programs of external funding and support to CMOs to grow their networks, represented here by the Charter School Growth Fund, focus on some of the stronger CMOs and networks in our study. After high-performing CMOs receive endorsement, the learning of students in those CMO schools rises in reading but holds steady in math.

The majority of new CMO schools are no better or worse than the parent organization has already produced, so decisions to approve applications by CMOs to open new schools must consider the contributions to student learning of schools in the existing portfolio.

CMO growth accelerators help augment board and authorizer reviews through their extensive selection process; the growth of their grant-receiving CMOs maintains the strong student learning that led to their selection. The expansion of these high-quality schools and networks benefits more students and communities.

4. Charter schools and networks improve over time, as do the systems that oversee them.

Insights about improvement in schools and networks stem from this study and CREDO's prior multistate studies.

In the years of this study, student growth in charter schools was the strongest observed in any of CREDO's multistate studies. Added to the results from the previous two studies, a strong trend of improvement becomes clear. We see substantial increases in student learning in CMOs in both tested subjects and in reading for stand-alone charter schools. Even the finding of no difference in math learning in stand-alone charter schools vis a vis TPS, a decline from the 2017 study results, still marks an improvement from the statistically significant negative results in the first CMO vs. stand-alone comparisons in 2013.

A better understanding of the improvement in the sector comes from two different findings. The first is that the largest share of improvement comes from existing charter schools. Compared to the National Assessment of Education Progress (NAEP) trend, evidence of schools getting better over time is welcome news.

Second, new schools opened with stronger results than at any time in the past. Growth in the number of CMOs since the last study plays a role. Many stand-alone charter schools also pushed their results upward. Strengthening authorizer standards and practices, a drive that took root in the 2010s, also sets a higher bar that resulted in better schools opening.

Finding ways to improve student academic outcomes is an ambition shared by policy and community leaders, educators, funders and parents. Charter school results show that change for the better is possible in the larger education system. The key to improvement lies outside any particular school or network model, though many are worthy of emulation. It is simply not possible to drive single solutions through the diverse landscape that is U.S. public education. Lessons from the charter school experience and results may be helpful in charting a future course in public education.

Implications

The **charter school policy framework** sets the conditions for charter schools' growing positive outcomes. It is the fundamental common denominator in every case, and its role is powerful.

The framework offers a divergent approach from the conventional strategy for public schools. The "flexibility for accountability" construct is not just a catchphrase. It is a distinctly different mode of operation. The "loose-tight" parameters of the framework create incentives to which schools and networks respond. The incentives find positive support in this study's findings and the broader trends. While our study design cannot make causal claims (because randomly assigning schools to the traditional or charter school approach has yet to happen), it can deliver a plausible argument of the value of the policy based on available evidence.

On the "loose" side of the approach, the framework establishes a **policy of possibility** where educators, leaders and boards of directors have the discretion to build and deliver curriculum and instruction that meets high standards for learning and is responsive to local needs.

According to this study, there are a lot of positive possibilities. The process has led to many successful schools nationwide, often with meaningful innovations. The diversity of schools illuminates an important feature of the framework: success is attainable via **many paths**. Over time, many have sought and gained permission to expand and then shown the ability to create strong student learning at scale.

Students in these schools, especially minority students and those in poverty, make larger advances than in local public schools. Beyond the benefits for their students, successful charter schools deliver **critical proof points** of ways to improve outcomes for students. In the current regulatory climate, it is difficult to imagine how similar efforts could become conventional among traditional public schools.

Beyond flexibility in school design, school teams have the leeway to tinker with their operations. The results show that existing charter schools have improved over time. The proportion of charter schools with superior results is on the rise. The share that lags behind the local TPS alternatives is also shrinking. This means schools and networks use their discretion and autonomy to foster a **standing capacity to adapt over time.**[3]

Accordingly, the framework also aims to be "tight" at key points as schools open and mature. Authorizers are expected to behave as **governors of quality**. They set the bar to receive initial permission to operate, which exerts quality and safety controls at the outset. Others have documented stronger standards among authorizers in the review and approval of new applications (Mumma & West, 2018). The findings of stronger new schools in this study compared to earlier results attest to the effort and to the CMO replications and new charter schools that meet the higher bar.

Authorizing is a delicate job that requires resources, expertise and substantial political acumen and courage. There is growing attention to authorizers adopting rigorous standards and practices and using a variety of performance data to evaluate schools that apply for renewal (NACSA, 2016).

3 We saw that capacity in stark terms when we examined how charter schools in three states responded to the COVID-instigated school closure orders (CREDO, 2022). Rapid transformation into remote instructional mode; acquisition and distribution of food, technology, or internet access; and strengthening of personal supports were widespread. Return to in-person instruction in the fall of 2020 was nearly universal. These points rest admittedly on smaller bases of qualitative evidence, but they provide human dimensions to the point that the present quantitative analysis illuminates nationally. See also: Boast et al. (2020); Henderson et al. (2021); Childs et al. (2022).

Poorly performing charter schools are often ignored. A number of these schools were observed during this study window. There is data to assess policy leaders and authorizers to hold them accountable for protecting children's futures. As tough as closing schools is, the disservice of not closing poorly performing schools has large and lingering ripple effects.

Our results show that the framework of charter schools helps current students and strengthens public education overall. We contend these incentives have broader applicability in public schools and see signs of their spread. Collaborations between charter schools and local district schools have grown over time. Some states, including Kentucky and Maine, have adopted policies to give educators freedom in adjusting instruction and boosting performance. However, uptake is slow.

In the year 2023, the importance of strong academic achievement among America's students has never been greater. The students hit hardest by school closures during the coronavirus pandemic are precisely those whom this research illuminates as being able to benefit the most from charter schools. In this study thousands of charter schools have proved that we can do better for our students. The current number of students benefiting from these schools is 3.7 million, but the number could drastically increase if more schools agreed to the same arrangement. Whether it be termed "charter school" or something else, the deduction from this data is that when both sides of the equation—flexibility and accountability—are working together for more schools, more students' academic results will improve.

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As a Matter of Fact:

The National Charter School Study III 2023

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Volume 1
Charter School Performance in 31 States

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CREDO, the Center for Research on Education Outcomes at Stanford University, was established to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policy makers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policy makers to strengthen their focus on the results of innovative programs, curricula, policies and accountability practices.

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- The research presented here utilizes SLDS Data from the Idaho State Board of Education (SBOE) and the Idaho State Department of Education. Any research errors are the sole responsibility of the author(s).
- This research result used data structured and maintained by the MERI-Michigan Education Data Center (MEDC). MEDC data is modified for analysis purposes using rules governed by MEDC and is not identical to data collected and maintained by the Michigan Department of Education (MDE) and/or Michigan's Center for Educational Performance and Information (CEPI). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by, or reflect the views or positions of, grantors, MDE and CEPI or any employee thereof.
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- The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

The analysis and conclusions contained herein are exclusively those of the authors and are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study. All errors are attributable to the authors.

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1.1 Introduction

The year 1992—the year that City Academy Charter School opened in St. Paul, Minnesota—was over 30 years ago. The fundamental bargain of public charter schools—"flexibility for accountability"—took root in the school's first charter and in the more than 7,800 public charter schools that came after. With over 3.7 million students currently enrolled in charter schools in 43 states and the District of Columbia, charter schools represent the largest experiment in public school innovation in the nation's history.

The current study is the third multistate study of charter school effectiveness—the first was released in 2009 and the second in 2013. It adds to a large slate of charter school research[1] released by CREDO in 2006. This study covers the education experience of 2,080,913 unique students enrolled in charter schools in 31 states from 2014-15 to 2018-19. As our work in this area uses the same peer-reviewed research design and analytic approaches, the results across studies provide the basis for examining charter school performance trends since 2006.

CREDO's work joins a body of research on the subject (Booker et al., 2009; Mead et al., 2015). Our unique contribution lies in the scope of the effort: CREDO uses longitudinal student-level information derived from state administrative data from 29 states plus the District of Columbia and New York City.[2] In our research, we include 94 percent of the nation's charter school students in tested grades. We use a detailed matching method to ensure that our analytic comparisons to students in district schools are as precise as the data allows. Consequently, our findings carry strong levels of reliability and validity.

A study of the academic impacts of charter schools on their students is timely. Insights about the educational effectiveness of schools, school operators, K-12 academic programs and education policy are valuable today more than ever. The 2022 results from the National Assessment of Educational Progress removed any ambiguity about student learning after the COVID-19 pandemic. As a country, student academic performance has regressed by two decades in math and fallen steeply in reading, with the most severe performance declines found among minority, poverty and special needs populations that were already struggling before the pandemic. The need for evidence-backed approaches to sustained academic success for students transcends demographic, economic and political divides. As school and district leaders, policy makers, teachers, families, and philanthropists build and implement plans to address pandemic-accelerated declines in student learning, they need the analysis of school and system achievement presented here to guide and support their efforts.

1 Center for Research on Education Outcomes, http://credo.stanford.edu.

2 We refer to these 31 jurisdictions as "states" to maintain consistency with previous studies. New York City data is not included in New York results. The two groups are mutually exclusive for this study.

A Brief Primer on Charter Schools in the United States

Enabling legislation allows charter school founders and operators to design and tailor organizational structures, staffing and instructional approaches to provide their students with an alternative to local district schools. They pursue different missions such as STEAM, college prep, social justice or new technologies. They can be small or large; they can operate as single schools or in school networks. Some charter schools outsource some or all of their operations to outside vendors. Some charter schools mirror traditional public school (TPS) grade level or grade band configurations, and others serve students K-12 in one school. Some charter schools own and operate their facilities, and some are tenants of local school districts or rent space from commercial landlords.

Charter schools operate under governing boards separate from local district school boards. Following the "flexibility for accountability" construct, in exchange for discretion in school design and operation, charter schools must undergo periodic accountability reviews to remain open and in good standing. These accountability reviews weigh the schools' operational and fiscal health and student academic performance.

Thirty-seven states allow multiple schools to be held and operated under a common management structure known as charter networks or charter management organizations (CMOs). This option has increased the number of available charter school seats, yet it raises questions of scalability and quality. This study examines these questions and the performance of charter schools and charter networks against the legislative and regulatory incentives in place.

The Structure of the National Charter School Study III Report

We report four sets of findings, summarized below. The first three are included in this volume, *Charter School Performance in 31 States (CSP31). The fourth is presented in Volume 2, Charter Management Organizations 2023 (CMO23).*

Aggregate Charter Student Academic Progress

The first set of findings focuses on student performance in all charter schools included in the study. Looking at year-to-year academic progress from 2015 to 2019, **tested students enrolled in all charter schools in the 31 states had reading and math gains that outpaced their peers in the TPS that charter school students otherwise would have attended.** We report these differences as marginal days of additional (or fewer) days of learning on a learning benchmark of 180 days each school year. In math, charter school students, on average, were found to advance their learning by an additional six days in a year. For reading, on average, their learning added 16 days of learning.

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. In some cases the claim focused on students having more motivated parents. Another version suggests targeting behavior on the part of the school results in a student body that is better prepared academically, a practice commonly referred to as "cherry picking" or "cream skimming." If true, the students in charter schools would show higher academic achievement at the point of enrollment. In multiple analyses, we do not see significant evidence of an undue advantage to charter schools. In fact, we find the opposite is true: charter schools enroll students who are disproportionately lower achieving than the students in their former TPS.

The current results are larger than what we reported in the second national study, which were larger than the first national study. The three studies taken together produce a solid positive trend over the 15 school years between 2004 and 2019. Notably, the upward trend was due to existing charter schools improving over time, not an influx of higher-performing new schools.

Academic Progress for Student Groups in Charter Schools

The second set of findings addresses how consistent the results are for all students. We again report these differences as marginal days of additional (or fewer) days of learning on a benchmark of 180 days of learning in a single school year. We found important differences in the amount of learning for different groupings of students enrolled in charter schools in our study.

Consistent with our earlier studies, we found significant variations in charter student learning when we examined results for students in different racial/ethnic groups. In math performance, Asian/Pacific Islander students in charter schools realized more than a year of academic progress in a school year. In contrast, Black, Hispanic, White and Native American students have academic gains that fall short of a year's progress in a year. In reading performance, Asian/Pacific Islander students made gains well above the benchmark 180 days of learning, while White and Hispanic students were closer to the benchmark of one year of growth in a year. Black and Native American students fell considerably short of the 180 days of learning mark.

Despite overall low growth, Black and Hispanic students in charter schools fared better when compared with the learning gains of their TPS peers. White, Native American and multiracial students had smaller learning gains than their TPS comparisons.

Charter school students in poverty and their TPS counterparts fell short of the learning of their non-poverty peers. Despite this, charter students in poverty had stronger growth, equal to 17 additional days of learning in math and 23 additional days of learning in reading, than their TPS peers in poverty. Likewise, English-language learner (ELL) students who attended charter schools also had stronger growth in math (eight days) and reading (six days) than their TPS peers but were still left considerably behind non-ELL students. Students receiving special education services had significantly weaker growth in both math and reading than their TPS peers. Specifically, they grew 14 fewer days in math and 13 fewer in reading.

Student Academic Progress in Different School Settings

As the conversation about public education focuses on schools as units of analysis, the third set of conclusions refers to the effects of charter school students' learning when different school characteristics are considered. Across the sample of 6,802 charter schools in math, 36 percent had overall learning gains that were statistically significantly larger than the local TPS alternatives. One quarter posted statistically significantly smaller results, and 39 percent had gains equivalent to their local peer schools. In reading, the results were stronger: 36 percent had statistically significantly larger learning results, 47 percent posted gains on par with their TPS peers, and 17 percent had statistically significantly smaller results. At both ends of performance, these results improve on earlier results from the last national study—a greater share of charter schools is stronger than the local option and a smaller percentage is worse.

The performance of charter schools in different types of communities continues in earlier patterns. As seen in earlier national studies, students in urban charter schools outpace their TPS peers and post larger gains than their charter school peers in suburban, town or rural settings.

The academic performance of students enrolled in virtual charter schools compares poorly to the 180-day learning standard in TPS and the performance of students enrolled in brick-and-mortar charter schools. Students in virtual schools had 124 fewer days of learning in math and 60 fewer days in reading against our 180-days of learning benchmark. By contrast, students in brick-and-mortar charter schools posted 21 additional days of learning in reading and 14 extra days in math.

The findings show important differences for charter schools when grouped by the state in which they operate. Ten states/regions had learning gains in reading and math that were statistically significantly larger than the TPS students: Colorado, Illinois, Massachusetts, Michigan, Missouri, New Jersey, New York City, Upstate New York, Rhode Island and Tennessee. Seven states posted better gains in reading: Arizona, California, Florida, Idaho, Minnesota, North Carolina and Texas. Only Oregon saw the reverse: charter school learning was statistically significantly smaller in both subjects. Ohio and South Carolina had negative and significant learning advances in math.

The Role of Charter Management Organizations in Student Academic Progress

We extensively investigated student progress according to the type of charter school they attended. When the results were grouped by independently operated charter schools (stand-alone charter schools, or SCS) versus those in Charter Management Organizations (CMOs or networks), students in schools run by CMOs had stronger results than their stand-alone student counterparts. While both sets of schools are stronger than their TPS peers, the CMO learning gains are substantially stronger and carry the overall results of the study despite having only a third of the schools.

We expanded our typical format for sharing results with this study. We moved all results into a web-based interactive data set at ncss3.stanford.edu. No individual student data or identifiable small group information is included in the graphics and other data visualizations. All the results from this study on the website mirror the document's findings.

1.2 Methods and Data

Methodology

Since the 2009 study, *Multiple Choice: Charter School Performance in 16 States*, CREDO has refined our matching and analysis techniques and expanded our data collection. This chapter provides a nontechnical overview of the data sources and analytic methods used in the current study. The chapter presents general descriptions of the data sources used in the recent study and explanations of how the study was organized and executed.

The Technical Appendix to this report and the Technical Appendix of the 2013 National Charter School Study II (Cremata et al., 2013) includes greater scientific detail on these topics. Table 1.1 represents the states included in each study and the years of data included in each study.

Table 1.1: States Participating in Each CREDO National Charter School Study (NCSS)

	NCSS I - 2009	NCSS II-2013	NCSS III-2023
First School Year of Data	2000-01	2006-07	2014-15
Last School Year of Data	2007-08	2010-11	2018-19
States Included in Each Study	Arkansas	Arkansas	Arkansas
	Arizona	Arizona	Arizona
	California	California	California
	Colorado (Denver)	Colorado	Colorado
	District of Columbia	District of Columbia	District of Columbia
	Florida	Florida	Florida
	Georgia	Georgia	
			Idaho
	Illinois (Chicago)	Illinois	Illinois
		Indiana	Indiana
	Louisiana	Louisiana	Louisiana
	Massachusetts	Massachusetts	Massachusetts
			Maryland
		Michigan	Michigan
	Minnesota	Minnesota	Minnesota
	Missouri	Missouri	Missouri
		Nevada	Nevada
			New Jersey
	New Mexico	New Mexico	New Mexico
		New York	New York
		New York City	New York City
	North Carolina	North Carolina	North Carolina
	Ohio	Ohio	Ohio
		Oregon	Oregon
		Pennsylvania	Pennsylvania
		Rhode Island	Rhode Island
			South Carolina
		Tennessee	Tennessee
	Texas	Texas	Texas
		Utah	Utah
			Washington
			Wisconsin

For this study, CREDO partnered with education departments in 31 jurisdictions to use their student and school level data. **The resulting data set included 81 percent of tested public school students in the United States, making it one of the largest data sets of student-level observations created to date.** We used this information to create a matched student data set with over 6,500,000 student-level observations from over 1,853,000 charter students and a matched comparison group.

Our partnerships with the 31 individual states depend on negotiated data-sharing agreements. One common requirement across all agreements is that the processing, analysis and security of the student-level data must meet the Federal Education Rights and Privacy Act (FERPA) requirements. This study complies with FERPA regulations as interpreted by each state providing data.

No single study can provide the definitive analysis on a topic as broad as the effectiveness of charter schools. A solid body of evidence emerges only by accumulating evidence from multiple studies. With this expansion and update to CREDO's earlier works, we add to the growing array of studies about charter schools and their impact on students' academic outcomes. In doing so, we strived to create a study that was both as rigorous and as balanced as possible.

Consolidating Student Data from Multiple States

This study is built on a methodology similar to the one used in the 2009 study. The only change to the method was to rematch the charter school students to a new set of TPS students each year. [3] The data collected for this study consisted of student-level demographics, school enrollment and achievement test scores in reading/English language arts (ELA) and math. Since No Child Left Behind's implementation, reading and math tests have been given consistently across grades 3–8. However, testing could be more consistent across other grades.

Many states had early elementary or high school testing. High school testing often took the form of an end-of-course (EOC) exam, which was tied to course enrollment rather than a student's grade. These EOC tests differed by state in several ways that could impact growth estimates. These variations included the grade in which the EOC exam was given, the number of times a student is allowed to take the EOC exam, and the time gap between the EOC tested grade and the previously tested grade. All of these factors had to be considered when constructing our data set.

Growth is the change in each student's score from one school year to the next. For each two-year series of individual student achievement data, we calculated a measure of academic growth. We could compute complete growth data from the 2013–14 school year through the 2017–18 school year. Two states are missing one year of data. Nevada is missing growth data from 2016–17 to 2017–18. Tennessee is missing data for 2015–16. Thus, the first period of growth for Tennessee was measured from 2014–15 to 2016–17.

Additional details about creating the study data set for the 31 states in this study are available in the Technical Appendix.

3 This change was implemented to meet the new standards of the What Works Clearinghouse at the National Center for Education Evaluation.

Selection of Comparison Observations

As in previous CREDO studies, this study employed the virtual control record (VCR) method of analysis developed by CREDO (Davis & Raymond, 2012). The VCR approach creates a "virtual twin" for each charter student who is represented in the data. In theory, this virtual twin would only differ from the charter student in that the charter student attended a charter school and the twin attended a TPS. The VCR matching protocol has been assessed against other possible study designs and judged to be reliable and valuable by peer reviewers (Egalite & Ackerman, 2015).[4]

Using the VCR approach, a "virtual twin" was constructed for each charter student by drawing on the available records of traditional public school (TPS) students with identical traits and aligned prior test scores who were enrolled in TPS that the charter students would have likely attended if they were not in their charter school.[5]

Factors included in the matching criteria were:

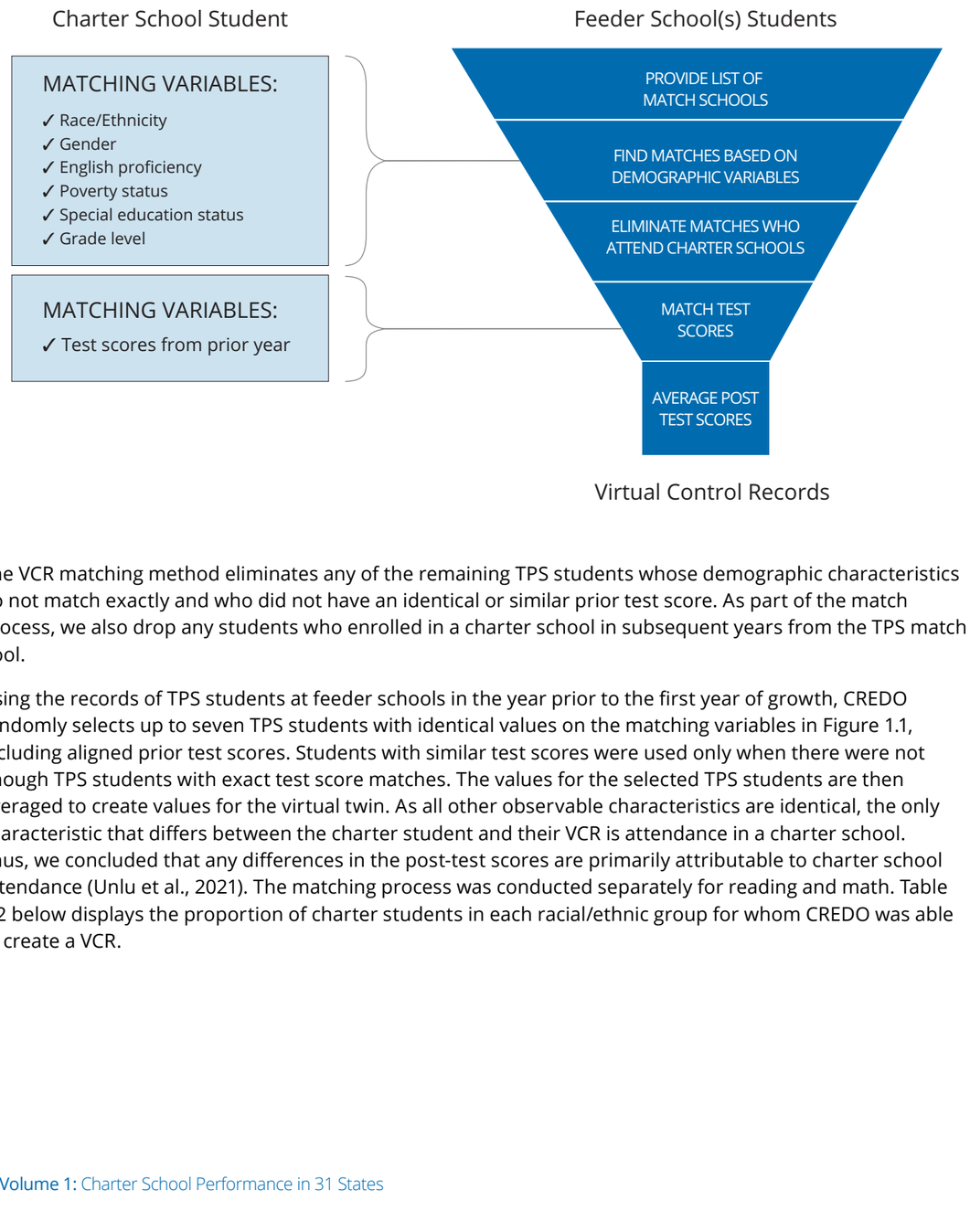
- Grade level
- Gender
- Race/ethnicity
- Free or reduced-price lunch eligibility
- English-language learner status
- Special education status
- Prior test score on state achievement tests

Figure 1.1 shows the matching process used by CREDO to create the virtual twins linked to each charter school student. In the first step, CREDO identifies all TPS students who enrolled in a given charter school. These schools are referred to as "feeder schools" for that charter. Each charter school has a unique feeder school list for each year of data. Students attending a charter school that is also a feeder school are eliminated from the match pool for each charter student to ensure VCRs consist entirely of TPS students. The feeder school method provides a strong counterfactual as residential school assignment commonly used to place students in TPS has been shown to group demographically and socioeconomically similar students into schools. This practice increases the likelihood that students assigned to similar schools have similar backgrounds, knowledge of school choice programs and school choice options. Once a school is identified as a feeder school for a particular charter, all the students in that TPS become potential matches for students in the charter school. All of the student records from all of a charter's feeder schools were pooled: this became the source of records for creating the virtual twin match.

4 Details of these assessments of the VCR method are presented in the Technical Appendix of the 2013 National Charter School Study, https://credo.stanford.edu/wp-content/uploads/2021/08/ncss2013_technical_appendix.pdf

5 The majority of VCRs included only test scores which were exact matches. Non-exact matches must be within 0.1 standard deviations to be included as part of a VCR.

Figure 1.1: CREDO Virtual Control Record (VCR) Methodology



The VCR matching method eliminates any of the remaining TPS students whose demographic characteristics do not match exactly and who did not have an identical or similar prior test score. As part of the match process, we also drop any students who enrolled in a charter school in subsequent years from the TPS match pool.

Using the records of TPS students at feeder schools in the year prior to the first year of growth, CREDO randomly selects up to seven TPS students with identical values on the matching variables in Figure 1.1, including aligned prior test scores. Students with similar test scores were used only when there were not enough TPS students with exact test score matches. The values for the selected TPS students are then averaged to create values for the virtual twin. As all other observable characteristics are identical, the only characteristic that differs between the charter student and their VCR is attendance in a charter school. Thus, we concluded that any differences in the post-test scores are primarily attributable to charter school attendance (Unlu et al., 2021). The matching process was conducted separately for reading and math. Table 1.2 below displays the proportion of charter students in each racial/ethnic group for whom CREDO was able to create a VCR.

Student Match Rates

CREDO's VCR matching method resulted in 81.2 percent of the charter students from participating states being matched with TPS students to create VCRs. This match rate provided a data set with 3,669,446 matched charter student-by-year records. The match rates vary by the race and ethnicity of the students; smaller race/ethnic groups had lower match rates.[6] With CREDO's strict standards to create the VCRs, smaller race/ethnic groups have fewer identical students to match with the charter students. Table 1.2 provides the match rates for each race/ethnicity and shows each group's share of the data set. Racial/ethnic group match rates at the state level are listed in the Technical Appendix.

Table 1.2: Match Rates by Race/Ethnic Group

Race/Ethnic Group	Group Match Rate	Proportion of Student Body in each Race/Ethnic Group in Study
White	84.4%	32.6%
Black	81.4%	25.3%
Hispanic	83.3%	36.0%
Asian/Pacific Islander	64.0%	3.6%
Native American	38.0%	0.3%
Multiracial	58.1%	2.3%

Students in poverty - commonly measured by those eligible for free or reduced-price lunches—had a slightly stronger match rate (82.3 percent) than non-poverty students (79.7 percent). Match rates for ELL students (74.9 percent) were lower than those for non-ELL students (81.7 percent).

School Match Rates

The charter school data set contained 7,288 individual schools. Almost all charter schools (98.3 percent) had at least one school match. In seven states, all the schools had a matching school. The state with the lowest rate was Washington, at 86.7 percent.

Fair Analysis of Impacts on Student Academic Progress

Most researchers agree that the best method of measuring school effectiveness is to look at schools' impact on student academic growth, independent of other possible influences. The technical term for this is "value-added" (Betts & Tang, 2008). The central idea is that schools should be judged on their direct contribution to student academic progress. This necessarily considers the students' starting scores on standardized tests and student characteristics that might influence academic performance. This approach forms the foundation of our study design.

To conduct a fair analysis, this study followed the approach of the previous CREDO studies: we looked at the academic growth of individual students as reflected in their performance on state achievement tests in both reading and math. To ensure accurate estimates of charter school enrollment on student academic growth,

6 Due to the variable distribution of students by school type and subgroup across the country, some student subgroups have low match rate in some states. Low match rates require a degree of caution in interpreting the national pooled findings as they may not fairly represent the learning of the student groups involved.

we used statistical methods to neutralize the influence of student demographics and eligibility for categorical program support, such as free or reduced-price lunch eligibility and special education. In this way, we structured the analysis so that differences in academic growth between the two groups are a function of which schools they attended.

While we went to great efforts in each state to match the charter students and their virtual twins, it is important to recognize that states differ in the location of charter schools and the students they serve. These differences mean that charter students are not likely to be representative of the state's full complement of students. These differences are described in the Student Characteristics section. Our statistical models included controls for these differences between states to consider these differences when estimating the overall impact of charter school attendance.

Basic Analytic Models

The purpose of this study is to address multiple questions. All focused around one central question, "How did the academic growth of charter school students compare to similar students who attended traditional public schools (TPS)?" By answering this foundational question, we aim to extend the pool of knowledge on charter school effectiveness and provide reliable information for policy makers.

In CSP31, we analyze charter schools' effectiveness in the 31 states with which we have data partnerships. We also discuss the performance change for the states covered in the 2009 and 2013 reports. These cross-study comparisons are included by research topic when applicable.

How We Present the Results

We present the findings in units of days of learning to make the results clearer to non-technical readers. The statistical analysis produces results denominated in standard deviations—an unfamiliar currency to the general public. The days-of-learning metric takes the statistical findings of our analysis and transforms them. It uses a protocol that was developed prior to the study and then applied here.[7] For each growth period, we identify the one-year learning growth of an exactly average TPS student in each state and grade and set that learning gain as "180 days of learning in 180 days of schooling." We then take our results, student by student, and compare their academic progress to the benchmark learning of 180 days. If a student in our study has more learning, we award him extra days of learning on top of the 180. If a student learns less than the benchmark, they are awarded negative days of learning which added to the 180 benchmark result in fewer days of learning.[8]

While transforming the statistical results into days of learning provides a more accessible measure, the days of learning are estimates and should be used as general guides (Hanushek & Rivkin, 2006). We provide the difference in growth in standard deviation units in the outputs of the statistical methods used for each analysis found in the Technical Appendix.

7 Using nationwide growth data from the National Assessment of Education Progress, the transformation involves multiplying the standard deviation units produced by our statistical analyses by 578 days. This yields 5.78 days of learning for every 0.01 standard deviation difference in our analysis. For those wanting to convert these larger counts into weeks or months: a school week consists of five days; a school month is 20 days and a quarter or nine-week term is typically 45 days.

8 The expression "additional days of learning" does not mean the students were necessarily in school for more days during the school year. It means that the additional learning that took place in charter schools during the school year was equivalent to attending school for x additional days in a TPS setting.

1.3 Descriptive Statistics

In this section of the report, we familiarize the reader with the attributes of the research data set and discuss student and school differences between charter schools and TPS. Table 1.3 describes and compares our data. We first provide information on the TPS sector as a whole. This sector represents all the TPS schools in the 31 states included in the analysis. We then look at the feeder schools. Feeders are the TPS schools that charter school students would have attended had they not enrolled in a charter school; they are a subset of the entire class of TPS. Because charter schools are not evenly scattered across all types of locations and communities, the feeder schools from which they draw their students have characteristics that are different from the class of all TPS schools (Monarrez et al., 2022).

Student Characteristics

There are also differences in the characteristics of enrolled students, even within the charter sector. The students who enroll in virtual charter schools tend to differ demographically from students enrolled in brick-and-mortar charter schools. It is important to understand how charter school students differ from the larger body of all TPS students when generalizing charter school outcomes to other student bodies with different demographics. The table below shows the student demographic characteristics for schools in the 31 states included in the study.

Table 1.3 Demographic Comparison of Students in TPS, Feeders, and Charter Schools (Brick-and-Mortar and Virtual) in 31 States, 2017–18

	All TPS	Feeders	All Charters	Brick-and-Mortar Charters	Virtual Charters
Number Schools	69,706	34,792	6,802	6,588	214
Average Enrollment	552	671	463	444	1,565
Total Enrollment	37,369,048	22,658,792	2,963,468	2,755,778	207,690
% In Poverty	51%	57%	55%	56%	44%
% ELL	11%	13%	10%	11%	2%
% SPED	13%	13%	11%	11%	14%
% White	47%	40%	32%	29%	63%
% Native American	1%	1%	1%	1%	1%
% Hispanic	30%	35%	34%	36%	15%
% Black	13%	16%	25%	26%	12%
% Asian/Pacific Islander	6%	5%	4%	4%	2%
% Multiracial	4%	4%	4%	4%	7%

Brick-and-mortar charter schools enroll a larger proportion of students living in poverty than the TPS schools in our 31-state study. Most states define a student being in poverty as a student eligible for free or reduced-price meal programs; however, some states use a state-specific metric to classify a student as

being in poverty. We treat these two methods as equally valid for these analyses. The percentage of students in poverty in charter schools is similar to those in poverty in the feeder schools that students would have attended if not enrolled in their charter schools. The percentage of charter school students in brick-and-mortar charter schools identified as English learners and students receiving special education services is comparable to that of the full set of TPS schools and feeder schools. The brick-and-mortar charter schools have twice the rate of Black student enrollment as the TPS schools and 10 percentage points higher than their feeder schools. The enrollment rate for Hispanic students in brick-and-mortar charters is similar to that in the set of feeder schools, yet lower than the overall rate for all TPS schools. These increased enrollment rates for Hispanic and Black students were offset by lower rates in brick-and-mortar charters for White students than in the feeder charters and the complete TPS set of schools.

When it comes to student profiles, virtual charter schools have different profiles from the other forms of charter schools, traditional public schools and brick-and-mortar charters. Virtual charters have a smaller percentage of students living in poverty, students identified as English learners, Hispanic students and Black students. On the other hand, they have a disproportionately high number of White students relative to the other groupings mentioned in Table 1.3.

Race/Ethnicity Composition of Matched Charter Students[9]

The data set was made up of matched charter students with at least two successive test scores who attended the public charter schools in the years under study in the included states. Therefore, the makeup of the student body for this study will differ slightly from the student body described in the overall charter landscape and the 31-state summary (see Table 1.3).

Table 1.4: Race/Ethnic Proportions for All versus Matched Students

Race/Ethnic Group	Proportion of Student Body in each Race/Ethnic Group — All Charters	Proportion of Student Body in each Race/ Ethnic Group — Matched Student Data Set
White	32%	33%
Black	25%	25%
Hispanic	34%	36%
Asian/Pacific Islander	4%	4%
Native American	1%	0.3%
Multiracial	4%	2%

The largest race/ethnic group included in the study is Hispanic students, who comprise 36 percent of the matched data set. The next-largest groups are White students (32.6 percent) and Black students (25.3 percent). Asian and Pacific Islander students are 3.6 percent of the data set. Multiracial students, those of two or more races, are 2.3 percent of the students in the analyses, and Native American students make up the smallest portion, with only 0.3 percent of students identifying as Native American only.

9 Because the VCR matching protocol produces a single record (the average of up to seven TPS matched students), the demographic profiles of charter and VCR student-year records are identical.

Other Student Characteristics

For other student characteristics, 57.8 percent of students in the study are students in poverty—defined as eligible to receive free or reduced-price lunches or using their state's specific economic metric to identify students in poverty.[10] English-language learning students (ELL) made up 7.1 percent of the data set. Students receiving special education services made up 7.9 percent of the data set. Just over half (51.5 percent) of charter school students are female. The proportions of the matched student body are similar to the proportions of these special populations in the larger sample of all charter students in the 31 states.

Table 1.5: Special Population Proportions for All versus Matched Students

Special Population	Proportion of Student Body in each Special Population — All Charters	Proportion of Student Body in each Special Population — Matched Student Data Set
In Poverty	55%	58%
ELL	10%	7%
SPED	11%	8%

One in four students in the data set is a Hispanic student in poverty (26.2 percent), while 20 percent of students are Black students in poverty. Also, 6.2 percent of students in the data set are Hispanic ELL students.[11]

While the national distribution fits the expected pattern, student achievement decile patterns vary greatly by state. For example, in 2017, Pennsylvania drew a larger percentage of its charter enrollment from the lower deciles, as do Michigan and Ohio. The opposite—higher achieving students enrolling in charter schools—is found in New York City, North Carolina and Arizona. In the figure below, there are 10 boxes in each state, with the lowest box being the first decile (lowest achievement) and the highest box representing the 10th decile (highest achievement).

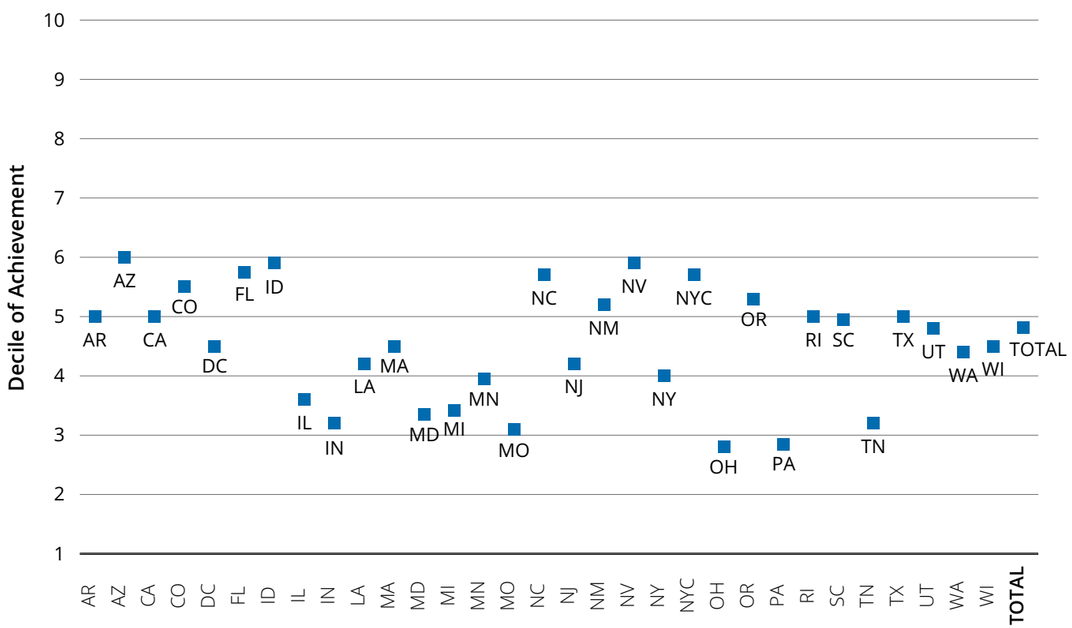
Figure 1.2 shows the within-state decile of the average achievement level for all students enrolled in charter schools by state for math. There is a wide variance in the achievement levels of charter students in different states. While some states have average charter student achievement as high as the sixth decile, which means the average charter student has achievement above the average TPS student in the state, most are in the third and fourth deciles. The average achievement scores are due to a combination of new charter students' entry-level achievement and the impact of attending charters for existing charter students.

10 CREDO acknowledges the declining usefulness of free and reduced-price lunch eligibility as an indicator of poverty. We have used a state-specific variable in states where a better metric is available. For the remaining states, free or reduced-price lunch eligibility was the best indicator available (Fazlul et al., 2023).

11 Hispanic students in poverty and Hispanic ELL students are not mutually exclusive groups. A student could be in both.

To get a better understanding of the achievement of students entering charter schools, Figure 1.2 provides the percentage of charter students in each state with student math achievement in each decile. If charter schools drew their students from the same deciles as TPS, we would expect roughly 10 percent of students to come from each decile.[12] However, the patterns in Figure 1.2 show that is not typical. Some states draw a disproportionate share of their students from the lower deciles, creating a pyramid-shaped distribution. Other states invert the pyramid by pulling more high-achieving students into charter schools than the TPS. Much of the achievement distribution of charter school enrollees has to do with where charter schools are located. In states where charter schools are located primarily in urban locations, we would expect more lower decile students to enroll in charter schools. We could expect to see a more even distribution in states where charter schools are distributed more evenly throughout the state.

Figure 1.2: Average Achievement of All Charter Students by State, Math 2017[13]



12 Decile by state percentages for charter school reading achievement are included in the Technical Appendix. The distributions support the insights gleaned from math achievement.

13 Results for Reading are available in the Technical Appendix

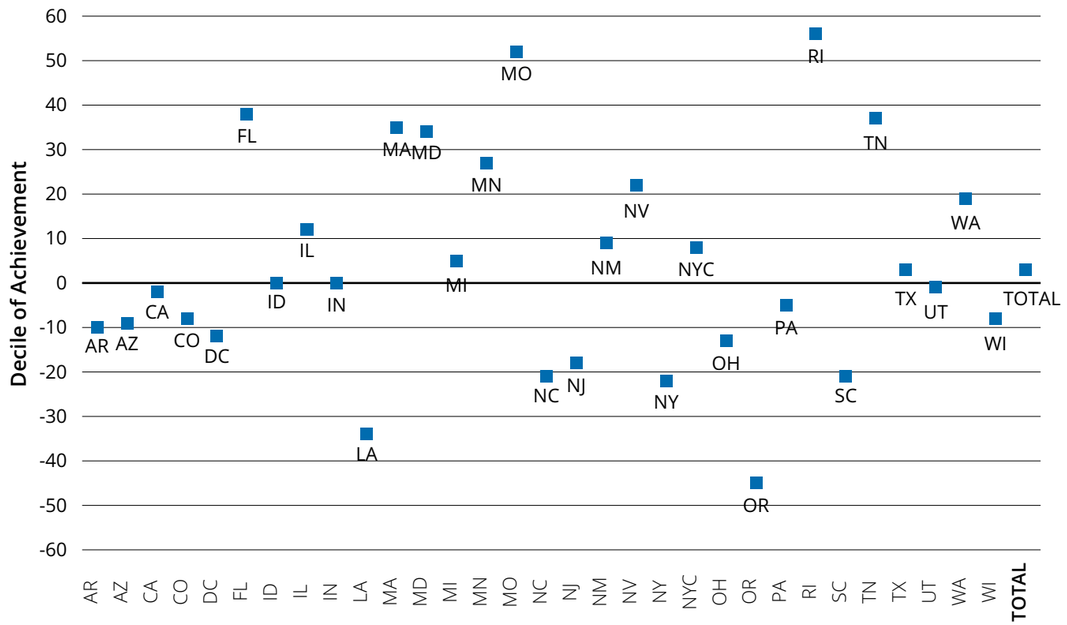
Table 1.6: Achievement Decile Distribution of Charter Enrollees by State 2017, Math

Charter Student Enrollment by Achievement Decile in 2017 (2016 for MD)

This table contains data that is available in an interactive format on the study website.

State	Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10	Total
AR	7%	12%	12%	11%	8%	12%	8%	9%	9%	11%	14,506
AZ	5%	7%	8%	9%	9%	10%	12%	13%	14%	12%	74,868
CA	8%	10%	10%	10%	10%	11%	11%	11%	11%	8%	185,840
CO	7%	9%	10%	10%	10%	10%	11%	11%	11%	10%	50,395
DC	8%	11%	13%	10%	11%	11%	11%	10%	9%	5%	7,486
FL	5%	6%	8%	10%	11%	12%	14%	13%	12%	9%	113,763
ID	6%	7%	8%	8%	9%	11%	12%	13%	15%	11%	8,329
IL	12%	17%	14%	12%	12%	10%	9%	7%	6%	2%	16,210
IN	16%	16%	14%	12%	11%	10%	8%	6%	5%	2%	10,539
LA	11%	13%	13%	12%	10%	11%	10%	8%	7%	4%	30,263
MA	9%	11%	11%	12%	11%	11%	11%	10%	8%	5%	14,962
MD	15%	16%	14%	13%	10%	9%	8%	8%	4%	2%	20,056
MI	17%	17%	14%	11%	9%	9%	8%	6%	6%	4%	44,967
MN	15%	12%	10%	11%	10%	10%	10%	9%	8%	5%	17,674
MO	14%	13%	13%	14%	12%	12%	9%	7%	3%	1%	7,386
NC	7%	7%	7%	9%	11%	11%	13%	12%	13%	10%	33,817
NJ	11%	13%	12%	12%	11%	10%	10%	9%	8%	5%	19,944
NM	7%	10%	10%	11%	10%	10%	10%	10%	10%	11%	9,133
NV	5%	8%	8%	9%	10%	10%	12%	13%	14%	12%	19,153
NY	13%	10%	12%	13%	13%	12%	11%	8%	6%	3%	8,200
NYC	4%	7%	7%	10%	11%	13%	14%	15%	12%	8%	41,627
OH	21%	20%	14%	12%	9%	8%	6%	5%	3%	2%	29,618
OR	5%	9%	10%	10%	11%	12%	12%	12%	12%	7%	7,306
PA	16%	28%	16%	11%	8%	7%	5%	4%	3%	2%	38,985
RI	7%	8%	11%	12%	11%	12%	11%	12%	9%	7%	2,157
SC	5%	14%	13%	11%	11%	10%	9%	9%	7%	10%	11,636
TN	16%	15%	14%	13%	11%	10%	8%	7%	5%	2%	19,924
TX	10%	12%	9%	8%	9%	9%	8%	12%	14%	8%	104,665
UT	11%	9%	9%	9%	10%	11%	11%	12%	11%	6%	26,108
WA	12%	11%	10%	11%	11%	11%	12%	10%	7%	4%	1,244
WI	9%	11%	11%	11%	13%	13%	11%	10%	8%	4%	15,648
	9%	11%	10%	10%	10%	10%	10%	11%	10%	7%	1,006,409

Figure 1.3: Average Academic Growth of Charter Students by State, Math 2017



Perceptions of Charter School Student Advantage

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. The claim has taken one of two forms: a "push" on the part of parents or a "pull" on the part of charter schools. The "push" alternative posits that charter school students have parents that, by the act of enrolling their student in a charter school, reveal they value education more and/or are more motivated to pursue educational success for their children than other parents. As a result of parental investments of time and resource, their students are thought to be better prepared academically. The "pull" version suggests that charter schools signal or sift interested students to enroll more advantaged students, drawing them away from neighborhood schools. This practice commonly is referred to as "cherry picking" or "cream-skimming."

Despite different mechanisms, both versions of "charter school students are advantaged" can be tested with the same analysis. If either or both claims are true, then entering charter school students would present stronger academic preparation than the students in the feeder TPS schools. With our analysis, we advance earlier work to examininge achievement distribution for low-end and high-end differences in starting achievement (Kho et al., 2022; Zimmer et al., 2009).

We compare students who initially enrolled in a TPS and took at least one achievement test before transferring to a charter school to their peers who enroll in the TPS. We can observe the distribution of charter students' test scores across deciles of achievement and do the same for students in the feeder TPS. Taking the difference in the two percentages for each decile illuminates how equal the distributions of student achievement are in the two school settings. We conduct the analysis by subject for each state, yielding 62 tests (i.e., 31 states and 2 subjects).

Table 1.6 presents the results. For example, in Michigan, the share of students entering charter schools from the bottom three deciles of achievement is 24.4 percentage points larger than the share the feeder schools enrolled. We consider two percentage points difference for any achievement decile as natural variation.

Table 1.6 presents reveals important results at both ends of the achievement continuum. In 17 states, charter schools enroll more students from the bottom three deciles of achievement than do their feeder schools. In many cases, the share is 10 to 20 percent larger than in feeder schools. For eight states, the differences fall in the 2-percentage margin of variation. In five states new charter school student enrollment in the lowest deciles is smaller by three to six percentage points.

At the upper end of the achievement range, in three states, the share of charter school enrollment from the top three deciles is three percent larger than their feeder schools. Six states have equivalent enrollment. In 21 states, charter schools enrolled smaller shares of top-decile students than their feeder schools, with smaller enrollments upwards of 17 percentage points.

To recap the analysis, across the 62 tests the claim charter schools are advantaged by the students they enroll was unfounded in 54. Where the distributions differered, the balance of evidence shows larger shares of students entering charter schools with achievement in the lowest deciles and smaller shares of students had prior achievement in the highest deciles than in the schools they left. In the handful of tests where the entering student distribution favors charter schools, the advantage is insubstantial. The evidence dispels claims that charter schools gain an unfair edge by enrolling "better" students.

Table 1.7: Percentage Differences between Entering Charter Students and Feeder School Students by Decile of Achievement [14]

	Achievement Group		
State	**Bottom Deciles 1- 3**	**Middle Deciles 4-7**	**Top Deciles 8 - 10**
AR	-0.36	-1.31	1.68
AZ	-1.56	1.31	0.26
CA	4.28	0.77	-5.05
CO	3.71	-0.64	-3.07
DC	8.66	0.21	-8.87
FL	-5.01	7.36	-2.33
ID	-5.13	1.94	3.17
IL	6.20	0.96	-7.16
IN	14.16	-0.50	-13.65
LA	10.29	2.34	-12.63
MA	1.42	-1.13	-0.28
MI	24.44	-7.17	-17.26
MN	13.57	-2.17	-11.42
MO	10.39	2.75	-13.13
NC	-3.04	0.49	2.54
NJ	9.60	-0.89	-8.73
NM	0.56	0.75	-1.31
NV	-3.32	3.18	0.13
NY	4.78	5.87	-10.67
NYC	-1.73	8.86	-7.13
OH	20.56	-4.62	-15.96
OR	-1.57	4.73	-3.16
PA	26.03	-8.88	-17.16
RI	-6.14	10.08	-3.92
SC	0.53	1.86	-2.40
TN	4.68	6.50	-11.19
TX	3.93	-7.25	3.32
UT	-0.69	1.41	-0.74
WA	2.64	2.92	-5.56
WI	6.47	3.06	-9.51
WI	9.00	11.00	11.00

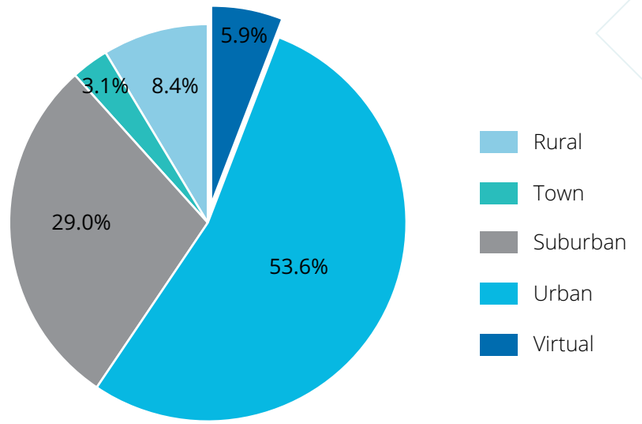
14 Full breakout by decile is included in the Technical Appendix.

School Characteristics

School Location

The majority of charter school students in the study attend charter schools located in an urban setting (53.6 percent), according to the locale designations of the National Center for Education Statistics (NCES). The study's second largest group of students is those attending a suburban charter school, at 29 percent. Rural charter school students (8.4 percent) and charter students in towns (3.1 percent) comprise the remainder of the brick-and-mortar charter school students. The remaining 5.9 percent of charter school students attend online charter schools.[15]

Figure 1.4: Percent of Charter School Student Enrollment by Location



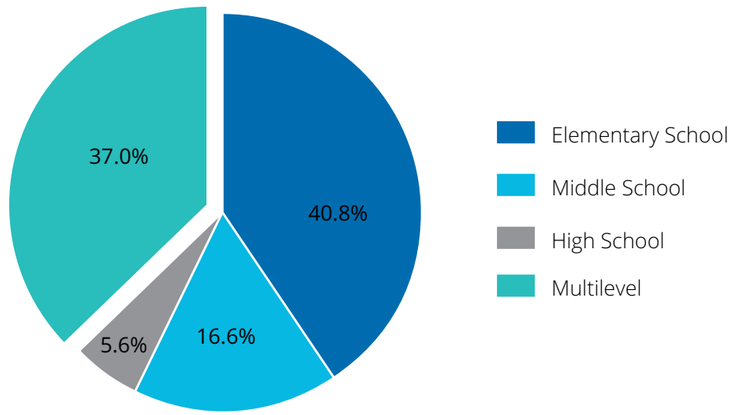
The geographic settings where charter students attend school remain relatively stable between the 2013 and the 2023 studies. The one exception is the number of rural students dropping by half, from 16 percent of the matched sample to just eight percent. Between the two studies, CREDO added the virtual category to report separately for students who attend online charter schools. In the 2013 study, students attending online schools were categorized by the location of the online schools' headquarters. Any changes in locale reporting would impact only the comparisons between locale reporting when comparing outcomes between the 2013 and 2023 studies. The larger overall and state-level comparisons will not be impacted.

15 While online charter schools are assigned an NCES locale based on the locations of their offices, for this study we group students attending an online charter into a separate "online" locale regardless of where the school's offices are physically located.

School Level/ Grade Span

We also group students into school levels based on the NCES grade-span categories: elementary, middle, high, and multilevel schools. This gives us a picture of the distribution of charter school enrollment by school configuration. The majority of charter school students in our study (40.7 percent) are enrolled in K-6 elementary schools; 16.6 percent of charter school students in our study are enrolled in stand-alone middle schools (grades 6–8); and 5.6 percent are enrolled in charter high schools (grades 9–12). Multilevel schools serve a combination of grades outside traditional school grade groupings. For example, K-8 schools, 6–12 schools or schools that enroll students in K-12. Students in these schools make up 37.1 percent of charter school students in this study.

Figure 1.5: Percent of Charter Schools by Grade Level



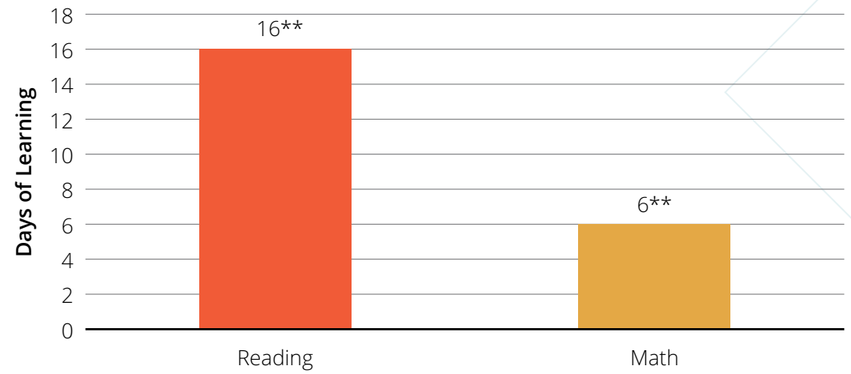
Between the 2013 and 2023 studies, the only major changes we see in locales are an eight percentage point decrease in the proportion of charter students attending high schools and a seven percent increase in the proportion of charter schools classified as multilevel schools.

1.4 Analytic Findings

Academic Growth of Charter School Students

The typical charter school student in our national sample has statistically significant positive year-over-year growth in both math and reading compared to the TPS VCRs.[16] The benefit of attending charter schools during the period of study amounts to additional days of learning equivalent to six days in math (0.011) and 16 days in reading (0.028).[17]

Figure 1.6: Annual Academic Growth of Charter School Students, Reading and Math



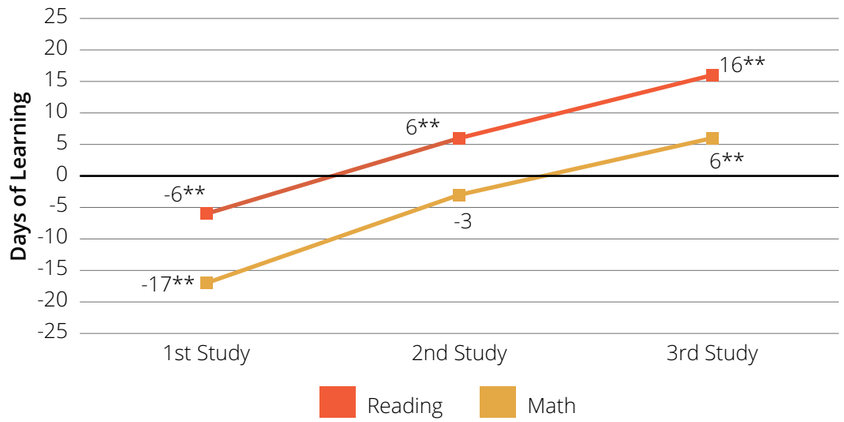
** Significant at $p \leq 0.01$

This is a step forward for charter school performance over CREDO's two previous national studies. In the 2009 national study, students attending charter schools had less growth in both math (17 days less) and reading (six days less) than their TPS VCRs. In the 2013 national study, the growth of charter students was not significantly different from their TPS VCRs in math but was significantly stronger in reading (six days more).

16 Throughout this report, numbers referred to as "significant" are statistically significant at least at the 0.05 level. In graphics, a single star (*) means statistically significant at the 0.05 level; double stars (**) means statistically significant at the 0.01 level. Differences that are not statistically significant are reported as being similar.

17 As described in the Methodology section of this report, when we transform our analytic growth results from standard deviation units to days of learning, a .01 standard deviation equates to 5.78 days of learning.

Figure 1.7: Annual Academic Growth of Charter School Students across Three National Studies

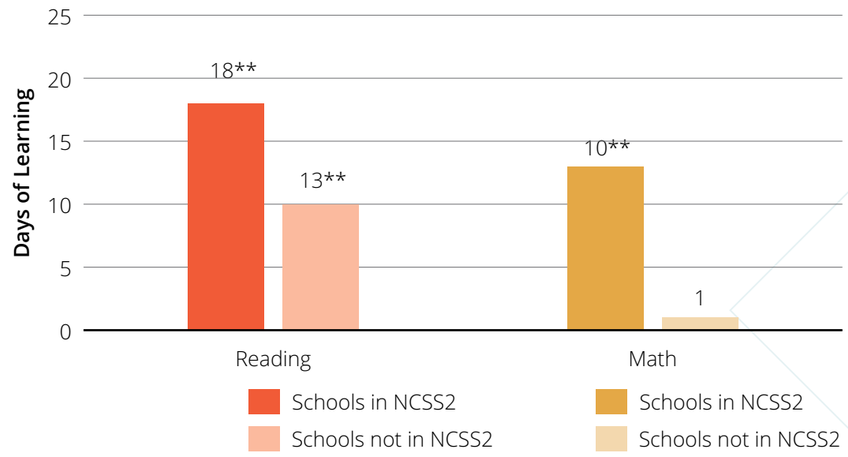


** Significant at p ≤ 0.01

While these results are the national averages for charter school students, the results vary greatly from state to state and by student characteristics. Since many charter school policies are set at the state level, differences across states are partly a function of variation in charter schools' legal and regulatory environments. Below we examine the outcomes by different student subpopulations.

To explore the trend of improved performance, we examined the pooled national data to see if schools that are new to our sample (by being new or having tested grades for the first time) had different results than schools that were included in earlier national studies. This comparison provides a partial view of the source of overall improvement over time. The existing charter schools had stronger growth than their TPS peers in reading (+18 days) and math (+10 days). The new-to-the-study schools had stronger growth in math (+13 days) and identical growth in reading as their TPS peers. Based on these results, the larger part of the improved performance of charter schools since the 2013 study stems from the earlier cohort getting stronger. Interestingly, the new schools in this study had better performance than new schools in the second national study and outpaced overall growth for all charter schools in both prior studies.

Figure 1.8: Annual Academic Growth in Previously Studied Schools Compared to Current Schools



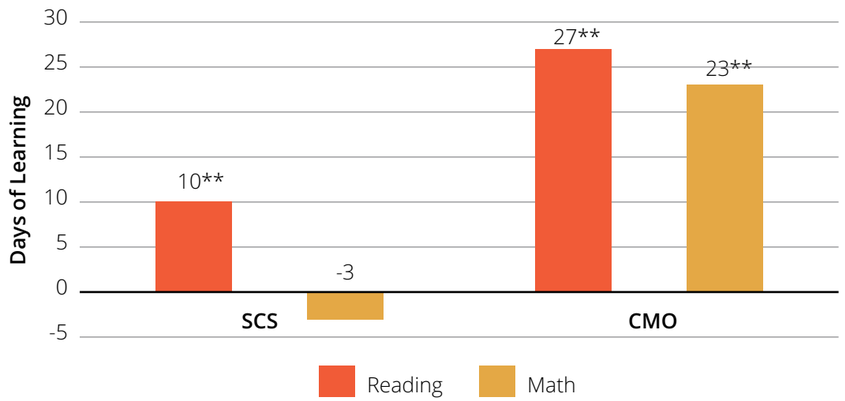
** Significant at p ≤ 0.01

One mechanism by which the existing charter schools can get stronger over time is by the closure of poorer-performing charter schools. However, there are reasons other than academic performance that can lead to school closure. We examined the performance of the 207 charter schools that closed during our study window. The performance of th ese closed schools was similar in both subjects. Using reading to illustrate, the majority of these charter schools that closed (58 percent) were those with below-average achievement and weaker growth than their TPS comparisons. However, 30 percent of the schools that closed had stronger growth than their TPS comparisons, even if their achievement was below the state's average. Surprisingly, seven percent of the closed schools had stronger growth than their TPS comparisons and above-average achievement for their state.

RECAP: Academic Growth of Charter School Students by Type of School

To complement these aggregate analyses, CREDO expanded the analyses of charter school student academic growth by distinguishing the progress of students attending charter schools associated with charter management organizations (CMO) from those attending stand-alone charter schools (SCS).[18] The complete set of findings is available in the second volume: *Charter Management Organizations 2023* Students attending CMO-affiliated charter schools have statistically significant positive learning gains in reading and math compared to their TPS peers with similar observable characteristics. Students attending SCS had stronger growth in reading and similar growth in math to their TPS peers. Figure 1.10 shows these differences to be equivalent to an additional 27 days of learning in reading and 23 days in math for students attending charter schools associated with a charter management organization over their comparison group. This is contrasted to 10 additional days in reading and similar growth in math for students attending SCS as compared to their VCRs.

Figure 1.9: RECAP: Average Academic Growth for Charter School Students by Charter School Type, Reading and Math



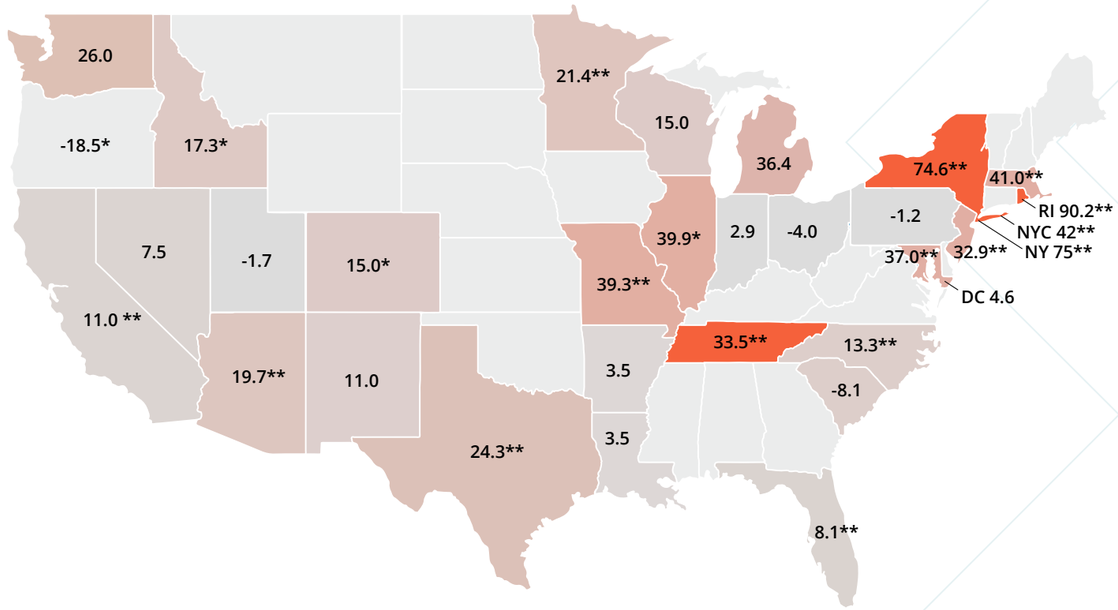
** Significant at p ≤ 0.01
Figure above originally appears as Figure 2.4 in CMO23.

18 The CMO study does not include Idaho, Maryland, and Ohio.

Charter School Student Academic Growth by State

Charter school students had weaker reading growth than their TPS peers only in Oregon. Significantly stronger growth by charter students was seen in 18 states. In the remaining 12 states, growth for students attending charter schools was similar to that of their TPS peers. The strongest gains were in the Northeast. Rhode Island (+90 days) and New York State (+75 days) charter students saw the largest gains. New York City (+42 days) students had strong gains, as did students from Massachusetts (+41 days).

Figure 1.10: State Level Average Charter School Student Academic Growth, Reading

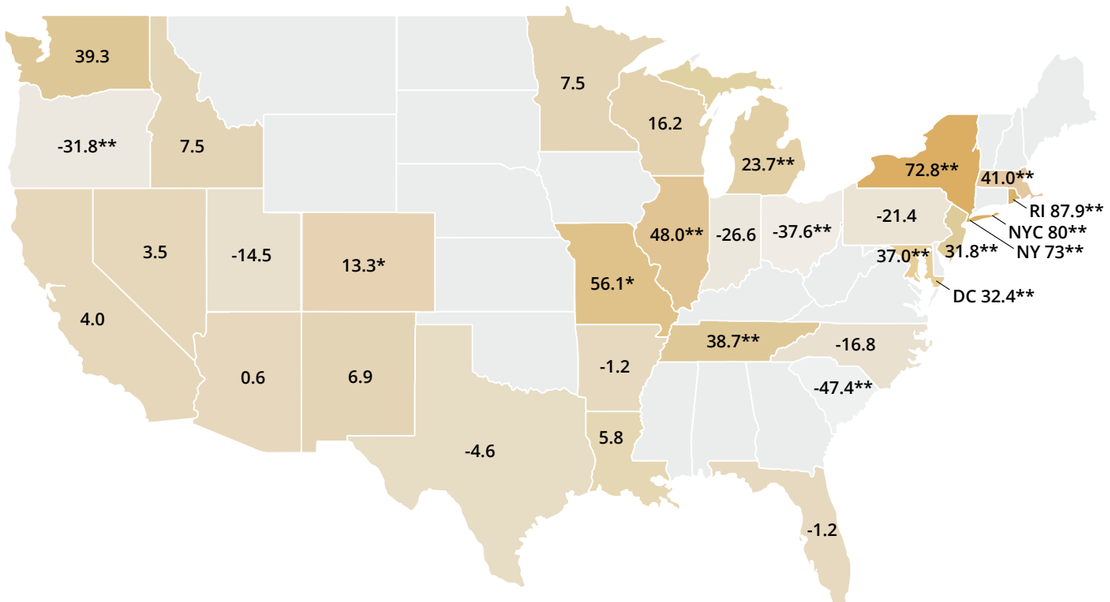


** Significant at p ≤ 0.01 * Significant at p≤ 0.05

In 12 of the 31 states in our study, charter school students had significantly stronger growth in math than their peers in TPS. Only three states showed weaker growth for charter students compared to their peers. The remaining 16 states' math growth was similar between charter students and their TPS peers. Of the states with significantly different growth for charter students, the largest effects were in Rhode Island, New York City, and New York State.[19] Charter students in Rhode Island gained the equivalent of attending an extra 88 days of learning per school year over their TPS peers. Charter students gained an additional 80 days in New York City and 73 days in the rest of New York State.

19 CREDO treats New York City as its own state because the size of New York City would overwhelm the New York State results and because New York City has several city-level policies that impact education outcomes.

Figure 1.11: State Level Average Charter School Student Academic Growth, Math



** Significant at p ≤ 0.01 * Significant at p≤ 0.05

Link to full state math and reading results here

Changes in Charter School Student Academic Growth by State

Having longitudinal data over multiple studies allows us to examine the performance of states relative to each other and each state's performance over time. This helps us understand the impact of state policies over time. Of the 25 states in the 2013 and 2023 studies, state charter school academic growth in reading increased in 2023 for 17 states and decreased for eight states.[20] The differences for New Jersey, Oregon, and Michigan were trivial.

In math, 15 states had stronger growth in 2023 than in 2013, and 10 had weaker growth. The differences for Ohio, Florida, and Rhode Island were negligible.

The largest decreases in both subjects occurred in Washington, D.C., and Louisiana. The largest increase for both subjects was in Nevada. Nevada had charter growth in 2023 that was not significantly different from the state's VCRs. Still, that modest performance was a vast improvement over the extremely negative performance of Nevada charter schools in 2013.

20 Due to the mandated destruction of data files from prior studies, differences for each state between periods could not be tested for statistical significance.

Rhode Island stood out in particular for having high growth in both subjects for both studies, even though the state's change in scores from 2013 to 2023 was negligible. Other notable improvements were Missouri in math and New York state, New York City, and Texas in reading. Even though Texas had a smaller reading growth score in 2023 than several other states, its change in growth from 2013 was larger.

Figure 1.12: Average Reading Growth of Charter School Students by State, 2013 vs 2023

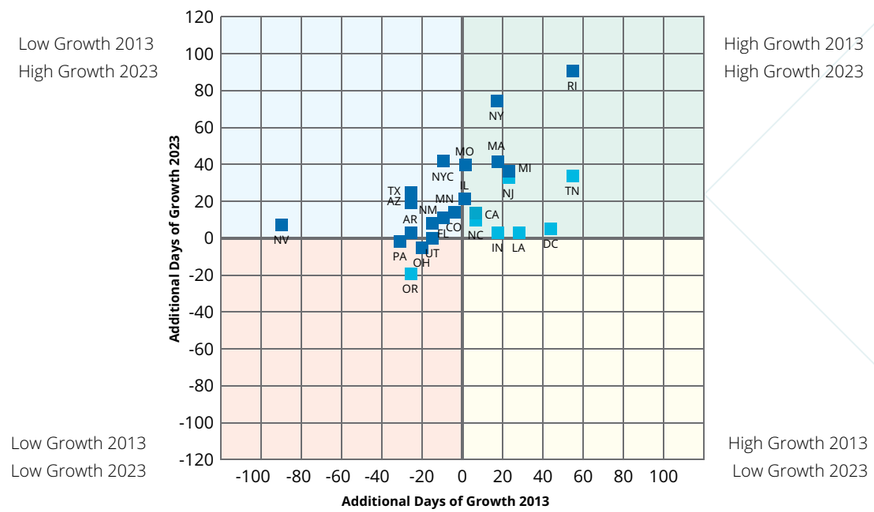
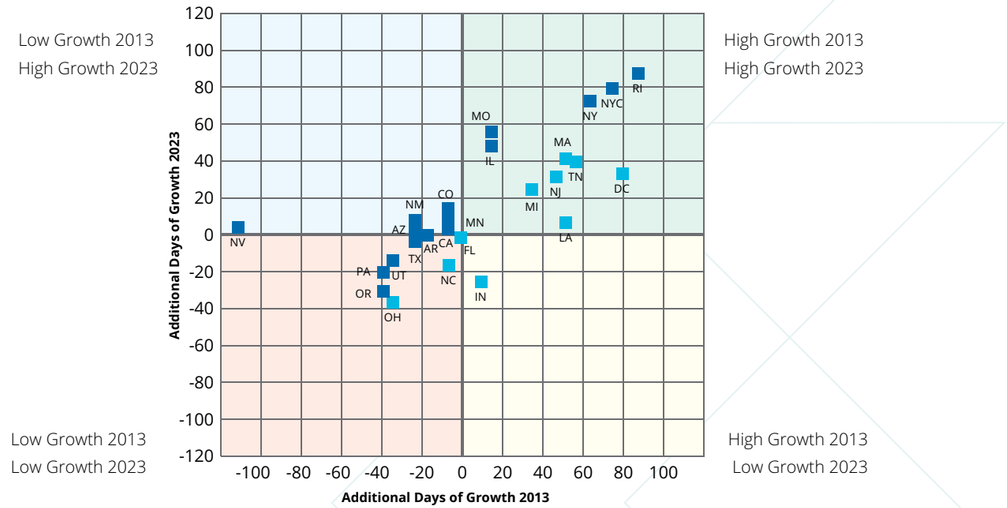


Figure 1.13: Average Math Growth of Charter School Students by State, 2013 vs 2023



Differences in Academic Growth by Charter School Student Characteristics

Differences by Race/Ethnicity

As seen in our earlier studies, the impacts of attending charter schools are not uniform for all students. When looking at student groupings, our analyses reveal varying overall status and growth for different subgroups. Therefore, it is important to examine the outcomes for students by this characteristic to gain a deeper understanding of the overall results at both the national and state levels. Students from different racial and ethnic groups can have opposite impacts from attending charter schools, which is obscured when looking at overall student outcomes. For example, in previous CREDO studies, White students attending charter schools generally have weaker growth than their peers attending TPS. Asian/Pacific Islander and Native American students tend to have growth similar to their peers. However, previous studies have shown that for Black and Hispanic students, attending a charter school often leads to significant academic growth.

We compared the academic growth across student race/ethnicity groups. Students were grouped into White, Black, Hispanic, Asian/Pacific Islander, Native American, and Multiracial students.

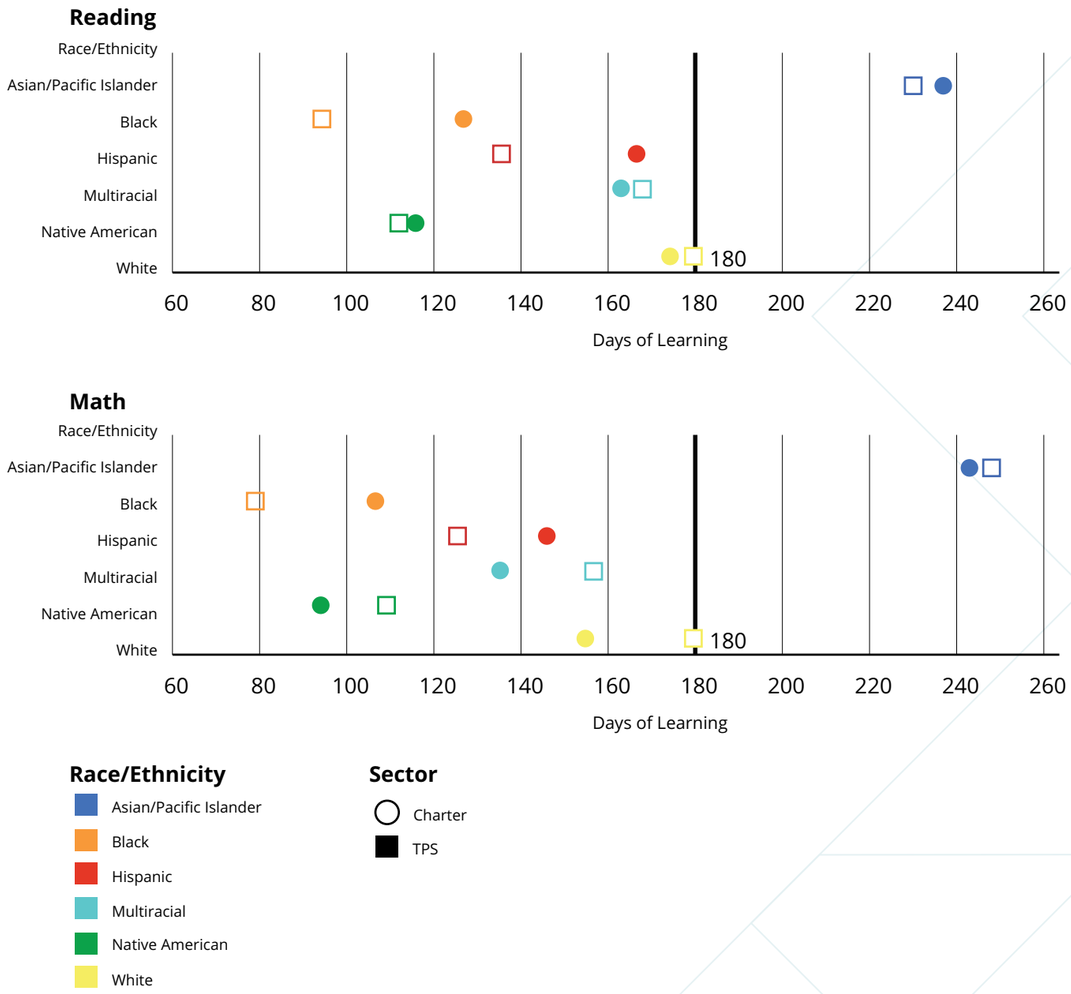
Compared to their TPS peers, Black students attending charter schools had 35 days more growth in a school year in reading and 29 days in math. This would be as if the students had attended an additional 1.5 months of schooling each year. The results were also positive and significant for Hispanic students. Relative to their TPS peers, Hispanic students grew an extra 30 days in reading and 19 additional days in math. Only two subpopulations of charter school students had weaker growth than their TPS peers in math. White and Multiracial students attending charter schools grew 24 fewer days per school year than their TPS peers. No racial/ethnic subpopulations had weaker growth than their TPS peers in reading.

However, because the TPS peer groups often have growth weaker than the average 180 days per year that anchors these analyses, even those subpopulations with positive growth may experience less than 180 days of growth per school year. The figure below shows the typical growth in math for each subpopulation of charter students and their TPS peers.

UNDERSTANDING SUBPOPULATION RESULTS

In these analyses, the growth of subpopulations in charter schools is compared to the growth of the same subpopulations in TPS. This means learning for Black charter school students is compared to their Black TPS peers. Both TPS and charter student results are studied against the 180-day baseline for White comparison students.

Figure 1.14: Days of Learning for Charter School and TPS Students by Race/Ethnicity, Reading and Math



Relative to the standard of 180 days of learning per year—the amount of growth that the average White TPS student in this study makes each year—Figure 1.15 delivers two essential findings. First, Black and Hispanic students in charter schools advance more than their TPS peers by large margins in math and reading. Multiracial, Native American, and White charter students show the reverse in math, lagging behind the growth of their TPS peers. Reading progress was equivalent for these subpopulations. Asian/Pacific Islander students in both sectors show similar growth.

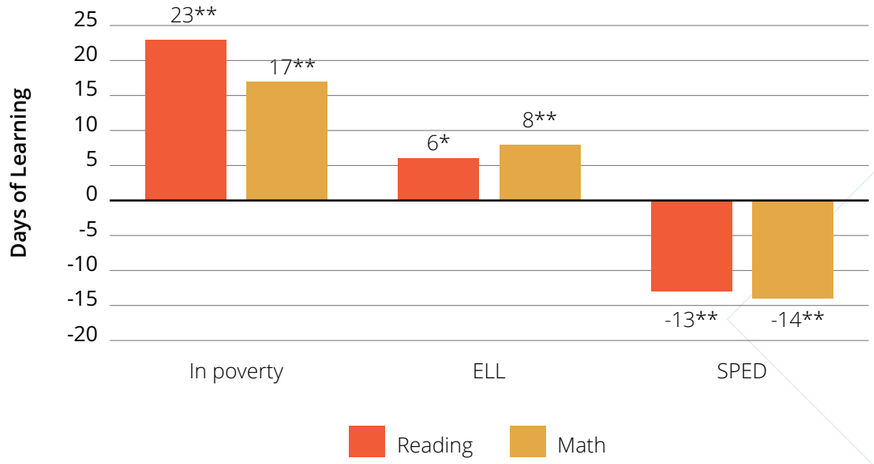
The second conclusion is more sobering: neither in the typical charter schools nor in the comparison TPS are Black, Hispanic, or Native American students posting growth that is close to 180 days a year in either reading or math. Multiracial students fare better but still don't reach typical growth. White students in charter schools are on par in reading and lag in math. Only Asian/Pacific Islander students, a small fraction of the student population, post better growth than the average growth of White TPS students. The message is clear. The majority of students in both settings are not learning as much as they need to for their schooling to be on track. These growth gaps are the building blocks of learning inequality that result in the achievement gaps that plague the nation.

Beyond the picture of different results at the average for different groups of students, the insights available from the distribution of student experience are potentially transformative. There are thousands of minority and economically disadvantaged students whose progress outpaces or is on par with White students in their school. We note these gap-busting cases and present more detail in the school-level results below.

Academic Growth for Charter School Students in Special Populations

Many studies have shown persistent disparities between students at the upper and lower ends of the socioeconomic spectrum (Duncan & Murnane, 2016; Hanushek et al., 2019). In this study, charter school students in poverty had stronger growth equal to 17 additional days of learning in math and 23 days stronger growth in reading than their TPS peers. English-language learner students who attended charter schools also had stronger growth in math (eight days) and reading (six days) than their TPS peers. However, students receiving special education services had significantly weaker growth in both math and reading than their TPS peers. Specifically, they grew 13 fewer days in reading and 14 fewer in math. Compared to the 2013 National Charter School Study, these most recent results represent a slight increase in charter school effectiveness for students in poverty and a slight decrease in effectiveness for English-language learners and special education students.

Figure 1.15: Annual Academic Growth for Charter School Students in Special Populations

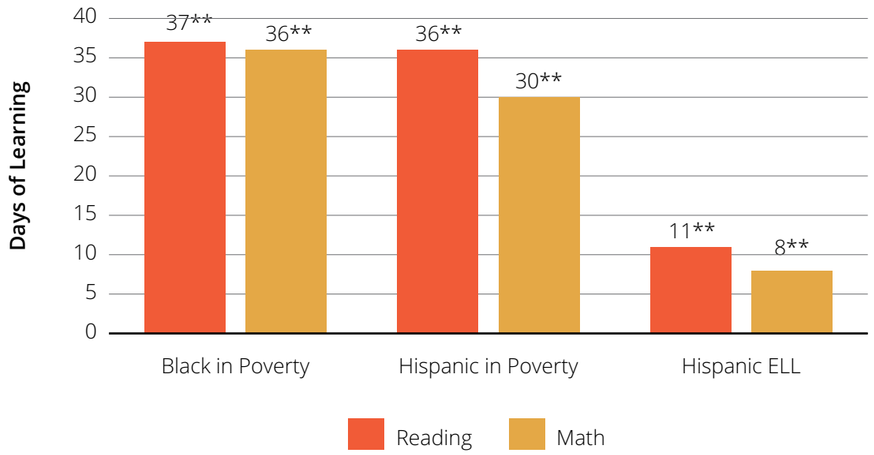


** Significant at p ≤ 0.01 * Significant at p≤ 0.05

The findings for separate subgroups detail the growth we observe for all charter students in each group, all else being equal. Of course, that is not the case; within groups, we know that some students, in addition to being in a minority group, also experience poverty or are not native English speakers. Students with compound designations are likely to face more challenges in their education. CREDO studied three such groups: Black students in poverty, Hispanic students in poverty and Hispanic students who are also English-language learner students.

In the current study, we find that Black students in poverty had 37 days stronger growth in reading and 36 days stronger growth in math when compared to their TPS peers. The results were similar for Hispanic students in poverty: they grew 36 more days in reading and 30 more in math than their TPS peers. There were also significant benefits for Hispanic students who are English-language learners (ELL). Hispanic ELL students gained an additional 11 days in reading and an extra eight days of learning in math by attending charter schools instead of their local TPS option.

Figure 1.16: Annual Academic Growth for Charter School Students with Compound Designations



** Significant at p ≤ 0.01

Student Annual Academic Growth by Charter School Grade Level

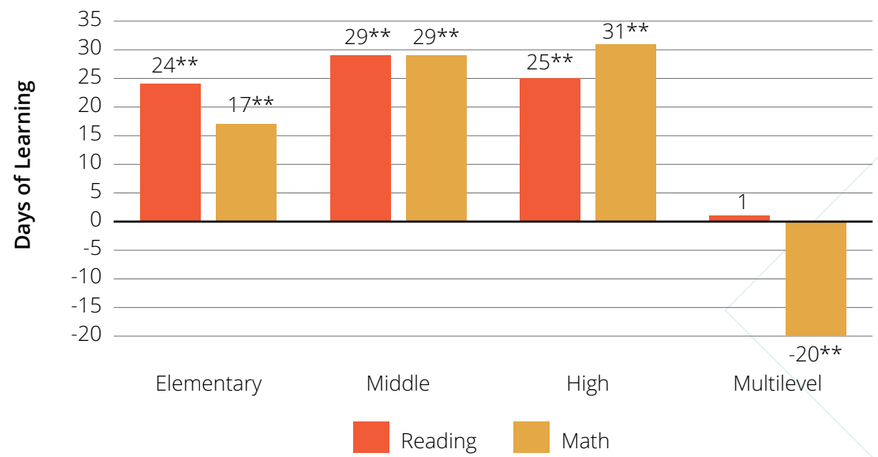
Another way CREDO has typically looked at charter school performance has been by examining charters grouped by the grades served by the school. Typically, there are four levels of schools. These are elementary (K–5), middle schools (6–8), high schools (9–12) and multilevel schools (a mix of grades that do not fall easily into one of the other categories, e.g., K–6, 6-12 or K-12).

The results show significantly positive growth in reading and math for charter schools serving elementary, middle or high school-age students. In contrast, results for multilevel charter schools were negative in math and similar to the TPS comparison groups in reading.

In reading, the results for charter schools were stronger. The average increase in growth for elementary charter school students was 24 additional days of learning. Middle school students saw 29 extra days and high school students saw 25 extra days on average. Students attending multilevel charter schools had growth similar to their TPS peers.

The average impact on math growth for charter school students was the same as attending 17 extra days for elementary students, 29 extra days for middle school students, and 31 additional days for high school students. Multilevel charter school students, on average, had 20 days less learning per school year.

Figure 1.17: Annual Academic Growth of Charter School Students by Grade Level



** Significant at p ≤ 0.01

Examining grade level charter performance against earlier CREDO study results, shown in Table 1.7, we see a marked improvement in all grade levels in both subjects. Seeing growth in all grade spans helps us understand that trends in the national aggregate performance are not concentrated in particular grades.

Table 1.8: Charter School Student Academic Growth by Grade Level across Studies, Reading and Math

	Reading			Math		
	2009	**2013**	**2023**	**2009**	**2013**	**2023**
Elementary	6**	17**	24**	0	12**	17**
Middle	12**	23**	29**	12**	29**	29**
High	-29**	0	25**	-12**	0	31**
Multilevel	-46**	-12**	1	-23**	-40**	-20**

** Significant at p ≤ 0.01

Annual Academic Growth of Online Charter School Students

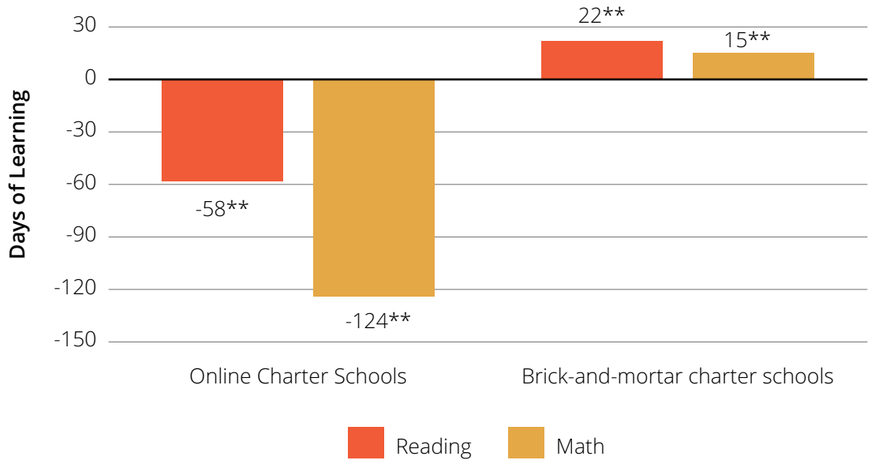
While enrolling only six percent of the charter school student population, online schooling continues to grow over time (Lehrer-Small, 2022). CREDO and other partners conducted a study of online charter schools in 2015, finding significant underperformance in the online setting compared to brick-and-mortar charter schools. With time since the previous study and additional focus from a number of charter school authorizers, we reexamine the growth of students attending online or brick-and-mortar charter schools compared to their TPS peers.[21]

Brick-and-mortar charter school students had significantly stronger growth in reading (22 more days) and math (15 more days). Online charter school students had much weaker growth. Online charter school students grew 58 fewer days in reading and 124 fewer days in math than their TPS peers.

Stated another way, compared to 180 days of learning for their brick-and-mortar TPS peers, the learning for an average online charter student advanced only 122 days in reading; in math, the progress for online charter students was 56 days per year. While across the nation, six percent of charter school students attend a virtual charter school; in Ohio and South Carolina, this rate is as high as 14 percent.[22]

It is important to note that examples of equivalent or better academic growth for students in virtual charter schools exist today, and their numbers have increased. These neutral and positive examples buck the preponderance of the evidence: of the 214 virtual charter schools in the study, 73 percent had weaker growth than their comparison group in reading, and 90 percent underperformed their comparison group in math.

Figure 1.18: Annual Academic Growth for Charter School Students by School Mode, Reading and Math



** Significant at p ≤ 0.01

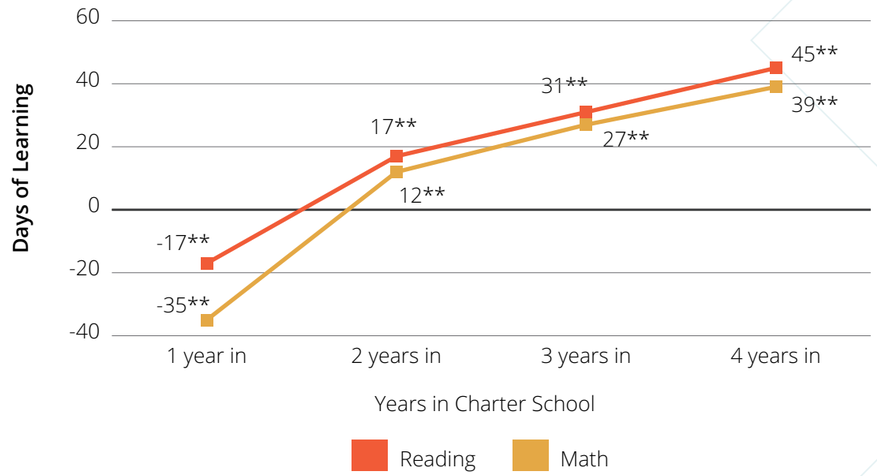
21 The comparison students for online charter students come from brick-and-mortar TPS. It is not possible to create comparison students from online TPS only.

22 Massachusetts, Maryland, New Jersey, New York, Rhode Island, and Tennessee do not allow online charter schools.

Academic Growth by Continuous Enrollment in Charter School

Students often have their weakest growth in their first year in a charter school (Cremata et al., 2013). This fits the known issues around school transitions and decreases in student performance. As seen in Figure 1.20, the subset of students who enroll in a charter school during our data window follow the pattern.[23] However, charter students overcome the initial dip associated with a school change, as shown below. By their fourth year in their charter school, students show 45 days stronger growth in reading than their TPS peers and 39 additional days of learning per year in math. However, it should be noted that the sample size of students attending a charter school for four years is small, limited by the number of tested grades available for study and the alignment of the study window with grade patterns in schools.

Figure 1.19: Annual Academic Growth for Charter School Students by Years of Enrollment



** Significant at p ≤ 0.01

23 This analysis included only those students seen entering charter schools from a TPS. Students already in charter schools in their first year of the data window were excluded.

Table 1.9: Charter School Student Academic Growth by Years of Charter Enrollment across Studies, Reading and Math

	Reading			Math		
	2009	2013	2023	2009	2013	2023
1 Year in Charter	-35**	-35**	-17**	-52**	-46**	-35**
2 Years in Charter	6**	17**	17**	0	12**	12**
3 Years in Charter	12**	35**	31**	17**	17**	27**
4 Years in Charter	n/a	41**	45**	n/a	35**	39**

** Significant at p ≤ 0.01

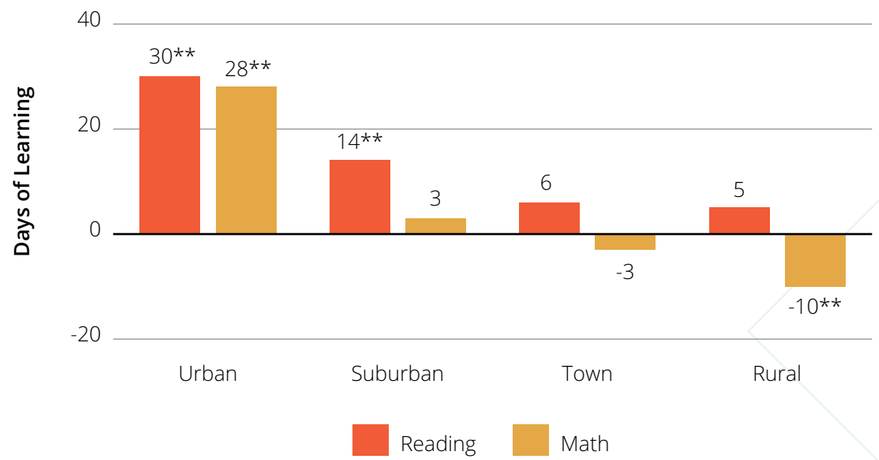
As with measures of charter growth presented earlier, we see persistent improvement in the charter sector in reading and math. While students consistently take a large dip in their first year in charter schools, the size of the drop has decreased from the 2009 study to the 2023 study. We also see steady or improving performance for the charter sector in the 2023 study except for a slight drop in reading from 2013 for students in their third year attending a charter school. These results suggest improved onboarding of new students across the charter school community.

Charter School Student Academic Growth by Location of their School

In previous studies, CREDO and others have found that charter schools were most effective for students living in urban communities (Clark et al., 2015; Cremata et al., 2015; Cremata et al., 2013). This remains true in this latest study. Compared to their TPS peers, urban charter school students had an additional 29 days of growth per year in reading and 28 additional days in math, both of which were significant. Suburban charter school students also had stronger growth in reading (+14 days). However, rural students enrolled in charter schools tended to have 10 days less growth in math than their TPS peers.[24]

24 Analyses of charter performance by school location exclude those students attending virtual charter schools as the location of these students cannot be determined. The impact on students attending virtual schools was discussed in a previous section.

Figure 1.20: Charter School Student Academic Growth by School Location, Reading and Math



** Significant at p ≤ 0.01

1.5 School-Level Impacts

School-Level Academic Growth

Analyzing school-level performance is another valuable way to assess the effectiveness of charter schools. Though the overall results of the charter school sector are largely positive in reading and math, it does not follow that every individual charter school performs better than the alternative. School performance is important for policy-related decisions such as funding or renewal. Thus, it is helpful to test if charter schools deliver academic progress that is greater, the same, or smaller than is seen for identical students in the feeder schools nearby.

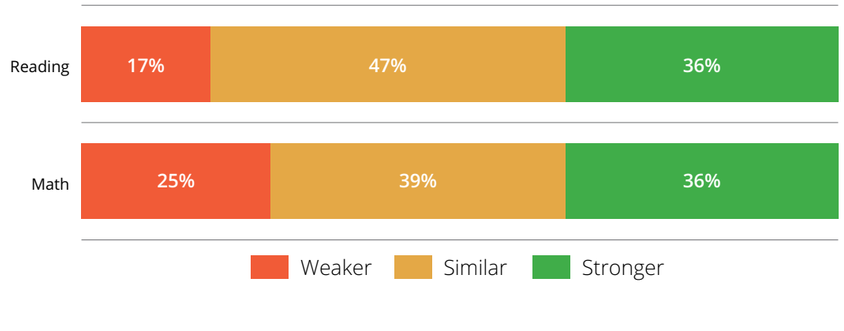
In order to determine school-level charter performance, we compute each charter school's average impact on student learning over the two most recent growth periods (2017 and 2018). We compare the school average to the same measure of learning for their TPS VCRs.[25] The average gains of the TPS VCRs serve as a proxy comparison of what learning would have occurred for a charter schools' students had they instead enrolled in the local TPS options. The outcome of interest is the average contribution to student learning gains for each charter school per year. The measure is expressed relative to the gains the charter school students' TPS peers posted. Each charter school is assessed to see if it is performing significantly stronger, significantly weaker, or similar (not statistically significantly different) to its VCR comparison group.

25 We chose to base the school-level analysis on the two most recent growth periods in this analysis for two reasons. First, we wanted to base the result on a contemporary picture of charter school performance. Second, the two-growth-period time frame made it possible to include the newest schools and still ensure that performance for all the schools included the same amount of data, thereby creating a fair test for all. The school-level analysis includes only those schools with at least 30 students to ensure a sufficient sample size for the statistical stability of estimates.

Charter schools with stronger growth comprised 36 percent of the study schools in reading. Forty-seven percent of charter schools had similar growth to their TPS peers. Charter schools with weaker average growth in reading than their TPS comparison groups comprised 17 percent of the study.

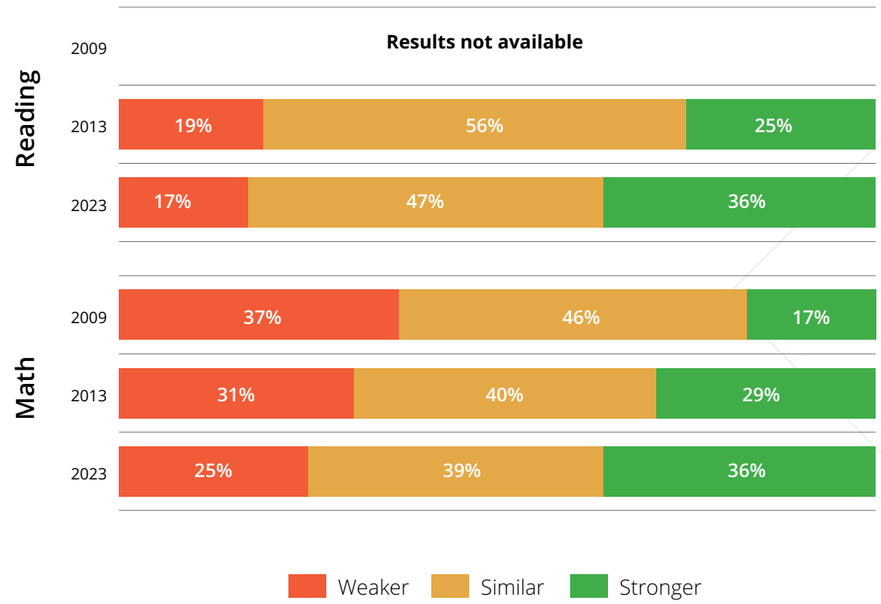
In math, 36 percent of charter schools had statistically significantly stronger growth for their students than the TPS peers. This is compared to 25 percent of charter schools with weaker math growth than their TPS comparisons and 39 percent with similar growth.

Figure 1.21: Academic Growth of Charter Schools Compared to Their Local TPS, Math and Reading



We can compare these distributions to earlier work. Both prior CREDO studies included local school-level comparisons for math. The 2013 National Charter School Study presented an analysis for reading, but not the 2009 report. A consistent pattern appears by examining the results of these analyses over time. Charter schools have improved performance over time at both ends of the range. Figure 1.22 shows a marked rise in the number of charter schools with better development and a decrease in those with weaker growth than their VCR set. This trend amplifies the average national charter school effect at the student level, suggesting that improvements are widespread and not due to concentrated impacts in a subset of schools.

Figure 1.22: Academic Growth of Charter Schools Compared to Their Local TPS across Studies, Reading and Math



School-Level Academic Growth by State

The prior multi-state comparisons can be repeated separately for each state. Since each state has its policies and practices that can impact how charter schools operate, these state-specific school-level comparisons give us a small view of these differing environments. The data reveals that some states have stronger charter markets than others. As seen in the figure, New York does not have any charter schools whose reading growth is significantly weaker than their VCRs.

READER NOTE:

On the interactive website, the reading and math figures display the percentages for each category of performance.

Figure 1.23: Average Academic Growth in Charter Schools versus. Their Local TPS by State: Reading

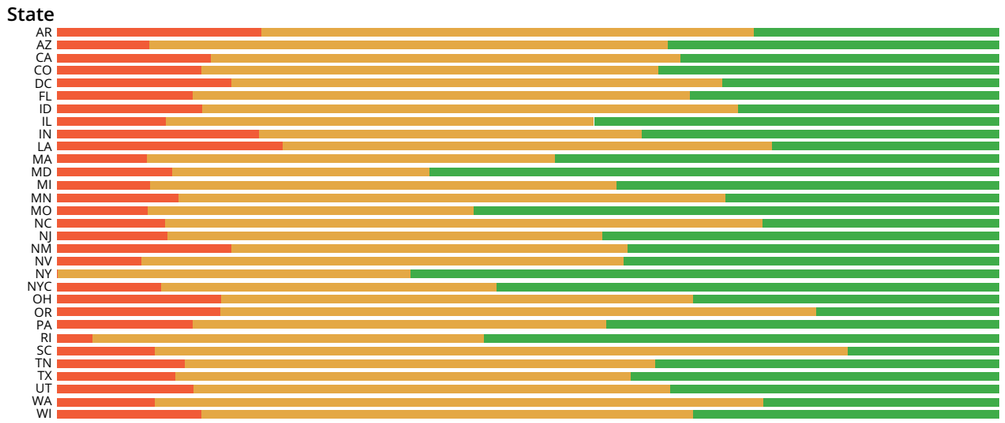


Figure 1.24: Average Academic Growth in Charter Schools versus. Their Local TPS by State: Math



These results are encouraging, but they require a note of caution. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal if the difference is modest or large, nor does it indicate where the difference occurs in the range of absolute achievement. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to result ultimately in constructive long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag behind their community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the complete picture of charter school performance.

1.6 Charter School Academic Growth and Achievement

Student academic growth measures how much students advance their learning in a year, and student achievement measures the stock of their knowledge at the end of the year. In this section, we integrate the findings about growth and achievement to show comprehensively the results that charter schools deliver for their students.

Both dimensions of student performance are needed to situate charter schools in their local community contexts and within the larger mission of academically preparing students with knowledge and skills for future success. Importantly, considering growth and achievement simultaneously also gives us a basis for making predictive statements about how charter schools will likely support their students in the future.

To ground this presentation, it is useful to consider four basic categories of school performance. This construct applies to all schools, CMO-affiliate charter schools, stand-alone charter schools, district schools and others.

We can classify any school based on whether and by how much its average academic progress in a year compares to the other options its students could select. Schools that do not advance student learning as much as the comparison are considered "low growth." Those that exceed the local standard are deemed "high growth." These differences can be mapped on a continuum from "very low growth" to "very high growth." We use the growth of the local TPS alternative as the standard in this demonstration.

Looking at absolute achievement—the measure of what students know at the end of a school year—we use the achievement scores that students get on state performance tests as a measure of achievement and place schools along that distribution based on school-wide averages. Schools that mirror the state average are designated "50th percentile."[26] Schools with an average performance at lower (or higher) points of the achievement range are situated below (above) the average—we use the 25th percentile and the 75th percentile as additional reference points.

If we map the growth and achievement dimensions together, four groups result:

- **High Growth—High Achievement:** schools that exceed the growth of their local options and whose students are above the state average in overall achievement.
- **High Growth—Low Achievement:** schools that exceed the growth of their local options but with overall student achievement below the state average.
- **Low Growth—High Achievement:** schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons.
- **Low Growth—Low Achievement:** schools with lower academic growth than their local alternatives and whose students' achievement is lower than the state average at the end of a school year.

26 The 50th percentile is the point value in a range of scores, in this case achievement for each state, that splits all the scores so that 50 percent are above and 50 percent are below the point.

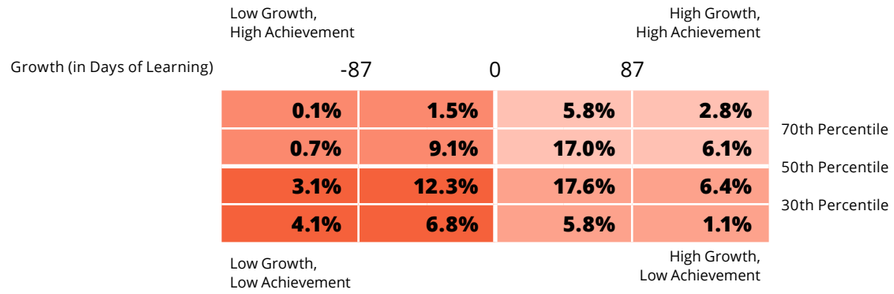
Using the last two years of school performance, we mapped the charter schools in this study onto the structure described above. (For reliability, we only included schools with 30 tested students.) We subdivided each quadrant into four smaller groups, yielding 16 cells within the map. The results appear in Figure 1.25 for Reading and Figure 1.26 for Math.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 1.25. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.4	**31.7**
26.3	**30.9**

Figure 1.25: Academic Growth and Achievement, Reading



As shown in Figure 1.25, summing the percentages in the top quadrants yields 43 percent of schools with average student achievement above the state average. Currently, these students are better prepared for future learning than half the students in their respective states. However, their growth performance significantly influences their outlook for the future. Sixty-two percent of charter schools have stronger yearly growth than the local TPS and 38 percent have weaker growth.

Schools in the High Growth—High Achievement quadrant can expect to remain in that part of the map if their growth continues at their current pace. Roughly a third of charter schools appear in this quadrant. At current levels of performance, these schools will likely increase their students' achievement levels over time. Of particular interest is the subset of High Growth—High Achievement schools that advance students of any academic background to high levels of achievement; their operations and practices could help inform improvements in lower-performing charter and traditional schools.

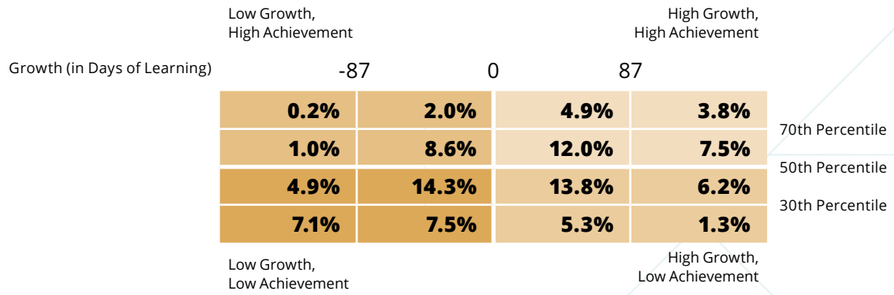
Schools in the Low Growth—High Achievement quadrant can expect to drift downward in the achievement ratings if they maintain their current pace of growth since other schools with higher growth rates will eventually surpass them. Since student achievement in these schools is above state averages, the impact of lower growth may not be as concerning as for students at lower levels of achievement. Roughly a tenth of charter schools display this pattern, many of which are close to average in both growth and achievement. Modest improvements in student learning each year could move those schools into the upper right quadrant.

The remaining charter schools, 57 percent, are situated in the lower two quadrants with achievement that falls below the state average. This is consistent with the earlier findings that charter schools enroll both a larger share of lower-decile students and a smaller share of high-decile achievers. Again, their position and prospects are distinguished by the amount of growth their students demonstrate.

The High Growth—Low Achievement quadrant displays the results for 31 percent of all charter schools. These schools serve students with current achievement that is weaker than the average in their states. These schools have demonstrated success with students of modest or challenged academic backgrounds. With higher than average growth each year, their students will elevate their achievement over time. In theory, given enough time, the students in the lower left quadrant would move up to the upper right quadrant.

The 26 percent of schools in the Low Growth—Low Achievement quadrant are of greatest concern. These schools serve academically challenged students and produce weaker growth than their TPS comparisons. Should the performance of these schools remain unchanged, their students will drift further behind over time, even if all the other schools on the map remain stable. Increases in growth are within reach for these schools, which seem possible for nearly 20 percent, which would migrate them to the lower right area. Especially concerning at the moment are outcomes for the students attending the four percent of schools in the cell with the lowest growth and achievement. This group represents charter schools in need of immediate attention.

Figure 1.26: Academic Growth and Achievement, Math



The inferences for math are the same, albeit with different percentages. Above-average achievement exists in 40 percent of charter schools, while 60 percent have achievement lower than their state averages. Compared to their local TPS, 55 percent of charter schools had stronger growth, with 45 percent having weaker growth. The data provides additional evidence that charter schools tend to serve lower-performing students but grow them more than is typical. As with reading, the current and future story depends on the quadrant in which schools are located.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 1.26. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.8	**28.2**
38.8	**26.4**

The High Growth—High Achievement quadrants contain 28 percent of charter schools, a slightly smaller share than appeared for reading. Maintaining the current pace of growth would result in these schools moving higher in the achievement range.

The High Growth—Low Achievement quadrant in the lower right reflects schools that deliver stronger growth to below-average achieving students. This group makes up 26 percent of all charter schools, a smaller share than in the same reading quadrant. Their students will move higher in the achievement range if these schools maintain or improve their growth.

Twelve percent of schools land in the **Low Growth—High Achievement** quadrant in the upper left, with high average achievement but below average growth. The share of charter schools in this quadrant Is nearly identical for reading and math. The majority of schools in this quadrant could either move down into the lower achievement quadrant if they remain static or move to the High Growth—High Achievement area with improved growth.

The left-hand-side lower quadrant, representing **Low Growth—Low Achievement**, makes up 34 percent of charter schools. This is a significantly larger share of schools than in the analogous reading quadrant. The greatest worry is that 7 percent of schools are situated in the lowest performing cell. They offer the weakest growth to students with constantly low achievement levels.

1.7 Gap-Closing Charter Schools

Earlier in the findings, we reported that a significant share of charter schools deliver gap-busting growth for their students. We probed this finding further to see if these exceptional schools shared any common attributes. We found hundreds of schools that satisfy dual criteria: (1) the average achievement of the school exceeds the state average, and (2) their disadvantaged students (Black, Hispanic, in-poverty, ELL) have growth as strong or stronger than their non-disadvantaged peers in the same school.

In reading, seven percent of schools in the study sample (526 schools) met the dual criteria for Black students compared to their White peers. Comparing Hispanic students to White students, the percentage of charter schools meeting the dual criteria was 13 percent (912 schools).

Further, 19 percent of charter schools (1,393 schools) met the criteria for students in poverty, compared to their peers not in poverty. For ELL students compared to non-ELL students, 14 percent of charter schools (1,015 schools) met the dual criteria.

In math, Black students outpaced their White peers in six percent of charter schools (456 schools). Similar results for Hispanic students occurred in 10 percent of charter schools (731 schools). Comparing students in poverty to their peers not in poverty, 16 percent of schools (1,142 schools) met the criteria. For ELL students, 11 percent of schools (809 schools) met the criteria. These charter schools excel at addressing achievement gaps for their students.

Table 1.10: Charter Schools with No Learning Gaps and High Achievement

	Reading		Math	
	Number	**Percentage**	**Number**	**Percentage**
Blacks equal or outperform Whites	526	7.3	456	6.3
Hispanics equal or outperform Whites	912	12.6	731	10.2
Poverty students equal or outperform non-Poverty students	1,393	19.3	1,142	15.9
ELLs equal or outperform non-ELLs	1,015	14.1	809	11.2

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As a Matter of Fact:

The National Charter School Study III 2023

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Volume 2
Charter Management Organizations 2023

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The research presented here uses confidential data from state departments of education. The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. In addition:

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The analysis and conclusions contained herein are exclusively those of the authors and are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study. All errors are attributable to the authors.

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2.1 Introduction

Minnesota's legislature adopted the first charter school law in 1991, allowing for the creation of public schools governed and managed independently from local school boards. City Academy in St. Paul opened in 1992 as the first charter public school in the country, serving about 35 students in its first year of operation. In the 2021-22 school year, over 7,800 charter schools were in operation, serving over 3.7 million students. Forty-five states and the District of Columbia permit the operation of charter schools.

Although the majority of charter schools in the United States are single schools, many organize into formalized entities that pool common governance, operational, financial and programmatic resources. These arrangements, called Charter Management Organizations (CMOs) or "networks," aim to increase operational efficiencies and encourage strong student academic outcomes. Aspire Public Schools created the first CMO in the country in the early 1990s for its growing network of schools in Northern California; in the 2020-21 school year, 432 CMOs operated a total of 2,045 CMO-affiliated schools and campuses, serving 955,730 students (White & Xu, 2022).

For the past two decades, the Center for Research on Education Outcomes (CREDO) at Stanford University has examined charter schools in general and CMOs as a distinct subset from a nonpartisan and policy-neutral position. The evolution of charter schools in the United States public school scene is worthy of study. There is broad interest in their contributions to improving outcomes for the students they serve and, by extension, to the broader public education group.

In this report, we classify charter schools into two categories.[1]

> Many definitions exist for Charter Management Organizations (CMO), so it is important to articulate the one used in this study. We define a CMO as an organization that is contracted to perform whole-school services to at least three separate charter schools. A governing board holds the charter for the school(s) and contracts with the CMO to provide a range of services to the school(s), including, for example, academic programming, operations and back-office services. The governing board is ultimately responsible for fiscal health, legal compliance and academic performance of the schools it oversees. Our designation of CMO applies to nonprofit or for-profit operators, which are sometimes known as Education Management Organizations (EMOs). For this study, we include both non-profit and for-profit organizations in our CMO count.
>
> In this study, we define stand-alone charter schools (SCS) as any charter school that operates as one or, at most, two schools.

1 CREDO's 2017 CMO study categorizes charter schools into four types: 1. CMOs, 2. VOSs, 3. Hybrid, and 4. Independent charters (Woodworth et al., 2017). In the current study, we break down the charter into two categories. 1. CMOs and 2. Non-CMOs that combine VOSs, Hybrid, and Independent charters.

Funders and policy makers consider CMOs as an important lever in their aims to provide high-performing schools. Their assumptions rarely are put to the test. Even when they are, previous research measuring the impact of CMOs on students' academic outcomes produced mixed results. Some of the work has been anecdotal or small-scale, showing improved student outcomes associated with students enrolled in CMO schools (Angrist et al., 2012; Dobbie & Fryer, 2015; Raudenbush et al., 2011). More generally, the earlier literature shows CMO impacts on student outcomes to be small. Large variations in CMO quality across the group have appeared in several studies (Furgeson et al., 2012; Woodworth et al., 2017).

This report presents the results of our third study of CMOs. The first report from 2013, *Charter Growth and Replication*, examined the performance patterns from the opening of schools through the period of replication and scaling. The second report, *Charter Management Organizations*, released in 2017, analyzed the different contributions to academic progress by CMOs and SCS (though the nomenclature for this latter group has changed over time).

This report on CMO performance is part of a more extensive national study of charter schools prepared by CREDO. *As a Matter of Fact: The National Charter School Study III (NCSS3)* examines the impact of charter school enrollment on students' academic growth. Due to the large scope of the research, the report is sectioned into two volumes. The first, *Charter School Performance in 31 States 2023 (CSP31)* pools all charter students together to examine sector-wide impacts. This report, Volume 2, explores an important structural and operational attribute of charter schools; namely, whether students attend a school that is a stand-alone charter school (SCS, also called independent charter schools) or a member of a Charter Management Organization (CMO), also called networks in some cases. The nationwide impact of charter schools on student academic progress over time is, partly, a story of the rise in the number and sizes of CMOs. This report tells that story empirically.

This study uses anonymized student-level administrative data from 28 states.[2] We treat New York City and Washington, D.C., as separate jurisdictions to give us 28 "states" included in this study. The data window spans the school years from 2014-15 to 2018-19, which creates four growth periods. We address the critical questions on whether systematic differences in the impact on student learning exist between CMO-affiliated and SCS schools.

Our outcome of interest is the change in students' knowledge and skills from one year to the next. We use the terms "growth," "gains," and "learning" interchangeably in describing the incremental progress students make over a school year.

We probe the aggregate results to understand better how students fare in different charter school environments and, in turn, how well different charter schools can provide high-quality education to all their students. Since many students attending charter schools are people of color from educationally and economically disadvantaged backgrounds, understanding the impact of CMOs and SCS on vulnerable populations is important. Disparities in academic outcomes are well documented, for example, between those from high socioeconomic backgrounds and those from underserved communities (Duncan & Murnane, 2016; Hanushek et al., 2019). Here, we seek not only to quantify any differences between student groups but also to identify cases where all students benefit academically.

2 Idaho, Maryland and Ohio are included in the companion study, CSP31, but not part of the CMO analysis due to restrictions in CREDO's data use agreements with each state.

The results provide the most current picture possible of the charter group in the nation.

Section 2 of this report describes methods and data, and Section 3 documents descriptive facts and trends about the charter groups. The main results from the impact analyses follow in Section 4. We present findings disaggregated by student and school characteristics. A market analysis provides evidence of effectiveness by organizational traits.

Because the National Charter School Study III findings and this deeper investigation of CMOs and SCS are intertwined, we prepared a consolidated Summary of Findings, Conclusions and Implications.

2.2 Methods and Data

Definition of Network Schools

Building upon the database created for CREDO's 2013 and 2017 reports, we identified 368 CMOs operating in the 28 states between the 2014–15 and 2018–19 school years. There is no national database of CMO networks. Thus, CREDO used a variety of data sources to identify the CMOs, including data from state educational agencies, charter school organizations and individual CMOs.

Measure of Academic Performance

For the key outcome variable, we use academic growth at the student level. Academic growth is defined as the change in learning from one testing period to the next. For readers to understand better the results of our analyses, academic growth is presented as marginal days of learning compared to a typical student who obtains 180 days of educational progress in a typical school year of 180 days. Students with above average growth are said to obtain additional days of learning in the same period and students with lower-than-average growth are said to have fewer than 180 days of learning.

Comparison Group and Analytic Model

To create a comparison group with similar demographic and academic profile characteristics to that of students enrolled in the charter schools, we use a combination of matching and statistical analyses to account for the systematic differences between students attending different types of schools.

In the first stage of the analysis, we employ the virtual control record (VCR) method, which is a matching strategy developed by CREDO (Davis & Raymond, 2012) to construct a comparison group including traditional public school students who exhibit similar socio-demographic and academic characteristics as the students who attend CMO-affiliated and non-CMO-affiliated charter schools. The VCR approach creates a "virtual twin" for each charter student by drawing on the available records of the TPS that the students in a given charter school would have likely attended if they were not in that charter school. We ensure that all dimensions of observable characteristics are statistically similar between the students enrolled in the CMO-affiliated charter schools and the comparison group from the TPS.[3]

In the second stage, based on the matched sample, we conduct statistical analyses to examine the effect of CMO-affiliated charter school attendance on the student's academic growth.

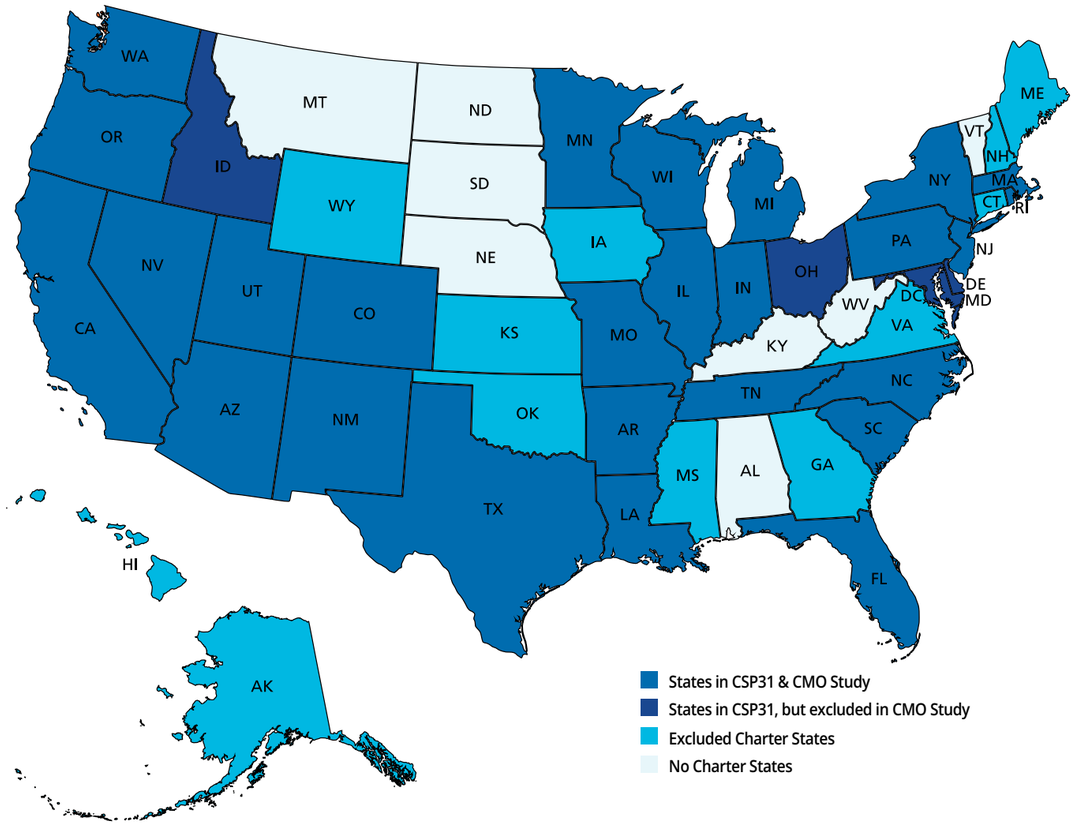
3 Due to the variable distribution of students by school type and subgroup across the country, some student subgroups have low match rate in some states. Low match rates require a degree of caution in interpreting the national pooled findings as they may not fairly represent the learning of the student groups involved.

Data

This study uses student-level administrative data from 29 states.[4] We treat New York City and Washington, D.C., as separate jurisdictions that give us 31 "states" included in this study. The data window spans school years from 2014–15 to 2018–19, which creates four growth periods. Under FERPA-compliant data-sharing agreements, we use anonymized student-level administrative data; this study uses data from five school years, from 2014–15 to 2018–19.

Using test scores from Every Student Succeeds Act (ESSA)-mandated achievement tests administered each spring, we calculate the difference in a student's scores.

Figure 2.1. Map of States Included in the 31-State and CMO Studies

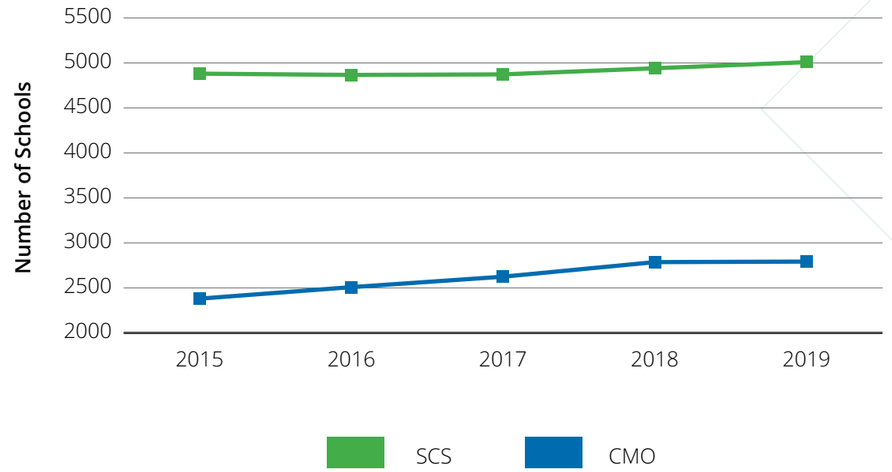


4 Figure 2.1 shows the map of states included in the CSP31 and CMO analysis.

2.3 Descriptive Statistics of Students and Schools

Figure 2.2 shows the recent nationwide expansion of CMO-affiliated and stand-alone charter schools. CMO-affiliated charter schools increased from 2,381 schools in 2014–15 to 2,793 schools in 2018–19, a 17 percent increase over the five years. The growth among the stand-alone charter group was about 2.6 percent during the same period, but there were about two stand-alone charter schools for every CMO-affiliated charter school in 2014–15. The ratio decreased to about 1.8 in 2018–19.

Figure 2.2. Growth in Number of Schools by Charter School Type, 2014–15 to 2018–19



Source: NCES Core of Common Data, 2015–2019. CMO school list identified by authors.

A summary of school characteristics by CMO affiliation status is included in the analytic data presented in Table 2.1. Regardless of the group, many students enrolled in the charter schools are students of color, and Hispanic students make up the largest minority group in both groups. Most students enrolled in CMO-affiliated charter schools and stand-alone charter schools live in poverty, with 65 and 53 percent, respectively.[5] Another substantial difference between the SCS and CMO-affiliated charters is the share of White students: CMO-affiliated charters have 21.6 percent White students. In comparison, the share in SCS is higher at 38.2 percent. The location differences may contribute to the demographic differences in the student bodies between the groups. Approximately 58 percent of CMO-affiliated charters are in urban areas, while 46 percent of SCS operate in urban settings. The percentage of virtual schools is similar between the groups at about five percent.

5 A student in poverty is eligible for free or reduced-price lunches under the National School Lunch Program, is certified as a recipient of public assistance support or meets state-defined criteria for poverty. Since our study design compares each charter school student to his exact-match VCR from nearby TPS, both students face the same criteria for poverty designations. The variation in definitions across states does not affect the results.

Table 2.1. School Characteristics by Charter Charter School Type, Matched Analytic Data

	SCS	CMO
Number of Schools	3,578	1,959
Number of Observations (student-level)	563,224	431,718
Student Demographic Characteristics		
Percent Students in Poverty	52.9%	64.5%
Percent ELL	7.6%	10.8%
Percent Students receiving Special Education	7.7%	6.9%
Percent White	38.2%	21.6%
Percent Black	21.2%	27.7%
Percent Hispanic	33.7%	44.8%
Percent Asian/Pacific Islander	3.9%	3.6%
Percent Native American	0.4%	0.2%
Percent Multiracial	2.6%	2.0%
Locale		
Urban	45.6%	58.4%
Suburban	31.5%	28.8%
Town	3.9%	1.3%
Rural	10.3%	6.9%
Virtual	5.1%	4.5%
Grade Span		
Elementary	42.1%	40.5%
Middle	13.7%	21.2%
High	5.4%	7.0%
Multi-grade	38.8%	31.4%

Note: Values use data for the 2017–18 school year

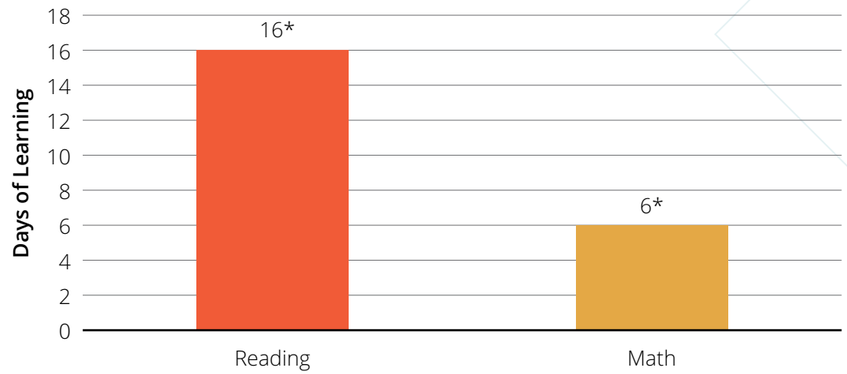
2.4 Analytic Findings

This section presents the average impact of attending CMO or stand-alone charter schools on a student's academic growth. Academic growth is denominated in the days of learning scale, based on an average student in a TPS who attends school for 180 days and gains 180 days of learning. In each analysis, we compare the growth of charter school students to the learning of their TPS peers, represented by a virtual control record as described in the Methods section. We conduct two statistical tests: one to test differences between charter learning and TPS learning and the second to examine differences in results between students in SCS and those in CMO-affiliated charter schools.

2.4.1. RECAP: Annual Academic Growth of Charter School Students in 31 States

As mentioned, this study parallels *Charter School Performance in 31 States 2023 (CSP31)*. The primary finding in CSP31 of positive annual academic gains for charter school students provides the departure point for this study. As shown in Figure 2.3, CSP31 reported that in a year's time, students attending charter schools make an additional 16 days of learning in reading and six days of learning in math, compared to their TPS comparison peers. Importantly, CSP31 shows steady increases in student academic growth over the years of the current study and over the 15 years of CREDO's charter school research. In this report, we probe the overall charter school results from CSP31 by structural and operational attributes of charter schools.

Figure 2.3. RECAP: Annual Academic Growth of Charter School Students, Reading and Math



Note: The figure above originally appears as Figure 1.7 in CSP31.

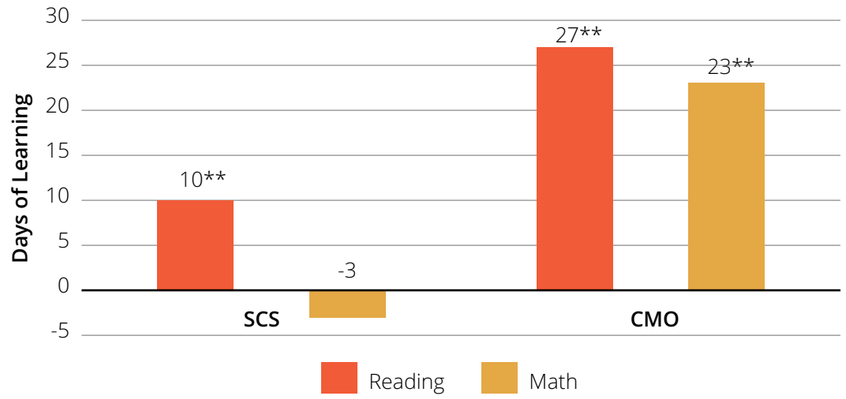
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.2. Academic Growth by Charter School Type

The overall impact of attending SCS or CMO charter schools on students' annual academic growth in reading and math is shown in Figure 2.4. Compared to their TPS VCR peers, CMO-affiliated charter school students have statistically significant learning gains in reading and math. Students attending stand-alone charter schools had stronger growth in reading and similar growth in math compared to their TPS peers. The students attending CMO schools gain the equivalent of 27 additional days of reading learning and 23 additional days of math learning per 180-day school year. Students attending the stand-alone charter also make statistically significant gains in reading (+10 days), but the difference is not statistically different from their peers. In order to test the difference in the learning growth in math between the CMO and SCS, we

conduct a statistical test.[6] For reading and math, the analysis indicates that students attending CMO-affiliated charter schools show stronger growth than students attending stand-alone charter schools in both subjects.

Figure 2.4. Annual Academic Growth of Charter School Students by Charter School Type, Reading and Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

The results in Figure 2.4 reflect the average growth based on all tested students in all schools in all the study years for each type of charter school. It is important to note that around the average, there are wide variations in academic growth. This is evident in Figures 2.5 and 2.6, showing the school-level distribution of academic growth by their charter group affiliation. In each charter group, the academic growth ranges from negative 300 days to positive 300 days, suggesting the school quality varies greatly within each group. We use the variation across students, schools or types of charter schools in the rest of our analysis.

CMOs have multiple schools that, in theory, could have distinctly different results. Accordingly, we disaggregate the distributions from Figures 2.5 and 2.6 to create CMO-specific averages and ranges. The average academic growth for each CMO is of keen interest to leaders and policy makers; Appendix A presents these results.

6 We conducted a test to determine whether there is a statistical difference between the academic growth in the two groups.

Figure 2 5. Distribution of Academic Growth in SCS and CMO Schools - Reading

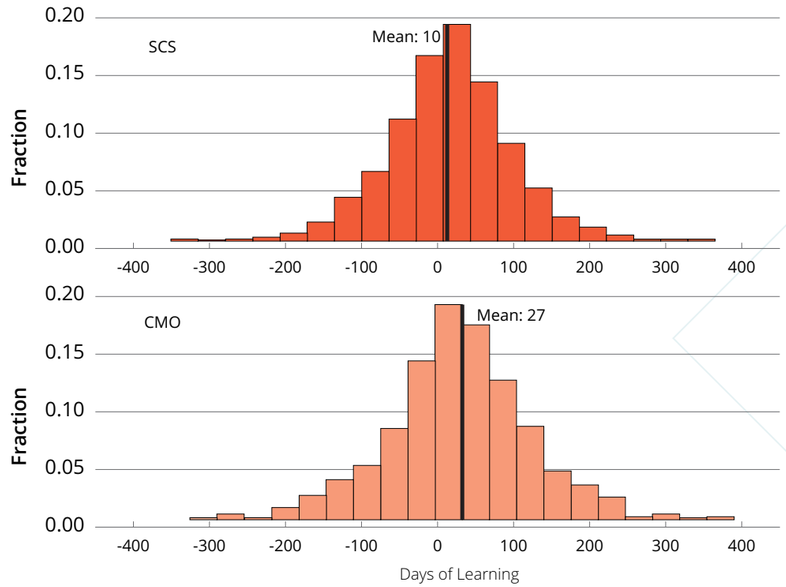
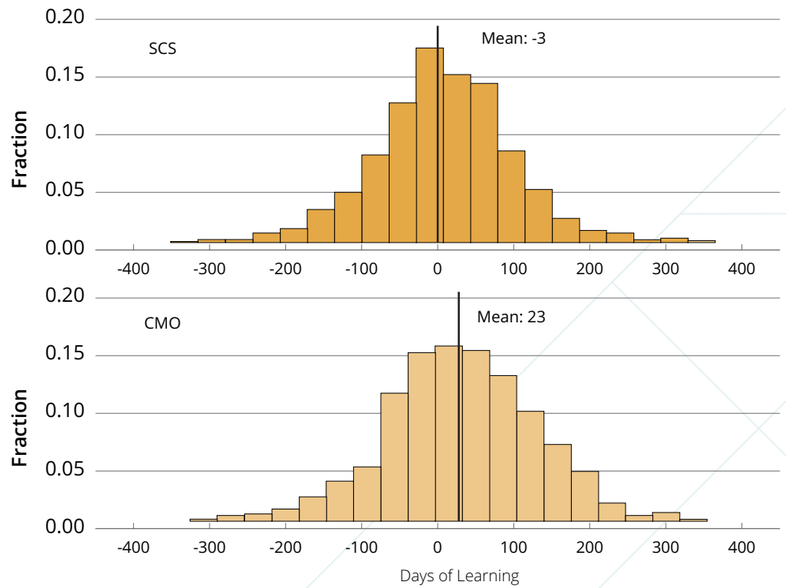


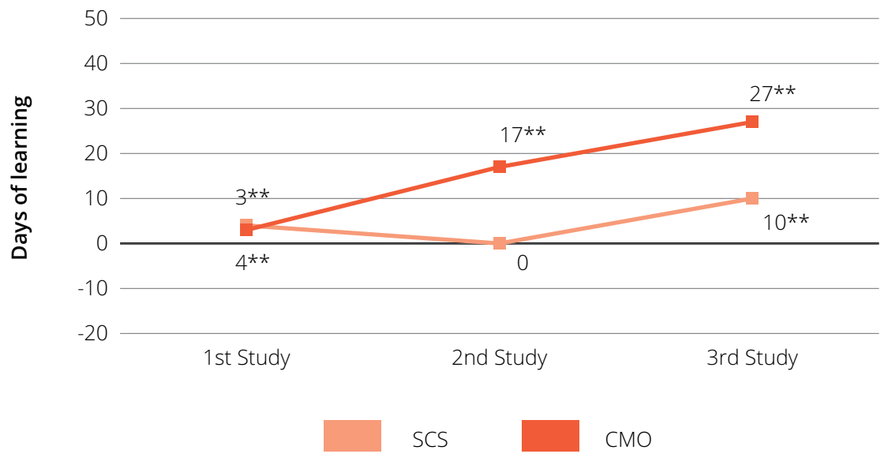
Figure 2.6. Distribution of Academic Growth in SCS and CMO Schools - Math



2.4.3. Academic Growth Trend by Charter School Type

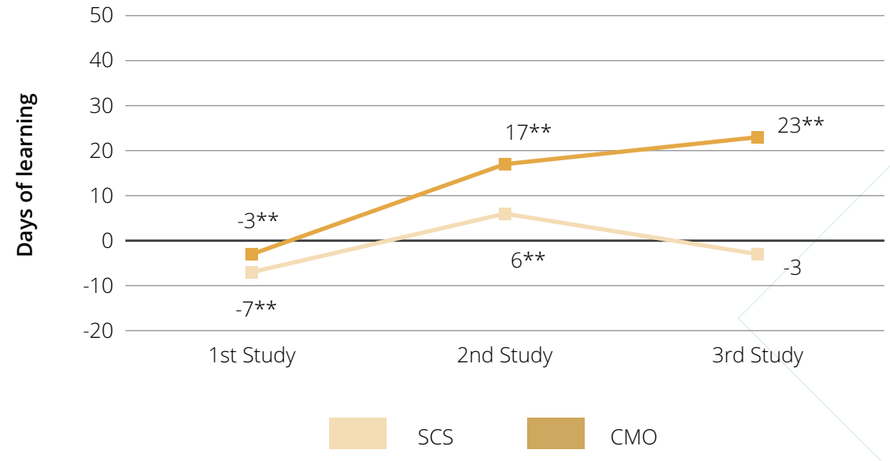
Figures 2.7 and 2.8 show the academic growth by charter group estimated in CREDO's series of CMO reports (Woodworth et al., 2017; Woodworth & Raymond, 2013). CMO-affiliated charter schools have seen a marked improvement in student academic growth in reading and math, adding approximately 10 additional days of learning in each study. In reading, students' progress in stand-alone charter schools is positive in two of the three studies and equivalent to the learning of TPS peers in the third. For math, learning gains for students in stand-alone charter schools lagged that of their TPS VCR peers by seven days of learning in the 2013 study. Growth improved over time to show six days of additional learning in the 2017 study and has no significant difference from growth in TPS students in the current study. Examining the graphs also reveals a widening gap between SCS and CMO-affiliated charter schools in the magnitude of student academic growth for reading and mathematics.

Figure 2.7. Academic Growth Trend by Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.8. Academic Growth Trend by Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

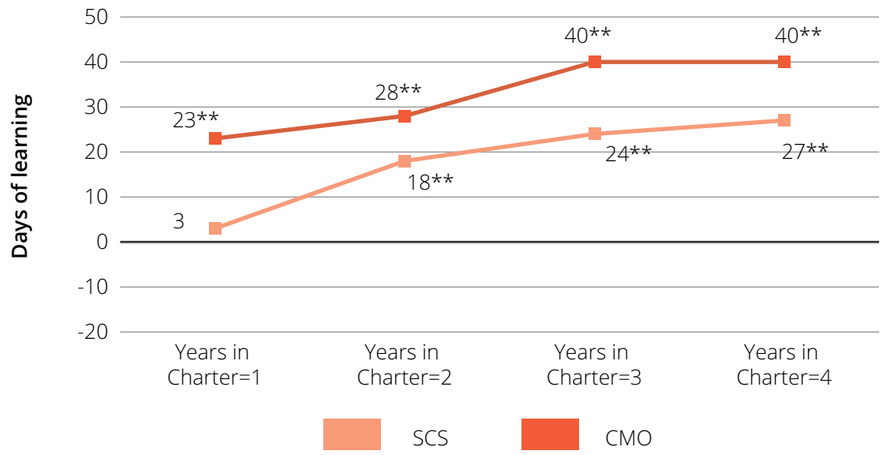
2.4.4. Academic Growth by Students' Years of Enrollment in Charter Schools

Figures 2.9 and 2.10 show changes in learning growth in reading and math with each additional year of enrollment in a group-specific charter school compared to TPS peers.[7] The academic growth of a student shows an increase in growth the longer a student is enrolled in either CMO-affiliated charter or stand-alone charter schools. This relationship exists for both reading and math. Students enrolled in stand-alone charter schools display a comparable rate of improvement, but their growth is smaller than the students in CMO charter schools. Students in their first year of a CMO-affiliated charter school gain 23 days more of learning than those in the traditional public school system.

In comparison, students enrolled in stand-alone charters only make three additional days of progress. The number of additional days of learning grows as the students' years of enrollment in the school increase. In their fourth year, CMO students gain 40 additional days of learning, while stand-alone charter students gain 27 more than their TPS peers. The statistical tests indicate that the difference in the academic performance between the two charter groups is statistically significant in all years in the data window.

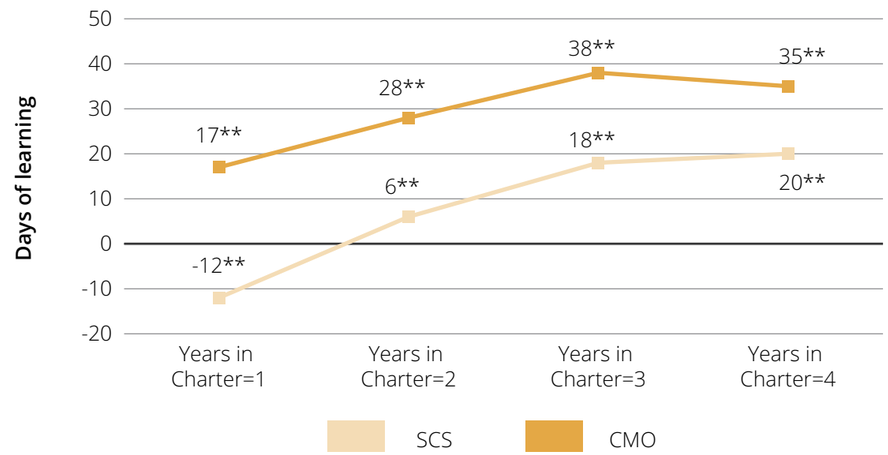
7 This analysis included only those students seen entering the charter schools from a TPS. Students already in charter schools in their first year of the data window were excluded.

Figure 2.9. Academic Growth by Students' Years of Enrollment by Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.10. Academic Growth by Students' Years of Enrollment by Charter School Type, Math

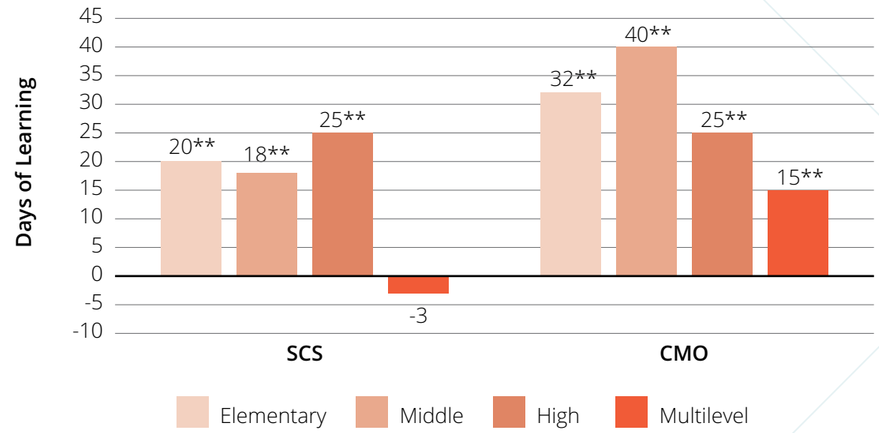


* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.5. Academic Growth by Charter School Grade Span

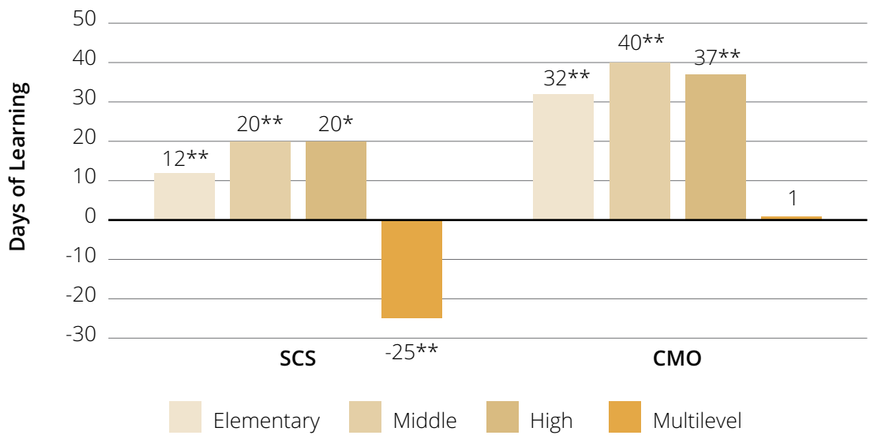
Students enrolled in all grades K through 12 in CMO-affiliated charter schools show statistically significant positive academic growth compared to their TPS VCRs. Consistent with previous CREDO findings, students in CMO-affiliated middle schools exhibit the most sizable academic growth at 40 additional days of learning for reading and math. Figures 2.11 and 2.12 show adverse effects only for the students enrolled in multilevel stand-alone charter schools. The statistical test shows that the difference in the academic performance between the CMO and stand-alone schools is statistically significant for students in all grade bands except for high schools (grades 9–12). For high schools, the difference in the size of the academic growth between the CMO and stand-alone schools is minimal, especially for reading. The results show no meaningful differences between the two groups in terms of reading and math scores.

Figure 2.11. Academic Growth by Charter School Grade Span and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.12. Academic Growth by Charter School Grade Span and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

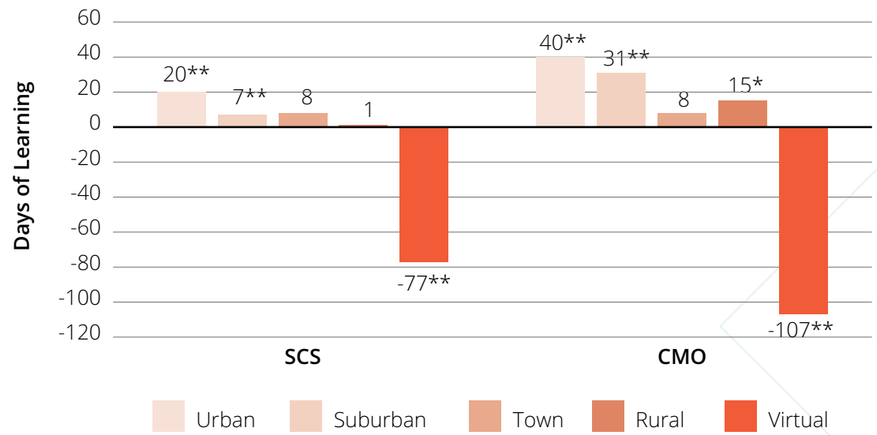
2.4.6. Academic Growth by Charter School Locale

Figures 2.13 and 2.14 reflect the academic growth of charter school students by the physical locale of charter schools affiliated with CMOs and those that are stand-alone. Because virtual charter schools can enroll students from larger geographic areas than brick-and-mortar charter schools, they appear as a separate category in these analyses. As shown earlier, CMO charters are more likely to be in urban areas (58 percent, vs. 46 percent for SCS). The figures demonstrate that students in CMO-affiliated charters in urban areas experience 40 more days of reading instruction and 46 more days of math instruction compared to the TPS VCRs. While the difference in student learning is still noticeable in suburban CMO schools, the difference is less dramatic. Students attending urban stand-alone charter schools make 20 additional days of learning in reading and 12 additional days of learning in math. Urban and suburban stand-alone charters make up more than 80 percent of the total stand-alone charter groups, and students attending these stand-alone charters show growth on par with their TPS peers. When comparing the academic performance between the CMO-affiliated and stand-alone charters, statistical tests point to the fact that CMO-affiliated charters located in urban and suburban areas provide better results than stand-alone charters.

A troubling result is virtual schools' dramatically sizeable negative impact on academic growth. The students in the virtual CMO schools trail behind their TPS peers by 107 days in reading and 155 days in math. The results for stand-alone virtual charters is similar at 77 days less learning in reading and 142 days less learning in math than their TPS peers.[8] This finding is consistent with previous CREDO studies that found substantially lower academic growth in virtual charter schools across the group (Woodworth et al., 2015, 2017).

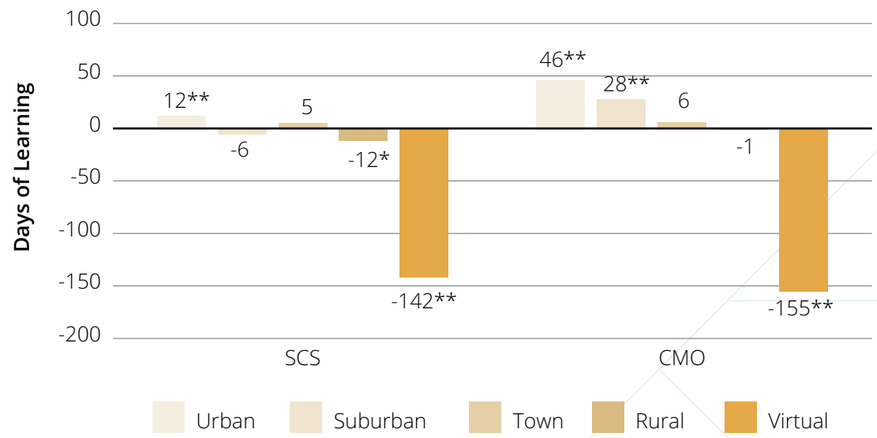
8 The results for CMO and SCS mirror but do not precisely align with the findings in CSP31 because three states are omitted from the CMO/SCS analysis.

Figure 2.13. Academic Growth by Charter School Locale and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.14. Academic Growth by Charter School Locale and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.7. Average Academic Growth of Charter School Students by State

Table 2.2 shows the academic growth for students in CMOs and SCS in each state included in the study. Across the states in both charter school settings, statistically significant positive growth in reading was more prevalent than in math. CMO-affiliated charters showed statistically significant growth in 14 states in reading and 11 in math. For SCS, students in 15 states had significantly positive reading gains but significant math gains appeared only in seven states.

The state results also revealed a few cases where charter school students had statistically significantly smaller learning gains than their TPS peers: CMO-based learning lagged TPS in two states in reading and two states in math. SCS learning significantly lagged TPS comparisons in only one state in reading but was found in six states for math learning.

The remaining comparisons to TPS were statistically insignificant.

The bolded text in each column indicates the contrast between student academic growth in various types of charter schools in each state. If a particular group has larger growth with a statistically significant difference within the same state, it is highlighted.

Table 2.2. Average Academic Growth of Charter School Students by Charter School Type and State

	Reading				Math			
	CMO		SCS		CMO		SCS	
	Days of Learning	Significance	Days of Learning	Significance	Days of Learning	Significance	Days of Learning	Significance
AR	14		-3		-5		1	
AZ	24	**	14	**	5		-5	
CA	19	**	7	*	10		1	
CO	14		16	*	34	**	5	
DC	12		-6		50	**	6	
FL	21	**	-1		13		-12	*
IL	46	**	32	**	66	**	27	**
IN	7		-1		-11		-42	
LA	-6		10		13		1	
MA	51	*	40	**	72	*	38	**
MI	54	**	21	**	45	**	6	
MN	35	**	19	*	22		5	
MO	24		56	**	34		79	*
NC	19	**	12	**	15		-22	*
NJ	55	**	20	*	63	**	14	
NV	15		-2		16		-11	
NY	110	**	65	**	124	**	60	**
NYC	62	**	21	**	114	**	45	**
OR	-33		-17	*	-72	*	-27	*
PA	14		-8		-1		-31	*
RI	134	**	75	**	169	**	60	**
SC	-44	**	-2		-91	**	-40	*
TN	24	**	44	**	32	*	46	**
TX	34	**	2		16	**	-49	**
UT	-2		-2		-8		-15	
WA	-71	*	63		-9		58	
WI	-2		18	*	10		17	
Significant Positive Total	14		15		11		7	
Significant Negative Total	2		1		2		6	
Not Significantly Different	11		11		14		14	

Note: NM has been excluded from the list due to the small number of CMO-affiliated charter schools in the state.
Numbers appearing in bold signify statistically significant differences between CMOs and SCS.

* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8. Academic Growth of Charter School Student Groups

2.4.8.1.Academic Growth by Race/Ethnicity

Beyond the overall learning impacts of attending CMO schools or stand-alone charter schools, we are interested in knowing if all students share the gains. We first examine the gains for different race/ethnicity groups. This is one way to track if schools are fulfilling their role as builders of opportunity for every enrolled student.

As shown in Figures 2.15 and 2.16, the academic growth of students in CMOs and stand-alone charter schools can be arranged by student groups. For each type of charter school, we compare students to their TPS peers of the same race/ethnicity, whose performance is benchmarked on the zero line. (For instance, we assess the educational improvement of Black CMO and SCS students relative to their Black TPS peers, likewise Hispanic students in comparison to TPS Hispanic learners, etc.) The impact of attending different groups of charter schools is nearly null on reading and 23 days weaker in math for White students compared to their White peers in the TPS. On the other hand, Black and Hispanic students in charter schools display substantially

higher growth when compared to the TPS students of the same racial/ethnic group enrolled in TPS. For example, Black students enrolled in CMO-affiliated charter schools make an additional 41 days of learning in reading and 47 days in math relative to the Black students in TPS. For Black students attending a stand-alone charter, the impact is smaller with 25 additional days in reading and 17 days in math. The data shows that the differences between the types of charter schools of 16 days for reading and 30 days for math are statistically significant.

The story is quite similar for Hispanic students. Hispanic students attending either the CMO-affiliated or stand-alone charters perform substantially better than their peers in TPS. However, Hispanic students attending CMO-affiliated charter schools had 22[9] days more reading gain than Hispanic students attending SCS. The difference in math for Hispanic students was even larger, with CMO-affiliated Hispanic students gaining 30 days more learning than those in stand-alone charter schools. Black and Hispanic students comprise many of the student bodies in schools in urban cities across the United States. The statistical analysis results indicate that the differences in academic performance between the CMO and stand-alone schools for Black and Hispanic students were statistically significant. These findings indicate that both stand-alone and CMO-affiliated charters, on average, may contribute to narrowing the racial achievement gaps, but CMO-affiliated charter schools give the stronger boost.

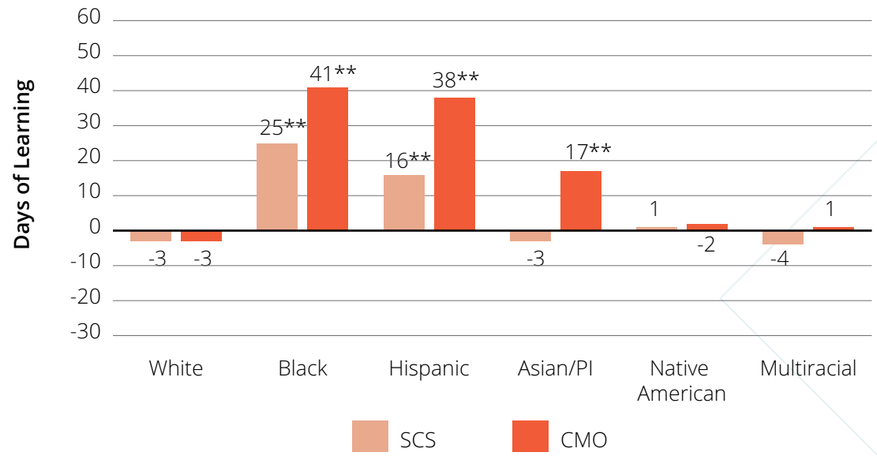
The effects on Asian/Pacific Islander students are not as strong as those on Black and Hispanic students. However, those enrolled in charters associated with CMOs increased their learning by 17 days in reading, while no statistically significant impact was found for math. Meanwhile, Asian/Pacific Islanders in stand-alone charters show similar growth to their TPS peers in reading but are lagging in math by 11 days. This difference between CMO charters and stand-alone charters is statistically significant, signifying that CMOs have a more positive impact on Asian/Pacific Islanders over stand-alone charters.

According to our analysis, the academic performance of Native American students does not improve when they attend charter schools. In addition, multiracial students enrolled in charter schools do not perform as well in reading as their counterparts in traditional public schools and have similar performance in math.

The estimates in this section align with the previous findings. CREDO's previous reports show that the impact of charter schools on academic growth was positively significant for Black and Hispanic students: the 2017 CMO study reported that Black students attending CMO-affiliated charter schools made, on average, 40 additional days of learning in reading and 29 additional days of learning in math compared to the Black students attending TPS. Similarly, Hispanic students attending CMO-affiliated charter schools made 34 additional days in reading and 29 additional days in math compared to the Hispanic students in TPS (Woodworth et al., 2017).

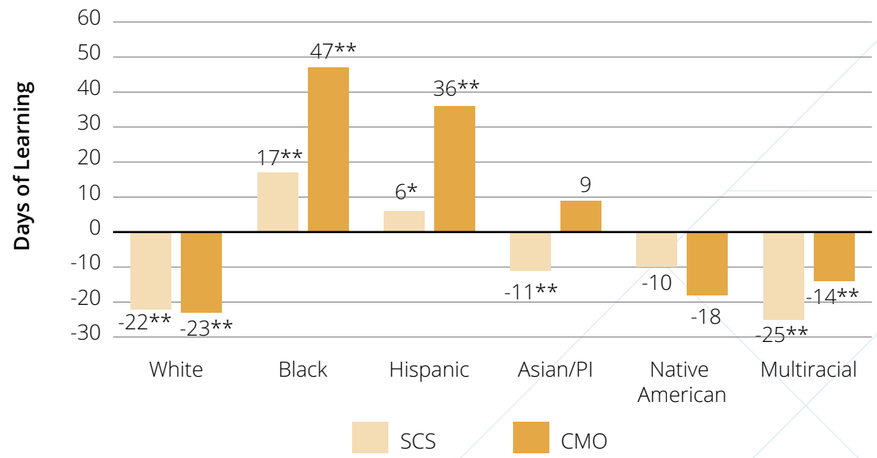
9 The 22 days of learning difference is derived by subtracting days of learning of SCS (16 days) from the days of learning of CMO (38 days).

Figure 2.15. Academic Growth by Race/Ethnicity and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.16. Academic Growth by Race/Ethnicity and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

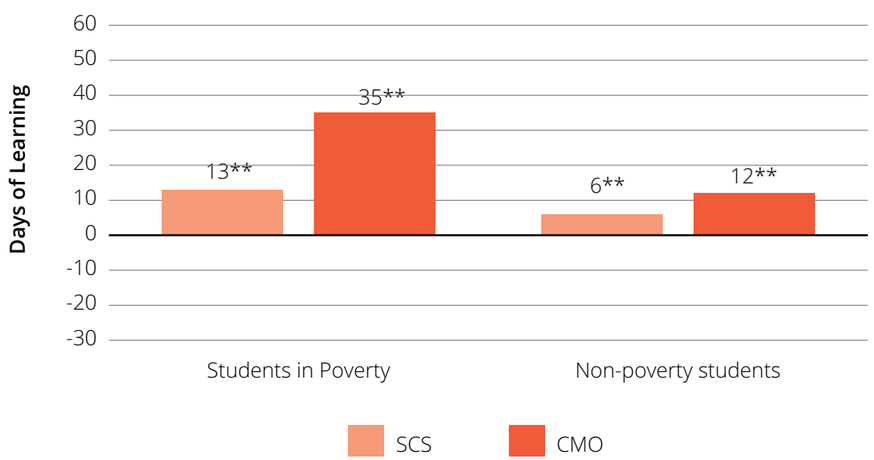
2.4.8.2. Academic Growth by Poverty Status

Education is a critical factor in improving life outcomes for students in poverty. The role of charter schools in opening future options for students has been a strong interest of policy makers, funders and educators for much of the 30 years of charter school operations.

Our analysis indicates that students enrolled in CMO-affiliated charter schools show 35 days of additional learning in reading and 36 days in math compared to their VCR TPS peers who are also in poverty (Figures 2.17 and 2.18). Students in poverty attending stand-alone charter schools show positive learning gains in reading and similar gains in math compared to their VCR TPS peers. The academic gains of CMO-affiliated students are significantly larger than those attending stand-alone charters, yielding a 22-day difference in reading and a 32-day gap in mathematics.

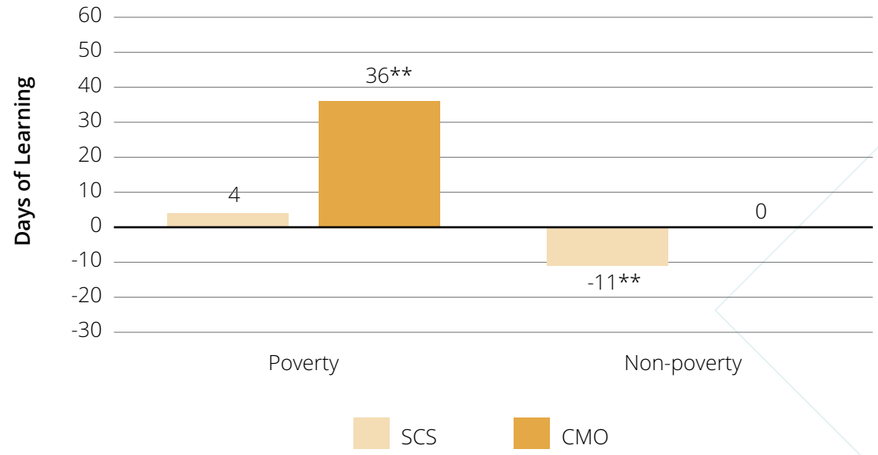
For non-poverty students, the magnitude of the effect is significant but smaller in reading. Non-poverty students in CMOs had similar growth to their peers in math. Non-poverty students attending stand-alone charter schools had negative growth compared to their TPS peers. CMO students not in poverty made greater learning gains for both subjects than those students in stand-alone charter schools.

Figure 2.17. Academic Growth by Poverty Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.18. Academic Growth by Poverty Status and Charter School Type, Math



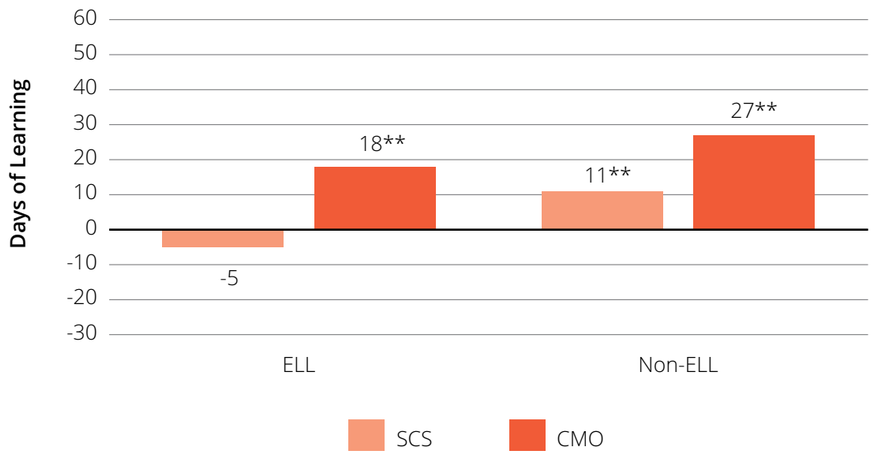
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8.3. Academic Growth by ELL Status

Public schools commit to educating students whose first language is not English. This requires additional expertise and resources. The learning outcomes of English-language learner (ELL) students is a continuing interest in public education. In the context of this study, serving ELL students is also an area where a CMO's scale of multiple schools potentially could provide advantages over independent charter schools.

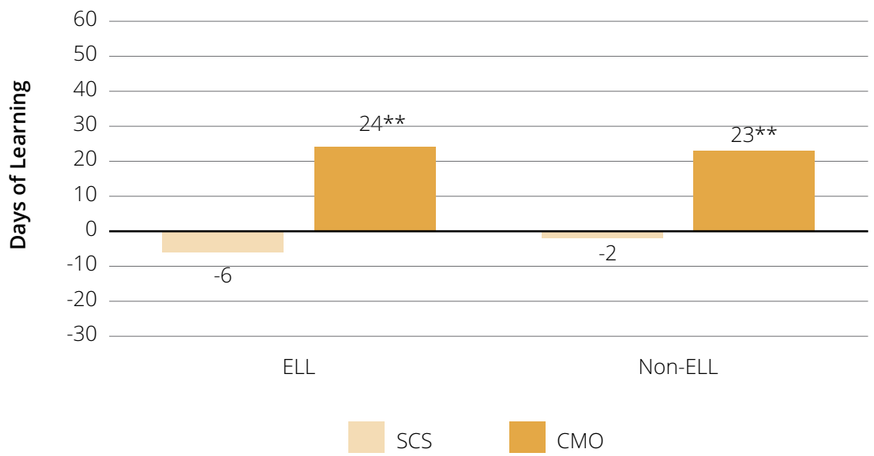
CMO-affiliated charter school ELL students outperform their TPS ELL peers as well as the ELL peers in the stand-alone schools: ELL students enrolled in CMO-affiliated charter schools make 18 additional days of learning in reading and 24 additional days of learning in math relative to the ELL TPS peers (Figures 2.19 and 2.20). The academic growth is slightly larger in reading and similar in math for non-ELL students enrolled in the CMO-affiliated charter schools. For reading, they make 27 additional days of learning while exhibiting 23 additional days of learning in math. Stand-alone charter students trail behind CMO students in academic growth in all categories, and the differences are statistically significant.

Figure 2.19. Academic Growth by ELL Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.20. Academic Growth by ELL Status and Charter School Type, Math



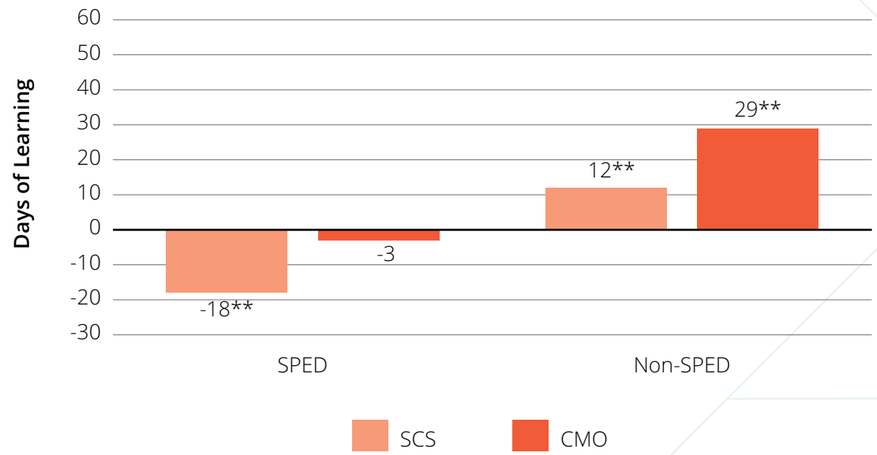
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8.4. Academic Growth by Special Education Status

One of the largest federal funding sources for K–12 education is IDEA[10], which serves more than 7.5 million eligible children and students with disabilities. State spending policies allocate additional investment for students with disabilities eligible for specialized education services. It is important to understand how the learning of this vulnerable population fares in either type of charter school.

Approximately 11 percent of students attending charter schools receive special education services. As shown in Figures 2.21 and 2.22, when it comes to the academic growth of special education students, CMO special education students gain equivalent learning as their TPS counterparts in reading and math. In this case, a "no different" finding reflects an improvement over earlier periods. However, special education students attending stand-alone charter schools exhibit significantly smaller learning gains than their TPS peers, on the order of 18 fewer days of learning in reading and 23 fewer days in math.[11] The difference was even larger in math at 22 days. The relative differences between the CMO and stand-alone charter schools are statistically significant for special and non-special education students in reading and math.

Figure 2.21. Academic Growth by Special Education Status and Charter School Type, Reading

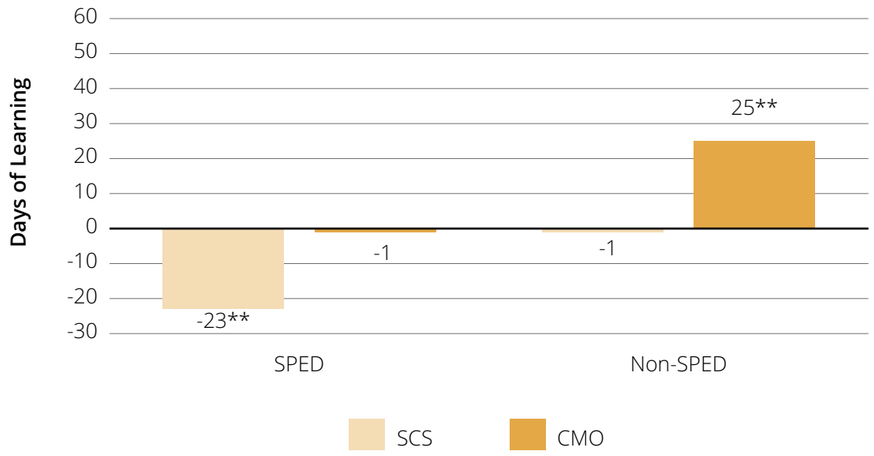


* Significant at the 0.05 level, ** Significant at the 0.01 level

10 See Individuals with Disabilities education Act (IDEA) at https://sites.ed.gov/idea/

11 The difference between the learning of SPED students in CMO and SCS was 15 days. The 15 days of learning difference is derived by subtracting days of learning of SCS (-18 days) from the days of learning of CMO (-3 days).

Figure 2.22. Academic Growth by Special Education Status and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

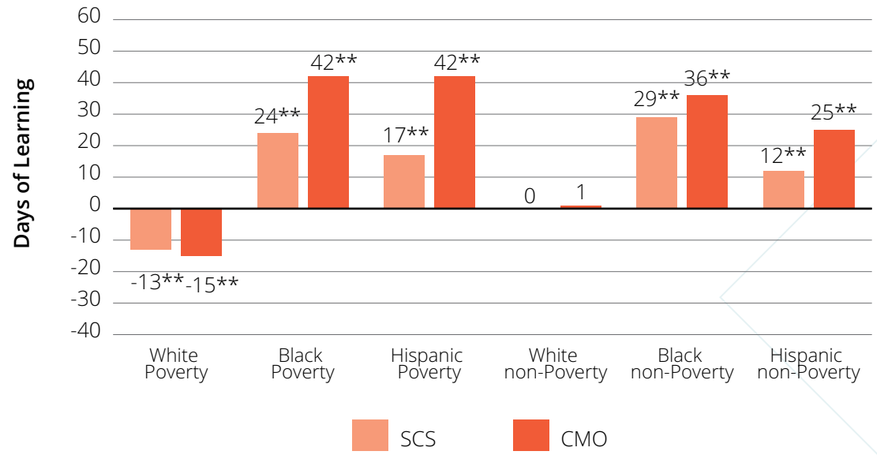
2.4.8.5. Academic Growth by Race/Ethnicity & Poverty Status

As shown in Table 2.1, students served by the CMO-affiliated charter schools are predominantly low-income minority students. In this section, we examine how student learning differs for student groups in different types of charter schools by race/ethnicity and poverty status. Compared separately for CMOs and stand-alone charter schools, we estimated the growth of each student group against its TPS peers. Although the learning gains of attending stand-alone charter schools are smaller than that of CMO-affiliated charter schools, Black and Hispanic students, regardless of the poverty status in both settings, make statistically significant positive academic growth compared to their TPS VCRs in both subjects.[12]

As shown in Figures 2.23 and 2.24, CMO-affiliated charters appear to show more positive impacts for Black students and Hispanic students in both subjects. In addition, the amount of growth is larger for the students in poverty than those not in poverty. For reading, Black students in poverty enrolled in CMO-affiliated charter schools make, on average, 42 additional days of learning compared to their TPS peers, while the Black students in poverty enrolled in stand-alone charter schools make 24 additional days of learning than their TPS peers. While the results demonstrate a positive and robust impact for Black and Hispanic students, it is notable that for white students in poverty underperform by 15 days in CMO and 13 days in SCS compared to the white students in poverty in TPS schools. This research implies that CMO-affiliated charters are more successful in the academic development of children from minority backgrounds and low-income households.

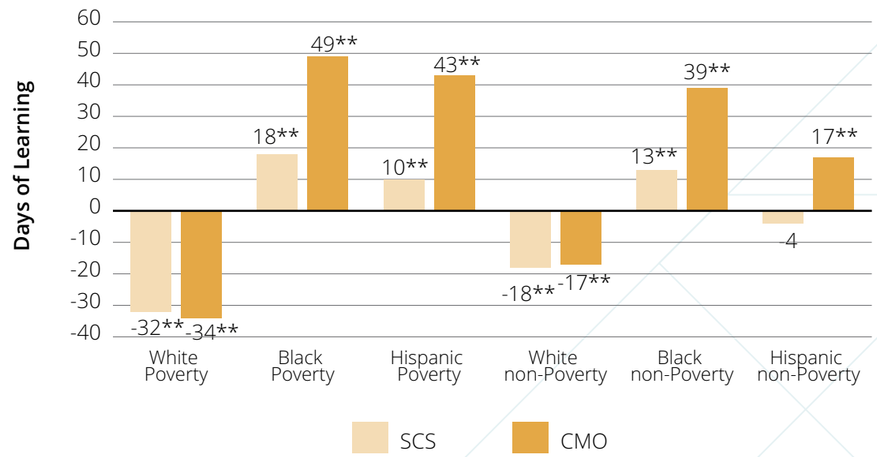
12 With one exception for the Hispanic non-poverty group in math, where students attending stand-alone charters grow on par with TPS peers.

Figure 2.23. Academic Growth by Race/Ethnicity & Poverty Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.24. Academic Growth by Race/Ethnicity & Poverty Status and Charter School Type, Math



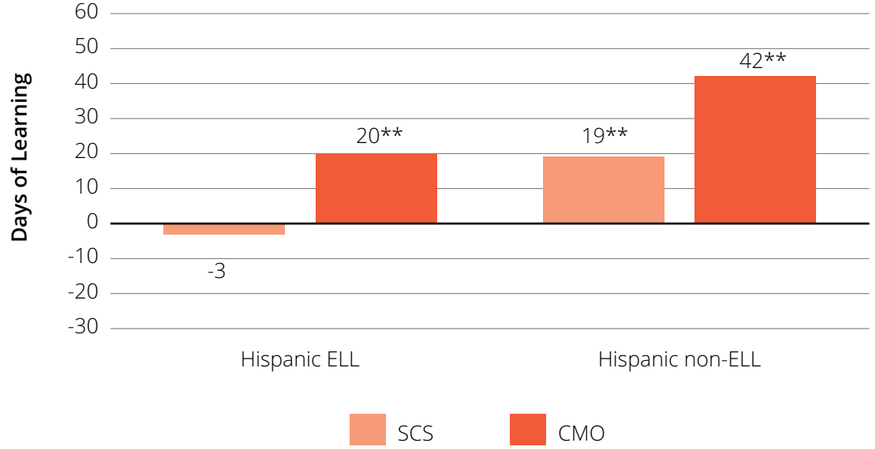
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8.6. Academic Growth by Hispanic & ELL Status

In recent years about 30 percent of Hispanic students identified as English-language learners (ELL), and Hispanic students make up three-quarters of total ELL students in the United States (De Brey et al., 2019). Given the high proportion of Hispanic students in charter schools and the significant share of ELL, we examine the impacts of different types of charter schools on the academic success of Hispanic students with and without ELL status.

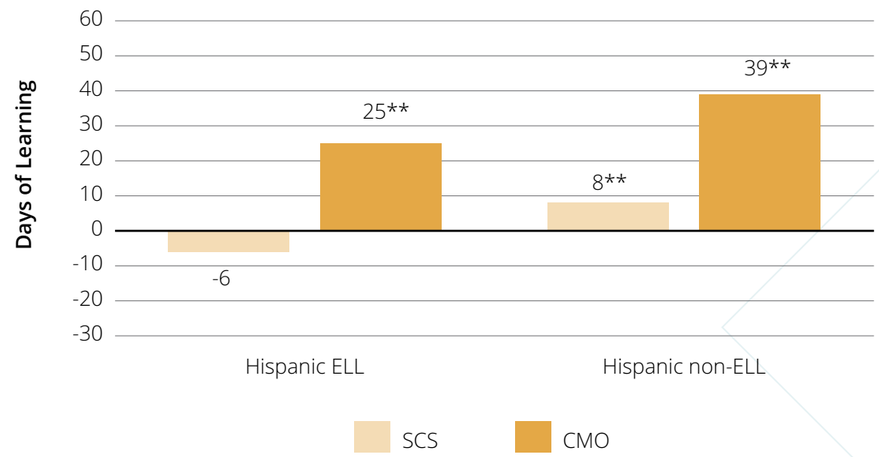
We found a marked difference in the learning impacts for Hispanic ELL students across the two types of charter schools. Figures 2.25 and 2.26 show that CMO-affiliated charters promote higher academic growth for Hispanic students in both subjects, independent of their ELL status. Hispanic ELL students benefit if enrolled in CMO schools; they gain 20 extra days of learning in reading and 25 additional in math. This was not the case if students enrolled in SCS, where their learning was on par with their TPS peers. The magnitude of learning impacts was greater for non-ELL Hispanic students; they made an average of 42 days of learning in reading and 39 days in math more than the TPS peers. Non-ELL Hispanic students attending stand-alone charter schools saw an increase in reading and math learning of 19 and eight days, respectively, relative to those in traditional public schools. The gap between ELL students attending CMO and stand-alone charter schools was statistically significant.

Figure 2.25. Academic Growth by Hispanic Students with ELL Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.26. Academic Growth by Hispanic Students with ELL Status and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9. Operational Analysis of CMOs

In this section of the report, we focus exclusively on CMOs with analyses targeted to their particular operating attributes. A critical interest about CMO networks is how well they maintain academic gains for their students as they grow. This question cuts both ways: Do CMO-affiliated new schools demonstrate equivalent learning gains as the rest of the CMO portfolio? In addition, does adding new schools affect the rest of the schools in the CMO? After presenting the full sample results, we focus on exceptional cases.

2.4.9.1. Does Charter Network Size Matter?

Network size reflects the number of schools for which a charter organization holds the charter and responsibility for operations and performance. We exclude any schools with operating contract arrangements with other educational institutions. The average number of schools managed by CMO networks is 6.96, ranging from three to 73 schools.

We examined the relationship between size and student learning with several measures and proxies for portfolio size. We found a weak correlation between portfolio size and student academic progress. At every increment of size (and similarly of age), we saw roughly the same shares of positive, negative and equal growth CMOs relative to their TPS counterparts, but since the larger portfolios enroll more students, the balance shifts slightly in favor of larger scale.

Earlier CREDO work pointed out that CMOs can only replicate schools at the quality level they already produce. That might explain how some larger CMOs have smaller gains than others. Authorizers need to explain fully how operators with low performance receive permission to expand.

2.4.9.2. Annual Academic Growth in New CMO Schools and Networks

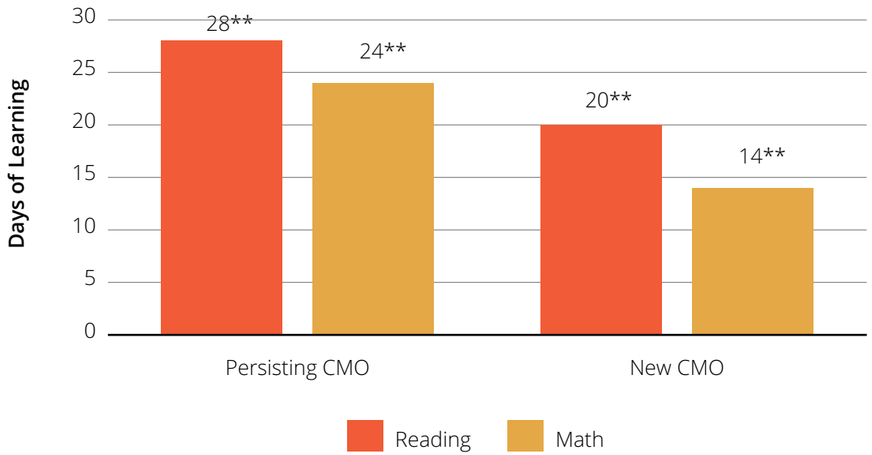
Questions of scale and effectiveness accompany growth in the CMO community. Policy makers and funders have targeted CMO expansion to increase education options for families or shift the proportion of high-quality seats in high-needs areas. Authorizers have faced a degree of scrutiny in their treatment of CMO applications for new schools. The underlying assumption is that CMOs offer better odds of creating strong schools than alternative approaches. This study has a unique vantage point to examine that idea empirically.

2.4.9.2.1. Annual Academic Growth in New CMO Networks

One facet of CMO growth is the emergence of new networks. Recall that we define CMO networks as operating three or more schools. Eighty CMOS, roughly 20 percent of the CMO networks in the study, opened their third (or more) school during our study window. The increase in the number of CMOs allows us to see if newer CMOs "come out of the gates" with student academic learning that supports backing CMOs as strong education instruments.

We compare learning gains for students in newly emerged CMOs to those enrolled in previously existing CMOs. As demonstrated in Figure 2.27, new and existing CMOs had a significantly positive impact on student academic growth compared to their TPS counterparts. New CMOs contribute less to academic gains than older CMOs, but still aid in delivering improved education for their students.

Figure 2.27. Academic Growth in Persisting CMOs and New CMOs



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.2.2. Annual Academic Growth in New Charter Schools versus Continuing Schools

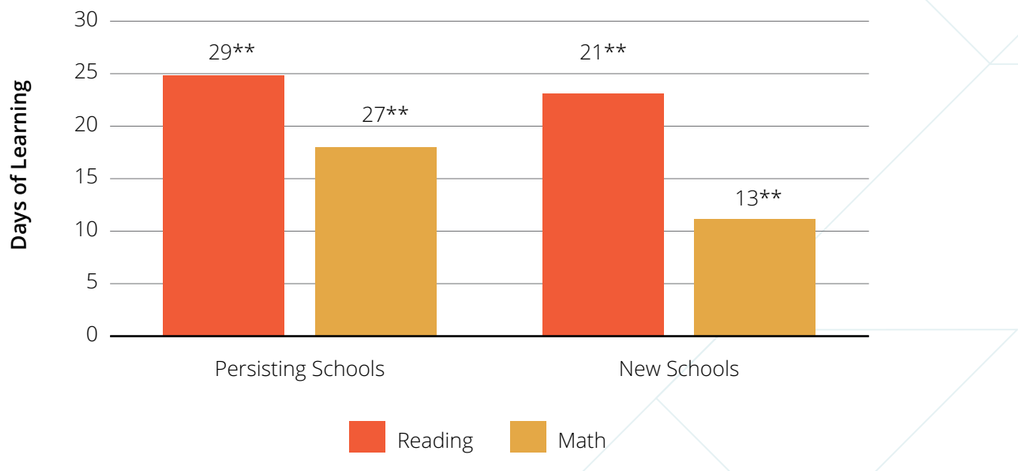
Another way to examine growth among CMOs is to see how well they can replicate and grow new schools. Adding new schools to a CMO portfolio entails two different forms of risk. One is that the school will not fledge successfully, and students will not have strong academic results. The second risk is that launching new schools burdens the CMO and its existing schools to the point that its results suffer.

We regard CMO charter schools established after 2014–15 as new entrants. Sixteen percent of CMO-affiliated schools in our data are new, pointing to significant efforts to grow networks over the years of this study. Persisting schools are those in operation before 2014–15.

Figure 2.28 shows that new and persisting CMO schools have a positive and statistically significant influence on student academic growth on average compared to traditional public school peers.

The academic growth observed in persisting CMO schools was stronger in both subjects than in newer ones. The impacts were 29 additional days of learning for reading and 27 for math in persisting CMO schools versus new school learning of 21 more days in reading and 13 additional days in math. While the differences between persisting and new charter schools are statistically significant for both subjects, newer schools retain a considerable share of their CMO DNA even in their early years.

Figure 2.28. Academic Growth in Persisting CMO Schools vs. New CMO Schools



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.2.3. New Charter Schools versus Persisting Schools in the Same Network

Pushing the inquiry about new CMO schools further, we probe the relationship between old and new schools within individual CMOs to discern if CMOs are launching schools of equivalent quality. We took the 383 new schools we examined earlier and related their performance to the other schools in the same portfolio. The relative performance of the new school appears in Table 2.3.

Table 2.3. Student Growth in New Schools Compared to Persisting Schools in Same CMO Network

	Percentages of CMOs (with new schools)	
Compared to CMO portfolio, student learning in new school is:	Reading	Math
Better by 13 days or more	32 %	31 %
About the same (+/- 12 days)	23 %	13 %
Smaller by 13 days or more	45 %	56 %
Total	**100 %**	**100 %**

Almost a third of CMOs start schools that are noticeably stronger than the average of their existing schools. Using an arbitrary cut of plus-or-minus 12 days of student learning in the rest of the CMOs schools, 23 percent of CMOs replicate the new school at about the same performance in reading and 13 percent do so in math. The share of CMOs that started new schools with notably weaker student learning (by a shortfall of 13 days or more) was 45 percent in reading and 56 percent in math. That about half of new CMO schools dilute the overall performance of their portfolio with weaker student gains suggests an area for future attention by replicating CMOs.

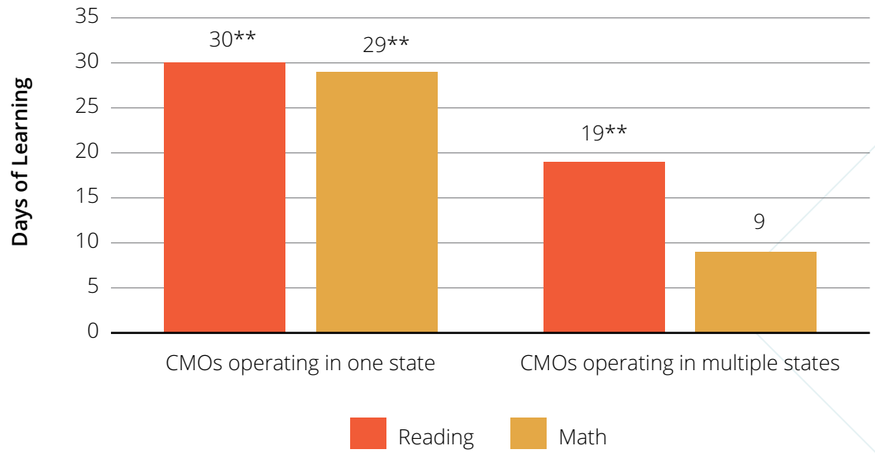
2.4.9.3. Annual Academic Growth of CMOs Operating in Multiple States

A third facet of CMO growth concerns the geographic concentration of networks. The number of CMOs that extend their school networks across state lines has grown since our last study. Managing a CMO portfolio across states might provide diversification of policy and fiscal risks for the better long-term sustainability of the network. On the other hand, dispersed schools might present leadership, operations and reporting challenges that highly localized networks don't need to face. Committing resources to buffer these effects might play out in the student learning experience.

Our test examines whether there are differences between CMOs operating in multiple states and those confining operations to a single state. Our definition of the CMO network used in this analysis is region specific. Some large national CMOs include multiple regional networks that operate in a single state. For example, KIPP New Orleans or KIPP New York City is included in our work as a separate entity that operates in a single state.

Figure 2.29 suggests that students learning in CMOs operating in multiple states have weaker growth than students in single-state CMOs. Single-state CMOs support additional learning of 30 extra days in reading and 29 more days in math. This compares to 19 days of additional reading in multistate CMOs and on-par learning in math. The differences between the two groups of CMOs are large and statistically significant. Assuming that new school start-up is a challenge wherever it occurs, the findings suggest that more tightly clustered CMOs have a better time of it.

Figure 2.29. Annual Academic Growth in CMOs Operating in Single or Multiple States



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.4. Special Analysis: CMO Growth Accelerator Case Study—Charter School Growth Fund

Expanding the number of high-quality schools and seats in the United States has been a target of considerable interest. One strategy is to foster the growth of successful CMOs. Several CMO growth accelerators operate nationwide, ranging from supporters of single CMOs or networks to public and private programs that support dozens of CMOs. Our broader study of the effectiveness of CMOs provided the opportunity to conduct a case study of one such entity, the Charter School Growth Fund (CSGF). CSGF shared its list of 72 funded CMOs for this analysis.[13]

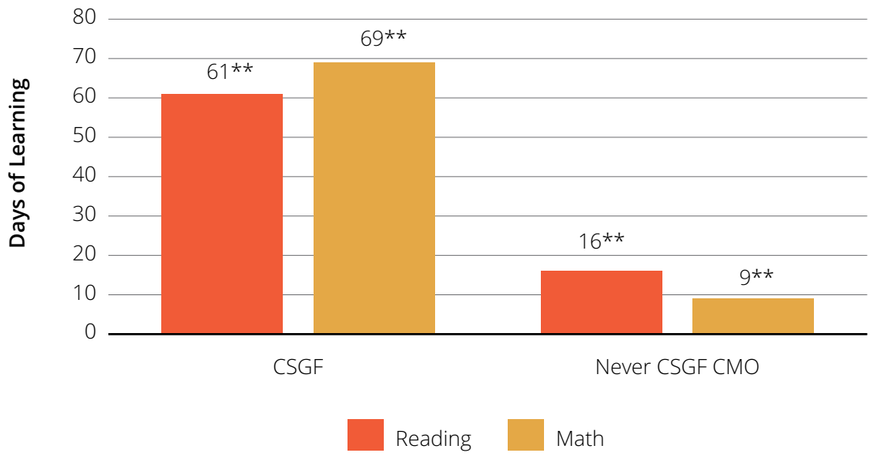
CSGF is a nonprofit organization that makes multiyear investments in charter school networks to grow into multi-school networks. The CSGF is known for selecting high-quality charter schools to receive expansion funds. A related expectation is that the entire portfolio will grow its impact on students. We can test whether student academic performance improves after a CMO receives support from CSGF.

Approximately eight percent of charter schools in this study belong to CSGF-affiliated CMOs. We examined the impact of the Charter School Growth Fund affiliation of CMOs on student academic growth. The estimates of the impact of CSGF appear in Figure 2.30.

13 It bears noting that the Charter School Growth Fund has other strands of work that focus on leaders and organizations at earlier points in their history. This analysis does not assess the results of those endeavors.

CMOs have student progress that outpaces the peers' learning in TPS independent of CSGF designation. This is consistent with CREDO's 2013 and 2017 CMO studies. That said, the strength of CSGF student results cannot be ignored. The advantage of attending CSGF-affiliated schools is quite large for reading (an additional 61 days) and math (an additional 69 days) compared to their TPS peers. It suggests that schools funded by CSGF provide very large academic benefits to student quality. The benefit is also outsized compared to the CMOs that never received funding, despite the non-CSGF CMO schools showing meaningful positive impact in reading (a margin of 18 days) and math (12 more days). There is a statistically significant difference in academic gains between the two groups of CMOs.

Figure 2.30. Student Academic Growth in CMO Schools by Charter School Growth Fund Support, Reading and Math



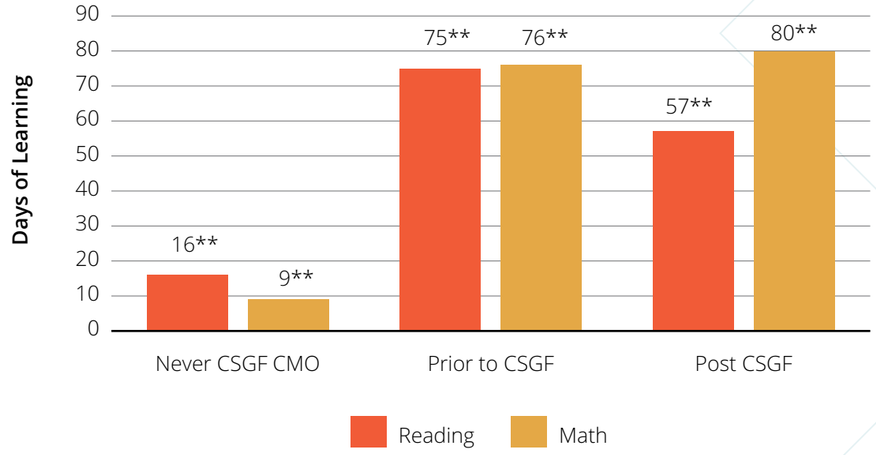
* Significant at the 0.05 level, ** Significant at the 0.01 level

Accelerator programs of all types receive the scrutiny of their results. Curiosity revolves around the relative weights of selecting already high-performing organizations and the lift the program provides from that point forward. Our data can test the relative contributions of these elements.

To address the question, we restrict our analysis to 29 CMOs that received support from CSGF for the first time between 2015–16 and 2017–18. We estimate the average academic growth before and after CSGF affiliation. As shown in Figure 2.31, students attending CSGF-supported schools exhibit much larger academic growth prior to affiliation than students in CMOs that never received funding. In both subjects, CSGF-selected CMOs have student learning 75 days greater than their TPS peers in reading and 76 in math. The striking difference illustrates the CSGF's focus on choosing strong CMOs for investment.

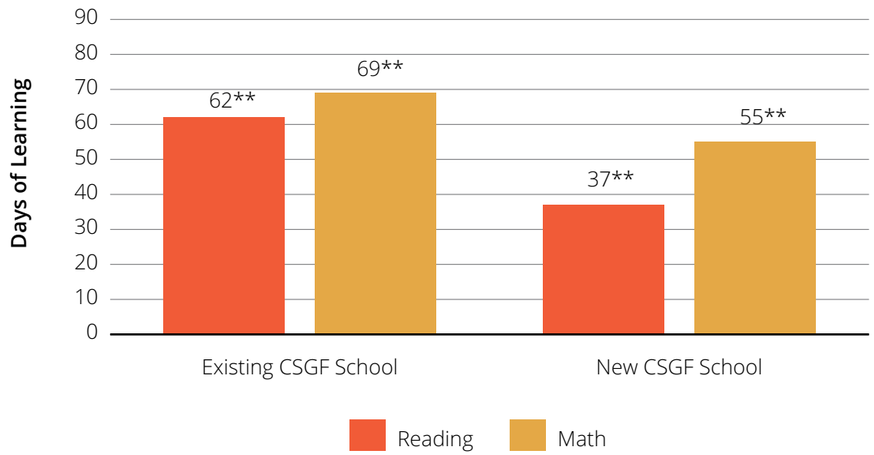
A corollary question is whether the CMOs affiliated with CSGF maintain their high performance levels after selection. The final columns of Figure 2.31 display their post-selection student learning, which covers up to three additional years of operation, depending on when the CSGF selected the CMO in our study window. Three new schools started by the newly funded CMOs are included. After receiving CSGF support, student learning remained significantly stronger than TPS, with 57 additional days of learning in reading and 80 extra days in math. The differences between pre- and post-CSGF support are not statistically significant, showing that the CMOs remain strong but do not quickly improve student learning.

Figure 2.31. Student Academic Growth in CMO Schools, Before and After Charter School Growth Fund Support, Reading and Math



Since the major purpose of CMO growth accelerators is to launch new schools, the most important question is how effective the new schools are. During our years of study, 43 CSGF-affiliated CMOs opened 96 new schools. We compare the newly opened schools' performance to the existing schools in all the CMOs that CSGF has supported. Figure 2.32 shows the comparison. Students enrolled in the new schools in the CSGF sphere produced large gains in reading (37 additional days of learning) and math (55 extra days) compared to their TPS peers. These new starts were dramatically stronger than the performance of the complete set of new schools (13 additional days in reading and one more day in math) reported in the NCSS3. These results, however, were significantly lower than the gains students in the continuing CMO schools had, which were 62 additional days of learning in reading and 69 additional days in math compared to their TPS peers.

Figure 2.32. Student Academic Growth in New CMO Schools, Before and After Charter School Growth Fund Support, Reading and Math



2.4.9.5. Special Analysis: CMOs and Turnaround Schools

Turnaround schools are schools that intentionally change leadership and governance in an effort to improve their effectiveness. Since 2007, billions of dollars from the federal government were funneled through Race to the Top and School Improvement Grant (SIG) programs to divert the learning trajectory of chronically low-performing schools (Corbett, 2015; Legislation, Regulations, and Guidance—School Improvement Fund, 2010). The turnaround typically takes the form of restarting the schools with a new management system (Zimmer et al., 2017). We examine the impact on student learning from a handoff of school operations in a low-performing school (either charter school or TPS) to an existing multi-school charter operator.

Two questions frame this special analysis. Where turnaround schools became part of CMOs, what is the subsequent evidence on students' academic growth? Additionally, what effect, if any, did the CMO's choice to accept a turnaround school have on the other schools in the CMO portfolio?

We are grateful to Public Impact for sharing its extensive data repository on turnaround schools across the country. From its list, we identified 12 underperforming schools with tested students who migrated to CMOs between the 2015–16 and 2017–18 school years.[14] Many others occurred prior to our data window, so their transition is not visible with our available data. With the small set of schools with timely turnarounds, we measure student performance before and after the school is moved to management by a CMO.

14 Two of the 12 schools became the third school operated by their new organization, meeting the minimum criteria for CMO inclusion in this study of three schools.

Figures 2.33 and 2.34 compare turnaround schools' pre- and post turn-around student academic growth. Growth is measured at two points: the academic growth period before CMO takeover and the subsequent period. Before the transfer, students in turnaround schools had 21 fewer days of growth in reading and 35 fewer days in math than their TPS peers. The small number of cases helps to explain why these results were not statistically different from the experience of TPS students. After joining their respective CMOs, average student performance improved compared to their TPS peers: students enrolled after the turn-around were observed to have 21 more days of learning in reading and 38 more days in math. The fact that learning was on par with TPS—i.e., that the difference was not statistically significant—can be viewed as a positive. Even if the learning only rose to equal TPS progress, movement occurred in the right direction.

However, these comparisons at each point only tell part of the story. The change in growth for the turnaround schools over time was statistically significant: student learning increased by 42 days for reading and 73 days for math.[15] These changes appear for "all students" in Figures 2.33 and 2.34.

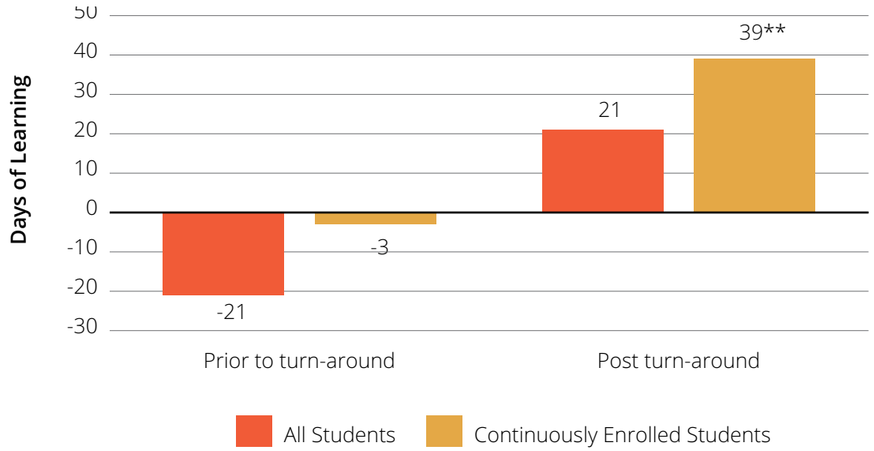
To thoroughly test the strength of improvement, however, we need to consider whether the observed positive academic growth stems from churn in student enrollment after the transfer. Some families may not have supported the newly reconstituted school and moved to other public schools. Some may have read the transfer as a signal of serious failure and left the system entirely. Alternatively, the CMO might have had a waitlist of students wanting to enroll who joined the school after the turn-around. Any of these factors could elevate the post-turnaround results.

As a robustness check, we redo the analysis, only including the students enrolled in the same turnaround school before and after the transfer. These are the students most in need of turnaround efforts. In Figures 2.33 and 2.34, we contrast the academic growth of the continuously enrolled students to the full set of enrolled students in the turnaround before and after the transfer. For students who remained enrolled (that is, continuously enrolled) before and after the transition, we can see 42 days of learning gains in reading between the two periods of transition and 113 days of learning gains in math. The growth we observe for "all students" in the pre-and post-turnaround periods occurs for different sets of students. In the "pre" period, the value includes students who left the school before the CMO took over; the "post" period value includes students who were newly enrolled in the school.

The question of the spillover impact of adding a turnaround school to a CMO's portfolio is more straightforward. Looking only at the CMO schools that existed before the transfer, Figure 2.35 shows that compared to their TPS peers, the academic growth for students prior to the addition of the turnaround school is positive and statistically significant at 39 additional days of learning in reading and 28 more days in math. After the turnaround school joined the CMO, academic growth in the pre-existing portfolio declined by 12 days of learning in reading but remains positive and statistically significant at 27 more days of learning compared to their TPS peers. In math, student academic learning increases by three days to 31 days of learning. Between the two periods, neither the change in reading gains nor the change in math gains is statistically significant. These results indicate that adopting turnaround schools is not injurious to the performance of the rest of the CMO portfolio.

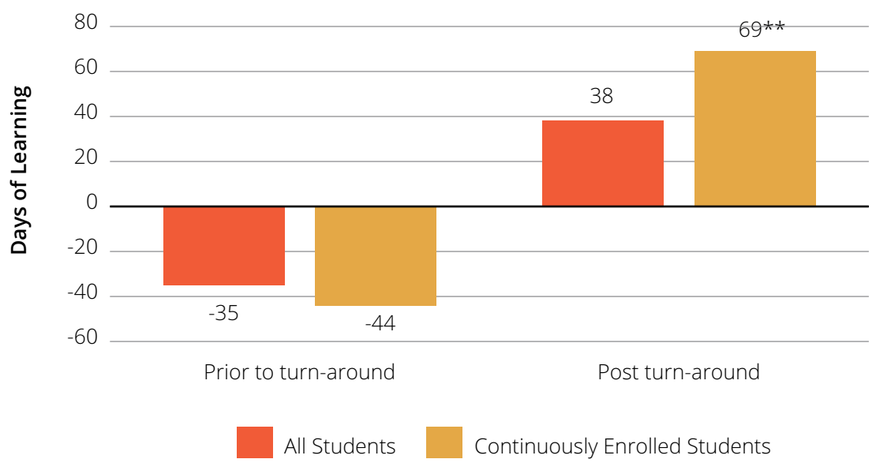
15 The pre-, post-turn difference was statistically significant at the 5 percent level in reading and the 10 percent level in math.

Figure 2.33. Academic Growth in Turnaround Schools: All Students vs. Continuously Enrolled Students, Reading



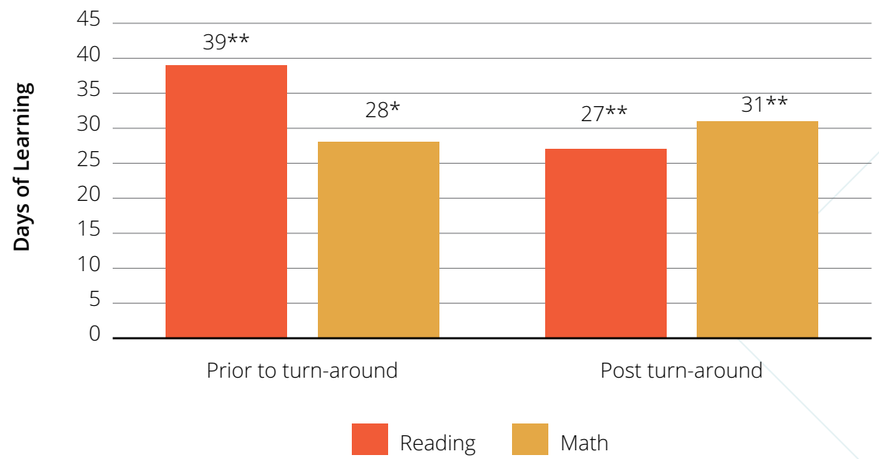
* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.34. Academic Growth in Turnaround Schools: All Students vs. Continuously Enrolled Students, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.35. Impact of Acquiring Turnaround Schools on Other Schools in CMO Networks



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.6. Comparison of Average Academic Growth of Charter Schools and Their Local TPS

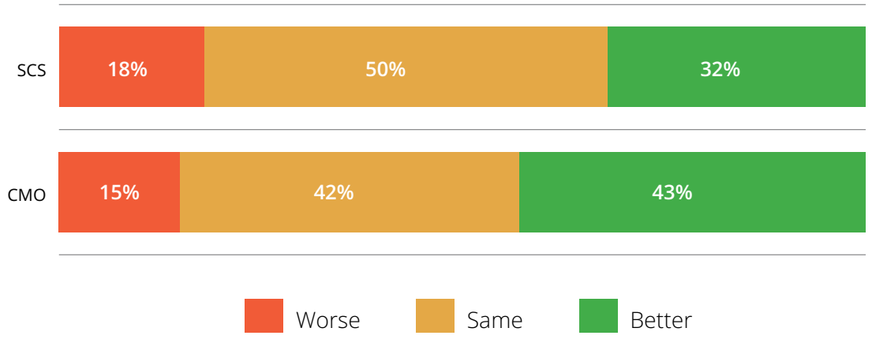
In this section, we examine school-level performance to assess the effectiveness of schools by charter group. The evidence presented in the prior sections showing a positive impact on student academic performance displays the average growth, which is the correct way to gauge the impact of each type of school.

However, this does not mean that all CMO-affiliated or stand-alone charter schools perform better than their TPS counterparts. For each type of charter school, we identify the proportion of schools that perform better, the same and worse than their TPS comparison group. The approach mirrors prior studies and the companion CSP31. However, the reader should be aware that the values for CMO schools and SCS will not necessarily sum to the totals in the CSP31 report due to the exclusion of several states from this CMO analysis.

Figure 2.36 presents the comparisons for reading. The analysis shows that 42 percent of CMO-affiliated charter schools have statistically significantly greater reading gains than their TPS peers. In comparison, 15 percent have statistically significantly smaller academic growth than their TPS peers. Forty-three percent of the remaining schools advance their students in reading similarly to their TPS counterparts. When considering the relative performance of stand-alone charter schools, the results in Figure 2.36 show that 32 percent of these schools have statistically significantly greater gains in reading than their TPS alternatives. We find that 18 percent of stand-alone charter schools have reading gains that are statistically significantly smaller than their local TPS. The remaining 50 percent of stand-alone charter schools have no difference in

reading gains compared to local TPS. The graphs make clear that for reading, the CMO advantage compared to stand-alone charter schools applies top to bottom: larger shares of CMO schools are stronger performing than their local TPS and smaller shares are on par or posting smaller gains.

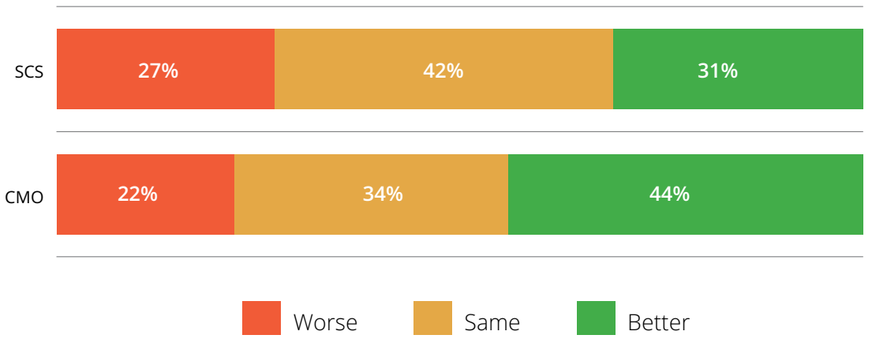
Figure 2.36. School Comparisons of Charter School vs. Local TPS Average Academic Growth by Charter School Type, Reading



In terms of math results, the difference between CMO schools and independent charter schools is much more notable. As Figure 2.37 displays, 44 percent of CMO schools have statistically significantly larger academic gains in math, 22 percent have statistically significantly smaller learning gains and 34 percent are not markedly different from the TPS alternatives.

The results for stand-alone charter schools in math run parallel to their reading results. Figure 2.37 shows that 31 percent of stand-alone charter schools have statistically better gains than TPS. The proportion with statistically significantly smaller math gains than TPS is 27 percent in math. Of the rest of the stand-alone charter schools, 42 percent demonstrate equivalent academic gains as their local TPS.

Figure 2.37. School Comparisons of Charter School vs. Local TPS Average Academic Growth by Charter School Type, Math



One final note about these results: For CMO schools and stand-alone alike, the share of schools with stronger learning impacts is larger, and the share of schools with less academic progress is smaller than seen before in any of CREDO's studies. In both spheres of charter schools, the record of performance is improved.

These results are encouraging but require a note of caution in interpretation. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal where in the range of absolute achievement the difference occurs. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to result ultimately in constructive long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag their community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the full picture of charter school performance.

2.4.9.7. The Relationship of Academic Growth and Achievement

Student academic growth measures how much students advance their learning in a year, and student achievement measures the stock of their knowledge at the end of the year. In this section, we integrate the findings about growth and achievement to show comprehensively the results that charter schools deliver for their students.

We need both dimensions of student performance to situate charter schools both in their local community contexts and within the larger K-12 mission of preparing students with knowledge and skills for future success. Importantly, considering growth and achievement simultaneously also gives us a basis for making predictive statements about how charter schools are likely to support their students in the future.

To ground this presentation, it is useful to consider four basic categories of school performance. This construct applies to all schools: CMO-affiliate charter schools, stand-alone charter schools, district schools and others.

We can classify any school based on whether and by how much its average academic progress in a year compares to the other TPS options. Schools that do not advance student learning as much as the comparison are considered "low growth." Those that exceed the local standard are deemed "high growth." These differences can be mapped on a continuum from "very low growth" to "very high growth." We use the growth of the local TPS alternative as the standard in this demonstration.

Looking at absolute achievement—the measure of what students know at the end of a school year—we use the achievement scores that students get on state performance tests as a measure of achievement and place schools along that distribution based on school-wide averages. Schools that mirror the state average are designated "50th percentile."[16] Schools with an average performance at lower (or higher) points of the achievement range are situated below (above) the average; we use the 25th percentile and the 75th percentile as additional reference points.[17]

16 The 50th percentile is the point value in a range of scores—in this case, achievement for each state—that splits all the scores so that 50 percent are above and 50 percent are below the point.

17 The measures of achievement show student learning after enrollment in a charter school.

If we map the growth and achievement dimensions together, four groups result:

High Growth—High Achievement: schools with larger growth than their local alternative and whose students are above the state average in overall achievement

High Growth—Low Achievement: schools that exceed the growth of their local options but with overall student achievement below the state average

Low Growth—High Achievement: schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons

Low Growth—Low Achievement: schools with lower academic growth than their local alternatives and whose students' achievement is lower than the state average at the end of a school year

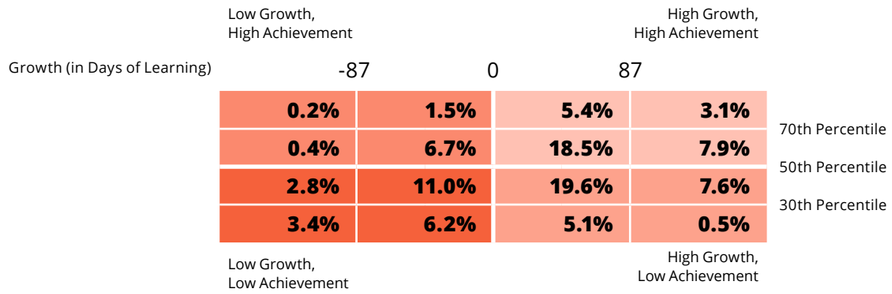
We mapped the charter schools in this study onto the structure described above using the last two years of school. (For reliability, we included only schools with 30 tested students.) We subdivided each quadrant into four smaller groups, yielding 16 cells within the map. The results appear in Figures 2.38 and 2.39 for reading and Figures 2.40 and 2.41 for math.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.38. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

8.8	34.9
23.4	32.8

Figure 2.38. Academic Growth and Achievement in CMO-affiliated Charter Schools, Reading

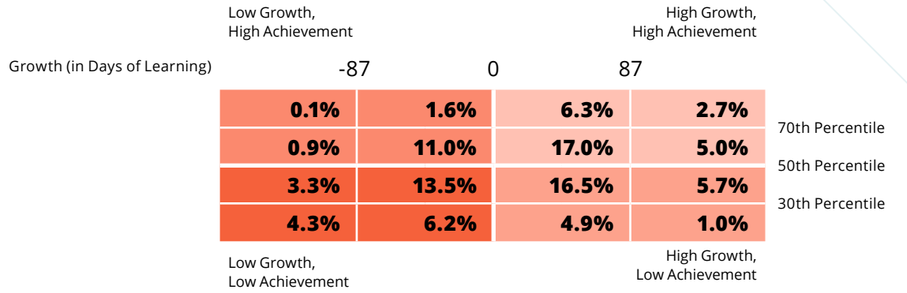


NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.39. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

13.6	31.0
27.3	28.1

Figure 2.39. Academic Growth and Achievement in Stand-alone Charter Schools, Reading



The stronger growth of CMO-affiliated schools finds a parallel in achievement patterns. As illustrated in Figure 2.38, 68 percent of CMO-affiliated charter schools have average reading growth above their comparison groups (sum of two right columns) and 32 percent below. For reading achievement, 44 percent of charter schools have average student achievement above their state's average (sum of top two rows) and 56 percent below. In Figure 2.39, the chart shows 59 percent of students enrolled in stand-alone charter schools show stronger growth than their TPS comparisons in reading, with 41 percent of schools having weaker growth. Fifty-five percent of students in SCS had average student achievement below their state's average, and 45 percent of charter schools had an above-average performance.

Schools in the High Growth—High Achievement quadrant of Figure 2.38 can expect to remain in that part of the map if their reading growth continues at the current pace. Thirty-five percent of CMO-affiliated charter schools and 31 percent of stand-alone charters appear in this quadrant. There is no meaningful difference between the two types of charters in creating outstanding academic results. At current levels of performance, these schools will likely increase their students' achievement levels over time. The gap-busting schools and networks reside in this quadrant. Of particular interest is the subset of High Growth—High Achievement schools that advance students of any academic background to high levels of achievement; their operations and practices could help inform improvements in lower-performing charter and traditional schools.

Schools in the Low Growth–High Achievement quadrant can expect to drift downward in the achievement ratings if they maintain their current pace of growth since other schools with higher growth rates will eventually surpass them. Nine percent of CMO charter schools and 14 percent of stand-alone charter schools sit in this quadrant. Since student achievement in these schools is above state averages, the impact of lower growth may not be as concerning as for students at lower levels of achievement. Since many of the schools in this quadrant are close to average in both growth and achievement, modest improvements in student learning each year could move those schools into the upper right quadrant.

The remaining charter schools are situated in the lower two quadrants with achievement below the state average. For CMO charters, this amounts to 56 percent; for stand-alone charters, 55 percent are below the state average. This is consistent with the earlier findings that charter schools enroll both a larger share of lower-decile students and a smaller share of high-decile achievers Their position and prospects are distinguished by their students' growth.

The High Growth—Low Achievement quadrant displays the results for 33 percent of all CMO charter schools and 28 percent of stand-alone charter schools. Though these schools serve students with current achievement weaker than the average in their states, they have demonstrated success with students of modest or challenged academic backgrounds. With higher-than-average yearly growth, their students will elevate their achievement over time. In theory, given enough time, the students in the lower right quadrant would move up to the upper right quadrant.

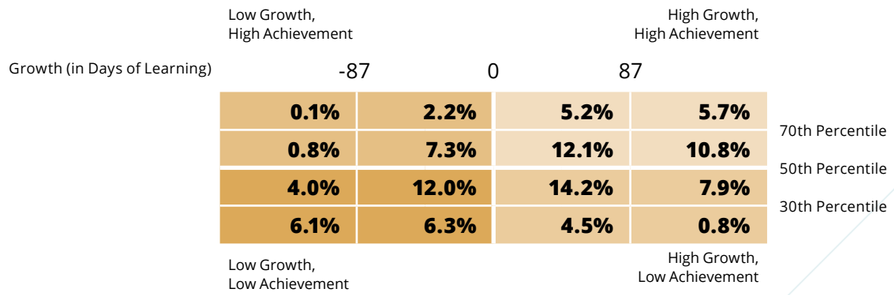
The share of schools in the **Low Growth—Low Achievement** quadrant is of greatest concern. These schools serve academically challenged students and produce weaker growth than their TPS comparisons. The proportions of schools in this quadrant are similar for the two types of charter schools. For CMO charter schools, the performance of 23 percent of schools maps to this quadrant. For stand-alone charter schools, the share is 27 percent. Given the substantial difference in average growth in reading between CMO-affiliated and stand-alone charter schools, it is surprising to see the proportions in this quadrant be so similar. Should the performance of these schools remain unchanged, their students will drift further behind over time, even if all the other schools on the map remain stable. Increases in growth are within reach for many of these schools, which would migrate them to the lower right area. Especially concerning at the moment are outcomes for the students attending schools in the cell with the lowest growth and achievement. This group represents charter schools in need of immediate attention.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.40. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

10.4	33.8
28.4	27.4

Figure 2.40. Academic Growth and Achievement in CMO-affiliated Charter Schools, Math

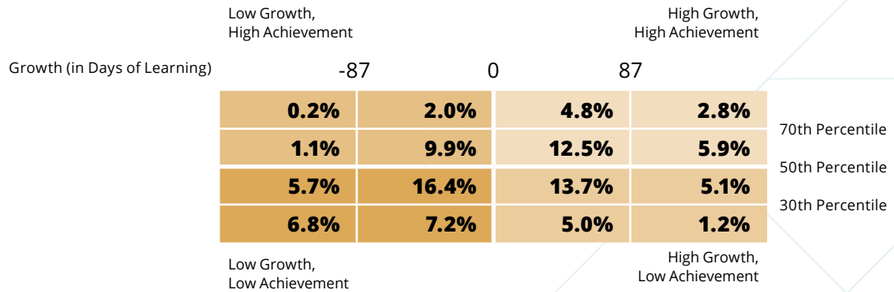


NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.41. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

13.2	26.0
36.1	25.0

Figure 2.41. Academic Growth and Achievement in Stand-alone Charter Schools, Math



The inferences for math are the same as for reading, albeit with different percentages (Figures 2.40 and 2.41). In 61 percent of CMO schools, their growth outpaced their TPS comparisons, with 39 percent having weaker growth. Forty-four percent of CMO-affiliated charter schools had average student achievement larger than their state's average. Fifty-six percent of CMO charter schools had a below-average performance.

Regarding math performance in stand-alone charter schools, about 51 percent of schools show stronger growth than their TPS comparisons, with 49 percent having weaker growth. Thirty-nine percent of stand-alone charter schools had average student achievement above their state's average; 61 percent of stand-alone charter schools had average achievement below their state averages. The data indicates that, similar to the CMO charters, stand-alone charters tend to serve lower-performing students but grow them more than their TPS peers.

The High Growth—High Achievement quadrants contain 34 percent of CMO charter schools, a slightly smaller share than appeared for reading. Among stand-alone charters, the share was 26 percent. Maintaining the current pace of growth would result in these schools moving higher in the achievement range.

The High Growth—Low Achievement quadrant in the lower right reflects schools that deliver stronger growth to below average achieving students. This quadrant contains 26 percent of all CMO charter schools and 25 percent of all stand-alone charter schools. Both proportions are smaller than occurred in the same reading quadrant. Their students will move higher in the achievement range if these schools maintain or improve their growth.

Ten percent of CMO-affiliated charter schools land in the **Low Growth—High Achievement** quadrant in the upper left, schools with high average achievement but below average growth. Thirteen percent of stand-alone charter schools appear in the same quadrant. The majority of schools in this quadrant could either move down into the lower achievement quadrant if they remain static or move to the High Growth—High Achievement area with improved growth.

The left-hand-side lower quadrant, representing **Low Growth—Low Achievement**, contains 28 percent of CMO charter schools and 36 percent of stand-alone charter schools. The CMO-affiliated percentage is substantially smaller than for stand-alone charter schools. This is a noticeably larger share of CMO and stand-alone schools than in the analogous quadrant for reading. The greatest worry is the schools situated in the lowest performing cell. They offer the weakest growth to students with constantly low achievement levels.

2.4.9.8. Gap-Closing CMOs

In the companion report, CSP31, we highlight the dramatic performance of thousands of charter schools with outstanding progress for minority and poverty students. These "gap-busting schools" show that disparate student outcomes are not a foregone conclusion: people and resources can be organized to eliminate these disparities. The fact that thousands of schools have done so removes any doubt.

How do we know these results are not simply the fortunate alignment of events at these individual schools? Is there evidence that the practice can be systematic? We looked at CMOs' impacts on growth for minorities and students in poverty compared to their White student counterparts.

Table 2.4. CMOs with Above Average Achievement Portfolios and Equitable Learning, Reading

CMOs where:	Number	Percentage
Black outperforms White	65	**18%**
Hispanic outperforms White	95	**26%**
Lunch outperforms no-lunch	122	**33%**
ELL outperforms non-ELL	128	**35%**
Total	368	❑

Note: ❑ Percentages do not sum to 100% since a CMO could be included in multiple rows.

Table 2.5. CMOs with Above Average Achievement Portfolios and Equitable Learning, Math

CMOs where:	Number	Percentage
Black outperforms White	51	**14%**
Hispanic outperforms White	72	**20%**
Lunch outperforms no-lunch	97	**26%**
ELL outperforms non-ELL	115	**31%**
Total	368	❑

Note: ❑ Percentages do not sum to 100% since a CMO could be included in multiple rows.

Tables 2.4 and 2.5 present the numbers of CMOs with student achievement that exceeded the state average ("High Achievement") and in whose schools Black and Hispanic students had learning gains on par or better than the White students. The tables also present the number of CMOs with students in poverty making larger gains than their non-poverty peers or English-language learners who outpace their non-ELL classmates.[18]

The importance of these findings is obvious: when dozens of schools and networks can prevent differences in learning across student groups while also delivering learning above their state averages, they are forestalling and even reversing the achievement gap that has persisted for decades in our country. The discovery that this is prevalent in numerous CMOs suggests that these entities have found a way to implement and disseminate this transformative knowledge on a large scale.

18 CMOs that are included in the results of Tables 2.4 and 2.5 are flagged in Appendix A.

Appendix

Appendix A. Average Annual Academic Growth of CMOs and Networks, Reading and Math

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
A+ Charter Schools, Inc.	-0.063	**		-0.040		
Academics Plus	0.040			0.023		
Academy of Academic Excellence	-0.347	**		-0.485	**	
Academy of Mathematics and Science, Inc.	0.058	*		0.085	**	✓
Academy of Tucson	0.059	**	✓	-0.052		
ACCEL Schools	-0.006			-0.014		
Accelerated Intermediate Academy	0.129	**		0.205	**	
Accelerated School, The	0.062		✓	-0.011		
ACE public charter schools	0.001		✓	0.102	**	✓
Acero schools	-0.025			0.031		
Achievement First NY	0.114	**	✓	0.253	**	✓
Achievement First RI	0.189		✓	0.270		✓
Albert Einstein Academies	-0.101	**		-0.056		
Algiers Charter School Assoc.	-0.145	**		-0.054	*	
Alliance for College-Ready Public Schools	0.185	**	✓	0.167	**	✓
Alpha Public Schools	0.055	**	✓	0.108	**	✓
Alta Public Schools	-0.181	**		-0.178	**	
Altus Institute Network of Charter Schools	-0.044			-0.032		
America CAN!	-0.229	**		0.036		✓
American Indian Public Charter School	0.124	**	✓	0.189	**	✓
American Leadership Academy Inc.	-0.030			-0.001		
American Paradigm	0.013		✓	0.038		✓
American Preparatory schools	0.040	**	✓	0.060	**	✓
American Promise Schools (now known as Promise Schools)	0.041		✓	0.014		✓
American Quality Schools	0.011		✓	-0.049		
AmeriSchools (Ideabanc, Inc.) (The Charter Foundation, Inc.)	0.085	**	✓	0.112	**	✓
Amethod Public Schools	0.050		✓	0.103	**	✓
Archimedean Academy	0.157	**	✓	0.242	**	✓
Arizona Agribusiness & Equine Center	0.102	**	✓	0.084	**	
Arizona Community Development Corporation	-0.062	**		0.016		
Arlington Classics Academy	0.039	**		-0.032		
Arrow Academy, Inc.	0.071		✓	0.035		
Ascend Learning	0.077	**	✓	0.209	**	✓
Ascent Academies of Utah	-0.017			-0.026		
Aspira Inc. of Illinois	-0.078	**		-0.104	**	
Aspira Inc. of Pennsylvania	-0.074	*	✓	-0.027		✓
ASPIRA of Florida, Inc.	-0.028		✓	-0.039		✓
Aspire Public Schools	0.052	**	✓	0.073	**	✓
ASU Preparatory Academy	0.047		✓	0.135	**	✓
Athlos Charter Schools	0.031		✓	-0.053		
BakerRipley-TX	-0.006		✓	0.048		
Ball Charter Schools	0.073	*	✓	0.111		✓
BASIS Schools, Inc.	0.104	**		0.094	**	
Bay Haven Charter Academy Inc.	-0.011			0.063		✓
Beginning with Children Foundation	0.007		✓	-0.019		
Ben Gamla Charter School Foundation	0.073	**	✓	0.034		✓
Benjamin Franklin Charter Schools	0.016	*		0.022		
Betty Shabazz International Charter School	0.092	**			-	
Blackstone Valley Prep Mayoral Academy	0.171	**		0.269	**	✓
Blueprint Education	-0.160	**		-0.193	**	
Bob Hope School	0.118	**	✓	0.217	**	✓
Brazos School for Inquiry & Creativity (BSIC) - Democratic Schools Research Inc.	-0.145			-0.137	**	

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Bright Star Schools	0.083		✓	0.085	**	✓
Brighter Choice Charter Schools	0.740	**			-	
Brooke Charter Schools	0.096		✓	0.126		
Burnham Wood Charter Schools	0.057	*		0.078	*	✓
CAFA, Inc.	-0.016		✓	-0.066		
California Montessori Project	-0.025	*		-0.019		
Calvin Nelms Charter Schools	-0.019			0.051		✓
Camden's Charter School Network	0.008		✓	-0.031		
Camino Nuevo	0.069	**	✓	0.078	**	✓
Capital City Public Charter School	0.002		✓	0.034		✓
Capstone Education Group	0.023		✓	0.055		✓
Career Success School District	-0.149			-0.106		
Carl C. Icahn Charter Schools	0.109	**		0.256	**	
Carmen Schools of Science & Technology	-0.055	*		0.056	**	
Carpe Diem (IN)	-0.123	**		-0.315	**	
Catalyst Schools	-0.002			0.015		
Celerity Educational Group	0.046		✓	0.095	**	✓
Celerity Schools Louisiana, Inc.	0.039	**		0.294	**	
Center City Public Charter Schools	0.027		✓	0.052		✓
Center for Academic Success	0.004		✓	0.046		✓
Cesar Chavez Academy	-0.181	**		-0.100	**	
Cesar Chavez PCS for Public Policy	0.005		✓	-0.049		
Champion Schools	0.120	**	✓	0.074	**	✓
Championship Academy of Distinction	-0.058	**	✓	-0.119		
Chandler Park Academy	-0.018			0.007		
Chicago International Charter Schools	-0.044			-0.010		
Choice Foundation	0.083			-0.036		
Christel House Academy	0.028		✓	0.049		
Citizens of the World	0.092	**	✓	0.116	**	✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
City Center for Collaborative Learning	0.002			-0.049		
City University-TN	-0.061			0.159	**	
Civitas Schools	-0.059	**		0.059	**	
Classical Academies (Colorado)	0.024			0.047		
Classical Charter Schools	0.136	**		0.291	**	✓
College Achieve Public Schools	-0.091			-0.084		
Collegiate Academies	-0.138	**		0.113	**	
Colorado Early College	0.045	*		0.099	**	
Community Day	0.230	**	✓	0.265	**	✓
Community School for Apprenticeship Learning	-0.068			-0.028		
Compass Charter Schools	-0.124	**		-0.291	**	
Concept Schools	0.047		✓	0.075	*	✓
Confluence Academies	-0.054			-0.047		
Coral Education Corporation	-0.013			0.034		
CORE Butte	-0.092			-0.078		
Cornerstone Charter Schools	0.081	*		0.097	*	✓
Crescent City Schools	0.071	**	✓	0.050		✓
Cumberland Academy Schools	-0.031	**		-0.032		✓
Da Vinci Charter Schools	0.062			0.165	**	✓
Daisy Education Corporation (DEC) (now Sonoran Schools)	0.076	**	✓	0.100	**	✓
DC Prep Charter Schools	0.073	**		0.228	**	
Delta Charter Schools	-0.133	**		-0.040		✓
Democracy Prep Public Schools	0.045		✓	0.147	**	✓
Denver School of Science and Technology Public Schools	0.083	*	✓	0.170	**	
Distinctive Schools	-0.008			-0.016		
Doral Academy	0.104	**	✓	0.122	**	✓
Downtown College Prep Charter Schools	-0.165	**		-0.189	**	
E.L. Haynes Public Charter Schools	-0.019			0.058		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
e-Institute	-0.119	**	✓	0.008		
ECI Academy	-0.027			-0.072		
Edkey Schools	-0.058	**		-0.071	**	
Education for Change	0.099		✓	0.172	**	✓
Einstein Schools (New Orleans)	0.041	*	✓	-0.022		
Energized for Excellence	0.114	*	✓	0.357	**	✓
Environmental Charter Schools	0.084		✓	0.079		✓
Envision Schools	0.115	**	✓	0.034		✓
Equitas Academy	0.063		✓	0.156	**	✓
Espiritu Community Development Corp.	0.011			-0.076		
eStem Public Charter Schools	0.107	**	✓	0.059		✓
Evolution Academy	-0.430	**		-0.348	**	
Excel Academy (TX)	-0.335	**		-0.452	**	
Excellence Community Schools Inc.	0.020	**		0.178	**	✓
Explore Schools Inc.	0.037	*	✓	0.136	**	✓
Faith Family Academy Charters	-0.185			-0.172	**	
Fenton Charter Public Schools	0.062	*	✓	0.116	**	✓
FirstLine Schools (formerly Middle School Advocates, Inc.)	0.033	*		0.109	**	✓
Five Keys Public Schools	-0.055	**			-	
Family Life Academy Charter Schools (FLACS)	0.028			0.110	**	✓
Foundation for Behavioral Resources	0.012		✓	-0.007		
Founders Classical Academy	0.023	**		-0.046	*	
Franklin Academies	0.016		✓	0.028		✓
Freedom Preparatory Academy	0.065		✓	0.154	**	
Freire Schools	0.185	**	✓	0.282	**	✓
Friendship Schools	-0.001			0.134	**	
Frontier Schools	0.049		✓	0.104	**	✓
Gateway Community Charters	-0.020			-0.043		

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
GEO Foundation	0.023		✓	0.058	*	✓
Gestalt Community Schools	0.008			-0.016		
Global Education Collaborative	0.056	**		0.076		✓
Golden Rule Charter Schools	0.088	**		0.165	**	
Goodwill Education Initiatives (Goodwill Excel Center)	-0.132			-0.074		
Great Hearts Academies	0.029	**		0.043	**	
Great Oaks Foundation	0.062		✓	0.123	*	✓
Green Apple School Management, LLC	-0.009		✓	0.048		✓
Green Dot Public Schools	0.012		✓	0.011		✓
Guadalupe Centers	-0.028			-0.029		
Gulf Coast Council of Raza	0.044	**		-0.236	**	
Haas Hall Academy	0.209	**	✓	0.346	**	✓
Harmony Schools (Cosmos Foundation, Inc.)	0.061	**	✓	0.126	**	✓
Harvest Network of Schools	0.065	**	✓	0.019		✓
Harvest Power Community Development	-0.042	**	✓	-0.013		✓
Hebrew Public	0.077		✓	0.059	**	✓
Heritage Academy	0.106	**	✓	0.160		✓
Heritage Academy AZ	0.008			-0.167	**	
Hiawatha Academies	0.014		✓	0.052		✓
Hickman Community Charter District	0.037	*	✓	0.052		✓
High Tech High CA	-0.012			-0.022		
Hogan Preparatory Schools	-0.020			-0.037		
Honors Academy	-0.091	**			-	
Hope Online	-0.116	**	✓	-0.077		✓
Houston Gateway Academy	0.150	**	✓	0.364	**	✓
Humanities and Sciences Academy of the United States, Inc.	0.085	*	✓	0.047		
I CAN Schools	-0.160	**		-0.368	**	
IDEA Public Schools	0.145	**	✓	0.130	**	✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
iLEAD Charter Schools	-0.047		✓	-0.095	**	
iLearn Schools	-0.034	**	✓	-0.003		
Imagine Schools	-0.016		✓	0.001		
Influence 1 Foundation	-0.009			-0.097	**	
Ingenium Schools	-0.112	**		-0.054		
Inner City Education Foundation (ICEF)	-0.004		✓	-0.016		✓
Innovative Education Management	-0.079	*		-0.101	**	
Innovative Teaching Solutions	-0.057			-0.004		
Inspire charter schools	-0.146	**		-0.245	**	
InspireNOLA Charter Schools	-0.001			0.166	**	✓
IntelliSchool Charter High Schools	-0.177	*		0.183	**	
International Leadership of Texas (ILT)	0.005			-0.033		
iSchool High	-0.030			-0.318	**	
James Irwin Charter Schools (CO)	-0.016			0.055		
Jefferson Chamber Foundation Academy (JCFA)	-0.116	**			-	
John Adams Academies	0.002			-0.010		
John H. Wood Jr. Public Charter District	-0.116			-0.371	**	
Jubilee Academic Center, Inc.	-0.068	**		-0.156	**	
K12 curriculum only (Virtual)	-0.067			-0.119	*	
K12, Inc.	-0.138	**		-0.201	**	
Kaleidoscope Charter Schools	0.055		✓	0.105		
Kid's Community College	-0.067	*		-0.163	**	
King-Chavez	-0.022		✓	0.010		✓
Kingman Academy of Learning	-0.010			0.024	*	
Kingsburg Elementary Charter School District	0.043	**	✓	-0.011	**	✓
KIPP Austin	0.110	**	✓	0.044		✓
KIPP Bay Area	0.122	**	✓	0.137	**	✓
KIPP Chicago	0.132	**	✓	0.203	**	✓
KIPP Colorado	0.061		✓	0.084		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
KIPP Dallas-Fort Worth	-0.005		✓	0.029		✓
KIPP DC	0.063	**	✓	0.144	**	
KIPP Delta	0.003			-0.038		
KIPP Eastern North Carolina	0.026	*	✓	0.005		✓
KIPP Houston	0.095	**	✓	0.050	*	
KIPP Memphis	-0.056	*		-0.036		
KIPP Nashville	0.143	**	✓	0.321	**	✓
KIPP National	0.083	**	✓	0.111	**	✓
KIPP New Orleans	0.074	**	✓	0.051	**	
KIPP New York City	0.124	**	✓	0.238	**	✓
KIPP Philadelphia	0.023		✓	0.064		
KIPP San Antonio	0.037	*	✓	-0.016		✓
KIPP SoCal	0.110	**	✓	0.151	**	✓
KIPP St. Louis	0.092	**		0.180	**	
La Amistad Love & Learning Academy (L Lowell Byrd Memorial Education and Community Dev. Corp.)	-0.040	**			-	
LEAD Public Schools	0.055	*	✓	0.092	*	✓
Leadership Public Schools	0.309	**	✓	0.313	**	✓
Leading Edge Academy	-0.014			0.014		✓
Learn Charter School	0.094	**	✓	0.122	**	✓
Legacy Preparatory	-0.104	*		-0.199	**	
Legacy Traditional Schools	0.095	**	✓	0.092	**	✓
Leman Academy of Excellence, Inc.	0.069	**		0.019		✓
Life Schools	0.013		✓	-0.051		✓
Life Skills Centers	-0.293	*		-0.147		
Lighthouse Academies	0.016		✓	0.036		✓
Lighthouse Academy (Michigan)	-0.308	**			-	
Lincoln-Marti management services, LLC	0.148	**	✓	0.259	*	✓
Lionsgate Academy	0.044	**		-0.076	**	

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
LISA Academies	0.094	**		0.131	**	
Magnolia Science Academy (Magnolia Foundation)	0.032	*	✓	0.042		✓
Manara Academy, Inc.	0.047		✓	-0.169	**	
Mastery Charter Schools	0.080	**	✓	0.088	**	✓
Mastery Learning Institute (Arthur Academy)	0.184	**	✓	0.095		✓
Match Charter Public School	0.093	**		0.214	**	
Matchbox Learning	-0.072		✓	-0.114	**	
Mater Academy of Nevada, Inc.	0.215	**		0.243	**	
Mater Academy, Inc.	0.055	**	✓	0.062		✓
Mavericks in Education, LLC	-0.122	**	✓	-0.244	**	
McKeel Academies	-0.004		✓	0.024		✓
Memphis Business Academy	-0.025			-0.038		
Memphis Scholars	-0.090	**		-0.129	*	
Milwaukee College Prep	0.189	**		0.184	**	
Minnesota Internship Center	-0.213				-	
Minnesota Transition Schools (MTS)	-0.038		✓	-0.009		✓
Muskegon Heights Public School Academy	-0.202	**		-0.218	**	
MYcroSchool	-0.185	**		-0.424	**	
National Heritage Academies	0.079	**	✓	0.120	**	✓
National University Academy	0.054	**		-0.013	**	✓
Natomas Pacific Pathways Prep	0.027		✓	0.015		✓
New America Schools	-0.269	**		-0.181	**	
New Beginnings Schools Foundation	-0.071			-0.022		
New Orleans College Prep Academies	-0.122	**		-0.086		
New Paradigm for Education	0.199	**	✓	0.187	**	
New Tech Network	-0.020			0.021		
New Technology Foundation	-0.017			0.036		
New Visions for Public School	0.226	**	✓	0.021		

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Newman International Academy	-0.002			-0.067		
Noble Network of Charter Schools	0.148	**	✓	0.291	**	✓
North Texas Collegiate Academy	-0.039			-0.074		
NorthStar Academies	-0.527	**			-	
Nova Academy	0.087	**	✓	0.052	*	✓
Oasis Charter Schools	-0.017		✓	0.000		✓
Ombudsman Educational Services, Ltd., a subsidiary of Educational Services of America	-0.397	**		-0.360	**	
Open Sky Education	-0.018	*	✓	-0.006		✓
Opportunities for Learning	-0.108	**		-0.165	**	
Options for Youth	-0.119	**		-0.184	**	
Orenda Education-TX	0.014			-0.019		
Oxford Preparatory Academies	0.134	**	✓	0.212	**	✓
Pacific Charter Institute	-0.098	**		-0.100	**	
Panola Schools	-0.125	**		-0.337	**	
Para Los Ninos	-0.061		✓	-0.090		
Parnassus Preparatory	0.028			0.067	*	
Partnerships for Uplifting Communities (PUC)	0.041		✓	0.090	**	✓
Performance Academies (formerly EdVantages Academies)	-0.056		✓	-0.074		
Perspectives Charter Schools	0.031	*	✓	-0.021		
Phalen Leadership Academy - IN Inc.	0.006			-0.003		
Pinecrest Academy	0.072	**	✓	0.097	**	✓
Pineywoods Community Academy	0.027	**	✓	0.020		✓
Pinnacle Charter Academies (SC)	-0.206			-0.125		
Pinnacle Charter School (CO)	-0.076	**		0.001		✓
Pinnacle Education, Inc.	-0.343	**		-0.358	**	
Pivot Charter School (Roads Education Organization)	-0.215	**		-0.312	**	
Plato Academy Schools	-0.021		✓	-0.007		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Pointe Schools	-0.070	**		-0.148	**	
Pontiac Academy for Excellence	-0.065	*		-0.047		
Por Vida, Inc.	-0.172	**		-0.114		
Portable Practical Educational Preparation Training for Employment Centers (PPEP § Affiliates)	-0.297	**		-0.065		
Prairie Seeds Academy	-0.087		✓	-0.144	**	✓
Premier High Schools	-0.108	**		-0.238	**	
PrepNet LLC	-0.176	**		-0.102	**	
Priority Charter Schools	-0.058	**		-0.037	*	✓
Propel Schools	0.073	**	✓	0.049	*	
Public Preparatory Network, Inc.	0.100	**	✓	0.116	**	✓
Quest Middle Schools	0.006			-0.029		
Rapoport Academy Public School (East Waco Innovative School Development Inc.)	-0.046			-0.060		
Raul Yzaguirre School for Success	0.050		✓	0.129		✓
ReGeneration Schools	0.174	**		0.150	**	✓
Renaissance Charter School, Inc.	0.023		✓	0.009		✓
ReNew Schools	-0.036			-0.015		
RePublic Charter Schools	0.064		✓	0.096		✓
ResponsiveEd Classical Academies	0.058	**	✓	0.053		✓
Richard Milburn Academies	-0.403	**		-0.475	**	
River City Science Academy	0.011		✓	0.048	**	✓
Rocketship Education	0.166	**	✓	0.239	**	✓
Rocklin Academies	0.024	**		0.051	**	
Rocky Mountain Prep	0.075	*		0.331	**	✓
Roger Bacon	0.051	**	✓	0.048	**	✓
Rose Management Group	-0.134			0.126		
Scholar Academies	0.121	*	✓	0.027		
School of Excellence in Education (SEE)	-0.027		✓	-0.044		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
School of Science and Technology	0.054	*	✓	0.104	*	✓
Seeds of Health Inc.	-0.040			0.039		
SER-Ninos, Inc.	0.023		✓	0.160	**	
Shekinah Learning Institute, Inc.	-0.037		✓	0.017		✓
Sherman Thomas Public Charter Schools	-0.090			0.096		
Skyline Schools, Inc.	-0.198	**		-0.120	**	
Somerset Academy	0.021		✓	0.033		✓
South Texas Education Technologies, Inc.	0.044	*	✓	0.029		✓
Southwest Schools (Educational Leadership Inc.)	-0.092	**		-0.049		
Southwest Winners Foundation, Inc.	-0.115	**		-0.147	**	✓
Springs Charter Schools (SCS)	-0.012		✓	-0.035	*	✓
St. Croix Preparatory Academy	0.135	**	✓	0.107	**	
St. Hope Public Schools	0.149	**	✓	0.193	**	✓
Strive Prep Charter Schools	-0.003		✓	0.031		
Student Alternatives Program Incorporated	-0.241	**		0.110		✓
Success Charter Network	0.185	**	✓	0.357	**	✓
Summit Academies Utah	-0.059	**		0.035		✓
Summit Academy of Schools	0.016			0.027		
Summit Public Schools	0.055			0.083	*	✓
Superior Schools Corporation	0.048	**	✓	0.054		✓
Synergy Academies	0.008			0.052		✓
TeamCFA	0.013		✓	0.000		✓
Tekoa Academy of Accelerated Studies	0.157			0.363	**	
Texas Boys Choir	0.062	**		-0.006		
Texas Education Centers (Salvaging Teens at Risk)	0.016		✓	-0.127		
Texas Leadership Public Schools	-0.091	**		-0.193	**	
The Charter Schools of Excellence	0.064		✓	0.066		✓
The Classical Academies	-0.024			0.035		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
The Foundation for Hispanic Education	-0.063	*		0.086	**	✓
The Odyssey Preparatory Academy Inc.	0.035		✓	-0.022		
The Rhodes School	-0.024	*		-0.023		
UT Tyler University Academy	0.017			-0.093		
The W.E.B. Du Bois Consortium of Charter Schools, Inc.	-0.038			-0.136	**	
Tindley Accelerated Schools	0.126	**	✓	0.223	**	✓
Tracy Learning Center	-0.084			-0.059		
Tri-Valley Learning Corporation	-0.056			-0.149	*	
Trinity Charter Schools	-0.085		✓	-0.172		
Tucson International Academy	-0.035		✓	-0.043		
Two Dimensions Preparatory Charter	0.140	**		0.042	**	
UCP Charter Schools	-0.248	**		-0.166	**	
Uncommon Schools New York City	0.034	**		0.115	**	
Uncommon Schools Newark	0.169	**	✓	0.220	**	✓
Uncommon Schools Rochester	0.138	**	✓	0.188	*	
United Schools of Indianapolis	0.012			0.046		
Universal Education Management Company	0.037		✓	0.058		✓
University Academy Missouri	0.099	**		0.160	*	
University of Chicago Charter School Corporation	-0.059	**		0.095	**	
University of Texas - University Charter School	-0.186	*		-0.295	**	
University Preparatory Academy	-0.011			0.045		
UP Education Network	-0.048	**	✓	-0.028		✓
Uplift Education	0.049	**	✓	0.046		✓
Urban Prep Academies	0.032		✓	0.014		
Value Schools	0.181	**	✓	0.176	**	
Vanguard Academy, Inc.	0.112	**		0.091	**	✓
Vanguard CO	0.072			0.109	**	
The Varnett Public Schools	-0.006			0.049		✓
Vista Academies	-0.089	**		-0.140	**	
Voices College-Bound Language Academies	0.076	**		0.135	**	
Wayside Schools	-0.080	**		-0.129	*	
Widening Advancements for Youth	-0.531	**				
Winfree Academy Charter School	-0.341	**		-0.653		
YES Prep Public Schools	0.089	**		0.175		✓
Youth Connections Charter Schools	-0.197	**		-0.279		
Zoe Learning Academy, Inc.	-0.043			-0.039		

* Significant at the 0.05 level, ** Significant at the 0.01 level; The & symbols in GB column indicates the "gap-busting" CMOs described in section 2.4.9.8.

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As a Matter of Fact:

The National Charter School Study III 2023

As a Matter of Fact:
The National Charter School Study III 2023

Volume 3
Summary of Findings, Conclusions and Implications

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CREDO, the Center for Research on Education Outcomes at Stanford University, aims to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policy makers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policy makers strengthen their focus on the results of innovative programs, curricula, policies and accountability practices.

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The research presented here uses confidential data from state departments of education. The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. In addition:

- The research presented here utilizes SLDS Data from the Idaho State Board of Education (SBOE) and the Idaho State Department of Education. Any research errors are the sole responsibility of the author(s).
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The analysis and conclusions contained herein are exclusively those of the authors and are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study. All errors are attributable to the authors.

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3.1 Summary of Findings

As a Matter of Fact: The National Charter School Study III 2023 (NCSSIII) is the third national study by CREDO evaluating the academic progress of students enrolled in charter schools in the United States. The current report presents findings from 2014 to 2019, which yields four periods of year-to-year student growth as measured by state achievement tests. It includes data from 29 states plus Washington, D.C., and New York City, which for convenience we report as 31 states. In addition, because we have used a common methodology across the three studies, we can combine results into trends to support insights of the performance of students enrolled in charter schools over the past 15 years.

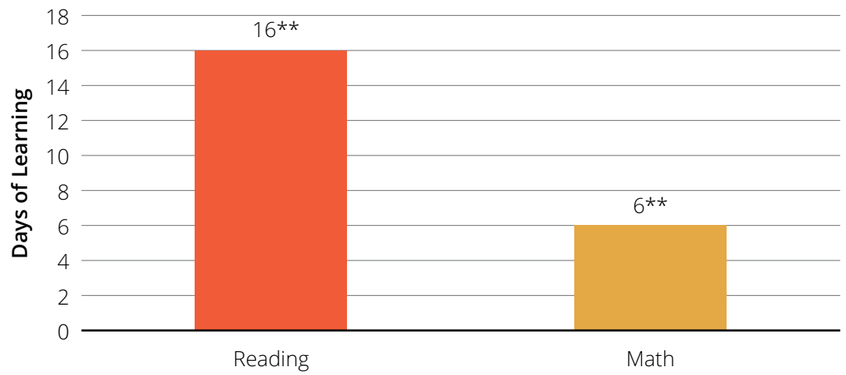
To organize the extensive body of this current research effort, CREDO separated the analysis into two parts and produced two reports: (1) *Charter School Performance in 31 States (CSP31)* and *(2) Charter Management Organization 2023 (CMO23)*. CSP31 examines the performance of the full set of charter school students and schools, while CMO23 analyzes the difference in academic growth between students attending charter schools associated with charter management organizations (CMOs) and those attending stand-alone charter schools (SCS).[1] In this volume, we integrate the Summary of Findings, Conclusions and Implications sections from both reports to ensure we present the fullest picture of performance in charter schools.

Our work deliberately focuses on a specific outcome: the annual progress that students make over an academic year. In this report, we look at students in charter schools compared to the experience they would have had in the traditional public schools (TPS) they would otherwise have attended. One notable limitation of this approach is that we have limited line of sight "under the hood" and into the role that localized environmental, regulatory and organizational factors play in individual school performance. Our contribution to the K–12 education research and practice landscape is to test fundamental questions of the effectiveness of charter schools and highlight outcomes and trends rooted in academic progress.

Looking at year-to-year academic progress from 2015 to 2019, **the typical charter school student in our national sample had reading and math gains that outpaced their peers in the traditional public schools (TPS) they otherwise would have attended.** We report these differences as marginal days of additional (or fewer) days of learning on a learning benchmark of 180 days of learning each school year for matched TPS students. In math, charter school students, on average, advanced their learning by an additional six days in a year's time, and in reading added 16 days of learning.

1 The CMO study does not include Idaho, Maryland, and Ohio.

Figure 3.1: RECAP – Annual Academic Growth of Charter School Students, Reading and Math



* Significant at the 0.05 level, ** Significant at the 0.01 level
This figure originally appears as Figure 1.7 in CSP31.

These average effects are across all students, all schools, for all time periods. There is considerable variation around these averages and this variation forms the foundation for additional analyses and findings in our two papers.

This growth represents accelerated learning gains for tens of thousands of students across the country. Each student and each school is a proof point that shows that it is possible to change the trajectory of learning for students at scale, and it is possible to dramatically accelerate growth additional students who have traditionally been underserved by traditional school systems.

3.1.1 Do All Students Benefit?

When we probe these results to determine if all students benefit, we find positive results are not only present in the aggregate, but also across student race/ethnicity groups:

- **Black and Hispanic students** in charter schools advance more than their TPS peers by large margins in both math and reading.
- **Multiracial, Native American, and White students** in charter schools show equivalent progress to their TPS peers in reading, but had weaker growth than their TPS peers in math.
- **Asian students** in charter schools showed similar growth to their TPS peers.

When we examined academic growth for special populations of students, we found that, compared with their TPS peers:

- Charter school **students in poverty** had stronger growth
- **English-language learner students** attending charter schools had stronger growth
- **Students receiving special education services** had significantly weaker growth in both math and reading on average, though CMO-affiliated students with Special Education needs have learning on par with their TPS Special Education peers.

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. In some cases the claim focus on students having more motivated parents. Another version suggests targeting behavior on the part of the school results in a student body that is better prepared academically, a practice commonly referred to as “cherry picking” or “cream skimming”. If true, the students in charter schools would show higher academic achievement at the point of enrollment. In multiple analyses, we do not see significant evidence of an undue advantage to charter schools. In fact, we find the opposite is true: charter schools enroll students who are disproportionately lower achieving than the students in their former TPS.

3.1.2 Where Is Positive Academic Growth Happening?

Deeper into our analysis, we examine where student learning gains are occurring, and find that positive and strong effects exist in charter schools that vary widely by location and configuration.

- **States** – 18 states in the NCSS3 study produced significantly stronger growth for students enrolled in their charter schools when compared with their TPS peers; in 12 states, growth was similar to TPS peers. Students attending charter schools had weaker reading growth than their TPS peers in only one state, Oregon. In 12 states, charter school students had significantly stronger growth in math than their peers in TPS. In 16 states, math growth was similar between charter students and their TPS peers. Only three states showed weaker growth for charter students compared to their peers.
- **Locale** – compared to their TPS peers, urban charter school students had 29 additional days of growth per year in reading and 28 additional days of growth in math, both of which were significant. Suburban charter school students also had stronger growth in reading (+14 days) and in math (+3 days). Rural students enrolled in charter schools had the equivalent of five additional days of learning in reading, but 10 days less growth in math than their TPS peers. These results are strongly hampered by the performance of virtual charter schools; despite having only six percent of charter school students enrolled, their impact on student progress of 58 fewer days of learning in reading and 124 fewer days in math has damaging consequences for students and exerts a outsized drag on overall national results.
- **Grade configuration** – charter schools serving elementary, middle, and high school students had statistically positive growth in both reading and math. Results for multilevel charter schools were negative in math and similar to the TPS comparison groups in reading. Seeing growth in all grade spans helps us understand that trends in the national aggregate performance are not concentrated in particular grades.

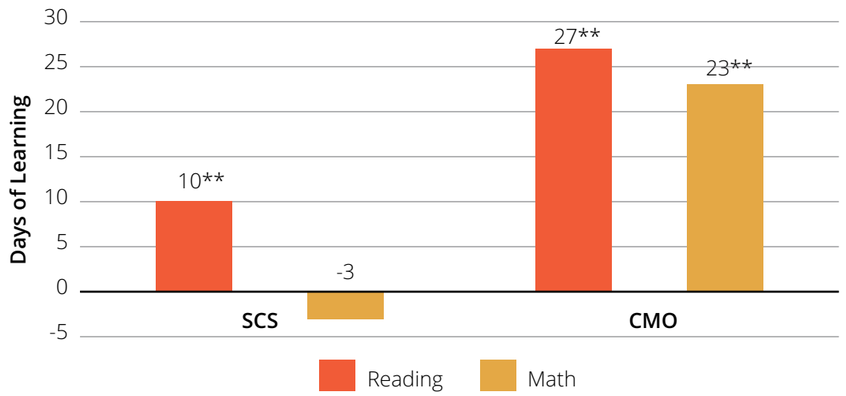
- **Continuous Enrollment** – charter students overcome an initial learning dip associated with a school change, and by their fourth year in their charter school, they show 45 days stronger growth in reading than their TPS peers and 39 additional days of learning per year in math. The longer a student stays enrolled in a charter school, the better the student's academic outcomes are.
- **School Management** – students who attend a charter school that is part of a charter management organization (CMO) experience significantly accelerated growth compared to students enrolled in stand-alone charter schools (SCS). Even so, CMO schools and SCS provide stronger learning than TPS in reading, and CMOs do so in math. CMO-affiliated students advanced by 27 additional days in reading and 23 more days in math over TPS, both of which are statistically significant. Stand-alone charter schools still grew significantly more than TPS in reading by 10 additional days of learning, but were no different in math. Given that SCS serve two-thirds of all students enrolled in charter schools, soft math performance in these schools taints the otherwise decisive results in other parts of the study.

3.1.3 What Can We Learn from CMOs?

Comprising one-quarter of the schools, but serving 37 percent of students in our national data set, Charter Management Organizations (CMOs) are producing much of the learning gains we observed for charter school students.

As with our national top-line results, we find robust results for CMOs when we grouped their students by race/ethnicity, special populations, where the CMOs are located, grade spans of the schools in the network and how long a student enrolls in the school. As with all schools, there is a range of performance for CMOs, and we share their student impacts in Appendix A.

Figure 3.2: RECAP – Annual Academic Growth of Charter School Students by Charter School Type, Reading and Math



** Significant at $p \leq 0.01$
This figure originally appears as Figure 2.3 in CMO23.

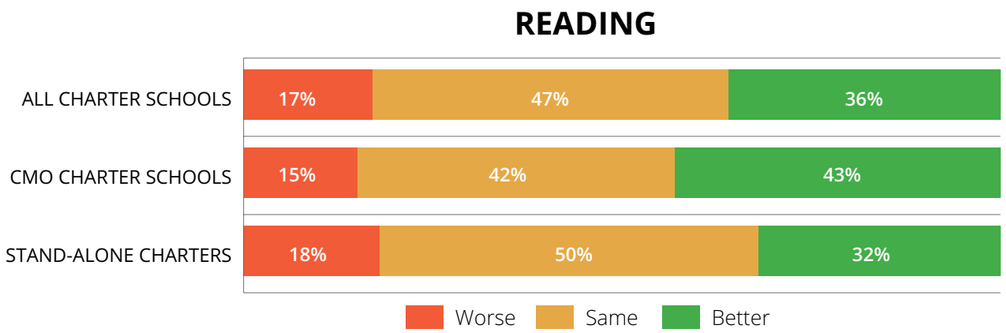
Our analysis uncovered additional ways that CMOs are returning more positive, and often gap-busting, results:

- **New CMOs and new schools in existing CMOs** open with strong results, in both cases delivering stronger average gains for their students than their local TPS. The student gains in new CMOs are not as strong initially as that of their older CMO peers. New schools started by mature CMOs deliver positive gains in their early years that were none the less smaller than the older CMO schools.
- **Size or age of a CMO does not relate to their quality**—which means some CMOs are growing poorly performing networks of schools.
- **Clustering of CMOs' schools within a single state** returns significantly more days of learning for their students than in CMOs that operate schools in more than one state.
- **CMOs that took on "turn-around" schools**, absorbing those schools into their portfolios, positively impacted results for students who remained enrolled in the turn-around school. In addition, the balance of the CMO portfolio did not experience a downturn in student learning.
- **The Charter School Growth Fund** serves as a case study of charter school growth accelerators. CMOs that the Growth Fund chooses to support have dramatically larger pre-funding learning gains than other CMOs. The schools that existed at the time of selection remain strong. New CMO schools also open with dramatically larger learning gains in both subjects judged against their TPS comparisons.
- **Excellence at Scale** puts dozens of CMOs at the forefront of efforts to provide education that is both equitable and effective in moving student achievement to give their students full preparation for their next steps.

3.1.4 Variations in Charter School Performance

In our reports, we analyze school-level performance, in addition to student-level performance, continuing to report on growth as the outcome variable. Not every charter school provides quality academic programming or an effective learning environment for students. Across all charter schools in our study, 36 percent have greater growth, 47 percent have equivalent growth and 17 percent have lower growth relative to their local TPS. CMO-affiliated charter schools display stronger performance, with 43 percent having greater growth, 42 percent having equivalent growth, and 15 percent having lower growth in comparison to their local TPS. Stand-alone charter schools have slightly more moderate results.

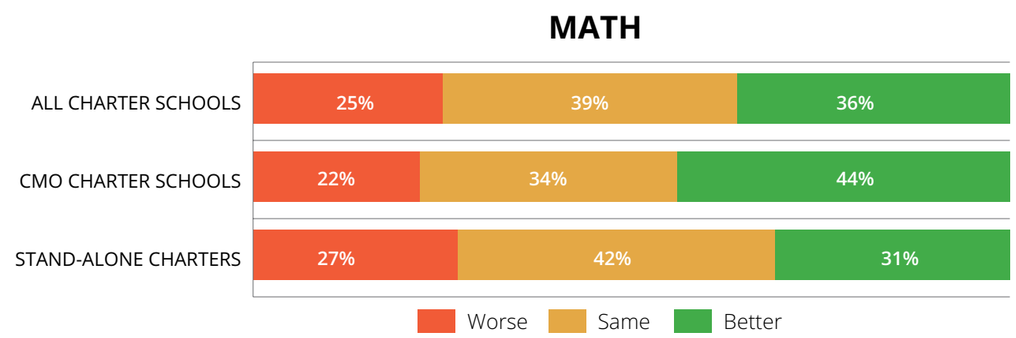
Figure 3.3: RECAP – Academic Growth of Charter Schools Compared to Their Local TPS, Reading



This figure combines findings that originally appear as Figures 1.22 in CSP31 and Figure 2.36 in CMO23.

In math, more charter schools have weaker results than they do in reading, as presented in the figure below. As the share of charter schools with growth greater than their TPS peers is comparable with the same growth in reading across all categories, the driver of the overall weaker performance in math is the greater percentage of charter schools (all, CMO-affiliated and stand-alone charter schools) that perform worse than their TPS peers. Stand-alone charter schools have the largest share of schools with lower growth in math in comparison to their local TPS.

Figure 3.4: RECAP – Academic Growth of Charter Schools Compared to Their Local TPS, Math



This figure combines findings that originally appear as Figures 1.22 in CSP31 and Figure 2.37 in CMO23.

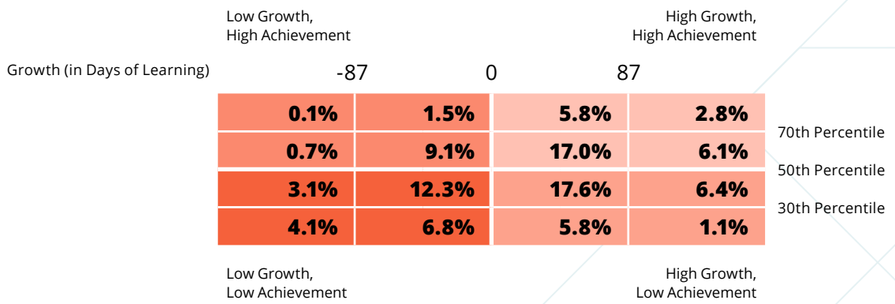
These encouraging results require a note of caution. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal if the difference is modest or large, nor does it indicate where in the range of absolute achievement the difference occurs. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to reach long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag behind the community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the complete picture of charter school performance.

3.1.5 Charter School Growth and Achievement

Student academic growth measures how much students advance their learning in a year's time, and student achievement measures the stock of their knowledge at the end of the year. We believe it is critical to examine both growth and achievement in order to understand how well schools prepare students for next steps in school and life. We map each school's average growth and average achievement against the growth of matched TPS students and average state performance. Examining both measurements for all schools in our national data set during the most recent growth period, we present findings in four basic categories of school performance:

- **High Growth—High Achievement:** schools that exceed the growth of their local options and whose students are above the state average in overall achievement
- **High Growth—Low Achievement:** schools that exceed the growth of their local options but with overall student achievement below the state average
- **Low Growth—High Achievement:** schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons
- **Low Growth—Low Achievement:** schools with lower academic growth than their local alternatives and whose students' achievement is lower than the state average at the end of a school year.

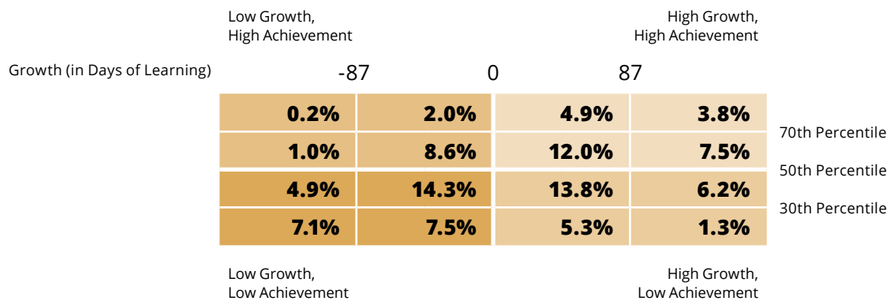
Figure 3.5: RECAP – Academic Growth and Achievement 2015 to 2018, Reading



This figure originally appears as Figure 1.25 in CSP31.

Schools that have average student achievement above the state average (above the 50th percentile) are presented in the top half of the figure. In reading, 43 percent of all schools have average performance in the upper half in their respective states, with a majority of those high achievement schools also having stronger growth than their local TPS. Zeroing in on the low-growth/low-achievement quadrant, 207 schools (4.1 percent) in our study have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

Figure 3.6: RECAP – Academic Growth and Achievement 2015 to 2018, Math



This figure originally appears as Figure 1.26 in CSP31.

In math, above average achievement exists in 40 percent of charter schools, while 60 percent of schools have achievement that is lower than their state averages. Twenty-eight percent of schools in the data set are high-growth/high-achievement schools, returning great gains for their students. Zeroing in again on the low-growth/low-achievement quadrant, 348 schools (7.1 percent) have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

The number of schools in the low-growth/low-achievement quadrant, though smaller in reading than in math, remains a key concern.

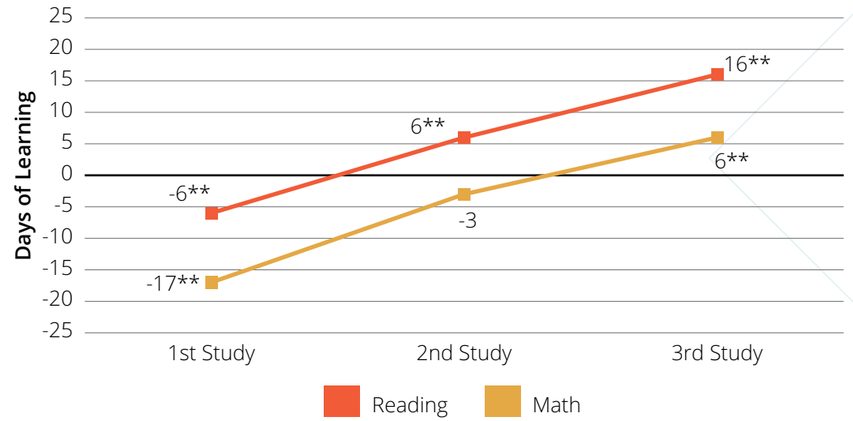
3.1.6 Exceptional Performance in Charter Schools

Perhaps the most revealing finding of our study is that more than 1,000 schools have eliminated learning disparities for their students and moved their achievement ahead of their respective state's average performance. We refer to these schools as "gap-busting" charter schools. They provide strong empirical proof that high-quality, high-equality education is possible anywhere. More critically, we found that dozens of CMOs have created these results across their portfolios, demonstrating the ability to scale equitable education that can change lives.

3.1.7 Evidence of Improvement over Time

Findings from this study take on even more weight when considered in the historical context of the 15 years of CREDO studies on student academic progress in charter schools. Between the 2009 and 2023 studies, against a backdrop of flat performance for the nation as a whole, the trend of learning gains for students enrolled in charter schools is both large and positive.

Figure 3.7: RECAP – Annual Academic Growth of Charter School Students across Three National Studies



** Significant at $p \leq 0.01$
This figure originally appears as Figure 1.8 in CSP31.

3.2 Conclusions

The outcomes of these studies are largely positive and support several conclusions about the current landscape of charter schools across America. Perhaps more importantly, the opportunity to position these findings in the larger body of research leads to a number of implications about the fundamental policies and practices of charter schooling at a more global level.

1. In both reading and math, charter schools provide students with stronger learning compared with the learning in the traditional public schools that are otherwise available to them.

Across the broad range of charter schools, the evidence suggests that they are a robust education option under many conditions. Whether stand-alone or networked, charter schools operate by law mainly on their own, making decisions they expect will serve their students well. According to our latest findings, the autonomy given to them usually yields positive results. The majority of charter schools provide better year-to-year outcomes for students compared to their traditional public-school options. Most of these schools perform better to such a degree that the difference is statistically significant.

The results stand up to deeper investigation. Charter schools produce superior student gains despite enrolling a more challenging student population than their adjacent TPS. They move Black and Hispanic students and students in poverty ahead in their learning faster than if they enrolled in their local TPS. They are more successful than the local public school alternatives across most grade spans and community settings. These results show that charter schools use their flexibility to be responsive to the local needs of their communities.

These findings generalize into lessons for policy leaders, educators, and funders. Knowing that the average student in the average charter school can outperform their TPS peers raises important questions about the priority placed on student outcomes in education decisions in many communities.

2. Some charter schools provide less student learning than their local district schools, although a larger proportion delivers better learning outcomes. The latter group includes over 1,000 charter schools managing staffing and resources to deliver superior academic results that eliminate the learning gap across student groups.

Vital lessons also come from the distribution of school performance around the average. Over the past 30 years, small, large, urban, rural, networked or stand-alone charter schools, autonomous and independent of each other, have arrived at their own solutions for giving their students stronger learning experiences. The discretion that charter schools enjoy does not guarantee that each school or every charter network realizes strong student outcomes. Our study illuminated the range of learning across schools.

Despite declining shares, there remain a concerning number of charter schools with weaker student outcomes. While lower-performing schools make up a larger share of stand-alone charter schools, CMOs and networks also have a substantial share that produces low gains for their students. This study has profound implications for charter schools and charter networks that do not support student learning. Charter boards and authorizers are the accountability side of the charter school equation. They evaluate school performance and, if necessary, dictate remedies. As our analysis shows, disturbing numbers of charter schools and networks have low learning levels. There are brick-and-mortar, online, networked, and stand-alone charter schools with sub-par results.

The number of school closures we observed in the years of this study was small compared to the counts of schools with the lowest student growth and academic achievement. Since primary and secondary education is essential to the social contract, providing a foundation for future opportunities, the claim of "choice" cannot justify derailing students' preparation. Especially in the post-COVID era, the need for charter boards and authorizers to address under-performance in their schools has never been more critical.

Closure is not the sole remedy. As we learned from our special investigation, the "takeover" of underperforming schools by strong CMOs led to improved student learning for the students who remained enrolled before and after the transfer. The gains did not adversely affect student academic progress in the rest of the CMOs' schools. This policy tool may have broader utility than previously realized.

At the high end of the performance range, good news exists in the growing share of schools outpacing learning in their local TPS. In both subjects and for both CMO and stand-alone schools, larger shares are "better than" and a smaller share is "weaker than" compared to earlier work.

The real surprise of the study is the number of charter schools that have achieved educational equity for their students: we call them "gap-busting" schools. Ensuring equivalent yearly growth across student groups has two critical consequences. First, ensuring minority and poverty students learn on par with or better than their White peers interrupts or reduces the achievement gap. It happens regularly in a large swath of charter schools. More critically, there is strong evidence that these gap-busting schools can be scaled. Added to the traditional district schools that achieve similar results, this is the life-transforming education that so many students need. Second, these schools deliver hundreds of independent proof points that learning gaps between student groups are not structural or inevitable; better results are possible.

Charter schools function as a portfolio, and their varied impacts on student learning are expected. Charter school boards and authorizers are responsible for ensuring students perform well. Evidence shows that the charter school enterprise benefits students, and its positive outliers (e.g., gap busters) can pressure the rest of the system.

The near-term implication for charter school boards and authorizers is two-pronged. Addressing chronic and/or severe underperformance is necessary and imperative in the current education climate. Identifying high-impact exemplars for probationary charter schools to study and emulate is possible. Transfer of sub-par schools to higher-performing operators could be part of a larger incentive for growth and replication. At the same time, authorizers might consider longer charter terms for charter schools that consistently demonstrate outstanding student learning success.

Education leaders and policy makers need to understand that in efforts to improve, some failure is inevitable. Any subsequent failure to address the poor performance compounds the damage. It also blocks constructive learning for the future. Strong examples of authorizing exist and should be emulated.

Leadership and responsibility demand embracing practices and policies that lead to better results for students, not maintaining the status quo.

3. The larger scale of Charter Management Organizations does not guarantee high performance—but on balance, it helps.

When taken as a whole, schools managed by Charter Management Organizations and charter networks bring a greater learning benefit to students compared to stand-alone charter schools. Despite the differences, both groups of charter schools have had larger student success than traditional public schools with respect to reading. We note, however, that math gains in stand-alone charter schools were equivalent to TPS learning.

Our analysis highlights attributes of higher-performing CMOs and networks that could be useful in future discussions. Size or age of the CMO does not relate to student learning: at every increment of CMO age or portfolio size, we see high- and low-impact CMOs and networks. This further supports earlier CREDO research that showed that CMOs only replicate the quality they already have. The implications of replicating schools with weak results is clear. The big upside is the ability of dozens of CMOs to scale their gap-busting performance. Additionally, CMOs that concentrate their operations within a single state have stronger gains than multistate CMOs, though both groups do well by their students.

Programs of external funding and support to CMOs to grow their networks, represented here by the Charter School Growth Fund, focus on some of the stronger CMOs and networks in our study. After high-performing CMOs receive endorsement, the learning of students in those CMO schools rises in reading but holds steady in math.

The majority of new CMO schools are no better or worse than the parent organization has already produced, so decisions to approve applications by CMOs to open new schools must consider the contributions to student learning of schools in the existing portfolio.

CMO growth accelerators help augment board and authorizer reviews through their extensive selection process; the growth of their grant-receiving CMOs maintains the strong student learning that led to their selection. The expansion of these high-quality schools and networks benefits more students and communities.

4. Charter schools and networks improve over time, as do the systems that oversee them.

Insights about improvement in schools and networks stem from this study and CREDO's prior multistate studies.

In the years of this study, student growth in charter schools was the strongest observed in any of CREDO's multistate studies. Added to the results from the previous two studies, a strong trend of improvement becomes clear. We see substantial increases in student learning in CMOs in both tested subjects and in reading for stand-alone charter schools. Even the finding of no difference in math learning in stand-alone charter schools vis a vis TPS, a decline from the 2017 study results, still marks an improvement from the statistically significant negative results in the first CMO vs. stand-alone comparisons in 2013.

A better understanding of the improvement in the sector comes from two different findings. The first is that the largest share of improvement comes from existing charter schools. Compared to the National Assessment of Education Progress (NAEP) trend, evidence of schools getting better over time is welcome news.

Second, new schools opened with stronger results than at any time in the past. Growth in the number of CMOs since the last study plays a role. Many stand-alone charter schools also pushed their results upward. Strengthening authorizer standards and practices, a drive that took root in the 2010s, also sets a higher bar that resulted in better schools opening.

Finding ways to improve student academic outcomes is an ambition shared by policy and community leaders, educators, funders and parents. Charter school results show that change for the better is possible in the larger education system. The key to improvement lies outside any particular school or network model, though many are worthy of emulation. It is simply not possible to drive single solutions through the diverse landscape that is U.S. public education. Lessons from the charter school experience and results may be helpful in charting a future course in public education.

3.3 Implications

The **charter school policy framework** sets the conditions for charter schools' growing positive outcomes. It is the fundamental common denominator in every case, and its role is powerful.

The framework offers a divergent approach from the conventional strategy for public schools. The "flexibility for accountability" construct is not just a catchphrase. It is a distinctly different mode of operation. The "loose-tight" parameters of the framework create incentives to which schools and networks respond. The incentives find positive support in this study's findings and the broader trends. While our study design cannot make causal claims (because randomly assigning schools to the traditional or charter school approach has yet to happen), it can deliver a plausible argument of the value of the policy based on available evidence.

On the "loose" side of the approach, the framework establishes a **policy of possibility** where educators, leaders and boards of directors have the discretion to build and deliver curriculum and instruction that meets high standards for learning and is responsive to local needs.

According to this study, there are a lot of positive possibilities. The process has led to many successful schools nationwide, often with meaningful innovations. The diversity of schools illuminates an important feature of the framework: success is attainable via **many paths**. Over time, many have sought and gained permission to expand and then shown the ability to create strong student learning at scale.

Students in these schools, especially minority students and those in poverty, make larger advances than in local public schools. Beyond the benefits for their students, successful charter schools deliver **critical proof points** of ways to improve outcomes for students. In the current regulatory climate, it is difficult to imagine how similar efforts could become conventional among traditional public schools.

Beyond flexibility in school design, school teams have the leeway to tinker with their operations. The results show that existing charter schools have improved over time. The proportion of charter schools with superior results is on the rise. The share that lags behind the local TPS alternatives is also shrinking. This means schools and networks use their discretion and autonomy to foster a **standing capacity to adapt over time.**[2]

Accordingly, the framework also aims to be "tight" at key points as schools open and mature. Authorizers are expected to behave as **governors of quality**. They set the bar to receive initial permission to operate, which exerts quality and safety controls at the outset. Others have documented stronger standards among authorizers in the review and approval of new applications (Mumma & West, 2018). The findings of stronger new schools in this study compared to earlier results attest to the effort and to the CMO replications and new charter schools that meet the higher bar.

2 We saw that capacity in stark terms when we examined how charter schools in three states responded to the COVID-instigated school closure orders (CREDO, 2022). Rapid transformation into remote instructional mode; acquisition and distribution of food, technology, or internet access; and strengthening of personal supports were widespread. Return to in-person instruction in the fall of 2020 was nearly universal. These points rest admittedly on smaller bases of qualitative evidence, but they provide human dimensions to the point that the present quantitative analysis illuminates nationally. See also: Boast et al. (2020); Henderson et al. (2021); Childs et al. (2022).

Authorizing is a delicate job that requires resources, expertise and substantial political acumen and courage. There is growing attention to authorizers adopting rigorous standards and practices and using a variety of performance data to evaluate schools that apply for renewal (NACSA, 2016).

Poorly performing charter schools are often ignored. A number of these schools were observed during this study window. There is data to assess policy leaders and authorizers to hold them accountable for protecting children's futures. As tough as closing schools is, the disservice of not closing poorly performing schools has large and lingering ripple effects.

Our results show that the framework of charter schools helps current students and strengthens public education overall. We contend these incentives have broader applicability in public schools and see signs of their spread. Collaborations between charter schools and local district schools have grown over time. Some states, including Kentucky and Maine, have adopted policies to give educators freedom in adjusting instruction and boosting performance. However, uptake is slow.

In the year 2023, the importance of strong academic achievement among America's students has never been greater. The students hit hardest by school closures during the coronavirus pandemic are precisely those whom this research illuminates as being able to benefit the most from charter schools. In this study thousands of charter schools have proved that we can do better for our students. The current number of students benefiting from these schools is 3.7 million, but the number could drastically increase if more schools agreed to the same arrangement. Whether it be termed "charter school" or something else, the deduction from this data is that when both sides of the equation—flexibility and accountability—are working together for more schools, more students' academic results will improve.

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Appendix 3: Budget Narrative & Cash Flow Statement

Rocketship Rising Stars Charter Renewal ("RRS") financial statements include a five year pro-forma annual budget and a five year monthly cash flow statement including the periods 2027-28 to 2031-32.

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for RRS will depend on the number of students enrolled and their demographics. Based on historical data, RRS has 33 percent English Learners (EL), 59 percent Free and Reduced Lunch (FRL), and an unduplicated population of approximately 74 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 an ADA percentage of 96 percent in 2027-28 through 2031-32, including attendance recovery.

The following table shows our projected enrollment and ADA.

Table A: Enrollment & ADA

	2027-28	2028-29	2029-30	2030-31	2031-32
Enrollment & ADA					
Projected Enrollment by Grade					
Transitional Kindergarten	60	60	60	60	60
Kindergarten	112	112	112	112	112
1st Grade	112	112	112	112	112
2nd Grade	112	112	112	112	112
3rd Grade	112	112	112	112	112
4th Grade	112	112	112	112	112
5th Grade	-	-	-	-	-
Total	**620**	**620**	**620**	**620**	**620**
Average Daily Attendance					
ADA %	96%	96%	96%	96%	96%
Total	**594**	**594**	**594**	**594**	**594**

Revenues

Factoring in all revenues at the school, projected funding per ADA increases from approximately $23,500 in 2027-28 to approximately $25,000 in 2031-32. State revenue streams provide the largest source of funding, constituting approximately 95 percent of total school revenues. All revenues are monitored throughout the year as the funding estimates are refined and recalculated.

Table B: Summary of Revenue Programs

	2027-28	2028-29	2029-30	2030-31	2031-32

Summary of Revenue Programs (Thousands)					
State Revenue	$13,406	$13,614	$13,521	$13,834	$14,155
Federal Revenue	$716	$716	$716	$716	$716
Local Revenue	$44	-	$15	$5	-
Philanthropy	-	-	-	-	-
Total Revenues	**$14,165**	**$14,330**	**$14,252**	**$14,554**	**$14,871**
State % of Revenues	*94.6%*	*95.0%*	*94.9%*	*95.0%*	*95.2%*
Revenues per ADA	*$23,848*	*$24,126*	*$23,995*	*$24,504*	*$25,037*

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

	2027-28	2028-29	2029-30	2030-31	2031-32
State Revenues (Thousands)					
LCFF - State Aid	$7,219	$7,446	$7,681	$7,924	$8,175
In Lieu of Property Tax	$2,085	$2,149	$2,216	$2,285	$2,356
Prop 30 EPA	$119	$119	$119	$119	$119
Mandate Block Grant	$13	$13	$13	$13	$13
California Lottery	$162	$162	$162	$162	$162
State Lunch Reimbursements	$230	$230	$230	$230	$230
After School Education and Safety Program and ELO-P	$1,600	$1,600	$1,427	$1,427	$1,427
SB740 Facilities Subsidy	$718	$718	$718	$718	$718
Other State Funding	$416	$334	$112	$112	$112
SPED State Revenue	$844	$844	$844	$844	$844
Total State Revenue	**$13,406**	**$13,614**	**$13,521**	**$13,834**	**$14,155**

Principal Apportionment

The LCFF FCMAT calculator is used to determine the LCFF projections for each year of the pro-forma. The supplemental and concentration grant components of LCFF are calculated based on the unduplicated population of the school and district the school is located. Rocketship Rising Stars is located in the Franklin-McKinley School District, which has an unduplicated percentage of approximately 84 percent. Therefore, RRS will qualify for concentration grant funding.

Based on historical disbursements, these projections assume 22 percent of the principal apportionment to be disbursed through property taxes, and 1 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 allocation of approximately $272 per ADA per year. Funding is based on the annual ADA. Lottery funds are mainly allocated for general purpose use with approximately 30 percent of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $21 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 2026-27, eligible charter schools may receive reimbursement for facilities rent and lease costs in an amount of up to $1,504 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 $1,504 per unit of eligible classroom-based ADA for SB 740 revenue projections, subject to the program's limit of 75 percent of eligible annual facility costs.

To be eligible for reimbursement, a charter school site must be geographically located within the attendance area of a public elementary school in which at least 55 percent of the pupil enrollment is eligible for free or reduced-price meals, or serving a student population that meets or exceeds 55 percent eligibility for free and reduced-price meals. RRS has exceeded this percentage each year and thus qualified and received this funding in the past.

ASES & Other State Funding

RRS has partnered with the Boys and Girls Club to run an after school program. This program has been funded by the After School Education and Safety Program and the Extended Learning Opportunities Program for the last several years, and is assumed to continue to fund this program in the future. RRS also receives additional state funding through competitive and noncompetitive grants and categorical programs, including the California Community Schools Partnership Program and Proposition 28 Arts and Music in Schools funding.

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 that resources are allocated across all schools to support the compliant, efficient, and effective delivery of services. RRS's state special education funding includes general state aid of $1,340 per ADA. In addition to state special education funding, the revenue projection assumes approximately $145 per pupil based on the previous year's enrollment for federal IDEA funding.

Federal Revenues

As a direct-funded charter school, RRS 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

	2027-28	2028-29	2029-30	2030-31	2031-32
Federal Revenues (Thousands)					
Title I Consolidated	$189	$189	$189	$189	$189
Title III	$40	$40	$40	$40	$40
IDEA	$90	$90	$90	$90	$90
National School Lunch Program	$357	$357	$357	$357	$357
Medicaid Reimbursement	$40	$40	$40	$40	$40
Total Federal Revenue	**$716**	**$716**	**$716**	**$716**	**$716**

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, as well as after school snacks, based on parent or guardian income levels. RRS provides universal breakfast to all its students. Approximately 59 percent of RRS students are projected to be eligible for free or reduced-price meals. For operational purposes, food service expenses assume that meals are available to 100 percent of students. Food expenses for this program are shown in Table J below; serving staff expenses are included in classified salaries and benefits.

Title I, II, III & IV

Title I funding is used to improve the academic achievement of economically disadvantaged students. Title II funding is used to improve the quality of teaching and principal leadership. Title III funding supports language instruction for English Learners and immigrant students, while Title IV funding supports access to a well-rounded education. Based on historical funding levels and projected student demographics, Title I, II, and IV funding is presented on a consolidated basis and is estimated at approximately $537 per FRL ADA. Title III funding is estimated at approximately $204 per English Learner ADA.

Expenditures

The projected expenditures through 2031-32 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table E: Summary of Projected Expenses

	2027-28	2028-29	2029-30	2030-31	2031-32
Summary of Projected Expenses (Thousands)					
Certificated Salaries	$3,039	$3,100	$3,047	$3,108	$3,170
Classified Salaries	$2,093	$2,135	$2,091	$2,133	$2,176
Employee Benefits	$1,474	$1,504	$1,466	$1,495	$1,525
Total Compensation	**$6,606**	**$6,738**	**$6,604**	**$6,736**	**$6,871**

Books & Supplies	$538	$540	$543	$545	$547
Food Service	$425	$425	$425	$425	$425
Other Operating Expenses	$1,817	$1,822	$1,827	$1,832	$1,837
Professional Services	$4,392	$4,459	$4,492	$4,582	$4,675
Interest & Capital Outlay	$24	$27	$24	$20	$20
Total Non-Comp	**$7,195**	**$7,273**	**$7,310**	**$7,404**	**$7,505**
Total Expenses	**$13,801**	**$14,011**	**$13,914**	**$14,140**	**$14,376**
% Compensation	*48%*	*48%*	*47%*	*48%*	*48%*

Salaries and Employee Benefits

Total compensation costs, including salaries and benefits, remain relatively stable at approximately 48 percent of total expenditures over the five-year period. "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.

RRS'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 RRS 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.

The Rocketship instructional model employs a mix of qualified instructional staff including teachers, tutors (Individualized Learning Specialists or "ILS") and classroom assistants 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. In terms of ratios, as shown below in Table F, the ratio of instructional staff to students is approximately 15:1. The tables below show planned staffing levels across the school, including detailed grade-by-grade staffing projections.

Table F: Teacher - Instructional Staff Ratio

	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**
Instructional Staff Ratio					
Total Enrollment	620	620	620	620	620
Teachers	19	19	19	19	19
Tutors	5	5	5	5	5
Classroom Assistants	3	3	3	3	3
Special Education Teachers	5	5	5	5	5
Para-Professionals	10	10	10	10	10

Total Instructional Staff	**42**	**42**	**42**	**42**	**42**
Student : Instructional Staff Ratio	*15*	*15*	*15*	*15*	*15*

Teachers at RRS will be supported by a Principal and Assistant Principals. Additionally, RRS will have support staff to assist with operations and personalized learning within the Learning Lab. Special Education staffing is based on the school's special education population. As of the 2026-27 school year, approximately 9.8 percent of the RRS student body qualifies for special education.

The staffing tables associated with our financial projections are shown below:

Table G: Staffing Model

	2027-28	2028-29	2029-30	2030-31	2031-32
Staffing Model					
Instructional Staff					
Teachers					
Transitional Kindergarten	3.0	3.0	3.0	3.0	3.0
Kindergarten	3.0	3.0	3.0	3.0	3.0
1st Grade	3.0	3.0	3.0	3.0	3.0
2nd Grade	3.0	3.0	3.0	3.0	3.0
3rd Grade	3.0	3.0	3.0	3.0	3.0
4th Grade	3.0	3.0	3.0	3.0	3.0
5th Grade	-	-	-	-	-
STEAM Teacher	1.0	1.0	1.0	1.0	1.0
Special Education Specialists	5.0	5.0	5.0	5.0	5.0
Total Teachers	**24.0**	**24.0**	**24.0**	**24.0**	**24.0**
Tutors/Classroom Assistants/Para-Professionals					
Transitional Kindergarten	3.0	3.0	3.0	3.0	3.0
Kindergarten	1.0	1.0	1.0	1.0	1.0
1st Grade	1.0	1.0	1.0	1.0	1.0
2nd Grade	1.0	1.0	1.0	1.0	1.0
3rd Grade	1.0	1.0	1.0	1.0	1.0
4th Grade	1.0	1.0	1.0	1.0	1.0
5th Grade	-	-	-	-	-
Para-Professional	10.0	10.0	10.0	10.0	10.0
Tutors/Classroom Assistants/Para-Professionals	**18.0**	**18.0**	**18.0**	**18.0**	**18.0**

Total Instructional Staff	**42.0**	**42.0**	**42.0**	**42.0**	**42.0**
Non-Instructional Staff					
School Leaders					
Principal	1.0	1.0	1.0	1.0	1.0
Assistant Principal	3.0	3.0	3.0	3.0	3.0
Total School Leaders	**4.0**	**4.0**	**4.0**	**4.0**	**4.0**
Other Non-Instructional Staff					
Office Manager	1.0	1.0	1.0	1.0	1.0
Business Operations Manager	1.0	1.0	1.0	1.0	1.0
Enrichment Coordinators	3.0	3.0	3.0	3.0	3.0
Part-time Support Staff (Est. as FTE)	9.0	9.0	9.0	9.0	9.0
Other (Wellness, Care Corp, Los Dichos)	4.0	4.0	-	-	-
Total Other Non-Instructional Staff	**18.0**	**18.0**	**14.0**	**14.0**	**14.0**
Total Non-Instructional Staff	**22.0**	**22.0**	**18.0**	**18.0**	**18.0**
Total Staffing	**64.0**	**64.0**	**60.0**	**60.0**	**60.0**

The average salary and wage structure for key staff positions are listed in Table H.

Table H: Average Budgeted Salary by Position

	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**
Average Budgeted Salary by Position					
Instructional Positions					
Teachers	$86,549	$88,280	$90,046	$91,847	$93,683
Special Education Teachers	$83,535	$85,206	$86,910	$88,648	$90,421
Tutors	$50,229	$51,233	$52,258	$53,303	$54,369
Classroom Assistant	$46,421	$47,350	$48,297	$49,263	$50,248
Paraprofessional	$49,136	$50,119	$51,122	$52,144	$53,187
Non-Instructional Positions					
Principal	$162,732	$165,986	$169,306	$172,692	$176,146
Assistant Principal	$122,100	$124,542	$127,033	$129,573	$132,165
Office Manager	$96,929	$98,867	$100,844	$102,861	$104,919
Business Operations Manager	$107,316	$109,463	$111,652	$113,885	$116,163
Enrichment Coordinators	$45,390	$46,298	$47,224	$48,168	$49,132
Office Assistant	$51,444	$52,473	$53,522	$54,592	$55,684
Ops Specialists	$45,551	$46,462	$47,391	$48,339	$49,306

Care Corp Coordinator	$75,944	$77,463	$79,012	$80,592	$82,204
Wellness Counselor	$93,428	$95,296	$97,202	$99,146	$101,129
Wellness Counselor Intern	$16,569	$16,900	$17,238	$17,583	$17,935

Table I: Employee Benefits

	2027-28	2028-29	2029-30	2030-31	2031-32
Employee Benefits (Thousands)					
Medical / Dental / Vision	$662	$675	$652	$666	$679
Workers' Compensation	$26	$27	$26	$27	$27
Social Security / FICA / Medicare	$204	$208	$204	$208	$212
STRS Retirement	$571	$582	$572	$583	$595
403(b) Match	$1	$1	$1	$1	$1
Unemployment Benefits	$10	$10	$11	$11	$11
Total Benefits	**$1,474**	**$1,504**	**$1,466**	**$1,495**	**$1,525**

The above table lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. RRS employees participate in some combination of State Teachers' Retirement, Social Security, Medicare, and workers' compensation depending on position. Rocketship also offers a 403(b) match program. Other employee benefits include health care insurance to employees who are scheduled to work at least 30 hours per week, as well as a share of benefits for regional employees providing support to Rocketship Rising Stars.

Table J: Books, Supplies, and Food

	2027-28	2028-29	2029-30	2030-31	2031-32
Books & Supplies (Thousands)					
Curriculum	$98	$99	$100	$102	$103
Instructional Supplies	$84	$84	$84	$84	$84
Non-Instructional Supplies	$229	$229	$229	$229	$229
Software Programs (Admin & Assessments)	$59	$60	$61	$63	$64
Student Computer Equipment	$35	$35	$35	$35	$35
Other Non-Cap. Equipment & Furniture	$32	$32	$32	$32	$32
Total Books & Supplies	**$538**	**$540**	**$543**	**$545**	**$547**
Food Service (Thousands)					
Student Food Services	$425	$425	$425	$425	$425
Total Food Service	**$425**	**$425**	**$425**	**$425**	**$425**

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 serving as an innovative component of our school model, schools spend approximately $40,000 to $60,000 annually on online-learning curricula for use in the Learning Labs. Chromebooks are projected based on new student enrollment and predetermined life-cycle for existing equipment. The budget typically assumes a 2.5:1 student to Chromebook ratio, with a three-year useful life.

Table K: Other Discretionary Expenses

	2027-28	2028-29	2029-30	2030-31	2031-32
Other Operating Expenses (Thousands)					
Travel & Conferences	$39	$39	$39	$39	$39
Dues & Memberships	$15	$15	$15	$15	$15
Communications	$57	$57	$57	$57	$58
Insurance	$68	$69	$70	$72	$73
Utilities	$166	$169	$173	$176	$180
Copier Leases	$8	$8	$8	$8	$8
Facility Maintenance & Repairs	$177	$177	$177	$177	$177
Facility Lease Expense	$1,287	$1,287	$1,287	$1,287	$1,287
Total Other Operating Expenses	**$1,817**	**$1,822**	**$1,827**	**$1,832**	**$1,837**

Many of the operating cost projections are based upon historical averages experienced at RRS, such as communication costs, utility and copier lease costs. Communications costs include student mailings, internet, and telecommunication costs. These costs have been projected based on historical experience at RRS. Costs for insurance are an enrollment-based allocation of Rocketship's overall schools commercial insurance package.

Facility Lease Expense

In 2016, RRS entered into a lease for its location at 3173 Senter Road, San Jose, CA. RRS has a current long term facility lease with average lease payment of approximately $1.3M per year and an expiration date 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 RRS include total lease expense of approximately $1,286,700 per year, including approximately $1,267,000 in facility fees and $19,000 in additional rent. SB740 is a restricted revenue source and only used to cover RRS's lease expense. As shown in Table L, this revenue stream relieves approximately 56 percent of this cost for the school.

Table L: SB740 Impact

	2027-28	2028-29	2029-30	2030-31	2031-32
SB740 Impact (Thousands)					
SB740 Revenue	$718	$718	$718	$718	$718
Lease Expense	$1,287	$1,287	$1,287	$1,287	$1,287
SB740 Relief	*56%*	*56%*	*56%*	*56%*	*56%*
Net Lease Burden to School	*$569*	*$569*	*$569*	*$569*	*$569*

Expenses in this next section are primarily based on preliminary negotiations with prospective service providers or based on historical amounts at RRS. We make note of items below as needed to explain our budgeting assumptions.

Table M: Professional Services

	2027-28	2028-29	2029-30	2030-31	2031-32
Professional Services (Thousands)					
Professional Development	$28	$28	$28	$28	$28
SPED Consultants	$459	$468	$478	$487	$497
Other Consultants	$66	$68	$69	$70	$72
IT Support	$41	$42	$43	$44	$45
Custodial Services	$112	$114	$116	$119	$121
Health & Testing	$9	$9	$9	$9	$10
After School Program	$1,009	$1,029	$1,050	$1,071	$1,092
Substitutes	$306	$312	$318	$325	$331

Field Trips	$87	$87	$87	$87	$87
Other Services	$138	$138	$138	$138	$138
Authorizer Oversight	$94	$97	$100	$103	$106
SPED Admin Fee	$28	$28	$28	$28	$28
Network Support Fee	$2,014	$2,039	$2,027	$2,073	$2,120
Total Professional Services	**$4,392**	**$4,459**	**$4,492**	**$4,582**	**$4,675**

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 Education and Safety (ASES) Grant and the Extended Learning Opportunities Program (ELO-P) Grant cover the majority of RRS's after-school program, which will be operated by the Boys and Girls Club.

Substitute Teacher Costs

Teacher substitute provisions are included for both projected sick and personal leave as well as for professional staff development leave. Estimates are based on historical experience of Rocketship's existing schools. Included in this line-item are proctoring costs for ELPAC testing, based on historical data at RRS.

Field Trips

Schools are budgeted at approximately $10,000 per grade for field trips, including science camp; these costs have been projected based on historical experience at RRS.

Other Services

The budget line item for "Other Services" includes the following external expenses: audit fees, security services, legal fees, staff appreciation, and other miscellaneous expenses.

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, RRS is charged a 3 percent fee of special education revenue.

Network Support 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 centralized services, schools are charged 15 percent of eligible revenues. Certain reimbursement and pass-through revenues, including federal and state child nutrition revenue, ASES revenue, and SPED income-reallocation revenue, are excluded from the calculation.

Ending Cash Balance

RRS will maintain a healthy cash reserve over the next five years. The projected reserves will be monitored and refined as decisions and updates are made regarding state funding amounts and the school's projected spending plan.

Table N: Statement of Activities & Cash Reserve Balance

	2027-28	2028-29	2029-30	2030-31	2031-32
Statement of Activities (Thousands)					
Revenues					
State Revenue	$13,406	$13,614	$13,521	$13,834	$14,155
Federal Revenue	$716	$716	$716	$716	$716
Local Revenue	$44	-	$15	$5	-
Grants & Fundraising	-	-	-	-	-
Total Revenues	**$14,165**	**$14,330**	**$14,252**	**$14,554**	**$14,871**
Expenses					
Certificated Salaries	$3,039	$3,100	$3,047	$3,108	$3,170
Classified Salaries	$2,093	$2,135	$2,091	$2,133	$2,176

Employee Benefits	$1,474	$1,504	$1,466	$1,495	$1,525
Books & Supplies	$538	$540	$543	$545	$547
Food Service	$425	$425	$425	$425	$425
Other Operating Expenses	$1,817	$1,822	$1,827	$1,832	$1,837
Professional Services	$4,392	$4,459	$4,492	$4,582	$4,675
Interest & Capital Outlay	$24	$27	$24	$20	$20
Total Expenses	**$13,801**	**$14,011**	**$13,914**	**$14,140**	**$14,376**
Increase/Decrease of Net Assets	**$363**	**$319**	**$338**	**$414**	**$495**
Beginning Cash Balance	$13,875	$14,262	$14,608	$14,970	$15,404
Ending Cash Balance	$14,262	$14,608	$14,970	$15,404	$15,920
Reserve Balance (% of Expenditures)	**103.3%**	**104.3%**	**107.6%**	**108.9%**	**110.7%**

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 principal-apportionment state funding on a 5-5-9 schedule.

Principal Apportionment

The principal apportionment comes from a combination of three sources: In-Lieu Property Taxes, State Aid, and the Education Protection Account. The district where the school is located pays the charter school an in-lieu property tax amount based on ADA. State Aid is due from the state on or before the end of the month and is paid monthly from July through June on a 5-5-9 schedule. The Education Protection Account flows quarterly in September, December, March, and June. For cash-flow projection purposes, approximately 7 percent of prior-year In-Lieu Property Tax revenue is assumed to be received in July, with the remaining receipts occurring monthly from August through June.

California Lottery

State Lottery payments are projected to be disbursed in equal installments in October, January, April, and June.

Title Funding

Title payments are projected to be received in equal installments in July, October, January, and April.

Free and Reduced Meals Program

Payments are made after RRS 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-price meals generally lags expenses by approximately one to two months.

Expenditures

The most significant areas of RRS'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 Rising Stars — Summary Cash Flow Projections

2027-28	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	13,874,681	13,576,972	12,926,511	13,099,266	13,369,394	13,679,268	13,672,653	13,721,294	13,754,919	14,081,934	14,199,629	14,129,812
Total Receipts	940,393	608,873	1,313,964	1,411,337	1,451,082	1,134,593	1,189,850	1,174,833	1,468,223	1,258,903	1,071,391	1,141,479
Total Disbursements	(1,238,103)	(1,259,334)	(1,141,208)	(1,141,208)	(1,141,208)	(1,141,208)	(1,141,208)	(1,141,208)	(1,141,208)	(1,141,208)	(1,141,208)	(1,009,229)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(297,709)	(650,461)	172,755	270,128	309,873	(6,615)	48,642	33,625	327,014	117,695	(69,817)	132,250
Ending Cash Balance	13,576,972	12,926,511	13,099,266	13,369,394	13,679,268	13,672,653	13,721,294	13,754,919	14,081,934	14,199,629	14,129,812	14,262,062
2028-29	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Beginning Cash Balance	14,262,062	13,958,397	13,305,299	13,484,970	13,676,938	13,991,150	13,988,874	14,041,855	14,079,819	14,415,038	14,536,428	14,470,306
Total Receipts	952,280	624,078	1,338,143	1,350,439	1,472,684	1,156,195	1,211,452	1,196,435	1,493,690	1,279,861	1,092,349	1,162,436
Total Disbursements	(1,255,945)	(1,277,176)	(1,158,471)	(1,158,471)	(1,158,471)	(1,158,471)	(1,158,471)	(1,158,471)	(1,158,471)	(1,158,471)	(1,158,471)	(1,025,237)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(303,665)	(653,098)	179,671	191,968	314,212	(2,276)	52,981	37,964	335,219	121,390	(66,122)	137,200
Ending Cash Balance	13,958,397	13,305,299	13,484,970	13,676,938	13,991,150	13,988,874	14,041,855	14,079,819	14,415,038	14,536,428	14,470,306	14,607,506
2029-30	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Beginning Cash Balance	14,607,506	14,319,406	13,681,642	13,874,051	13,948,866	14,284,913	14,304,471	14,379,287	14,356,490	14,713,026	14,855,582	14,810,626
Total Receipts	960,520	632,087	1,342,963	1,225,370	1,486,602	1,170,113	1,225,370	1,127,758	1,507,091	1,293,111	1,105,599	1,175,686
Total Disbursements	(1,248,619)	(1,269,851)	(1,150,555)	(1,150,555)	(1,150,555)	(1,150,555)	(1,150,555)	(1,150,555)	(1,150,555)	(1,150,555)	(1,150,555)	(1,016,665)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(288,099)	(637,764)	192,408	74,815	336,047	19,558	74,815	(22,797)	356,536	142,556	(44,956)	159,021
Ending Cash Balance	14,319,406	13,681,642	13,874,051	13,948,866	14,284,913	14,304,471	14,379,287	14,356,490	14,713,026	14,855,582	14,810,626	14,969,647
2030-31	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Beginning Cash Balance	14,969,647	14,677,840	14,036,593	14,239,071	14,321,194	14,664,548	14,691,414	14,773,537	14,758,047	15,126,034	15,275,207	15,236,868
Total Receipts	976,591	648,382	1,372,208	1,251,853	1,513,085	1,196,597	1,251,853	1,154,241	1,537,717	1,318,904	1,131,392	1,201,479
Total Disbursements	(1,268,397)	(1,289,629)	(1,169,731)	(1,169,731)	(1,169,731)	(1,169,731)	(1,169,731)	(1,169,731)	(1,169,731)	(1,169,731)	(1,169,731)	(1,034,203)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(291,807)	(641,247)	202,478	82,123	343,354	26,866	82,123	(15,489)	367,987	149,173	(38,339)	167,276
Ending Cash Balance	14,677,840	14,036,593	14,239,071	14,321,194	14,664,548	14,691,414	14,773,537	14,758,047	15,126,034	15,275,207	15,236,868	15,404,144
2031-32	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Beginning Cash Balance	15,404,144	15,109,110	14,464,383	14,677,837	14,768,088	15,119,571	15,154,565	15,244,816	15,237,455	15,617,842	15,774,431	15,743,508
Total Receipts	993,652	665,190	1,402,859	1,279,656	1,540,887	1,224,399	1,279,656	1,182,044	1,569,792	1,345,994	1,158,482	1,228,569
Total Disbursements	(1,288,686)	(1,309,917)	(1,189,405)	(1,189,405)	(1,189,405)	(1,189,405)	(1,189,405)	(1,189,405)	(1,189,405)	(1,189,405)	(1,189,405)	(1,052,183)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(295,034)	(644,727)	213,454	90,251	351,483	34,994	90,251	(7,361)	380,387	156,589	(30,923)	176,387
Ending Cash Balance	15,109,110	14,464,383	14,677,837	14,768,088	15,119,571	15,154,565	15,244,816	15,237,455	15,617,842	15,774,431	15,743,508	15,919,895

APPENDIX 4:
PREPARATION MATERIALS



A Story of Units:
A Curriculum Overview for Grades P–5

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Introduction

This document provides an overview of the academic year for Pre-Kindergarten through Grade 5, beginning with a curriculum map and followed by detailed grade-level descriptions.

The curriculum map is a chart that shows, at a glance, the sequence of modules comprising each grade of the entire elementary curriculum. The map also indicates the approximate number of instructional days designated for each module of each grade. Details that elaborate on the curriculum map are found in the grade-level descriptions. Each grade-level description begins with a list of the five to eight modules that comprise the instruction of that grade. That introductory component is followed by three sections: the **Summary of Year**, the **Rationale for Module Sequence**, and the **Alignment Chart** with the grade-level standards. The **Summary of Year** portion of each grade level includes four pieces of information:

- The critical instructional areas for the grade, as described in the Common Core State Standards for Mathematics[1] (CCSS-M)
- The Key Areas of Focus[2] for the grade band (Note that this information is not available for Pre-Kindergarten.)
- The Required Fluencies for the grade (Note that this information is not available for Pre-Kindergarten.)
- The Major Emphasis Clusters for the grade (Note that this information is not available for Pre-Kindergarten.)

The **Rationale for Module Sequence** portion of each grade level provides a brief description of the instructional focus of each module for that grade and explains the developmental sequence of the mathematics.

The **Alignment Chart** for each grade lists the standards that are addressed in each module of the grade. Throughout the alignment charts, when a cluster is included without a footnote, it is taught in its entirety; there are also times when footnotes are relevant to particular standards within a cluster. All standards for each grade have been carefully included in the module sequence. Some standards are deliberately included in more than one module so that a strong foundation can be built over time.

[1] http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf
[2] http://www.corestandards.org/other-resources/key-shifts-in-mathematics/

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	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5		2015-16*
1st TRIMESTER	M1: Counting to 5 (45 days)	M1: Numbers to 10 (43 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 100 (10 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)	1st QUARTER	
	M2: Shapes (15 days)	**M2: 2D and 3D Shapes (12 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)	M2: Addition and Subtraction of Length Units (12 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	**M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)	2nd QUARTER	
2nd TRIMESTER	M3: Counting to 10 (50 days)	M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)	M3: Ordering and Comparing Length Measurements as Numbers (15 days)	M3: Place Value, Counting, and Comparison of Numbers to 1,000 (25 days)	M3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 (25 days)	M3: Multi-Digit Multiplication and Division (43 days)	M3: Addition and Subtraction of Fractions (22 days)	3rd QUARTER	
	M4: Comparison of Length, Weight, Capacity, and Numbers to 5 (35 days)	M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M4: Multiplication and Area (20 days)	M4: Angle Measure and Plane Figures (20 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (38 days)		
3rd TRIMESTER	M5: Addition and Subtraction Stories and Counting to 20 (35 days)	M5: Numbers 10-20 and Counting to 100 (30 days)	M5: Identifying, Composing, and Partitioning Shapes (15 days)	M5: Addition and Subtraction Within 1,000 with Word Problems to 100 (24 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days)	M5: Addition and Multiplication with Volume and Area (25 days)	4th QUARTER	
		M6: Analyzing, Comparing, and Composing Shapes (10 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)	M6: Foundations of Multiplication and Division (24 days)	M6: Collecting and Displaying Data (10 days)	M6: Decimal Fractions (20 days)	M6: Problem Solving with the Coordinate Plane (40 days)		
				M7: Problem Solving with Length, Money, and Data (30 days)	M7: Geometry and Measurement Word Problems (40 days)	M7: Exploring Measurement with Multiplication (20 days)			
				M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)					

Key:			
Number	Geometry	Number and Geometry, Measurement	Fractions

*The columns indicating trimesters and quarters are provided to give you a rough guideline. Please use this additional column for your own pacing considerations based on the specific dates of your academic calendar.

**Please refer to the modules themselves to identify partially labeled titles as well as the standards corresponding to all modules.

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Sequence of Pre-Kindergarten Modules Aligned with the Standards

Module 1: Counting to 5

Module 2: Shapes

Module 3: Counting to 10

Module 4: Comparison of Length, Weight, Capacity, and Numbers to 5

Module 5: Addition and Subtraction Stories and Counting to 20

Pre-Kindergarten mathematics focuses on

1. developing an understanding of whole numbers using concrete materials, including concepts of one-to-one correspondence, counting, cardinality, and comparison.
2. describing shapes in their environment.

Rationale for Module Sequence in Pre-Kindergarten

A Story of Units begins! Beans, pennies, apples, and cubes are some of the units, the objects being counted, that students playfully manipulate during their Pre-Kindergarten year. Lessons are planned from simple to complex so that, by the end of the year, students use their math words to communicate precise observations such as, "3 bananas and 2 bananas make 5 bananas." Notice how this sets the foundation for later mathematics using, for example, place value and fractional units (e.g., "3 hundreds and 2 hundreds make 5 hundreds" and "3 fourths and 2 fourths make 5 fourths").

The story kicks off in Module 1 with analyzing, sorting, and making a group sharing an attribute (e.g., things that have wheels). Students count the number of objects in the group in different configurations, match those quantities to numerals, and finally, construct a number stair by placing 1 more cube and verbalizing, "3. One more is 4." Module 1 works exclusively with numbers 1, 2, 3, 4, and 5.



In Module 2, students also analyze their world, this time sorting, comparing, re-positioning, identifying, and constructing two-dimensional shapes. They then apply their observations to three-dimensional shapes. This module is carefully positioned between Modules 1 and 3 to allow students time to develop their fluency with numbers to 5 before moving on to the larger numbers of Module 3.

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Module 3 builds the numbers 6–10 in relationship to 5. Students use their fingers to support the 5 + *n* perspective (e.g., "6 is 5 and 1." "When I count to 8 on my fingers, I have 5 fingers here and 3 fingers here"). Thus, numbers 6–10 are "5 and some more," making numbers 6–10 manageable. As in Module 1, students get busy manipulating units into different configurations and then counting them in systematic ways. For example, they learn to place 8 objects in a line and count from left to right. They then learn to arrange those same objects into an array and then into a circle, addressing the complexities that the new configurations bring. After eight objects have been under study for a few lessons, the next number is introduced by putting 1 more object. Notice how this sets the foundation for later mathematics using, for example, place value units and units of 8 (e.g., "236 has 3 tens. 1 more ten is 246. 236 + 10 = 246." "Five eights is 40. 1 more eight is 48. Six eights is 48").

In Module 4, students recognize the measureable attributes of length, weight, capacity, and number and learn to use the language of comparison (e.g., *shorter than* and *taller than*, *heavier than* and *lighter than*, *empty* and *full*, *more* and *less*). This rich module develops the foundational concept of 2 quantities in relationship to each other. Remember, the second "chapter" in the Eureka Trilogy is *A Story of Ratios*. An understanding of ratio begins here at the concrete level as students compare. The critical use of the words *more than* and *less than* is embedded in a lovely, playful sequence of exploratory experiences while allowing their skills with counting to 10 develop during fluency practice.

In Module 5, as in Grades K–5, comparison work flows directly into addition and subtraction. "5 is more than 3" evolves into "5 is 3 and 2." Students act out math stories with up to 5 objects and learn to decontextualize their stories. For example, a student might use his fingers to represent a story about students and say, "3 children were playing. (Shows 3 fingers.) 2 more children came. (Shows 2 more fingers.) 3 and 2 make 5. Five children are playing now." The student represented the children with his fingers, described the situation with a number sentence ("3 and 2 make 5"), and then made a statement returning to the story's context. ("Now there are 5 children playing.") This ability to decontextualize translates in upper grades into the ability to solve word problems by modeling with math drawings such as tape diagram or arrays. The year culminates with acting out story problems in the Children's Math Theater, a celebration of their learning intended for the whole family.

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Alignment Chart[3]

Module and Approximate Number of Instructional Days	Standards[4] Addressed in Pre-Kindergarten Modules
Module 1: **Counting to 5** [5] (45 days)	**Know number names and the count sequence.** **PK.CC.1** Count to 20. **PK.CC.2** Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects). **Count to tell the number of objects.** [6] **PK.CC.3** Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **PK.CC.4** Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects. **Understand simple patterns.** **PK.OA.2** Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

[3] When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.
[4] The Pre-Kindergarten standards originate from the New York State Common Core Learning Standards.
[5] In this module, standards work is limited to within 5.
[6] Within 5.

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Module and Approximate Number of Instructional Days	Standards[4] Addressed in Pre-Kindergarten Modules
	Sort objects and count the number of objects in each category.[7] **PK.MD.2** Sort objects into categories; count the numbers of objects in each category.
Module 2: **Shapes** (15 days)	**Identify and describe shapes (squares, circles, triangles, rectangles).** **PK.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to. **PK.G.2** Correctly name shapes regardless of size. **Analyze, compare, and sort objects.** **PK.G.3** Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape). **PK.G.4** Create and build shapes from components (e.g., sticks and clay balls).
Module 3: **Counting to 10** (50 days)	**Know number names and the count sequence.[8]** **PK.CC.1** Count to 20. **Count to tell the number of objects.** **PK.CC.3** Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

[7] Within 5.
[8] PK.CC.2 is addressed in Modules 1 and 5.

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Module and Approximate Number of Instructional Days	Standards[4] Addressed in Pre-Kindergarten Modules
	c. Understand that each successive number name refers to a quantity that is one larger. **PK.CC.4** Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.
Module 4: **Comparison of Length, Weight, Capacity, and Numbers to 5** (35 days)	**Compare numbers.** **PK.CC.5** Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. **PK.CC.6** Identify "first" and "last" related to order or position. **Describe and compare measurable attributes.** **PK.MD.1** Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).
Module 5: **Addition and Subtraction Stories and Counting to 20** (35 days)	**Know number names and the count sequence.** **PK.CC.1** Count to 20. **PK.CC.2** Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects). **Understand addition as adding to, and understand subtraction as taking from.** **PK.OA.1** Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?). **Understand simple patterns.** **PK.OA.2** Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

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Sequence of Kindergarten Modules Aligned with the Standards

Module 1: Numbers to 10
Module 2: Two-Dimensional and Three-Dimensional Shapes
Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10
Module 4: Number Pairs, Addition and Subtraction to 10
Module 5: Numbers 10–20 and Counting to 100
Module 6: Analyzing, Comparing, and Composing Shapes

Summary of Year

Kindergarten mathematics is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Key Areas of Focus for K–2: Addition and subtraction—concepts, skills, and problem solving

Required Fluency: K.OA.5 Add and subtract within 5.

Major Emphasis Clusters
Counting and Cardinality • Know number names and count sequence. • Count to tell the number of objects. • Compare numbers. Operations and Algebraic Thinking • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Number and Operations in Base Ten • Work with numbers 11–19 to gain foundations for place value.

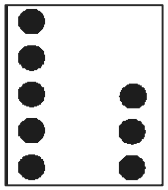
Rationale for Module Sequence in Kindergarten

A Story of Units continues in Kindergarten. Just like in Pre-K, ladybugs, fingers, and plastic bears are manipulated and counted in Kindergarten, with work consistently moving to the pictorial and abstract levels. The new, foundational unit introduced in Kindergarten's Module 5, is the supremely important unit of *one*. By the end of the Kindergarten year, students' first steps into place value are evidenced as they make precise statements such as, "12 is the same as 10 ones and 2 ones!" Notice how this sets the foundation for later work with decimal units (e.g., in Grade 1, "12 is the same as 1 ten and 2 ones;" in Grade 2, "12 tens is the same as 10 tens and 2 tens or 1 hundred 2 tens;" and in Grade 4, "12 tenths is the same as 10 tenths and 2 tenths or 1 one and 2 tenths").

To begin the year, Kindergarten students start out classifying and categorizing objects, leading to making one group (e.g., "I made a group of 9 goldfish. Look how I can count them in a line, in rows, and in a circle"). Students learn the way each number from 0 to 10 relates to five using fingers,

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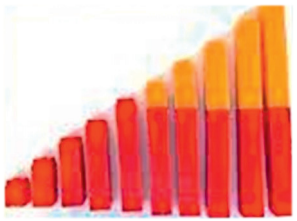
cubes, drawings, 5-groups (pictured below) and the Rekenrek, an abacus with a color change after the fifth bead (pictured below). The materials support students in seeing all numbers to ten in relationship to five, as they also see them on their fingers, the best manipulative of all! This renders 6, 7, 8, 9, and 10 more friendly as they see, for example, the 3 and 5 embedded within 8. Notice how the distribution of 8 beads as 5 beads and 3 beads sets the stage for the distributive property in Grade 3 ("8 fours = 5 fours + 3 fours, so $(5 \times 4) + (3 \times 4) = 20 + 12 = 32$"). Students close the module by investigating patterns of *1 more* and *1 less* (excluding the word *than*) using models such as the number stairs (pictured below right) with a color change after the fifth cube.



5-Group Card



Rekenrek



Number Stairs

In Module 2, students take a needed break from numbers to analyze their environment and describe and identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. During both Modules 2 and 3, students also practice their fluency by counting and manipulating numbers to 10 during their fluency practice, giving them ample time to prepare for the addition and subtraction of Module 4.

In Module 3, students directly compare two quantities, first learning to identify the attribute being compared. The use of the word *than* is carefully developed first in the context of length (e.g., *taller than*, *shorter than*), then weight (*heavier than*, *lighter than*), and finally capacity. Notice how *more than* and *less than* are used to compare capacities (e.g., "The bucket holds *more than* the cup"). This transitions students smoothly into comparing numbers (e.g., "9 chairs is *more than* 6 chairs"). This concrete foundation for comparison is essential to students' entire K–12 experience. Ask any Grade 5 teacher which of the two following word problems is more challenging for students:

a) *There are 34.6 kilograms of sand and 3 kilograms more gravel than sand. What is the total weight of the gravel and sand?*

b) *There are 34.6 kilograms of sand and 3 times as much gravel. What is the total weight of the gravel and the sand?*

Problem (a) is more challenging because of the language of *more than*. Students consistently struggle to reason about the relationship of quantities, often resorting to using ineffective tricks (e.g., "If the problem says *more than*, subtract," which is not correct in the sand and gravel problem). Module 3 in Kindergarten is intended to provide a solid foundation to future comparison work in the meaningful context of measurement.

In Module 4, comparison flows into addition and subtraction, as it does in all the elementary grades (e.g., "7 is more than 3" leads to, "7 = 3 + 4," and "3 + 4 = 7"). Students represent *add to*, *take away*, and *put together* stories with blocks, drawings, and equations. Toward the end of the module,

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students start to reorient from 5 toward 10 ones with "How much more does 7 need to make ten?" These final lessons set the stage for Module 5 wherein 10 ones is the structure on which students build the teen numbers. They are also critical foundation standards for Grade 1. Students must know how much a number needs to make ten in order to use the *make ten* strategy in Grades 1 and 2, shown to be an important route to place value understanding as they master their sums and differences to 20 by the end of Grade 2.

In Module 5, after an extended experience of addition and subtraction with totals up to 10, students progress to investigating numbers 10–20. For example, thirteen beans are decomposed as 10 beans and 3 beans just as 8 beans are decomposed as 5 beans and 3 beans. Students record their decompositions of the teen numbers as equations, 13 = 10 + 3, and start to think, "10. 3 more is 13." As mentioned at the beginning of the story in Grade 1, the unit *one* is introduced as students learn to think of the teen numbers as 10 ones and some ones. For the first time, *one* is not an object but rather a noun! Notice how this sets the stage for expanded form in the upper grades (e.g., 36 = 30 + 6, or 13.6 = 10 + 3 + 0.6).

Module 6 rounds out the year with an exploration of shapes. Students build shapes from components, analyze and compare them, and discover that they can be composed of smaller shapes, just as larger numbers are composed of smaller numbers.

Alignment Chart[9]

Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
Module 1: **Numbers to 10** [10] (43 days)	**Know number names and the count sequence.**[11] **K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). **Count to tell the number of objects.**[12] **K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

[9] When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.
[10] In this module, standards work is limited to within 10.
[11] The balance of this cluster is addressed in Module 5.
[12] K.CC.4d is addressed in Module 6.

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Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**[13] **K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **Classify objects and count the number of objects in each category.** **K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)
Module 2: **Two-Dimensional and Three-Dimensional Shapes** (12 days)	**Classify objects and count the number of objects in each category.** **K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** **K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **K.G.2** Correctly name shapes regardless of their orientations or overall size.

[13] The balance of this cluster is addressed in Module 4.

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Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **Analyze, compare, create, and compose shapes.**[14] **K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
Module 3: **Comparison of Length, Weight, Capacity, and Numbers to 10** (38 days)	**Compare numbers.** **K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.) **K.CC.7** Compare two numbers between 1 and 10 presented as written numerals. **Describe and compare measurable attributes.** **K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
Module 4: **Number Pairs, Addition and Subtraction to 10** (47 days)	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** **K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.) **K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

[14] The balance of this cluster is addressed in Module 6.

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Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **K.OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation. **K.OA.5** Fluently add and subtract within 5.[15]
Module 5: **Numbers 10–20 and Counting to 100** (30 days)	**Know number names and the count sequence.** **K.CC.1** Count to 100 by ones and by tens. **K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). **Count to tell the number of objects.**[16] **K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

[15] From this point forward, fluency practice is part of students' on-going experience.
[16] K.CC.4a, K.CC.4b, and K.CC.4c are addressed in Module 1; K.CC.4d is addressed in Module 6.

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Module and Approximate Number of Instructional Days	Standards Addressed in Kindergarten Modules
	Work with numbers 11–19 to gain foundations for place value. **K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two three, four, five, six, seven, eight or nine ones.
Module 6: **Analyzing, Comparing, and Composing Shapes** (10 days)	**Count to tell the number of objects.**[17] **K.CC.4** Understand the relationship between numbers and quantities: connect counting to cardinality. d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.[18] **Analyze, compare, create and compose shapes.**[19] **K.G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **K.G.6** Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

[17] Ordinality is introduced in the context of constructing and manipulating shapes. The balance of this cluster is addressed in Modules 1 and 5.
[18] K.CC.4d originates from the New York State Common Core Learning Standards and is not part of the CCSS-M.
[19] K.G.4 is addressed in Module 2.

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Sequence of Grade 1 Modules Aligned with the Standards

Module 1: Sums and Differences to 10
Module 2: Introduction to Place Value Through Addition and Subtraction Within 20
Module 3: Ordering and Comparing Length Measurements as Numbers
Module 4: Place Value, Comparison, Addition and Subtraction to 40
Module 5: Identifying, Composing, and Partitioning Shapes
Module 6: Place Value, Comparison, Addition and Subtraction to 100

Summary of Year

Grade 1 mathematics is about (1) developing understanding of addition, subtraction, and strategies for addion and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (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.

Key Areas of Focus for K–2: Addition and subtraction—concepts, skills, and problem solving

Required Fluency: 1.OA.6 Add and subtract within 10.

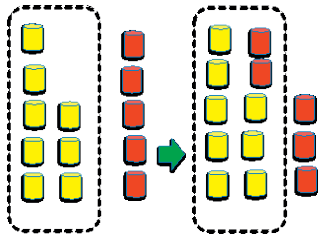
Major Emphasis Clusters
Operations and Algebraic Thinking • Represent and solve problems involving addition and subtraction. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract within 20. • Work with addition and subtraction equations. Number and Operations in Base Ten • Extend the counting sequence. • Understand place value. • Use place value understanding and properties of operations to add and subtract. Measurement and Data • Measure lengths indirectly and by iterating length units.

Rationale for Module Sequence in Grade 1

In Grade 1, work with numbers to 10 continues to be a major stepping-stone in learning the place value system. In Module 1, students work to further understand the meaning of addition and subtraction begun in Kindergarten, largely within the context of the Grade 1 word problem types. They begin intentionally and energetically building fluency with addition and subtraction facts—a major gateway to later grades.

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In Module 2, students add and subtract within 20. Work begins by modeling *adding and subtracting across ten* in word problems and with equations. Solutions involving decomposition and composition like that shown to the right for 8 + 5 reinforce the need to *make 10*. In Module 1, students grouped 10 objects, saw numbers 0 to 9 in relationship to ten, added to make ten, and subtracted from ten. They now transition to conceptualizing that ten as a single unit (e.g., using 10 linking cubes stuck together). This is the next major stepping-stone in understanding place value, learning to group *10 ones* as a single unit: 1 ten. Learning to *complete a unit* empowers students in later grades to understand *renaming* in the addition algorithm, to add 298 and 35 mentally (i.e., 298 + 2 + 33), and to add measurements like 4 m, 80 cm, and 50 cm (i.e., 4 m + 80 cm + 20 cm + 30 cm = 4 m + 1 m + 30 cm = 5 m 30 cm).



8 + 5 = 8 + (2 + 3) = (8 + 2) + 3 = 10 + 3 = 13

Adding Across a Ten

Module 3, which focuses on measuring and comparing lengths indirectly and by iterating length units, gives students a few weeks to practice and internalize *making a 10* during daily fluency activities.

Module 4 returns to understanding place value. Addition and subtraction within 40 rest on firmly establishing a *ten* as a unit that can be counted, first introduced at the close of Module 2. Students begin to see a problem like 23 + 6 as an opportunity to separate the 2 tens in 23 and concentrate on the familiar addition problem 3 + 6. Adding 8 + 5 is related to solving 28 + 5; complete a unit of ten and add 3 more.

In Module 5, students think about attributes of shapes and practice composing and decomposing geometric shapes. They also practice working with addition and subtraction within 40 during daily fluency activities (from Module 4). Thus, this module provides important internalization time for students between two intense number-based modules. The module placement also gives more spatially-oriented students the opportunity to build their confidence before they return to arithmetic.

Although Module 6 focuses on *adding and subtracting within 100*, the learning goal differs from the *within 40* module. Here, the new level of complexity is to build off the place value understanding and mental math strategies that were introduced in earlier modules. Students explore by using simple examples and the familiar units of 10 made out of linking cubes, bundles, and drawings. Students also count to 120 and represent any number within that range with a numeral.

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Alignment Chart[20]

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
Module 1: **Sums and Differences to 10** [21] (45 days)	**Represent and solve problems involving addition and subtraction.**[22] **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.) **Understand and apply properties of operations and the relationship between addition and subtraction.** **1.OA.3** Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* **1.OA.4** Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.* **Add and subtract within 20.** **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

[20] When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.
[21] In this module, work is limited to within 10.
[22] 1.OA.2 is addressed in Module 2.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	Work with addition and subtraction equations. **1.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.* **1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ – 3, 6 + 6 = _.*
Module 2: **Introduction to Place Value Through Addition and Subtraction Within 20** (35 days)	**Represent and solve problems involving addition and subtraction.** **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.) **1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **Understand and apply properties of operations and the relationship between addition and subtraction.** **1.OA.3** Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* **1.OA.4** Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	Add and subtract within 20.[23] **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **Understand place value.**[24] **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
Module 3: **Ordering and Comparing Length Measurements as Numbers** (15 days)	**Represent and solve problems involving addition and subtraction.**[25] **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.) **Measure lengths indirectly and by iterating length units.** **1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object.

[23] From this point forward, fluency practice is part of students' on-going experience; the balance of this cluster is addressed in Module 1.
[24] Focus in this module is on numbers to 20. The balance of this cluster is addressed in Modules 4 and 6.
[25] The balance of this cluster is addressed in Module 2.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.* **Represent and interpret data.** **1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
Module 4: **Place Value, Comparison, Addition and Subtraction to 40** [26] (35 days)	**Represent and solve problems involving addition and subtraction.**[27] **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.) **Extend the counting sequence.**[28] **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **Understand place value.**[29] **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a "ten."

[26] While pennies and dimes are used throughout the module, 1.MD.3 is not a focus grade level standard in Module 4. Instead, this standard becomes a focal standard in Module 6, when all coins are introduced and used.
[27] The balance of this cluster is addressed in Module 2.
[28] Focus on numbers to 40.
[29] Focus on numbers to 40; 1.NBT.2b is addressed in Module 2.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). **1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **Use place value understanding and properties of operations to add and subtract.**[30] **1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **1.NBT.6** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Module 5: **Identifying, Composing, and Partitioning Shapes** (15 days)	**Tell and write time and money.**[31] **1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value. **Reason with shapes and their attributes.** **1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

[30] Focus on numbers to 40.
[31] Time alone is addressed in this module. Although money is not addressed until Grade 2 in the CCSS-M, it is addressed in Grade 1 Module 6.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism.") **1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
Module 6: **Place Value, Comparison, Addition and Subtraction to 100** (35 days)	**Represent and solve problems involving addition and subtraction.**[32] **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.) **Extend the counting sequence.** **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **Understand place value.**[33] **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a "ten." c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

[32] The balance of this cluster is addressed in Module 2.
[33] 1.NBT.2b is addressed in Module 2.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 1 Modules
	1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **Use place value understanding and properties of operations to add and subtract.** **1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count: explain the reasoning used. **1.NBT.6** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Tell and write time and money.**[34] **1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.

[34] Although money is not addressed until Grade 2 in the CCSS-M, money is addressed in this module. Time is addressed in Module 5.

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Sequence of Grade 2 Modules Aligned with the Standards

Module 1: Sums and Differences to 100
Module 2: Addition and Subtraction of Length Units
Module 3: Place Value, Counting, and Comparison of Numbers to 1,000
Module 4: Addition and Subtraction Within 200 with Word Problems to 100
Module 5: Addition and Subtraction Within 1,000 with Word Problems to 100
Module 6: Foundations of Multiplication and Division
Module 7: Problem Solving with Length, Money, and Data
Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes

Summary of Year

Grade 2 mathematics is about (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Key Areas of Focus for K–2: Addition and subtraction—concepts, skills, and problem solving

Required Fluency:

2.OA.2	Add and subtract within 20.
2.NBT.5	Add and subtract within 100.

Major Emphasis Clusters
Operations and Algebraic Thinking • Represent and solve problems involving addition and subtraction. • Add and subtract within 20. Number and Operations in Base Ten • Understand place value. • Use place value understanding and properties of operations to add and subtract. Measurement and Data • Measure and estimate lengths in standard units. • Relate addition and subtraction to length.

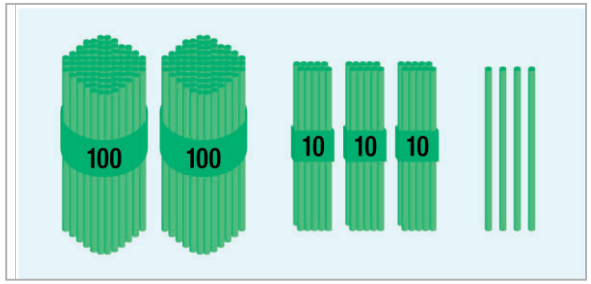
Rationale for Module Sequence in Grade 2

From Grade 1, students have fluency of addition and subtraction within 10 and extensive experience working with numbers to 100. Module 1 of Grade 2 establishes a motivating, differentiated fluency program in the first few weeks that will provide each student with enough practice to achieve mastery of the new required fluencies (i.e., adding and subtracting within 20 and within 100) by the end of the year. Students also solve all addition and subtraction word problem situations (See the Standards Glossary, Table 1) that do not involve comparison using the Read-Draw-Write process, a practice that will also continue throughout the year. Though encouraged to use math drawings that are intuitive for them, each situation is also modeled using the tape diagram, encouraging students to generalize and analyze part–whole relationships.

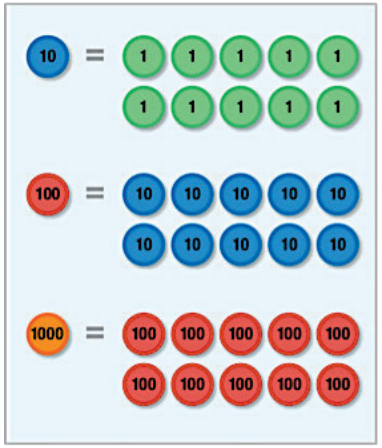
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In Module 2, students learn to measure and estimate using standard units for length and solve measurement problems involving addition and subtraction of length, now encountering the word problem situations involving comparison. A major objective is for students to use measurement tools with the understanding that linear measure involves an iteration of units and that the smaller a unit, the more iterations are necessary to cover a given length. Students work exclusively with metric units (e.g., centimeters and meters) in this module to support upcoming work with place value concepts in Module 3. Units also play a central role in the addition and subtraction algorithms of Modules 4 and 5. An underlying goal for this module is for students to learn the meaning of a *unit* in a different context, that of length. This understanding serves as the foundation of arithmetic, measurement, and geometry in elementary school. Students also solve word problems involving all addition and subtraction comparison situations, so that by the end of Module 2, they have encountered the full set of situations.

All arithmetic algorithms are manipulations of place value units: ones, tens, hundreds, etc. In Module 3, students extend their understanding of base-ten notation and apply their understanding of place value to count and compare numbers to 1,000. In Grade 2, the place value units move from a proportional model to a non-proportional number disk model (see the pictures below). The place value table with number disks can be used through Grade 5 for modeling very large numbers and decimals, thus providing students greater facility with, and understanding of, mental math and algorithms.



Proportional Model for Place Value



Non-Proportional Model for Place Value

In Module 4, students apply their work with place value units to add and subtract within 200, moving from concrete to pictorial to abstract. This work deepens their understanding of base ten, place value, and the properties of operations. It also challenges them to apply their knowledge to one-step and two-step word problems. During this module, students also continue to develop one of the required fluencies of the grade: addition and subtraction within 100.

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Module 5 builds upon the work of Module 4. Students again use place value strategies, manipulatives, and math drawings to extend their conceptual understanding of the addition and subtraction algorithms to numbers within 1,000. They maintain addition and subtraction fluency within 100 through daily application work to solve one- and two-step word problems of all types. A key component of Modules 4 and 5 is that students use place value reasoning to explain why their addition and subtraction strategies work.

In Module 6, students extend their understanding of a unit to build the foundation for multiplication and division wherein any number, not just powers of ten, can be a unit. Making equal groups of *four apples each* establishes the unit *four apples* (or just *four*) that can then be counted: *1 four, 2 fours, 3 fours*, etc. Relating the new unit to the one used to create it lays the foundation for multiplication: *3 groups of 4 apples equal 12 apples* (or *3 fours is 12*).

Module 7 provides another opportunity for students to practice their algorithms and problem-solving skills with perhaps the most well-known, interesting units of all: dollars, dimes, pennies, quarters, and nickels. Measuring and estimating length is revisited in this module in the context of units from both the customary system (e.g., inches and feet) and the metric system (e.g., centimeters and meters). As they study money and length, students represent data given by measurement and money data using picture graphs, bar graphs, and line plots.

Students finish Grade 2 by describing and analyzing shapes in terms of their sides and angles. In Module 8, students investigate, describe, and reason about the composition and decomposition of shapes to form other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

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Alignment Chart[35]

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
Module 1: **Sums and Differences to 100** (10 days)	**Represent and solve problems involving addition and subtraction.[36]** **2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.) **Add and subtract within 20.[37]** **2.OA.2** Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers. **Use place value understanding and properties of operations to add and subtract.[38]** **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Module 2: **Addition and Subtraction of Length Units** (12 days)	**Measure and estimate lengths in standard units.[39]** **2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. **2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters.

[35] When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.
[36] In this module, word problems focus primarily on result unknown and change unknown situations.
[37] From this point forward, fluency practice with addition and subtraction to 20 is part of students' ongoing experience.
[38] This standard is addressed again in Modules 4 and 7; the balance of this cluster is addressed in Modules 4 and 5.
[39] Focus is on metric measurement in preparation for place value in Module 3. Customary measurement is addressed in Module 7.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
	2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **Relate addition and subtraction to length.** **2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. **2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram.
Module 3: **Place Value, Counting, and Comparison of Numbers to 1,000** (25 days)	**Understand place value.** **2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens—called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **2.NBT.2** Count within 1000; skip-count by 5s[40], 10s, and 100s. **2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

[40] Use an analog clock to provide a context for skip-counting by fives.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
Module 4: **Addition and Subtraction Within 200 with Word Problems to 100** (35 days)	**Represent and solve problems involving addition and subtraction.** **2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 1.) **Use place value understanding and properties of operations to add and subtract.**[41] **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations. **2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
Module 5: **Addition and Subtraction Within 1,000 with Word Problems to 100** (24 days)	**Use place value understanding and properties of operations to add and subtract.**[42] **2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is

[41] In this module, work is limited to within 200. This work is extended to numbers within 1,000 in the next module.
[42] The balance of this cluster is addressed in Modules 1, 4, and 7.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
	necessary to compose or decompose tens or hundreds. **2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
Module 6: **Foundations of Multiplication and Division** (24 days)	**Work with equal groups of objects to gain foundations for multiplication.** **2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s: write an equation to express an even number as a sum of two equal addends. **2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. **Reason with shapes and their attributes.**[43] **2.G.2** Partition a rectangle into rows and columns of same size squares and count to find the total number of them.
Module 7: **Problem Solving with Length, Money, and Data** (30 days)	**Use place value understanding and properties of operations to add and subtract.**[44] **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **Measure and estimate lengths in standard units.** **2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

[43] 2.G.2 is included in this module because the array model is so important to the foundation for multiplication. The balance of this cluster is addressed in Module 8.
[44] This standard is also addressed in Modules 1 and 4; the balance of this cluster is addressed in Modules 4 and 5.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
	2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. **2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters. **2.MD.4** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **Relate addition and subtraction to length.** **2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. **2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram. **Work with time and money.**[45] **2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **Represent and interpret data.** **2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. **2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems (See Standards Glossary, Table 1.) using information presented in a bar graph.

[45] Focus on money. Time is addressed in Module 8.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 2 Modules
Module 8: **Time, Shapes, and Fractions as Equal Parts of Shapes** (20 days)	**Work with time and money.**[46] **2.MD.7** Tell time and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **Reason with shapes and their attributes.**[47] **2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **2.G.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

[46] Focus on time. Money is addressed in Module 7.
[47] 2.G.2 is addressed in Module 6.

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Sequence of Grade 3 Modules Aligned with the Standards

Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10
Module 2: Place Value and Problem Solving with Units of Measure
Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10
Module 4: Multiplication and Area
Module 5: Fractions as Numbers on the Number Line
Module 6: Collecting and Displaying Data
Module 7: Geometry and Measurement Word Problems

Summary of Year

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

Key Areas of Focus for 3–5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency:

3.OA.7	Multiply and divide within 100.
3.NBT.2	Add and subtract within 1000.

Major Emphasis Clusters

Operations and Algebraic Thinking
- Represent and solve problems involving multiplication and division.
- Understand the properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations and identify and explain patterns in arithmetic.

Number and Operations—Fractions
- Develop understanding of fractions as numbers.

Measurement and Data
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Rationale for Module Sequence in Grade 3

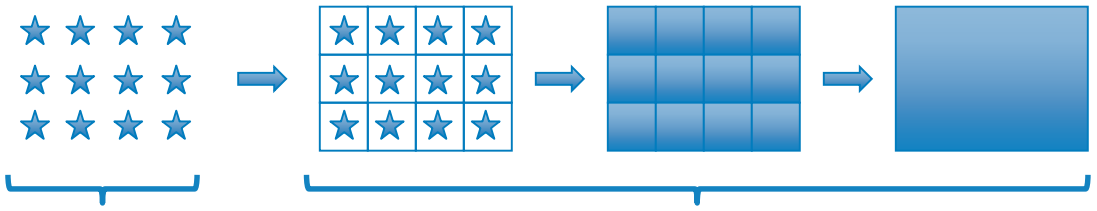
The first module builds upon the foundation of multiplicative thinking with units started in Grade 2. First, students concentrate on the meaning of multiplication and division and begin developing fluency for learning products involving factors of 2, 3, 4, 5, and 10 (see Key Areas of Focus and

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Required Fluency above). The restricted set of facts keeps learning manageable, and also provides enough examples to do one- and two-step word problems and to start measurement problems involving weight, capacity, and time in the second module.

Module 2 focuses on measurement of time and metric weight and capacity. In exploratory lessons, students decompose a kilogram into 100 gram, 10 gram, and 1 gram weights and decompose a liter into analogous amounts of milliliters. Metric measurement thereby develops the concept of mixed units (e.g., 3 kilograms 400 grams is clearly related to 3 thousands, 4 hundreds). Students then apply their new understanding of number to place value, comparison and rounding, composing larger units when adding, decomposing into smaller units when subtracting. Students also draw proportional tape diagrams to solve word problems (e.g., "If this tape represents 62 kg, then a tape representing 35 kg needs to be slightly longer than half the 62 kg bar …"). Drawing the relative sizes of the lengths involved in the model prepares students to locate fractions on a number line in Module 5 (where they learn to locate points on the number line relative to each other and relative to the whole unit). Module 2 also provides students with internalization time for learning the 2, 3, 4, 5, and 10 facts as part of their fluency activities.

Students learn the remaining multiplication and division facts in Module 3 as they continue to develop their understanding of multiplication and division strategies within 100 and use those strategies to solve two-step word problems. The "2, 3, 4, 5, and 10 facts" module (Module 1) and the "0, 1, 6, 7, 8, 9, and multiples of 10 facts" module (Module 3) both provide important, sustained time for work in understanding the structure of rectangular arrays to prepare students for area in Module 4. This work is necessary because students initially find it difficult to distinguish the different units in a grid (the third array in the picture below), count them, and recognize that the count is related to multiplication. Tiling also supports a correct interpretation of the grid. Modules 1 and 3 slowly build up to the area model (the fourth model in the picture below), using rectangular arrays in the context of learning multiplication and division:



Progression from Rectangular Array to Area Model

By Module 4, students are ready to investigate area. They measure the area of a shape by finding the total number of same-size units of area (e.g., tiles) required to cover the shape without gaps or overlaps. When that shape is a rectangle with whole number side lengths, it is easy to partition the rectangle into squares with equal areas (as in the third stage of the illustration above).

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One goal of Module 5 is for students to transition from thinking of fractions as area or parts of a figure to points on a number line and finally, as numbers. To make that jump, students think of fractions as being constructed out of unit fractions: *1 fourth* is the length of a segment on the number line such that the length of four concatenated fourth segments on the line equals 1 (the whole). Once the unit *1 fourth* has been established, counting them is as easy as counting whole numbers: 1 fourth, 2 fourths, 3 fourths, 4 fourths, 5 fourths, etc. Students also compare fractions, find equivalent fractions in special cases, and solve problems that involve fractions. They realize that equivalent fractions share the same point on the number line.

In Module 6, by applying their knowledge of fractions from Module 5, students round lengths to the nearest halves and fourths of an inch and record that information on line plots. This module also prepares students for the multiplicative comparison problems of Grade 4 by asking students "how many more" and "how many less" questions about scaled bar graphs.

The year rounds out with plenty of time to solve two-step word problems involving the four operations and to improve fluency for concepts and skills initiated earlier in the year. In Module 7, students also describe, analyze, and compare properties of two-dimensional shapes. By now, students have done enough work with both linear and area measurement models to understand that there is no relationship in general between the area of a figure and its perimeter, which is one of the concepts taught in the last module.

Alignment Chart[48]

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
Module 1: **Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10** (25 days)	**Represent and solve problems involving multiplication and division.[49]** **3.OA.1** Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 x 7.* **3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*

[48] When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.
[49] In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 2.) **3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = _ ÷ 3, 6 x 6 = ?* **Understand properties of multiplication and the relationship between multiplication and division.**[50] **3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*[51] **3.OA.6** Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.* **Multiply and divide within 100.**[52] **3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **Solve problems involving the four operations, and identify and explain patterns in arithmetic.**[53] **3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard

[50] In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.
[51] The associative property is addressed in Module 3.
[52] In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.
[53] In this module, problem solving is limited to multiplication and division and limited to factors of 2–5 and 10 and the corresponding dividends. 3.OA.9 is addressed in Module 3.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.)
Module 2: **Place Value and Problem Solving with Units of Measure** (25 days)	**Use place value understanding and properties of operations to perform multi-digit arithmetic.**[54] **3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.** **3.MD.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems, i.e., problems involving notions of "times as much"; see Standards Glossary, Table 2.)

[54] From this point forward, fluency practice with addition and subtraction is part of students' on-going experience. 3.NBT.3 is addressed in Module 3.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
Module 3: **Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10** (25 days)	**Represent and solve problems involving multiplication and division.**[55] **3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Standards Glossary, Table 2.) **3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 =___÷ 3, 6 x 6 = ?* **Understand properties of multiplication and the relationship between multiplication and division.**[56] **3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)* **Multiply and divide within 100.**[57] **3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **Solve problems involving the four operations, and identify and explain patterns in arithmetic.**[58] **3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students

[55] The balance of this cluster is addressed in Module 1.
[56] The balance of this cluster is addressed in Module 1.
[57] From this point forward, fluency practice with multiplication and division facts is part of students' on-going experience.
[58] After being fully taught in Module 3, this standard (as well as 3.OA.3) continues being practiced throughout the remainder of the school year.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.) **3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* **Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.)**[59] **3.NBT.3** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.
Module 4: **Multiplication and Area** (20 days)	**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.** **3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units. **3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). **3.MD.7** Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

[59] The balance of this cluster is addressed in Module 2.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
Module 5: **Fractions as Numbers on the Number Line** (35 days)	**Develop understanding of fractions as numbers. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)** **3.NF.1** Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. **3.NF.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. **3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram*. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **Reason with shapes and their attributes.**[60] **3.G.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area and describe the area of each part as ¼ of the area of the shape.
Module 6: **Collecting and Displaying Data** (10 days)	**Represent and interpret data.** **3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two- step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **3.MD.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
Module 7: **Geometry and Measurement Word Problems**[61] (40 days)	**Solve problems involving the four operations, and identify and explain patterns in arithmetic.**[62] **3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard

[60] 3.G.1 is addressed in Module 7.
[61] The seemingly eclectic set of standards in Module 7 allows for a new level of word problems, including perimeter and measurement word problems.
[62] 3.OA.9 is addressed in Module 3.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 3 Modules
	is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.) **Represent and interpret data.**[63] **3.MD.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. **Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.** **3.MD.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **Reason with shapes and their attributes.**[64] **3.G.1** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

[63] 3.MD.3 is addressed in Module 6.
[64] 3.G.2 is addressed in Module 5.

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Sequence of Grade 4 Modules Aligned with the Standards

Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction
Module 2: Unit Conversions and Problem Solving with Metric Measurement
Module 3: Multi-Digit Multiplication and Division
Module 4: Angle Measure and Plane Figures
Module 5: Fraction Equivalence, Ordering, and Operations
Module 6: Decimal Fractions
Module 7: Exploring Measurement with Multiplication

Summary of Year

Grade 4 mathematics is about (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.

Key Areas of Focus for 3–5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency: 4.NBT.4 Add and subtract within 1,000,000.

Major Emphasis Clusters
Operations and Algebraic Thinking • Use the four operations with whole numbers to solve problems. Number and Operations in Base Ten • Generalize place value understanding for multi-digit whole numbers. • Use place value understanding and properties of operations to perform multi-digit arithmetic. Number and Operations—Fractions • Extend understanding of fraction equivalence and ordering. • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. • Understand decimal notation for fractions, and compare decimal fractions.

Rationale for Module Sequence in Grade 4

In Grade 4, students extend their work with whole numbers. They begin with large numbers using familiar units (tens and hundreds) and develop their understanding of thousands by building knowledge of the pattern of *times ten* in the base-ten system on the place value chart (**4.NBT.1**). In

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Grades 2 and 3, students focused on developing the concept of composing and decomposing place value units within the addition and subtraction algorithms. Now, in Grade 4, those (de)compositions are seen through the lens of multiplicative comparison (e.g., 1 thousand is 10 times as much as 1 hundred). They next apply their broadened understanding of patterns on the place value chart to compare, round, add, and subtract. The addition and subtraction algorithms are then efficient and useful applications of students' knowledge of and skill with composing and decomposing higher value units. The module culminates with solving multi-step word problems involving addition and subtraction modeled with tape diagrams that focus on numerical relationships.

The algorithms continue to play a part in Module 2 as students relate place value units to metric units. This module helps students draw similarities between:

1 ten	= 10 ones
1 hundred	= 10 tens
1 hundred	= 100 ones
1 meter	= 100 centimeters
1 thousand	= 1,000 ones
1 kilometer	= 1,000 meters
1 kilogram	= 1,000 grams
1 liter	= 1,000 milliliters

Students work with metric measurement in the context of the addition and subtraction algorithms, mental math, place value, and word problems. Customary units are used as a context for fractions in Modules 5 and 7.

In Module 3, measurement of perimeter and area provide the concrete foundation behind the distributive property in the multiplication algorithm: 4 × (1 m 2 cm) can be modeled concretely using ribbon, since it is easy to see the 4 copies of 1 meter and the 4 copies of 2 centimeters. Likewise, 4 × (1 ten 2 ones) = 4 tens 8 ones. Students next use place value disks to develop efficient procedures and the algorithms for multiplying and dividing one-digit whole numbers. They understand and explain why the procedures work, and connections are made between the area model and work on the place value chart. Two-digit by two-digit multiplication is then modeled using the area model, extending students' earlier experiences with measurement and the distributive property. Students also solve word problems throughout the module where they select and accurately apply appropriate methods to estimate, mentally calculate, or use written strategies to compute products and quotients.

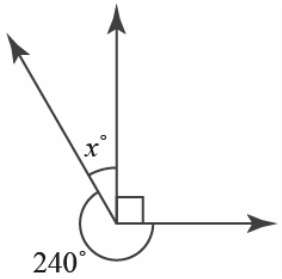
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Module 4 focuses as much on solving unknown angle problems using letters and equations as it does on building, drawing, and analyzing two-dimensional shapes in geometry. Students have already used letters and equations to solve word problems in earlier grades. They continue to do so in Grade 4, and now they also learn to solve unknown angle problems: work that challenges students to build and solve equations to find unknown angle measures. First, students learn the definition of degree and learn how to measure angles in degrees using a circular protractor. From the definition of degree and the fact that angle measures are additive, the following rudimentary facts about angles naturally follow:

1. The sum of angle measurements around a point is 360 degrees.
2. The sum of angle measurements on a line is 180 degrees.

Hence, from 1 and 2, students see that vertical angles are equal. Armed only with these facts, students are able to generate and solve equations as in the following problem:

Find the unknown angle x.



$x + 240 + 90 = 360$

$x + 330 = 360$

$x = 30$

The unknown angle is 30 degrees.

Unknown angle problems help to unlock algebraic concepts for students because such problems are visual. The x clearly stands for a specific number. If a student wished, he could place a protractor down on that angle and measure it to find x. But doing so destroys the joy of deducing the answer and solving the puzzle on his own.

Module 5 centers on equivalent fractions and operations with fractions. We use fractions when there is a given unit, the *whole unit*, but we want to measure using a smaller unit, called the *fractional unit*. To prepare students to explore the relationship between a fractional unit and its whole unit, examples of such relationships in different contexts were already carefully established earlier in the year:

360 degrees in	1 complete turn
100 centimeters in	1 meter
1000 grams in	1 kilogram
1000 milliliters in	1 liter

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The beauty of fractional units, once defined and understood, is that they behave just as all other units do:

- "3 fourths + 5 fourths = 8 fourths" just as "3 meters + 5 meters = 8 meters"
- "4 × 3 fourths = 12 fourths" just as "4 × 3 meters = 12 meters"

Students add and subtract fractions with like units using the area model and the number line. They multiply a fraction by a whole number where the interpretation is as repeated addition (e.g., 3 fourths + 3 fourths = 2 × 3 fourths). Through this introduction to fraction arithmetic they gradually come to understand fractions as units they can manipulate, just like whole numbers. Throughout the module, customary units of measurement provide a relevant context for the arithmetic.

Module 6, on decimal fractions, starts with the realization that decimal place value units are simply special fractional units: 1 tenth = 1/10, 1 hundredth = 1/100, etc. Fluency plays an important role in this topic as students learn to relate 3/10 = 0.3 = 3 tenths. They also recognize that 3 tenths is equal to 30 hundredths and subsequently have their first experience adding and subtracting fractions with unlike units (e.g., 3 tenths + 4 hundredths = 30 hundredths + 4 hundredths).

The year ends with a module focused on multiplication and measurement, as they solve multi-step word problems. Exploratory lessons support conceptual understanding of the relative sizes of measurement units. Students explore conversion in hands-on settings and subsequently apply those conversions to solve multi-step word problems involving all operations and multiplicative comparison.

Alignment Chart[65]

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
Module 1: **Place Value, Rounding, and Algorithms for Addition and Subtraction** (25 days)	**Use the four operations with whole numbers to solve problems.**[66] **4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

[65] When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.
[66] The balance of this cluster is addressed in Modules 3 and 7.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	Generalize place value understanding for multi-digit whole numbers. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.) **4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* **4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place. **Use place value understanding and properties of operations to perform multi-digit arithmetic.**[67] **4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Module 2: **Unit Conversions and Problem Solving with Metric Measurement** (7 days)	**Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**[68] **4.MD.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …* **4.MD.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

[67] From this point forward, fluency practice is part of students' on-going experience. The balance of this cluster is addressed in Module 3.
[68] The focus of this module is on the metric system to reinforce place value, mixed units, and word problems with unit conversions. Decimal and fraction word problems wait until Modules 6 and 7. 4.MD.3 is addressed in Module 3.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
Module 3: **Multi-Digit Multiplication and Division** (43 days)	**Use the four operations with whole numbers to solve problems.** **4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Standards Glossary, Table 2.) **4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Gain familiarity with factors and multiplies.** **4.OA.4** Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. **Use place value understanding and properties of operations to perform multi-digit arithmetic. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)**[69] **4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **4.NBT.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the

[69] 4.NBT.4 is addressed in Module 1 and is then reinforced throughout the year.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**[70] **4.MD.3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*
Module 4: **Angle Measure and Plane Figures** (20 days)	**Geometric measurement: understand concepts of angle and measure angles.** **4.MD.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees. **4.MD.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. **4.MD.7** Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

[70] 4.MD.1 is addressed in Modules 2 and 7; 4.MD.2 is addressed in Modules 2, 6, and 7.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	Draw and identify lines and angles, and classify shapes by properties of their lines and angles. **4.G.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. **4.G.2** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. **4.G.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Module 5: **Fraction Equivalence, Ordering, and Operations**[71] (45 days)	**Generate and analyze patterns.** **4.OA.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.* **Extend understanding of fraction equivalence and ordering. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)** **4.NF.1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **4.NF.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole.

[71] Tenths and hundredths are important fractions in this module, represented in decimal form in Module 6.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.** **4.NF.3** Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. **4.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?* **Represent and interpret data.** **4.MD.4** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*
Module 6: **Decimal Fractions** (20 days)	**Understand decimal notation for fractions, and compare decimal fractions. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)**[72] **4.NF.5** Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* **4.NF.6** Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.* **4.NF.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

[72] In this module, we continue to work with fractions, now including decimal form.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.[73] **4.MD.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
Module 7: **Exploring Measurement with Multiplication** (20 days)	**Use the four operations with whole numbers to solve problems.** **4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Standards Glossary, Table 2.) **4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**[74] **4.MD.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a

[73] 4.MD.1 is addressed in Modules 2 and 7; 4.MD.3 is addressed in Module 3.
[74] The focus now is on customary units in word problems for application of fraction concepts. 4.MD.3 is addressed in Module 3.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 4 Modules	
		larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …*
	4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

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Sequence of Grade 5 Modules Aligned with the Standards

Module 1: Place Value and Decimal Fractions
Module 2: Multi-Digit Whole Number and Decimal Fraction Operations
Module 3: Addition and Subtraction of Fractions
Module 4: Multiplication and Division of Fractions and Decimal Fractions
Module 5: Addition and Multiplication with Volume and Area
Module 6: Problem Solving with the Coordinate Plane

Summary of Year

Grade 5 mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit 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.

Key Areas of Focus for 3–5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency: 5.NBT.5 Multi-digit multiplication.

Major Emphasis Clusters
Number and Operations in Base Ten • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths. Number and Operations—Fractions • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Measurement and Data • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Rationale for Module Sequence in Grade 5

Students' experiences with the algorithms as ways to manipulate place value units in Grades 2–4 really begin to pay dividends in Grade 5. In Module 1, whole number patterns with number disks on the place value chart are easily generalized to decimal numbers. As students work word problems with measurements in the metric system, where the same patterns occur, they begin to appreciate the value and the meaning of decimals. Students apply their work with place value to adding, subtracting, multiplying, and dividing decimal numbers with tenths and hundredths.

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Module 2 begins by using place value patterns and the distributive and associative properties to multiply multi-digit numbers by multiples of 10 and leads to fluency with multi-digit whole number multiplication.[75] For multiplication, students must grapple with and fully understand the distributive property (one of the key reasons for teaching the multi-digit algorithm). While the multi-digit multiplication algorithm is a straightforward generalization of the one-digit multiplication algorithm, the division algorithm with two-digit divisors requires far more care to teach because students have to also learn estimation strategies, error correction strategies, and the idea of successive approximation (all of which are central concepts in math, science, and engineering).

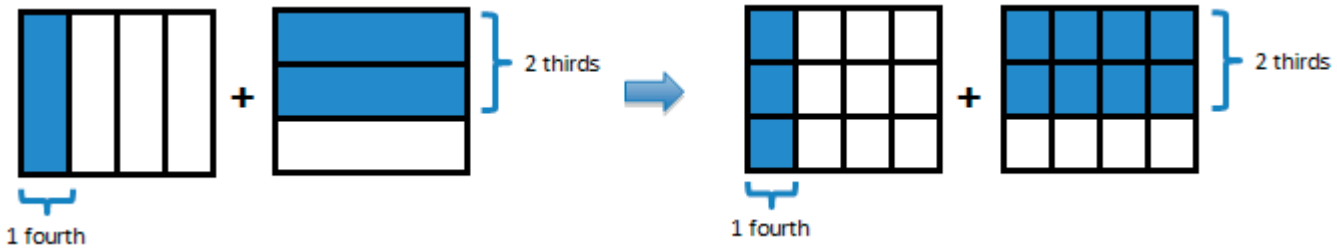
Work with place value units paves the path toward fraction arithmetic in Module 3 as elementary math's place value emphasis shifts to the larger set of fractional units for algebra. Like units are added to and subtracted from like units:

1.5 + 0.8 = $1\frac{5}{10} + \frac{8}{10}$ = 15 tenths + 8 tenths = 23 tenths = 2 and 3 tenths = $2\frac{3}{10}$ = 2.3

$1\frac{5}{9} + \frac{8}{9}$ = 14 ninths + 8 ninths = 22 ninths = 2 and 4 ninths = $2\frac{4}{9}$

The new complexity is that when units are not equivalent, they must be changed for smaller equal units so that they can be added or subtracted. Probably the best model for showing this is the rectangular fraction model pictured below. The equivalence is then represented symbolically as students engage in active meaning-making rather than obeying the perhaps mysterious command to "multiply the top and bottom by the same number."

1 boy + 2 girls = 1 child + 2 children = 3 children
1 fourth + 2 thirds = 3 twelfths + 8 twelfths = 11 twelfths



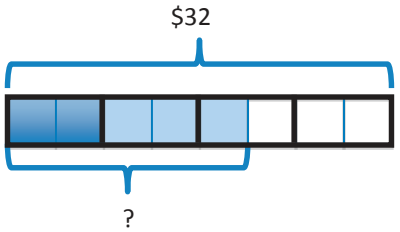
$$\frac{1}{4} + \frac{2}{3} = \left(\frac{1 \times 3}{4 \times 3}\right) + \left(\frac{2 \times 4}{3 \times 4}\right) = \frac{3}{12} + \frac{8}{12} = \frac{11}{12}$$

[75] Multi-digit decimal multiplication such as 4.1 × 3.4 and division such as 4.5 ÷ 1.5 are studied in Module 4.

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Relating different fractional units to one another requires extensive work with area and number line diagrams whereas tape diagrams are used often in word problems. Tape diagrams, which students began using in the early grades and which become increasingly useful as students applied them to a greater variety of word problems, hit their full strength as a model when applied to fraction word problems. At the heart of a tape diagram is the now-familiar idea of forming units. In fact, forming units to solve word problems is one of the most powerful examples of the unit theme and is particularly helpful for understanding fraction arithmetic, as in the following example:

Jill had \$32. She gave $\frac{1}{4}$ of her money to charity and $\frac{3}{8}$ of her money to her brother. How much did she give altogether?



Solution with units:

8 units = \$32
1 unit = \$4
5 units = \$20

Solution with arithmetic:

$$\frac{1}{4}+\frac{3}{8}=\frac{2}{8}+\frac{3}{8}=\frac{5}{8}$$

$$\frac{5}{8}\times 32 = 20$$

Jill gave \$20 altogether.

Near the end of Module 4, students know enough about fractions and whole number operations to begin to explore multi-digit decimal multiplication and division. In multiplying 2.1 × 3.8, for example, students now have multiple skills and strategies that they can use to locate the decimal point in the final answer, including:

- Unit awareness: 2.1 × 3.8 = 21 tenths × 38 tenths = 798 hundredths
- Estimation (through rounding): 2.1 × 3.8 ≈ 2 × 4 = 8, so 2.1 × 3.8 = 7.98
- Fraction multiplication: $\frac{21}{10}\times\frac{38}{10} = 21\times\frac{1}{10}\times 38\times\frac{1}{10} = 21\times 38\times\frac{1}{100} = \frac{798}{100}$

Similar strategies enrich students' understanding of division and help them to see multi-digit decimal division as whole number division in a different unit. For example, we divide to find, "How many groups of 3 apples are there in 45 apples?" and write *45 apples ÷ 3 apples = 15*. Similarly, *4.5 ÷ 0.3* can be written as *45 tenths ÷ 3 tenths* with the same answer: *There are 15 groups of 0.3 in 4.5*. This idea was used to introduce fraction division earlier in the module, thus gluing division to whole numbers, fractions, and decimals together through an understanding of units.

Frequent use of the area model in Modules 3 and 4 prepares students for an in-depth discussion of area and volume in Module 5. But the module on area and volume also reinforces work done in the fraction module. Now, questions about how the area changes when a rectangle is scaled by a whole or fractional scale factor may be asked, and missing fractional sides may be found. Measuring volume once again highlights the unit theme, as a unit cube is chosen to represent a volume unit and used to measure the volume of simple shapes composed of rectangular prisms.

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In this final module of *A Story of Units*, students connect plane geometry with numerical work to investigate relationships. They construct the coordinate plane, plot points and draw lines. For points on a given line, students discover a common relationship between the *x* and *y* coordinates, foreshadowing the proportional reasoning of Grade 6, and later, the slope of a line.

Alignment Chart[76]

Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
Module 1: **Place Value and Decimal Fractions** (20 days)	**Understand the place value system.** **5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **5.NBT.3** Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **5.NBT.4** Use place value understanding to round decimals to any place. **Perform operations with multi-digit whole numbers and with decimals to hundredths.**[77] **5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

[76] When a cluster is referred to in this chart without a footnote, the cluster is addressed in its entirety.
[77] This standard is addressed again in Modules 2 and 4; the balance of this cluster is addressed in Module 2.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	Convert like measurement units within a given measurement system.[78] **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Module 2: **Multi-Digit Whole Number and Decimal Fraction Operations** (35 days)	**Write and interpret numerical expressions.**[79] **5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* **Understand the place value system.**[80] **5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **Perform operations with multi-digit whole numbers and with decimals to hundredths.** **5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm.[81] **5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using

[78] The focus of this module is on the metric system to reinforce place value and writing measurements using mixed units.
[79] These skills are also applied to fractions in this module.
[80] The balance of this cluster is addressed in Module 1.
[81] From this point forward, fluency practice is part of students' on-going experience.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	equations, rectangular arrays, and/or area models. **5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. [82] **Convert like measurement units within a given measurement system.** **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Module 3: **Addition and Subtraction of Fractions** (22 days)	**Use equivalent fractions as a strategy to add and subtract fractions.** [83] **5.NF.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **5.NF.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
Module 4: **Multiplication and Division of Fractions and Decimal Fractions** (38 days)	**Write and interpret numerical expressions.** **5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

[82] Focus on decimal multiplication of a single-digit, whole number factor times a multi-digit number with up to 2 decimal places (e.g., 3 x 64.98). Restrict decimal division to a single-digit whole number divisor with a multi-digit dividend with up to 2 decimal places (e.g., 64.98 ÷ 3). The balance of the standard is addressed in Module 4.
[83] Examples in this module also include tenths and hundredths in fraction and decimal form.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* **Perform operations with multi-digit whole numbers and with decimals to hundredths.**[84] **5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**[85] **5.NF.3** Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* **5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)*

[84] The balance of this cluster is addressed in Module 2. Teach problems such as 2.7 x 2.1 and 4.5 ÷ 1.5. See the Progression Document "K–5, Number and Operations in Base Ten" pp. 17–18 (http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf).

[85] 5.NF.4b is addressed in Module 5. Include problems involving decimal fractions throughout the cluster.

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	5.NF.5 Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. **5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. **5.NF.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.) a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.* b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.* c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	Convert like measurement units within a given measurement system.[86] **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **Represent and interpret data.** **5.MD.2** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*
Module 5: **Addition and Multiplication with Volume and Area** (25 days)	**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**[87] **5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. **5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

[86] The focus of 5.MD.1 in this module is on the customary system of units as a means of introducing fractions (e.g., 1 inch is 1/12 foot, 1 foot is 1/3 yard).
[87] The balance of this cluster is addressed in Module 4. In this module, 5.NF.4b is applied to multiplying to find volume and area. 5.NF.4b includes decimal fraction side lengths of sides of a rectangle (in both fraction and decimal form).

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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. **5.MD.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units. **5.MD.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **5.MD.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. **Classify two-dimensional figures into categories based on their properties.** **5.G.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

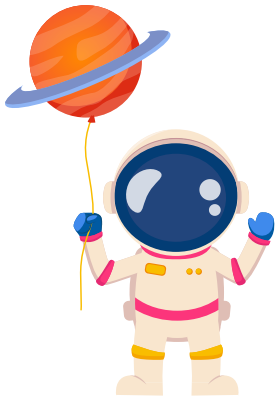
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Module and Approximate Number of Instructional Days	Standards Addressed in Grade 5 Modules
	5.G.4 Classify two-dimensional figures in a hierarchy based on properties.
Module 6: **Problem Solving with the Coordinate Plane** (40 days)	**Write and interpret numerical expressions.** **5.OA,2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product*. **Analyze patterns and relationships.** **5.OA.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.* **Graph points on the coordinate plane to solve real-world and mathematical problems.** **5.G.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). **5.G.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

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AMPLIFY CKLA

TK



2025

Scope and Sequence • All About Me Domain 1 • PreK

Learning Center: Doctor's Office

Content Objectives

- Describe themselves and their appearance, giving at least two details about themselves (e.g., hair color, eye color, age, etc.)
- Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- Describe two ways our body parts help us move (e.g., our elbow helps us bend our arms, our knees help us jump, etc.)
- State that the heart and lungs are parts hidden inside the body
- State that a body can sometimes heal itself when it is hurt or sick
- State that people stay healthy by exercising, resting, eating good foods, and staying clean

ELA Objectives

- Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- Recognize and call classmates and teacher by name (SL.P.1c)
- Acknowledge and return greetings and farewells (SL.P.1c)
- Ask or answer questions beginning with who, what, where, when, or why (SL.P.3)
- Adapt the volume of one's voice to different settings and different purposes (L.P.3)
- Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency (L.P.3)

Transition Cards: Body Parts

Content Objectives

- Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- Describe two ways our body parts help us move (e.g., our elbow helps us bend our arms, our knees help us jump, etc.)

ELA Objectives

- Understand and use precise nouns and verbs related to the human body (L.P.1b)

Transition Cards: Five Senses

Content Objectives

- Point to and name the following body parts: ear, eye, finger, hand, mouth, tongue, nose
- State that the five senses are sight, hearing, smell, taste, touch
- Identify the body parts that correspond to each sense: 1. Eyes—Sight 2. Ears—Hearing 3. Nose—Smell 4. Tongue—Taste 5. Skin—Touch
- State how each of the five senses helps them experience the world (e.g., eyes help you see toys, ears help you hear sounds, etc.)

ELA Objectives

- Point to and name parts of the body: ear, eye, finger, hand, mouth, tongue, nose (L.P.1b)
- Understand increasingly precise verbs related to eating, movement, and the five senses (L.P.1b, L.P.5d)
- Use increasingly precise verbs related to eating, movement, the five senses (L.P.1b, L.P.5d)

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Transition Cards: Name Cards

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- Recognize the written form of one's first name (RF.P.1d)

Transition Cards: Capital Letters

ELA Objectives

- Recognize the initial letter of one's first name (RF.P.1d)

Classroom Routines

At the start of the year, when students begin the All About Me domain, they will likely not be familiar with the general schedule or rhythm of the school day. Thus, in this domain, the classroom routines that are introduced are those that are most fundamental to efficient movement through the school day. As students gain more school-based experiences, they begin to learn and even facilitate these everyday activities that occur in their classroom. The routines taught in this domain include:

Routines: Taking Attendance

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's
- Recognize the written form of one's first name (RF.P.1d)

Routines: Using a daily schedule

ELA Objectives

- Recognizes own name and common signs and labels in the environment (STD RF.P.3b)

Routines: Learning Center Labels and Sign In

ELA Objectives

- Recognizes own name and common signs and labels in the environment (STD RF.P.3b)

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Note: *These goals are consistently addressed throughout the Listening and Learning portion of the domain*

With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)

With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)

With prompting and support, retell important facts and information from the read-aloud (RI.P.2)

With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)

With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)

Understand and use precise nouns and verbs related to plants (L.P.1b)

With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)

Ask questions about oral directions or verbal explanations (SL.P.2)

Restate oral directions or verbal explanations (SL.P.2)

With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)

Describe an event or task that one is in the process of completing (SL.P.4)

Express personal needs and desires verbally in a comprehensible manner (SL.P.6)

	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	**Emerging Skills in Writing** ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 1 Routines	**Rhyme:** *Head and Shoulders, Knees and Toes* **Name Recognition:** Taking Attendance: One at a Time	
Day 1 Small Group 1	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Mystery Sound Box	**Listening Skills:** Warm Up: Be a Good Listener
Day 1 Small Group 2	Warm Up: Counting to Five	**Motor Skills:** Warm Up: Move Your Body **Motor Skills**: Easel Painting

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 1 **L&L Read-Aloud**	**Print Concepts:** Trace and label the Body	**Speaking and Listening: "**I am Special" **Core Vocabulary:** humans, infants, mood, prefer, unique **Language & Content Use:** Extension Activity: Trace and Label the Body
Day 2 **Routines**	**Rhyme:** *Head and Shoulders, Knees and Toes* **Word Awareness:** Learning Center Labels **Name Recognition:** Taking Attendance: One at a Time	
Day 2 **Small Group 1**	**Recite Nursery Rhymes:** Get the Rhythm of the Rhyme	**Speaking & Listening:** Warm Up: Say the Rhyme
Day 2 **Small Group 2**	**Name Recognition:** Warm Up: Welcome Song **Name Recognition:** Make a Placemat	
Day 2 **L&L Picture Talk**	**Print Concepts:** Trace and Label the Body	**Speaking and Listening:** "I am Special" **Deepening Understanding:** humans **Core Vocabulary:** humans, infants, mood, prefer, unique **Language & Content Use:** Extension Activity: Trace and Label the Body
Day 3 **Routines**	**Rhyme***: Head and Shoulders, Knees and Toes* **Name Recognition:** Taking Attendance: Cubbies	
Day 3 **Small Group 1**	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Mystery Sound Box: Same or Different?	**Motor Skills:** Warm Up: Be a Good Listener
Day 3 **Small Group 2**	Warm Up: Counting to Five	**Motor Skills:** Warm Up: Move Your Body **Motor Skills:** Easel Drawing and Coloring

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 3 **L&L**	**Print Concepts:** Trace and Label the Body	**Speaking and Listening:** *Shades of People* **Core Vocabulary:** between, exactly, shades **Language & Content Use:** Extension Activity: Trace and Label the Body
Day 4 **Routines**	**Rhyme:** *Open, Shut Them* **Name Recognition:** Taking Attendance: Cubbies	
Day 4 **Small Group 1**	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Guess the Instrument	**Listening:** Warm Up: Be a Good Listener
Day 4 **Small Group 2**	**Name Recognition:** Warm Up: Welcome Song **Name Recognition:** Matching Names Game	
Day 4 **L&L Read-Aloud**	**Print Knowledge:** Trace and Label the Body	**Speaking and Listening:** "Body Parts" **Core Vocabulary:** beneath, inside, joints, muscle, planted, softly **Language & Content Use:** Extension Activity: Trace and Label the Body
Day 5 **Routines**	**Rhyme:** *Open, Shut Them* **Name Recognition:** Taking Attendance: Cubbies **Print Concept:** Learning Centers Sign In	
Day 5 **Small Group 1**	**Word Awareness:** Words: Same or Different?	**Speaking and Listening:** Warm Up: Say the Rhyme
Day 5 **Small Group 2**	Warm Up: Counting to Five	**Motor Skills:** Warm Up: Move Your Body **Motor Skills:** Play Dough Letters

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 5 **L&L Picture Talk**		**Speaking and Listening:** "Body Parts" **Deepening Understanding:** inside **Core Vocabulary:** beneath, inside, joints, muscle, planted, softly **Language & Content Use:** Extension Activity: Learning Center Observations
Days 6–8 **Pausing Point 1**	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Student Performance Task Assessment, Skills Review, Listening & Learning Review**	
Day 9 **Routines**	**Rhyme:** *Do your Ears Hang Low?* **Name Recognition:** Taking Attendance: Cubbies	**Sequencing Events:** Daily Schedule: Teacher Job
Day 9 **Small Group 1**	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Musical Instrument Hide-and-Seek	**Listening:** Warm Up: Be a Good Listener
Day 9 **Small Group 2**	**Name Recognition:** Warm Up: Welcome Song **Name Recognition:** Matching Names Game	
Day 9 **L&L Trade Book**		**Speaking and Listening: Trade Book:** *My Five Senses*, by Aliki **Core Vocabulary:** aware, often, only, senses, sometimes **Language & Content Use:** Extension Activity: Sensory Center
Day 10 **Routines**	**Rhyme:** *Do your Ears Hang Low?* **Name Recognition:** Taking Attendance: Cubbies	
Day 10 **Small Group 1**	**Recite Nursery Rhymes:** Get the Rhythm of the Rhyme	**Recite Nursery Rhyme:** Warm Up: Say the Rhyme
Day 10 **Small Group 2**		**Motor Skills:** Collage

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 10 **L&L Picture Talk**		**Speaking and Listening:** "We Use Our Senses to Learn" **Core Vocabulary:** alive, glide, shiny, touch **Language & Content Use:** Extension Activity: Sensory Center
Day 11 **Routines**	**Rhyme:** *Do your Ears Hang Low?* **Name Recognition:** Taking Attendance: Cubbies	
Day 11 **Small Group 1**	**Name Recognition:** Warm Up: Welcome Song **Name Recognition:** Name Game: Matching Initial Letters	
Day 11 **Small Group 2**	**Rhyme:** Rhyming Words	**Recite Nursery Rhyme:** Warm Up: Say the Rhyme
Day 11 **L&L Picture Talk**		**Speaking and Listening:** "We Use Our Senses to Learn" **Deepening Understanding:** touch **Core Vocabulary:** alive, glide, shiny, touch **Language & Content Use:** Extension Activity: Sensory Center
Day 12 **Routines**	**Rhyme:** *Where is Thumbkin?* **Name Recognition:** Taking Attendance: Two Piles	
Day 12 **Small Group 1**	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Animal Sound Circle	**Motor Skills:** Warm Up: Be a Good Listener
Day 12 **Small Group 2**	Warm Up: Counting to Five	**Motor Skills:** Warm Up: Move Your Body **Motor Skills:** Straw Bracelets
Day 12 **L&L Read-Aloud**		**Speaking and Listening:** "I Am Growing and Changing" **Core Vocabulary:** already, clutch, grow, siblings **Language & Content Use:** Extension Activity: Sensory Center

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 13 Routines	**Rhyme:** *Where is Thumbkin?* **Print Knowledge:** Daily Schedule (becomes student job) **Name Recognition:** Taking Attendance: Two Piles	
Day 13 Small Group 1		**Recite Nursery Rhyme / Motor Skills:** Warm Up: Say the Rhyme **Motor Skills:** Trace Your Hand
Day 13 Small Group 2	**Name Recognition:** Warm Up: Welcome Song	**Motor Skills:** Self Portrait
Day 13 L&L Picture Talk		**Speaking and Listening:** "I Am Growing and Changing" **Deepening Understanding:** grow **Core Vocabulary:** already, clutch, grow, siblings **Language & Content Use:** Extension Activity: Learning Center Observations
Day 14 Routines	**Rhyme:** *Where is Thumbkin?* **Name Recognition:** Taking Attendance: Two Piles	
Day 14 Small Group 1	**Rhyme:** Review Nursery Rhymes and Songs Posters 12, 15, 34, 55	**Recite Nursery Rhyme / Motor Skills:** Warm Up: Say the Rhyme
Day 14 Small Group 2	Warm Up: Counting to Five	**Motor Skills:** Warm Up: Move Your Body **Writing Strokes:** Line Art Mural
Day 14 L&L Read-Aloud		**Speaking and Listening:** "Three Basic Needs" **Core Vocabulary:** brain, huddle, protect, shelter, survive, temperature **Language & Content Use:** Extension Activity: Basic Needs Picnic
Day 15 Routines	**Rhyme:** *Pat-a-Cake* **Name Recognition:** Taking Attendance: Two Piles	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 15 **Small Group 1**	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Instrument Sound Circles	
Day 15 **Small Group 2**	**Name Recognition:** Warm Up: Welcome Song **Name Recognition:** Jump for your Letter!	
Day 15 **L&L Picture Talk**		**Speaking and Listening:** "Three Basic Needs" **Deepening Understanding:** shelter **Core Vocabulary:** brain, huddle, protect, shelter, survive **Language & Content Use:** Extension Activity: Basic Needs Picnic
Day 16 **Routines**	**Rhyme:** *Pat-a-Cake* **Name Recognition:** Taking Attendance: Two Piles	
Day 16 **Small Group 1**	**Name Recognition:** Say your Letter	**Recite Nursery Rhyme:** Warm Up: Say the Rhyme
Day 16 **Small Group 2**	Warm Up: Counting to Five	**Motor Skills:** Warm Up: Move Your Body **Writing Strokes:** Finger Painting Lines
Day 16 **L&L Trade Book**		**Speaking and Listening:** *My Amazing Body*, by Pat Thomas **Core Vocabulary:** amazing, bathe, germs, quietly **Language & Content Use:** Extension Activity: Basic Needs Picnic
Days 17–19: Pausing Point 2	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Student Performance Task Assessment, Skills Review, Listening & Learning Review**	

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Learning Center: House Dramatic Play Center

Content Objectives

- Name the members of their own families
- State that their family is made up of the people who love and care for them
- Name two ways that their family cares for them
- Define a home as a shelter where a family lives and cares for each other
- Name and describe two kinds of homes where a family might live (e.g., house, apartment building, houseboat, etc.)
- Name two chores or routines that they do with their families
- Name two activities that they do with their families
- Name and describe one of their own family traditions
- Name at least one member of their extended family
- State two different ways that families celebrate (e.g., eat special food, dance, have a party, fast, etc.)
- State the name of the community where they live
- Name and describe two different community helpers

ELA Objectives

- Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- Greet adults as "Mr. (name)" and/or "Ms. or Mrs. (name)" (SL.P.1c)
- Give simple single-step directions (SL.P.6)
- Give simple, multistep directions (SL.P.6)
- Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around; etc.) (L.P.1e)
- Use spatial words (here-there; in-on; in front of-behind; at the top of at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back) (L.P.1e)
- Combine simple sentences using and (L.P.1f)
- Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency (L.P.3)

Transition Cards: Routines

Content Objectives

- Name two chores or routines that they do with their families
- Name two activities that they do with their families

ELA Objectives

- Understand and use precise nouns and verbs related to families and communities (L.P.1b)

Transition Cards: Colors

ELA Objectives

- Sort and classify objects and images by color (L.P.5a)

Transition Cards: Book Parts

ELA Objectives

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- Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter (RI.P.5, RF.P.1a)

Transition Cards: Capital Letters

ELA Objectives

- Recognize the initial letter of one's first name (RF.P.1d)
- Identify at least ten letters of the alphabet by name, especially those in child's first name (RF.P.1d)
- When asked, point to specific examples of letters and specific examples of numerals in the classroom environment and/or on a page (RF.P.1f)

Classroom Routines

Routines: Continue conducting the daily routines introduced during the *All About Me* domain. During the *Families and Communities* domain, students are becoming more familiar with the general schedule and rhythm of the school day. Thus, in this domain, the classroom routines that are introduced extend routines that are already familiar to students. The routines taught in this domain include:

Routines: Taking Attendance

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's
- Recognize the written form of one's first name (RF.P.1d)

Routines: Classroom Job

ELA Objectives

- Use labels in the classroom to identify different classroom jobs (RF.P.3b)

Routines: Learning Centers Materials Labels

ELA Objectives

- Recognizes own name and common signs and labels in the environment (STD RF.P.3b)

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Note: *These objectives are consistently addressed throughout the Listening and Learning portion of the domain*

With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)

With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)

With prompting and support, retell important facts and information from the read-aloud (RI.P.2)

With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)

With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)

Understand and use precise nouns and verbs related to plants (L.P.1b)

With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)

Ask questions about oral directions or verbal explanations (SL.P.2)

Restate oral directions or verbal explanations (SL.P.2)

With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)

Describe an event or task that one is in the process of completing (SL.P.4)

Express personal needs and desires verbally in a comprehensible manner (SL.P.6)

	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	**Emerging Skills in Writing** ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 1 Routines	**Rhyme:** *Rain, Rain Go Away* **Name Recognition:** Taking Attendance: One Pile	
Day 1 Small Group 1	**Environmental Noise:** Warm Up: Body Beats **Recite Nursery Rhymes:** Old MacDonald	**Listening: Warm Up:** Be a Good Listener
Day 1 Small Group 2	**Recite Nursery Rhymes:** Warm Up: Say the Rhyme **Final Sound:** Words That End in /ae/	

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 1 **L&L Read-Aloud**		**Speaking and Listening**: *All Kinds of Families* **Core Vocabulary:** cherish, countries, cousins, guide, visit **Language & Content Use:** Extension Activity: My Family Book
Day 2 **Routines**	**Rhyme:** *Rain, Rain Go Away* **Name Recognition:** Classroom Jobs	
Day 2 **Small Group 1**	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Musical Instrument Circle	**Listening:** Be a Good Listener
Day 2 **Small Group 2**		**Motor Skills:** Move Your Body **Writing Strokes:** My First Strokes Book **Writing Strokes:** Handwriting Strokes with Fingers
Day 2 **L&L Trade Book**		**Speaking and Listening:** *Families,* by Ann Morris **Core Vocabulary:** celebrate, family, sharing **Language & Content Use:** Extension Activity: My Family Book
Day 3 **Routines**	**Rhyme:** *Five Little Monkeys* Continue Established Routines	
Day 3 **Small Group 1**	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** Musical Instrument Circle	**Listening:** Be a Good Listener
Day 3 **Small Group 2**	**Recite Nursery Rhymes:** Warm Up: Say the Rhyme **Final Sound:** Words That End in /ed/	
Day 3 **L&L Trade Book**		**Speaking and Listening**: *Houses and Homes,* by Ann Morris **Deepening Understanding:** soil **Core Vocabulary:** bright, handy, stilts, straw, weave **Language & Content Use:** Extension Activity: My Family Book

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 4 Routines	**Rhyme:** *Five Little Monkeys* Continue Established Routines	
Day 4 Small Group 1	**Environmental Noise:** Warm Up: Body Beats **Environmental Noise:** How Many Noises?	**Listening:** Warm Up: Be a Good Listener
Day 4 Small Group 2		**Motor Skills:** Move Your Body **Writing Strokes:** My First Strokes Book **Writing Strokes:** Tracing with Primary Crayons
Day 4 L&L Picture Talk		**Speaking and Listening:** Compare *Houses and Homes* and *Families*, by Ann Morris **Language & Content Use:** Extension Activity: My Family Book
Day 5 Routines	**Rhyme:** *Pease Porridge* Continue Established Routines	
Day 5 Small Group 1	**Word Awareness:** Warm Up: Words: Same or Different? **Word Awareness:** Step Forward for Your Word	
Day 5 Small Group 2	**Final Sound:** Sorting /at/ and /ee/ Words	
Day 5 L&L Read-Aloud		**Speaking and Listening:** *Families Work and Play Together* **Core Vocabulary:** activities, chores, organized, pretend, repeat **Language & Content Use:** Extension Activity: My Tradition
Day 6 Routines	**Rhyme:** *Pease Porridge* Continue Established Routines	
Day 6 Small Group 1	**Word Awareness:** Warm Up: Words: Same or Different? **Word Awareness:** How Many Words?	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 6 **Small Group 2**		**Motor Skills:** Move Your Body **Writing Strokes:** My First Strokes Book **Writing Strokes:** Writing with Primary Crayons
Day 6 **L&L Picture Talk**		**Speaking and Listening:** *Families Work and Play Together* **Deepening Understanding:** chores **Language & Content Use:** Extension Activity**:** My Tradition
Days 7–9 **Pausing Point 1**	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Student Performance Task Assessment, Skills Review, Listening & Learning Review**	
Day 10 **Routines**	**Rhyme:** *Teddy Bear* **Word Awareness:** Taking Attendance: How Many Students? Continue Established Routines	
Day 10 **Small Group 1**	**Word Awareness:** Warm Up: Silly Words: Same or Different? **Word Awareness:** How Many Words?	
Day 10 **Small Group 2**	**Rhyme:** Sorting /ok/ and /am/ Words	
Day 10 **L&L Trade Book**		**Speaking and Listening:** *Full, Full, Full of Love,* by Trish Cooke **Core Vocabulary:** behind, brim, full, grinned, nearly, struggle **Language & Content Use:** Extension Activity: My Tradition
Day 11 **Routines**	**Rhyme:** *Teddy Bear* Continue Established Routines	
Day 11 **Small Group 1**	**Word Awareness:** Warm Up: Silly Words: Same or Different? **Syllable Segment:** Words: Long or Short?	

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 11 **Small Group 2**		**Motor Skills:** Move Your Body **Writing Strokes:** My First Strokes Book **Writing Strokes:** Handwriting Strokes with Fingers
Day 11 **L&L Picture Talk**		**Speaking and Listening:** *Full, Full, Full of Love,* by Trish Cooke **Deepening Understanding:** chores **Language & Content Use:** Extension Activity: My Tradition
Day 12 **Routines**	**Rhyme:** *Teddy Bear* Continue Established Routines	
Day 12 **Small Group 1**	**Word Awareness:** Warm Up **Syllable Segment:** Names: How Many Parts?	
Day 12 **Small Group 2**	**Recite Nursery Rhymes:** Warm Up: Teddy Bear **Rhyme:** Rhyming Picnic	
Day 12 **L&L Read-Aloud**		**Speaking and Listening:** *Family Celebrations and Traditions* **Core Vocabulary:** decorate, honor, lanterns, throughout, traditions **Language & Content Use:** Extension Activity: Make the Rainbow
Day 13 **Routines**	**Rhyme:** *A Tisket, A Tasket* Continue Established Routines	
Day 13 **Small Group 1**	**Syllable Segment:** Warm Up: Clapping Names **Syllable Blend:** Robot Talk: Blending Compound Words	
Day 13 **Small Group 2**		**Motor Skills:** Move Your Body **Writing Strokes:** My First Strokes Book **Writing Strokes:** Tracing with Primary Crayons

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 13 **L&L Picture Talk**		**Speaking and Listening:** *Family Celebrations and Traditions* **Deepening Understanding:** Show and Tell: Celebrations and Traditions **Language & Content Use:** Extension Activity: Make the Rainbow
Day 14 **Routines**	**Rhyme:** *A Tisket, A Tasket* Continue Established Routines	
Day 14 **Small Group 1**	**Syllable Segment:** Warm Up: Clapping Names **Syllable Blend:** Robot Talk: Blending Words	
Day 14 **Small Group 2**	**Recite Nursery Rhymes:** "Teddy Bear" **Rhyme:** Rhyming Trip	
Day 14 **L&L Show and Tell**		**Speaking and Listening:** *Family Celebrations and Traditions* **Deepening Understanding:** Show and Tell: Celebrations and Traditions **Language & Content Use:** Extension Activity: Make the Rainbow
Day 15 **Routines**	**Rhyme:** *A Tisket, A Tasket* Continue Established Routines	
Day 15 **Small Group 1**	**Syllable Segment:** Warm Up: Clapping Names **Syllable Segment/Blend:** Hand Motions: Blending Compound Words	
Day 15 **Small Group 2**		**Motor Skills:** Move Your Body **Writing Strokes:** My First Strokes Book **Writing Strokes:** Writing with Primary Crayons

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 15 **L&L Trade Book**		**Speaking and Listening:** C*areer Day*, by Anne Rockwell **Core Vocabulary:** career, interesting, introduce, robe, recycle **Language & Content Use:** Extension Activity: Experiment: Making Colors
Day 16 **Routines**	**Rhyme:** Nursery Rhyme Review Continue Established Routines	
Day 16 **Small Group 1**	**Syllable Segment:** Warm Up: Stomping Names **Syllable Segment/Blend:** Hand Motions: Blending Words	
Day 16 **Small Group 2**	**Recite Nursery Rhymes:** Warm Up: Nursery Rhyme Review **Rhyme:** Rhyming Words Memory	
Day 16 **L&L Picture Talk**		**Speaking and Listening:** *Career Day, by Anne Rockwell* **Deepening Understanding:** Guess the Community Helper **Language & Content Use:** Extension Activity: Experiment: Making Colors
Days 17–19 **Pausing Point 2**	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Skills Review, Listening & Learning Review**	

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Learning Center: Animal Hospital

Content Objectives

- Identify at least ten animals by name
- Identify three body parts that belong to animals that are not human (e.g., beak, trunk, claw, etc.)
- Identify three body parts that humans and some animals have in common (e.g., eyes, ears, legs, hands, etc.)
- Name various animal body parts (e.g., nose, ears, tail, eyes, mouth, feet)
- Describe how animals use specific body parts (e.g., an elephant uses its trunk to get water
- State that animals' three basic needs are water, food, and shelter
- Identify two ways that animals are born (i.e., some animals are born alive and some animals hatch from eggs)
- State two defining characteristics of birds (e.g., have wings, feathers, two legs, or a beak; lay eggs; fly)
- State two defining characteristics of fish (e.g., have fins, tails, gills; live and breathe underwater; swim)
- State one defining characteristic of insects (e.g., small, have six legs)
- State one defining characteristic of mammals (e.g., have hair/fur, live babies, warm bodies; feed their babies milk)

ELA Objectives

- Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- Understand and use precise nouns and verbs related to animals (L.P.1b)
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- Use regularly formed plurals in spoken language (L.P.1c)
- Use present and past verb tense (L.P.1b)
- Understand and use complex sentences with clauses introduced by because and so that (L.P.1f)
- Give simple, single-step directions (SL.P.6)

Transition Cards: Animals

Content Objectives

- Identify at least ten animals by name
- Name various animal body parts (e.g., nose, ears, tail, eyes, mouth, feet)
- Sort pictures of birds, fish, and insects into piles based on the animal group to which they belong

ELA Objectives

- Understand and use precise nouns and verbs related to animals (L.P.1b)
- Ask or answer questions beginning with who, what, where, when, or why (SL.P.3)
- Ask or answer increasingly detailed, elaborate questions (other than those beginning with who, what, where, when, or why) (SL.P.3)
- Classify by other conceptual categories (L.P.5a

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Transition Cards: Capital Letters

ELA Objectives

- Recognize the initial letter of one's first name (RF.P.1d)
- Identify at least ten letters of the alphabet by name, especially those in child's first name (RF.P.1d)

Transition Cards: Name Cards

ELA Objectives

- Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- Segment a spoken word into separate, distinct syllables (RF.P.2a)
- Blend two spoken syllables, saying the whole word (RF.P.2a)

Classroom Routines

Routines: Continue conducting the daily routines introduced during the *All About Me and Families and Communities* domains. During the *Animals* domain, students are becoming more familiar with the general schedule and rhythm of the school day. Thus, in this domain, slight modifications to the existing routines are included to further challenge students. The routines taught in this domain include:

Routines: Taking Attendance (Copying Name)

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's name
- Recognize the written form of one's first name (RF.P.1d)

Routines: Using a daily schedule (Ordering the schedule using temporal words)

ELA Objectives

- Recognizes own name and common signs and labels in the environment (STD RF.P.3b)

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Note: *These objectives are consistently addressed throughout the Listening and Learning portion of the domain*

With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)

With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)

With prompting and support, retell important facts and information from the read-aloud (RI.P.2)

With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)

With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)

Understand and use precise nouns and verbs related to plants (L.P.1b)

With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)

Ask questions about oral directions or verbal explanations (SL.P.2)

Restate oral directions or verbal explanations (SL.P.2)

With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)

Describe an event or task that one is in the process of completing (SL.P.4)

Express personal needs and desires verbally in a comprehensible manner (SL.P.6)

	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	**Emerging Skills in Writing** ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 1 Routines	**Rhyme:** *An Old Person of Ware* **Alphabet Knowledge:** Taking Attendance: Copying Your Name	
Day 1 Small Group 1	**Syllable Segment:** Warm Up: Clapping Animal Names **Syllable Segment/ Blend:** Duck, Duck, Goose	
Day 1 Small Group 2	**Rhyme:** Warm Up: Rhyme **Rhyme:** Silly Rhyming Sentences	

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 1 **L&L Read-Aloud**		**Speaking and Listening**: *Humans are Animals* **Core Vocabulary:** animals, beak, furry, sharp, sniff, trunk **Language & Content Use:** Extension Activity: Animal Library
Day 2 **Routines**	**Rhyme:** *An Old Person of Ware* Continue Established Routines	**Sequencing Events:** Ordering the Schedule Using Temporal Words
Day 2 **Small Group 1**	**Syllable Segment:** Warm Up: Clapping Animal Names **Syllable Segment:** Mystery Syllable Box	
Day 2 **Small Group 2**		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Tracing with Primary Crayons
Day 2 **L&L Picture Talk**		***S*peaking and Listening**: *Humans are Animals* **Deepening Understanding:** truck **Language & Content Use:** Extension Activity: Animal Library
Day 3 **Routines**	**Rhyme*:*** *Here is the Beehive* Continue Established Routines	
Day 3 **Small Group 1**	**Syllable Segment:** Warm Up: Clapping Animal Names **Syllable Segment:** Jumping for Syllables	
Day 3 **Small Group 2**	**Rhyme:** Warm Up: Rhyme **Rhyme:** Mystery Rhyming Box	
Day 3 **L&L Trade Book**		**Speaking and Listening**: *What Do You Do With A Tail Like This?,* by Steve Jenkins and Robin Page **Deepening Understanding:** soil **Core Vocabulary:** underground, pesky, sticky, leap, capture **Language & Content Use:** Extension Activity: Animal Library

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 4 Routines	**Rhyme***: Here is the Beehive* Continue Established Routines	
Day 4 Small Group 1	**Syllable Segment:** Warm Up: Clapping Animal Names **Syllable Segment:** Syllable Sort	
Day 4 Small Group 2		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Writing with Primary Crayons
Day 4 L&L Read-Aloud		**Speaking and Listening:** *Animals Have Three Basic Needs* **Core Vocabulary:** burrows, carnivores, herbivores, lap, nibble **Language & Content Use:** Extension Activity: Basic Needs Pretend Play
Day 5 Routines	**Rhyme***: Here is the Beehive* Continue Established Routines	
Day 5 Small Group 1	**Syllable Segment:** Warm Up: Clapping Animal Names **Syllable Segment:** Count and Color Syllables	
Day 5 Small Group 2		**Sequencing Events:** Shampoo Story
Day 5 L&L Picture Talk		**Speaking and Listening:** *Animals Have Three Basic Needs* **Deepening Understanding:** lap **Language & Content Use:** Extension Activity: Basic Needs Pretend Play
Day 6 Routines	**Rhyme***: Kookaburra* Continue Established Routines	

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 6 **Small Group 1**		**Storytelling:** Warm Up: Grocery Story
Day 6 **Small Group 2**		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Tracing with Primary Crayons
Day 6 **L&L Read-Aloud**		**Speaking and Listening:** *Animals Protect Themselves* **Core Vocabulary:** camouflage, oily, pants, shell, twig **Language & Content Use:** Extension Activity: Basic Needs Pretend Play
Day 7 **Routines**	**Rhyme***: Kookaburra* Continue Established Routines	
Day 7 **Small Group 1**		**Storytelling:** Warm Up: Grocery Story
Day 7 **Small Group 2**		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Writing with Primary Crayons
Day 7 **L&L Picture Talk**		**Speaking and Listening:** *Animals Protect Themselves* **Deepening Understanding:** pants **Language & Content Use:** Extension Activity: “If I Could Be An Animal” Class Book
Days 8–10 **Pausing Point 1**	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Student Performance Task Assessment, Skills Review, Listening & Learning Review**	
Day 11 **Routines**	**Rhyme***: The Eensy, Weensy Spider* Continue Established Routines	

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 11 **Small Group 1**	**Initial Sound:** What Begins with the /m/ Sound?	**Motor Skills:** Warm Up: Move Your Body
Day 11 **Small Group 2**		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes/Writing Letters:** Tracing with Primary Crayons
Day 11 **L&L Trade Book**		**Speaking and Listening:** *Is Your Mama a Llama?,* by Deborah Guarino **Core Vocabulary:** belong, cave, flippers, grazes, herd **Language & Content Use:** Extension Activity: "If I Could Be An Animal" Class Book
Day 12 **Routines**	**Rhyme***: The Eensy, Weensy Spider* Continue Established Routines	
Day 12 **Small Group 1**	**Initial Sound:** What Begins with the /m/ Sound?	**Motor Skills:** Warm Up: Move Your Body
Day 12 **Small Group 2**		**Sequencing Events:** Eensy, Weensy Spider Sequencing
Day 12 **L&L Trade Book**		**Speaking and Listening:** *Is Your Mama a Llama?,* by Deborah Guarino **Deepening Understanding:** belong **Language & Content Use:** Extension Activity: "If I Could Be An Animal" Class Book
Day 13 **Routines**	**Rhyme***: The Eensy, Weensy Spider* Continue Established Routines	

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	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 13 **Small Group 1**	**Initial Sound:** What Begins with the /s/ Sound?	**Motor Skills:** Warm Up: Move Your Body
Day 13 **Small Group 2**	**Rhyme:** Warm Up: Rhyme **Rhyme:** Find Your Rhyme Partner	
Day 13 **L&L Trade Book**		**Speaking and Listening:** *See Me Grow,* by Penelope Arlon and Tory Gordon Harris **Core Vocabulary:** foal, litter, pouch **Language & Content Use:** Extension Activity: Animal Charades
Day 14 **Routines**	**Rhyme***: Hickety, Pickety, My Black Hen* Continue Established Routines	
Day 14 **Small Group 1**	**Initial Sound:** Initial Sound Riddles	**Motor Skills:** Warm Up: Move Your Body
Day 14 **Small Group 2**		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Writing with Primary Crayons
Day 14 **L&L Trade Book**		**Speaking and Listening:** *See Me Grow,* by Penelope Arlon and Tory Gordon Harris **Core Vocabulary:** chrysalis, hatch, tadpole **Language & Content Use:** Extension Activity: Animal Charades
Day 15 **Routines**	**Rhyme***: Hickety, Pickety, My Black Hen* Continue Established Routines	
Day 15 **Small Group 1**	**Initial Sound:** Robot Talk: Blending /s/ and /m/ words	**Motor Skills:** Warm Up: Move Your Body

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 15 **Small Group 2**	**Rhyme:** Warm Up: Rhyme **Rhyme:** Connect the Rhyming Words	
Day 15 **L&L Trade Book**		**Speaking and Listening:** Review: *See Me Grow,* by Penelope Arlon and Tory Gordon Harris **Language & Content Use:** Extension Activity: Animal Charades
Day 16 Routines	**Rhyme:** Review Nursery Rhymes and Songs Posters 3, 16, 18, 22, 45 Continue Established Routines	
Day 16 **Small Group 1**	**Sound Letter Correspondence/ Initial Sounds:** Draw the Sound Picture for /m/	**Motor Skills:** Warm Up: Move Your Body **Writing Letters:** Draw the Sound Picture for /m/
Day 16 **Small Group 2**	**Rhyme:** Warm Up: Rhyme **Rhyme:** Silly Animal Rhymes	
Day 16 **L&L Read-Aloud**		**Speaking and Listening:** *Groups of Animals: Birds, Fish and Insects* **Core Vocabulary:** fins, gills, insects, peck **Language & Content Use:** Extension Activity: Groups of Animals Sorting Game
Day 17 Routines	**Rhyme:** Review Nursery Rhymes and Songs Posters 3, 16, 18, 22, 45 Continue Established Routines	
Day 17 **Small Group 1**	**Sound-Letter Correspondence:** Circle the Sound Picture for /m/	**Motor Skills:** Warm Up: Move Your Body

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 17 **Small Group 2**		**Storytelling:** Retell the Story
Day 17 **L&L Read-Aloud**		**Speaking and Listening:** Groups of Animals: Mammals **Core Vocabulary:** cuddle, fawn, mammals, smooth **Language & Content Use:** Extension Activity: Groups of Animals Sorting Game
Days 18–20 **Pausing Point 2**	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Skills Review, Listening & Learning Review**	

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Learning Center: Farm Stand

Content Objectives

- Name five plants (e.g., tree, grass, sunflower, cactus, carrot, etc.)
- Name the four parts of a plant (i.e., roots, stem, leaves, flowers)
- State the function of the four parts of a plant (i.e., roots soak up water, stem holds the plant up, leaves collect sunlight and air, flowers make seeds)
- State that flowers grow from seeds
- Describe how a sunflower grows (i.e., seed in ground, small root grows down, seedling comes up out of ground, flower grows)
- Name plants' four basic needs: sunlight, water, air, nutrients (from soil)
- State that flowers make seeds and fruits so that new plants can grow
- Use the word *petal* to label the colorful part of a flower
- State that fruits have seeds that grow into new plants
- Identify four types of fruit
- Name five foods that come from plants (e.g., apple, blueberry, banana, carrot, lettuce, etc.)

ELA Objectives

- Describe an event or task that one is in the process of completing (SL.P.4)
- Describe an event or task that one has just experienced in the immediate past (SL.P.4)
- Use future verb tense (L.P.1b)
- Given sample objects/pictures and a verbal description of the selection criteria, sort objects/pictures according to a single criterion: sort by function (L.P.5a)
- Classify by function (L.P.5a)
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- Understand and use precise nouns and verbs related to plants (L.P.1b)
- Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)

Transition Cards: Fruits and Vegetables

Content Objectives

- Name five plants (e.g., tree, grass, sunflower, cactus, carrots, etc.)

ELA Objectives

- Ask or answer questions beginning with w*ho, what, where, when,* or w*hy* (SL.P.3)
- Ask or answer increasingly detailed, elaborate questions (other than those beginning with *who, what, where, whe*n, or *why*) (SL.P.3)
- Understand and use precise nouns and verbs related to plants (L.P.1b)

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- Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts about plants (L.P.6)

Transition Cards: Sound Pictures and Initial Sounds

ELA Objectives

- With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- Give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- With prompting and support, give the vowel sound of at least one letter (RF.P.3a)

Classroom Routines

Routines: Continue conducting the daily routines introduced during the *All About Me, Families and Communities and Animals* domains. During the *Plants* domain, students are very familiar with classroom routines, and are even taking responsibility for conducting some of these routines themselves. In this domain slight modifications to the existing routines are included to further challenge students. The routines taught in this domain include:

Routines: Taking Attendance (Name Your Letters)

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's
- Recognize the written form of one's first name (RF.P.1d)

Routines: Taking Attendance (Naming Your Letters during Circle Time)

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's
- Recognize the written form of one's first name (RF.P.1d)

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Note: *These objectives are consistently addressed throughout the Listening and Learning portion of the domain*

With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)

With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)

With prompting and support, retell important facts and information from the read-aloud (RI.P.2)

With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)

With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)

Understand and use precise nouns and verbs related to plants (L.P.1b)

With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)

Ask questions about oral directions or verbal explanations (SL.P.2)

Restate oral directions or verbal explanations (SL.P.2)

With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)

Describe an event or task that one is in the process of completing (SL.P.4)

Express personal needs and desires verbally in a comprehensible manner (SL.P.6)

	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	**Emerging Skills in Writing** ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 1 Routines	**Rhyme:** *Here We Go Round the Mulberry Bush* **Alphabet Knowledge:** Name letters in own name	**Name Writing:** Copying name
Day 1 Small Group 1	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Sounds in Words:** Same-Sound Pairs	
Day 1 Small Group 2		**Storytelling:** The Story of Tony's Day
Day 1 L&L Read-Aloud		**Speaking and Listening**: *Plants are All Around Us* **Core Vocabulary:** buds, edible, harvested, vegetables **Language & Content Use:** Extension Activity: Plant a Seed

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 2 Routines	**Rhyme:** *Here We Go Round the Mulberry Bush* Continue Established Routines	
Day 2 Small Group 1	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Initial Sound:** Adding Initial Sounds	
Day 2 Small Group 2		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Tracing with Primary Crayons
Day 2 L&L Read-Aloud		**Speaking and Listening:** *Plants Have Different Parts* **Core Vocabulary:** nourish, nutrients, roots, soil, stem **Language & Content Use:** Extension Activity: Plant a Seed
Day 3 Routines	**Rhyme***: Here We Go Round the Mulberry Bush* Continue Established Routines	
Day 3 Small Group 1	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Initial Sound:** Adding Initial Sounds	
Day 3 Small Group 2		**Storytelling:** A Class Story
Day 3 L&L Read-Aloud		**Speaking and Listening**: *Plants Have Different Parts* **Deepening Understanding:** soil **Language & Content Use:** Extension Activity: Plant a Seed
Day 4 Routines	**Rhyme:** *One Potato, Two Potato* Continue Established Routines	
Day 4 Small Group 1	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Sounds in Words:** Draw the Sound Picture for /a/	
Day 4 Small Group 2		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Writing with Primary Crayons

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 4 **L&L Trade Book**		**Speaking and Listening:** *Sunflower House*, by Eve Bunting **Core Vocabulary:** guaranteed, mammoth, sow, weeds **Language & Content Use:** Extension Activity: Make Your Own Sunflower
Day 5 **Routines**	**Rhyme:** *One Potato, Two Potato* Continue Established Routines	
Day 5 **Small Group 1**	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Word Understanding:** Circle the Sound Picture	
Day 5 **Small Group 2**		**Dictation:** Tell a Story
Day 5 **L&L Trade Book**		**Speaking and Listening:** *Sunflower House, by Eve Bunting* **Deepening Understanding***: sow* **Language & Content Use:** Extension Activity: Make Your Own Sunflower
Day 6 **Routines**	**Rhyme:** *Oats, Peas, Beans, and Barley Grow* Continue Established Routines	
Day 6 **Small Group 1**	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Initial Sounds:** Removing Initial Sounds	
Day 6 **Small Group 2**		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Tracing with Primary Crayons
Day 6 **L&L Read-Aloud**		**Speaking and Listening:** *Plants Grow* **Core Vocabulary:** deeper, emerges, larger, seedling, thick, trunk **Language & Content Use:** Extension Activity: Make Your Own Sunflower

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 7 Routines	**Rhyme:** *Oats, Peas, Beans, and Barley Grow* Continue Established Routines	
Day 7 Small Group 1	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Initial Sound:** Removing Initial Sounds	
Day 7 Small Group 2		**Writing Strokes:** Warm Up: My First Strokes Book **Writing Strokes:** Writing with Primary Crayons
Day 7 L&L Picture Talk		**Speaking and Listening:** *Plants Grow* **Deepening Understanding:** trunk **Language & Content Use:** Extension Activity: Make Your Own Sunflower
Days 8–10 Pausing Point 1	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Student Performance Task Assessment, Skills Review, Listening & Learning Review**	
Day 11 Routines	**Rhyme:** *Ring Around the Rosey* **Alphabet Knowledge:** Attendance: Naming Letters During Morning Circle	
Day 11 Small Group 1	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Initial Sound:** Initial Sound Mystery Box	
Day 11 Small Group 2		**Dictation:** Tell Your Own Story
Day 11 L&L Read-Aloud		**Speaking and Listening:** *Plants Have Basic Needs* **Core Vocabulary:** collect, garden, healthy, plant, soak **Language & Content Use:** Extension Activity: Nature Walk
Day 12 Routines	**Rhyme:** *Ring Around the Rosey* Continue Established Routines	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 12 **Small Group 1**	**Initial Sound/Sound-Letter Correspondence:** Initial Sound Matches	
Day 12 **Small Group 2**	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review	**Writing:** Draw the Sound Picture for /t/
Day 12 **L&L Picture Talk**		**Speaking and Listening:** *Plants Have Basic Needs* **Deepening Understanding:** Hands on Learning: Plants Experiment **Language & Content Use:** Extension Activity: Nature Walk
Day 13 **Routines**	**Rhyme/Alliteration:** *Peter Piper* Continue Established Routines	
Day 13 **Small Group 1**	**Initial Sound/Sound-Letter Correspondence:** Initial Sound Matches	
Day 13 **Small Group 2**		**Sequencing Events:** What Will Happen Next?
Day 13 **L&L Trade Book**		**Speaking and Listening:** *Flowers,* by Vijaya Khisty Bodach **Core Vocabulary:** bloom, nectar, petals, raw, sip **Language & Content Use:** Extension Activity: Nature Walk
Day 14 **Routines**	**Rhyme/Alliteration***: Peter Piper* Continue Established Routines	
Day 14 **Small Group 1**	**Initial Sound:** Initial Sound Lists **Phonological Awareness:** Robot Talk: Two-Sound Words	
Day 14 **Small Group 2**	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Initial Sound/Sound-Letter Correspondence:** Circle the Sound Picture for /t/	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 14 **L&L Trade Book**		**Speaking and Listening:** *Flowers,* by Vijaya Khisty Bodach **Deepening Understanding:** sip **Language & Content Use:** Extension Activity: Nature Walk
Day 15 **Routines**	**Rhyme/Alliteration:** *Tippety, Tippety* Continue Established Routines	
Day 15 **Small Group 1**	**Initial Sound:** Initial Sound Lists **Sounds in Words:** Two-Sound Word Hunt	
Day 15 **Small Group 2**	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review	**Handwriting:** Draw the Sound Picture for /d/
Day 15 **L&L Trade Book**		**Speaking and Listening:** *A Fruit Is a Suitcase for Seeds,* by Jean Richards and illustrated by Anca Hariton **Core Vocabulary:** crowded, fruit, pit, suitcase, travel **Language & Content Use:** Extension Activity: Fruit Prints
Day 16 **Routines**	**Rhyme/Alliteration:** *Tippety, Tippety* Continue Established Routines	
Day 16 **Small Group 1**	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Word Awareness:** Make a Match	
Day 16 **Small Group 2**		**Dictation:** Retell the Ending
Day 16 **L&L Read-Aloud**		**Speaking and Listening:** *Plants Are Important to Humans and Animals* **Core Vocabulary:** important, oxygen, root, vegetables, shade **Language & Content Use:** Extension Activity: Fruit Prints

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 17 Routines	**Rhyme/Alliteration:** *Tippety, Tippety* Continue Established Routines	
Day 17 Small Group 1	**Syllable Segment:** Pushing Blocks for Sounds	
Day 17 Small Group 2	**Sound - Letter Correspondence:** Warm Up: Sound Picture Review **Initial Sound:** Write the Initial Sound	
Day 17 L&L Hands on Learning		**Speaking and Listening:** *Tasting Fruits and Vegetables* **Language & Content Use:** Extension Activity: Fruit Prints
Days 18–20 Pausing Point 2	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Skills Review, Listening & Learning Review**	

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Learning Center: Library Dramatic Play Center

Content Objectives

- Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- Name one plant and two animals that live in the woodland
- Identify by name the pond habitat when shown a picture of the pond
- Name one plant and two animals that live in the pond
- Identify by name the ocean habitat when shown a picture of the ocean
- Name three animals that live in the ocean
- State that the ocean habitat has salty water and a sandy beach
- Identify by name the desert habitat when shown a picture of the desert
- Name one plant and two animals that live in the desert
- State that the desert habitat is hot and dry
- Identify by name the farm habitat when shown a picture of the farm
- Name one plant and two animals that live on the farm
- State that the food humans eat is grown on farms

ELA Objectives

- Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter (RI.P.5, RF.P.1a)
- Hold a book correctly, turning the pages, while pretend-reading (RF.P.4)
- Use cover and illustration cues to locate those books that pertain to a particular topic or might answer a topical question (W.P.8)
- Recognize, call by name, and indicate the role of school personnel (SL.P.1c)
- Greet adults as "Mr. (name)," and/or "Ms. or Mrs. (name)" (SL.P.1c)
- Ask questions about oral directions or verbal explanations (SL.P.2)
- Describe an event or task that one has just experienced in the immediate past (SL.P.4)
- Describe an event or task that will take place in the future (SL.P.4)
- Understand and use the negative forms of declarative sentences, questions, and imperatives. (L.P.1f)

Transition Cards: Habitats

Content Objectives

- Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- Name one plant and two animals that live in the woodland
- Identify by name the pond habitat when shown a picture of the pond

ELA Objectives

- With prompting and support, sort, classify, and describe pictures according to categories (habitats) explained in nonfiction read-alouds (RI.P.3)
- Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- Classify by other conceptual categories (L.P.5a)

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- Name one plant and two animals that live in the pond
- Identify by name the ocean habitat when shown a picture of the ocean
- Name three animals that live in the ocean
- Identify by name the desert habitat when shown a picture of the desert
- Name one plant and two animals that live in the desert
- Identify by name the farm habitat when shown a picture of the farm
- Name one plant and two animals that live on the farm
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)

Transition Cards: Sound Pictures and Initial Sounds

ELA Objectives

- With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- Give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- With prompting and support, give the vowel sound of at least one letter (RF.P.3a)

Routines: Continue conducting the daily routines introduced during the *All About Me, Families and Communities, Animals and Plants* domains. During the *Habitats* domain, By the start of the *Habitats* domain, students are very familiar with the general schedule and rhythm of the school day. They may even independently transition from one familiar routine to the next. Students are also writing their own names. The routine modified in this domain is:

Routines: Writing name to make a choice

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's
- Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- Write the first letter of one's first name using a capital letter (L.P.2a)
- Write one's first name, using upper- and lowercase letters appropriately (L.P.1a, L.P.2a)

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Note: *These objectives are consistently addressed throughout the Listening and Learning portion of the domain*	*With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)* *With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)* *With prompting and support, retell important facts and information from the read-aloud (RI.P.2)* *With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)* *With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)* *Understand and use precise nouns and verbs related to plants (L.P.1b)* *With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)* *Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)* *Ask questions about oral directions or verbal explanations (SL.P.2)* *Restate oral directions or verbal explanations (SL.P.2)* *With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)* *Describe an event or task that one is in the process of completing (SL.P.4)* *Express personal needs and desires verbally in a comprehensible manner (SL.P.6)*

	Emerging Skills in Reading ***Phonological Awareness, Print Concepts, Alphabet Knowledge***	**Emerging Skills in Writing** ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 1 **Routines**	**Rhyme:** *Bat, Bat* Continue Established Routines	**Name Writing:** Writing Name to Make Choices
Day 1 **Small Group 1**		**Writing Letters:** Warm Up: Sound Picture Review **Writing Letters:** Draw the Sound Picture for /o/
Day 1 **Small Group 2**	**Initial Sound:** Warm Up: Call and Response: Initial Sounds **Initial Sound:** Beginning Sound Match	
Day 1 **L&L Read-Aloud**		**Speaking and Listening**: *Woodland* **Core Vocabulary:** bank, damp, fragile, hike, shady, tiptoe **Language & Content Use:** Extension Activity: Woodland Mural

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 2 Routines	**Rhyme:** *Bat, Bat* Continue Established Routines	
Day 2 Small Group 1	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review **Sound-Letter Correspondence:** Circle the Sound Picture 'o'	**Writing:** Circle the Sound Picture 'o'
Day 2 Small Group 2	**Initial Sound:** Warm Up: Call and Response: Initial Sounds **Phonological Awareness:** Teacher, Teacher, May I Cross the Bridge?	
Day 2 L&L Picture Talk		**Speaking and Listening:** *Woodland* **Deepening Understanding:** fragile **Core Vocabulary:** bank, damp, fragile, hike, shady, tiptoe **Language & Content Use:** Extension Activity: Woodland Mural
Day 3 Routines	**Rhyme***: Row, Row, Row Your Boat* Continue Established Routines	
Day 3 Small Group 1	**Initial Sound:** Warm Up: Does It Start with /o/? **Syllable Blending:** Oral Blending: Three-Sound Words	
Day 3 Small Group 2		**Dictation:** Story Dictation
Day 3 L&L Trade Book		**Speaking and Listening**: *In the Woods: Who's Been Here?,* by Lindsay Barrett George **Core Vocabulary:** autumn, boulder, clearing, clump, gnawed **Language & Content Use:** Extension Activity: Woodland Mural
Day 4 Routines	**Rhyme***: Row, Row, Row Your Boat* Continue Established Routines	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 4 **Small Group 1**	**Initial Sound:** Warm Up: Does It Start with /o/? **Syllable Blending:** Oral Blending: Three-Sound Words	
Day 4 **Small Group 2**	**Word Awareness:** Class Book: In the Woods	
Day 4 **L&L Trade Book**		**Speaking and Listening:** *In the Woods: Who's Been Here?,* by Lindsay Barrett George **Deepening Understanding:** autumn **Core Vocabulary:** autumn, boulder, clearing, clump, gnawed **Language & Content Use:** Extension Activity: Woodland Mural
Day 5 **Routines**	**Rhyme:** *Once I Saw a Little Bird* Continue Established Routines	
Day 5 **Small Group 1**	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review	**Writing Letters:** Draw the Sound Picture for /k/
Day 5 **Small Group 2**	**Word Awareness:** Class Book: In the Woods	
Day 5 **L&L Trade Book**		**Speaking and Listening:** *Life in a Pond,* by Carol K. Lindeen **Core Vocabulary:** dive, lake, still **Language & Content Use:** Extension Activity: Pond Mural
Day 6 **Routines**	**Rhyme:** *Once I Saw a Little Bird* Continue Established Routines	
Day 6 **Small Group 1**	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review **Sound-Letter Correspondence** Circle the Sound Picture 'c'	**Writing**: Warm Up: Sound Picture Review **Writing:** Circle the Sound Picture 'c'
Day 6 **Small Group 2**	**Initial Sound:** Warm Up: Call and Response: Initial Sounds **Initial Sound:** Sound Picture Board Game	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 6 **L&L Read-aloud**		**Speaking and Listening:** *Pond* **Core Vocabulary:** croaking, crouching, murky, reeds, shallow **Language & Content Use:** Extension Activity: Pond Mural
Day 7 **Routines**	**Rhyme:** *Nursery Rhyme Review* Continue Established Routines	
Day 7 **Small Group 1**	**Initial Sound:** Warm Up: Does It Start with /k/? **Syllable Blending:** Oral Blending: Three-Sound Words	
Day 7 **Small Group 2**	**Initial Sound:** Warm Up: Call and Response: Initial Sounds **Initial Sound:** Sound Picture Board Game	
Day 7 **L&L Picture Talk**		**Speaking and Listening:** *Pond* **Deepening Understanding:** shallow **Core Vocabulary:** croaking, crouching, murky, reeds, shallow **Language & Content Use:** Extension Activity: Pond Mural
Days 8-10 **Pausing Point 1**	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Student Performance Task Assessment, Skills Review, Listening & Learning Review**	
Day 11 **Routines**	**Rhyme:** *"At the Seaside" by Robert Louis Stevenson* Continue Established Routines	
Day 11 **Small Group 1**	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review	**Writing Letters:** Draw the Sound Picture for /g/
Day 11 **Small Group 2**	**Blending Syllables:** Warm Up: Call and Response: Blending Three-Sound Words **Initial Sound:** Color the Balloons	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 11 **L&L Read-Aloud**		**Speaking and Listening:** *Ocean* **Core Vocabulary:** burrow, enormous, tidal pool, wading, waves **Language & Content Use:** Extension Activity: Ocean Mural
Day 12 **Routines**	**Rhyme:** *"At the Seaside" by Robert Louis Stevenson* Continue Established Routines	
Day 12 **Small Group 1**	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review **Sounds in Words:** Circle the Sound Picture 'g'	
Day 12 **Small Group 2**	**Sound Letter Correspondence:** Sound Picture Fishing Game	
Day 12 **L&L Picture Talk**		**Speaking and Listening:** *Ocean* **Deepening Understanding:** enormous **Core Vocabulary:** burrow, enormous, tidal pool, wading, waves **Language & Content Use:** Extension Activity: Ocean Mural
Day 13 **Routines**	**Rhyme:** *To Market, To Market* Continue Established Routines	
Day 13 **Small Group 1**	**Blending Syllables:** Blending Sounds Train	
Day 13 **Small Group 2**	**Blending Syllables:** Warm Up: Call and Response: Blending Three-Sound Words **Syllable Segmentation:** Oral Segmenting: Three-Sound Words	
Day 13 **L&L Read-Aloud**		**Speaking and Listening:** *Desert* **Core Vocabulary:** binoculars, dart, peer, prickly, sandy, scurry **Language & Content Use:** Extension Activity: Desert Mural
Day 14 **Routines**	**Rhyme:** *To Market, To Market* Continue Established Routines	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 14 **Small Group 1**	**Sound-Letter Correspondence:** Warm Up: Sound Picture Review	**Writing Letters:** Draw the Sound Picture for /i/
Day 14 **Small Group 2**	**Blending Syllables:** Warm Up: Call and Response: Blending Three-Sound Words **Initial Sound:** Initial Sound Storybook Reading	
Day 14 **L&L Picture Talk**		**Speaking and Listening:** *Desert* **Deepening Understanding:** prickly **Core Vocabulary:** binoculars, dart, peer, prickly, sandy, scurry **Language & Content Use:** Extension Activity: Desert Mural
Day 15 **Routines**	**Rhyme:** *Nursery Rhyme Review* Continue Established Routines	
Day 15 **Small Group 1**	**Sound-Picture Correspondence:** Warm Up: Sound Picture Review **Sounds in Words:** Circle the Sound Picture 'i'	
Day 15 **Small Group 2**	**Blending Syllables:** Warm Up: Call and Response: Blending Three-Sound Words	**Writing:** Making Letters with Play Dough
Day 15 **L&L Trade Book**		**Speaking and Listening:** H*ere is the Southwestern Desert,* by Madeleine Dunphy **Core Vocabulary:** badger, basks, blazes, chases, hisses **Language & Content Use:** Extension Activity: Desert Mural
Day 16 **Routines**	**Onomatopoeia/ Rhyme:** *Old MacDonald* Continue Established Routines	
Day 16 **Small Group 1**	**Sounds in Words:** Blending Sounds Train	

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	Emerging Skills in Reading *Phonological Awareness, Print Concepts, Alphabet Knowledge*	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 16 **Small Group 2**	**Initial Sounds:** Warm Up: Call and Response: Initial Sounds	**Writing:** Making Letters with Play Dough
Day 16 **L&L Read-Aloud**		**Speaking and Listening:** *Farm* **Core Vocabulary:** coop, hay, flow, pasture, rooting, shearing, wool **Language & Content Use:** Extension Activity: Farm Mural
Day 17 **Routines**	**Rhyme:** *Nursery Rhyme Review* Continue Established Routines	
Day 17 **Small Group 1**	**Sounds in Words:** Blending Sounds Train	
Day 17 **Small Group 2**	**Blending Syllables:** Warm Up: Call and Response: Blending Three-Sound Words **Syllable Segmentation:** Oral Segmenting: Three-Sound Words	
Day 17 **L&L Picture Talk**		**Speaking and Listening:** *Farm* **Deepening Understanding:** rooting **Core Vocabulary:** coop, hay, flow, pasture, rooting, shearing, wool **Language & Content Use:** Extension Activity: Farm Mural
Days 18-20 **Pausing Point 2**	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: **Skills Review, Listening & Learning Review**	

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	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Day 1A **L&L Read-Aloud**	**Speaking and Listening**: The Lion and the Mouse **Core Vocabulary:** accident, great, promise

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	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Day 1B **L&L Review/Word Work/Extensions**	**Speaking and Listening:** The Lion and the Mouse **Deepening Understanding:** Act It Out, Is It or Isn't It? **Word Work:** accident **Core Vocabulary:** accident, great, promise **Language & Content Use:** Extension Activity: Let's Tell a Story, What Happens Next?
Day 2A **L&L Read-Aloud**	**Speaking and Listening:** The City Mouse and the Country Mouse **Core Vocabulary:** escaped, feast, grand, silverware
Day 2B **L&L Review/Word Work/Extensions**	**Speaking and Listening:** The City Mouse and the Country Mouse **Deepening Understanding:** Thumbs Up or Thumbs Down? **Word Work:** feast **Core Vocabulary:** escaped, feast, grand, silverware **Language & Content Use:** Extension Activity: Identifying the Setting, Comparison Activity
Lesson 3A **L&L Read-Aloud**	**Speaking and Listening:** Goldilocks and the Three Bears **Core Vocabulary:** finally, forest, startled, tiny
Lesson 3B **L&L Review/Word Work/Extensions**	**Speaking and Listening:** Goldilocks and the Three Bears **Deepening Understanding:** Is It or Isn't It? **Word Work:** tiny **Core Vocabulary:** finally, forest, startled, tiny **Language & Content Use:** Extension Activity: Let's Tell a Story
Lesson 4A **L&L Read-Aloud**	**Speaking and Listening:** The Gingerbread Man **Core Vocabulary:** away, clever, mixture, tasty
Lesson 4B **L&L Review/Word Work/Extensions**	**Speaking and Listening:** The Gingerbread Man **Deepening Understanding:** Act It Out **Word Work:** away **Core Vocabulary:** away, clever, mixture, tasty **Language & Content Use:** Extension Activity: Let's Tell a Story

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	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Domain 1 Assessment	
Lesson 5A **L&L Read-Aloud**	**Speaking and Listening:** The Shoemaker and the Elves **Core Vocabulary:** evening, morning, perfectly, poor, worried
Lesson 5B **L&L Review/Word Work/Extensions**	**Speaking and Listening:** The Shoemaker and the Elves **Deepening Understanding:** Venn Diagram **Word Work:** morning **Core Vocabulary:** evening, morning, perfectly, poor, worried **Language & Content Use:** Extension Activity: Image Review, What Happens Next?
Lesson 6A **L&L Read-Aloud**	**Speaking and Listening:** Little Red Hen **Core Vocabulary:** happily, harvested, lazy, relax, wonderful
Lesson 6B **L&L Review/Word Work/Extensions**	**Speaking and Listening:** Little Red Hen **Deepening Understanding:** Is It or Isn't It? **Word Work:** wonderful **Core Vocabulary:** happily, harvested, lazy, relax, wonderful **Language & Content Use:** Extension Activity: What Happens Next?, Help the Little Red Hen
Lesson 7A **L&L Read-Aloud**	**Speaking and Listening:** Thumbelina **Core Vocabulary:** beautiful, crown, floated, underground
Lesson 7B **L&L Review/Word Work/Extensions**	**Speaking and Listening:** Thumbelina **Core Vocabulary:** beautiful, crown, floated, underground **Language & Content Use:** Extension Activity: Dear Swallow
Lesson 8A **L&L Read-Aloud**	**Speaking and Listening:** How Turtle Cracked His Shell **Core Vocabulary:** flying south, summer, tightly, winter, wonder

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	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Lesson 8B **L&L Review/Word Work/Extensions**	**Speaking and Listening:** How Turtle Cracked His Shell **Deepening Understanding:** Sing a Song **Word Work:** wonder **Core Vocabulary:** flying south, summer, tightly, winter, wonder **Language & Content Use:** Extension Activity: What Happens Next?
Lesson 9A **L&L Read-Aloud**	**Speaking and Listening:** Why Flies Buzz **Core Vocabulary:** advice, coconut, politely, punishment, trampled
Lesson 9B **L&L Review/Word Work/Extensions**	**Speaking and Listening:** Why Flies Buzz **Core Vocabulary:** advice, coconut, politely, punishment, trampled **Language & Content Use:** Extension Activity: What Would the Fly Say?
Lesson 10A **L&L Read-Aloud**	**Speaking and Listening:** The Three Little Pigs **Core Vocabulary:** afternoon, cart, chimney, continued, lane, hurried
Lesson 10B **L&L Trade Book**	**Speaking and Listening:** *The True Story of the Three Little Pigs!* by *Jon Scieszka* **Core Vocabulary:** diet, spoil, rude, dead as a doornail **Language & Content Use:** Extension Activity: Comparing Two Stories: Venn Diagram
Domain Assessment 2	

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	Emerging Skills in Writing ***Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling***
Lesson 1A **L&L Read-Aloud**	**Speaking and Listening**: The Native Americans **Deepening Understanding:** Native Americans **Core Vocabulary:** baskets, before, cities, many, Native Americans **Language & Content Use:** Extension Activity: Native American Chart

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	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Lesson 1B **L&L Picture Talk**	**Speaking and Listening**: The Native Americans **Deepening Understanding:** before **Core Vocabulary:** baskets, before, cities, many, Native Americans **Language & Content Use:** Extension Activity: Native American Chart
Lesson 2A **L&L Read-Aloud**	**Speaking and Listening**: The Pilgrims **Deepening Understanding:** Pilgrims **Core Vocabulary:** England, harvest, king, Pilgrims, ship, Thanksgiving **Language & Content Use:** Extension Activity: Activity Pages 2A-1—2A-2: Tell Me About the Native Americans and the Pilgrims
Lesson 2B **L&L Picture Talk**	**Speaking and Listening**: The Pilgrims **Deepening Understanding:** harvest **Core Vocabulary:** England, harvest, king, Pilgrims, ship, Thanksgiving **Language & Content Use:** Extension Activity: Activity Pages 2A-1—2A-2: Tell Me About the Native Americans and the Pilgrims
Lesson 3A **L&L Read-Aloud**	**Speaking and Listening**: *Happy Birthday, Martin Luther King* by Jean Marzollo **Deepening Understanding:** peaceful **Core Vocabulary:** dream, peaceful, solve, talent **Language & Content Use:** Extension Activity: Kindness Cards
Lesson 3B **L&L Picture Talk**	**Speaking and Listening**: *Happy Birthday, Martin Luther King* by Jean Marzollo **Deepening Understanding:** dream **Core Vocabulary:** dream, peaceful, solve, talent **Language & Content Use:** Extension Activity: Kindness Cards
Lesson 4A **L&L Read-Aloud**	**Speaking and Listening**: Barack Obama **Deepening Understanding:** laws **Core Vocabulary:** different, laws, office, president, voted **Language & Content Use:** Extension Activity: Cast a Ballot

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	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Lesson 4B **L&L Picture Talk**	**Speaking and Listening**: Barack Obama **Deepening Understanding:** president **Core Vocabulary:** different, laws, office, president, voted **Language & Content Use:** Extension Activity: Cast a Ballot
Optional Bonus Lessons	
Lesson 5A **L&L Read-Aloud**	**Speaking and Listening**: Abraham Lincoln **Deepening Understanding:** honest **Core Vocabulary:** ax, beside, borrowed, fireplace, honest, ruined, terrible **Language & Content Use:** Extension Activity: Pennies and Quarters
Lesson 5B **L&L Picture Talk**	**Speaking and Listening**: Abraham Lincoln **Deepening Understanding:** beside **Core Vocabulary:** ax, beside, borrowed, fireplace, honest, ruined, terrible **Language & Content Use:** Extension Activity: Pennies and Quarters
Lesson 6A **L&L Read-Aloud**	**Speaking and Listening**: Sally Ride **Deepening Understanding:** outer space **Core Vocabulary:** adventurous, astronaut, decided, launch, outer, space, space shuttle, scientist **Language & Content Use:** Extension Activity: Name Space Shuttles
Lesson 6B **L&L Picture Talk**	**Speaking and Listening**: Sally Ride **Deepening Understanding:** decided **Core Vocabulary:** adventurous, astronaut, decided, launch, outer, space, space shuttle, scientist **Language & Content Use:** Extension Activity: Sally Ride Bulletin Board
Lesson 7A **L&L Read-Aloud**	**Speaking and Listening**: Sonia Sotomayor **Deepening Understanding:** What's the Big Idea: judge **Core Vocabulary:** bilingual, ceremony, hard, helpful, judge, obey, robe **Language & Content Use:** Extension Activity: Count to Ten in Spanish

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AMPLIFY CKLA

Kindergarten



2025

Kindergarten Curriculum Map

Skills Unit 1

Unit Summary

This introductory unit lays the groundwork for reading and writing. Students build awareness of environmental noises, words within sentences, and sounds within words. They also learn several handwriting strokes used to create letters. In Lesson 6, a Student Performance Assessment is provided as a pretest to determine a baseline for students' writing strokes skills.

Unit Length:

10 Lessons
Pausing Point: 2-3 days

Overall Learning Outcomes

- Demonstrate awareness of environmental noises, words within sentences, and sounds within words
- Draw several handwriting strokes that are prerequisites for writing letters
- Demonstrate spatial and body awareness
- Hold writing utensils using the tripod grip
- Describe the meaning of position words
- Unit Assessment
- Student Performance Assessment

Big Ideas

- Environmental noises and words in sentences make different sounds.
- Speech is made up of words.
- Position words describe a relative location.
- Handwriting strokes are made by holding a writing utensil and moving it across paper.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RF.K.1a RF.K.1b RF.K.2				RF.K.1a RF.K.2			

Kindergarten Curriculum Map

Skills Unit 2

Unit Summary

Students learn how to blend syllables together to form multisyllabic words. They also gain an understanding of how to orally produce two- and three-sound words by blending sounds together.

Unit Length:

10 Lessons
Pausing Point: 2-3 days

Overall Learning Outcomes

- Orally blend syllables and two or three phonemes together to form words
- Identify the beginning sound of words
- Use position words: *left*, *right*, *top*, *bottom*
- Track left to right, top to bottom
- Draw several handwriting strokes that are prerequisites for writing letters
- Hold writing utensils using the tripod grip
- Unit Assessment

Big Ideas

- Words are made up of sound parts (i.e., syllables and phonemes).
- Phonemes, or sounds, are blended to form words.
- Position words describe a relative location.
- Handwriting strokes are made by holding a writing utensil and moving it across paper.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RF.K.1a RF.K.1b RF.K.2b RF.K.2d RF.K.2e			L.K.1 L.K.1e	RF.K.1a RF.K.2b			

Kindergarten Curriculum Map

Skills Unit 3

Unit Summary

Students are introduced to eight sounds and practice blending these sounds to form words. They also learn how to write the letters that make these sounds. High-frequency Tricky Words are introduced in this unit. These are words that do not follow the pattern of letter-sound correspondences students have learned so far.

Unit Length:

14 Lessons
Pausing Point: 2-3 days

Overall Learning Outcomes

- Orally blend sounds to form words
- Recognize and write eight sounds and their symbols: /m/, /a/, /t/, /d/, /o/, /k/ >'c', /g/, /i/
- Blend and read printed vowel-consonant (VC) and consonant-vowel-consonant (CVC) words
- Change sounds in simple words to create new words
- Read Tricky Words: *one, two, three*
- Unit Assessment

Big Ideas

- The Picture Reader introduces high-frequency words that are used in Units 3-8.
- Sounds in words are represented by symbols, or sound pictures.
- Sound pictures can be blended to read words.
- Sound pictures are used to spell words.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RF.K.2d RF.K.2e RF.K.3a RF.K.3b RF.K.3c RF.K.3d			L.K.1a L.K.1e L.K.2c L.K.2d	RF.K.2d RF.K.3a RF.K.3b			L.K.1a L.K.2c

Kindergarten Curriculum Map

Skills Unit 4

Unit Summary

Students are introduced to eight new sounds. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds to form words. They also review previously learned letter-sound correspondences.

Unit Length:
15 Lessons
Pausing Point: 2-3 days

Anchor Text: *Pet Fun*
Text Type: Literary
Lexile: n/a

Overall Learning Outcomes

- Orally blend and segment sounds in words
- Recognize and write eight sounds and their symbols: /n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/
- Blend and read printed VC and CVC words
- Change sounds in words to create new words
- Write dictated words
- Read Tricky Words: *a*, *the*
- Read phrases in a decodable text
- Unit Assessment

Big Ideas

- The decodable Big Book *Pet Fun* is used to model print concepts and fluency for students.
- Sounds and symbols can be blended to read words.
- Symbols are used to spell words.
- Words make up phrases and sentences.
- Words are read from left to right.
- Words that are in a book tell a story.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RF.K.1a RF.K.1b RF.K.1c RF.K.2d RF.K.2e RF.K.3a RF.K.3b RF.K.3c RF.K.3d			L.K.1a L.K.1e L.K.2 L.K.2c L.K.2d	RF.K.2d RF.K.3a RF.K.3b			L.K.1a L.K.2c L.K.2d

Kindergarten Curriculum Map

Skills Unit 5

Unit Summary

Students are introduced to eight new sounds, including a spelling alternative for /k/. Through oral language games, chaining exercises, and shared reading, students practice blending these new sounds to form words. They also review previously learned letter-sound correspondences. A Student Performance Assessment is provided to determine students' progress with basic code and CVC words.

Overall Learning Outcomes

- Discriminate between vowel sounds in words
- Practice letter-sound correspondences
- Recognize and write sounds and their symbols: /b/, /l/, /r/, /u/, /w/, /j/, /y/, /x/, /k/ spelled 'k'
- Change sounds in words to create new words
- Read and write simple VC and CVC words
- Read Tricky Words: *blue, yellow, look*
- Read sentences in a decodable text
- Student Performance Assessment

Big Ideas

- The decodable Big Book *Ox and Man* is used to reinforce print concepts, model fluency, and practice reading complete sentences.
- Words are spelled with sound pictures, or letters.
- There are uppercase and lowercase sound pictures.
- Words make up phrases and sentences.
- Sentences begin with a capital letter, or sound picture, and end with a period.

Unit Length:
16 Lessons
Pausing Point: 2-3 days

Anchor Text: *Ox and Man*
Text Type: Literary
Lexile: n/a

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RF.K.1a RF.K.1b RF.K.1c RF.K.2d RF.K.3a RF.K.3b RF.K.3c RF.K.3d			L.K.1a L.K.2 L.K.2a L.K.2b L.K.2c L.K.2d	RF.K.3a RF.K.3b RF.K.3c RF.K.3d			L.K.1a L.K.2d

Kindergarten Curriculum Map

Skills Unit 6

Unit Summary

Students automatize the letter-sound correspondences and blending procedures that they have learned so far. They are also introduced to consonant clusters, letter names, rhyming words, and independent reading.

Unit Length:
17 Lessons
Pausing Point: 1-3 Days

Anchor Text: *Kit*
Text Type: Literary
Lexile: 330L

Overall Learning Outcomes

- Orally blend sounds to form words
- Identify sound pictures by their letter names
- Identify and create rhyming words
- Blend and read words with consonant clusters of up to five sounds
- Read words with Tricky Spelling 's' pronounced /z/
- Read Tricky Words: *I, are, little*
- Read stories in the decodable Reader
- Demonstrate comprehension by answering story questions
- Unit Assessment

Big Ideas

- The decodable Reader *Kit* is used to practice reading previously learned sound spellings and punctuation, and to reinforce print concepts.
- Sound pictures are called letters, and each letter has a name.
- Letters make up the alphabet and can be arranged in alphabetical order.
- Sentences begin with a capital letter, or sound picture, and end with a period.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.1 RL.K.3 RL.K.7 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2a RF.K.2c RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4			L.K.2b L.K.2d	RL.K.1 RL.K.3 RL.K.7 RF.K.2c RF.K.3a RF.K.3b RF.K.3d RF.K.4			L.K.2d

Kindergarten Curriculum Map

Skills Unit 7

Unit Summary

Students are introduced to digraphs. They also develop automaticity in blending and segmenting these sounds through phonemic awareness activities, chaining exercises, practice activities, partner reading, and independent reading.

Unit Length:
17 Lessons
Pausing Point: 2-3 Days

Anchor Text: *Seth*
Text Type: Literary
Lexile: 450L

Overall Learning Outcomes

- Orally segment words with consonant clusters
- Read and spell consonant digraphs: /ch/, /sh/, /th/, /<u>th</u>/, /qu/, /ng/
- Read and spell words with consonant clusters
- Read Tricky Words: *down, out, of*
- Read stories in the decodable Reader
- Demonstrate comprehension by answering story questions
- Unit Assessment

Big Ideas

- The decodable Reader *Seth* is used to practice fluency and reinforce print concepts.
- *Seth* is a series of chapters about a young boy, his family, and his friends.
- Digraphs are two letters that make a single sound.
- Consonant clusters are blended so that two individual sounds can be heard.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.1 RL.K.7 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2d RF.K.2e RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4			L.K.2b L.K.2d	RL.K.1 RL.K.7 RF.K.1d RF.K.2d RF.K.2e RF.K.2a RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4			L.K.2d

Kindergarten Curriculum Map

Skills Unit 8

Unit Summary

Students are introduced to double-letter spellings for consonant sounds, as well as four high-frequency Tricky Words. This unit also provides a Student Performance Assessment that can be administered over multiple days to determine students' progress with grade-level skills. Results from this assessment inform which students are ready for the next unit and which students need targeted support with previously taught skills.

Unit Length:
20 Lessons
Pausing Point: 2-3 Days

Anchor Text: *Sam*
Text Type: Literary
Lexile: 360L

Overall Learning Outcomes

- Review vowel sounds, digraphs, and other sounds and spellings
- Read and spell words with double-letter spellings
- Read Tricky Words: *funny, all, was, from*
- Read stories in the decodable Reader
- Demonstrate comprehension by answering story questions
- Unit Assessment
- Student Performance Assessment

Big Ideas

- The decodable Reader *Sam* is about a boy who experiences a series of activities, including fishing, swimming, and going on a class trip to the seaside.
- Double-letter spellings most frequently follow a short vowel sound.
- Sentences have different ending marks, depending on the type of sentence they are.
- Apostrophes show possession or are used in contractions.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.1 RL.K.4 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2a RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4			L.K.1 L.K.1a L.K.1d L.K.1f L.K.2 L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.4b	RL.K.1 RL.K.3 RL.K.7 RF.K.1d RF.K.2a RF.K.3a RF.K.3b RF.K.3c RF.K.4			L.K.2d

Kindergarten Curriculum Map

Skills Unit 9

Unit Summary

Students practice writing uppercase letters and learn fifteen new Tricky Words. This unit also has students work on activity pages with comprehension questions related to the Reader. Students are assessed on uppercase letter identification and formation, punctuation, and sentence reading.

Overall Learning Outcomes

- Orally blend two-syllable words
- Read and spell words with previously learned letter-sound correspondences
- Read new and previously learned Tricky Words
- Write uppercase letters
- Write dictated phrases
- Identify correct ending mark punctuation for complete sentences
- Read stories in the decodable Reader
- Answer story questions by drawing and writing
- Unit Assessment

Big Ideas

- The chapters in the decodable Reader *Zach and Ann* focus on the adventures of a brother and sister.
- Students learn about uppercase letter formation.
- Sentences have different ending marks, depending on the type of sentence they are.

Unit Length:
23 Lessons
Pausing Point: 2-3 Days

Anchor Text: *Zach and Ann*
Text Type: Literary
Lexile: 310L

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.1 RL.K.3 RL.K.4 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2b RF.K.2d RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4	W.K.3	SL.K.5	L.K.1a L.K.2b L.K.2c L.K.2d	RL.K.1 RL.K.3 RL.K.7 RF.K.1d RF.K.2b RF.K.3a RF.K.3b RF.K.3c RF.K.4	W.K.3	SL.K.5	L.K.1a L.K.2b L.K.2c

Kindergarten Curriculum Map

Knowledge 1: Star Light, Star Bright: Nursery Rhymes and Fables

Unit Summary

This unit provides an introduction to nursery rhymes and fables, including Mother Goose poems and Aesop's fables. By listening to nursery rhymes and repeating or reciting them, students learn new vocabulary and build phonemic awareness. Well-known fables introduce students to unfamiliar vocabulary terms and prompt discussions of character, virtues, and behavior.

Writing Focus

Students learn to orally generate complete sentences about images and texts and retell main events in nursery rhymes and stories. They practice sequencing events, as well as comparing and contrasting characters. Students identify incomplete sentences and combine short sentences to create longer, more engaging sentences.

Unit Length: 16 Days

Anchor Text: *Star Light, Star Bright: Nursery Rhymes and Fables* (Read-Aloud)
Text Type: Literary
Lexile: 760L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Identify rhyming words
- Identify literary elements such as character, main events, and moral lessons
- Compare and contrast characters from different nursery rhymes and fables
- Sequence events in a nursery rhyme or story
- Retell a story by drawing and writing details about its characters and events
- Generate a complete sentence about an image or text
- Engage in discussions with the whole class, in small groups, and in partners
- Domain Assessment

Big Ideas

- Nursery rhymes and fables have been loved by children for generations.
- Traditional rhymes help students learn vocabulary and build phonemic awareness.
- Listening and learning to recite nursery rhymes helps students develop language awareness, fostering them to become better readers and writers.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.9 RL.K.10 RF.K.2a	W.K.3	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.6	L.K.1 L.K.1d L.K.1e L.K.1f L.K.4a L.K.5 L.K.5c L.K.6	RL.K.2 RL.K.3 RL.K.9 RL.K.10 RF.K.2a	W.K.3	SL.K.2	

Kindergarten Curriculum Map

Knowledge 2: See, Hear, Smell, Taste, Touch: The Five Senses

Unit Summary

In this domain, students explore how they learn about the world using their five senses: sight, hearing, smell, taste, and touch. Lessons also address ways that sight and hearing may function differently, and they feature inspirational stories about individuals who overcame significant challenges posed by these differences.

Writing Focus

Students compose opinion pieces using a combination of drawing, dictating, and writing to express their preferences. For example, they identify their favorite sense and support their opinion with drawings and labels. Students also practice recognizing sentence fragments and transforming them into complete sentences. Additionally, they orally generate and expand declarative, exclamatory, and interrogative sentences.

Unit Length:
16 Days

Anchor Text: *See, Hear, Smell, Taste, Touch: The Five Senses* (Read-Aloud)
Text Type: Informational
Lexile: 990L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Use graphic organizers to sort and categorize information about the senses
- Participate in creating timelines for Ray Charles's and Helen Keller's lives, and describe important events from each of their lives
- Use a combination of drawing, dictating, and writing to compose opinion pieces
- Identify a favorite sense and support this opinion through drawings and labels
- Domain Assessment

Big Ideas

- There is a body part unique to each sense that is responsible for taking in the information communicated by that sense.
- When a body part takes in information communicated by a sense, we are able to experience that sense.
- Sometimes our senses function differently from others.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.K.1 RI.K.2 RI.K.3 RI.K.4	W.K.1 W.K.2 W.K.3 W.K.8	SL.K.1 SL.K.1a SL.K.4 SL.K.5 SL.K.6	L.K.1b L.K.4 L.K.4b L.K.5c L.K.6	RI.K.1 RI.K.2	W.K.1 W.K.2 W.K.3 W.K.8	SL.K.1 SL.K.4 SL.K.5 SL.K.6	

Kindergarten Curriculum Map

Knowledge 3: Underdogs and Heroes: Stories

Unit Summary

In this domain, students are introduced to classic stories as well as trickster tales and folktales from other cultures. They develop an awareness of language and an understanding that fictional tales can teach valuable lessons.

By listening to both familiar and unfamiliar stories and folktales, students discover new vocabulary to apply in discussions and comparison activities about characters, plots, and settings. They learn to identify the role of author and illustrator, and practice orally generating complete sentences. Finally, students use a combination of writing and drawing to share the events of a story.

Writing Focus

This domain has students study the literary genre by retelling stories and identifying literary elements, like characters, setting, and plot. They also practice event sequencing and compare characters across stories. Students learn to recognize and correct fragment sentences, transforming them into complete sentences. Additionally, they practice orally generating and expanding both statement and interrogative sentences.

Unit Length:
16 Days

Anchor Text: *Underdogs and Heroes: Stories* (Read-Aloud)
Text Type: Literary
Lexile: 780L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Sequence the beginning, middle, and end of stories
- Compare and contrast characters from different stories
- Orally create and expand sentences
- Describe characters, settings, and plots from different stories
- Write and draw events and details to retell a story
- Define the role of author and illustrator
- Use technology to narrate events in a story
- Describe the elements of fiction and folktales
- Domain Assessment

Big Ideas

- Memorable characters in classic stories, folktales, and trickster tales help students gain an appreciation for fiction from other cultures.
- The elements of a story include characters, a setting, a plot, a problem, and a solution.
- Stories and folktales are identified as fictional when they are not based on true events or when they contain elements of make-believe or magic.
- Fictional stories may teach readers a lesson.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.9	W.K.3 W.K.6 W.K.8	SL.K.1 SL.K.1a SL.K.1b SL.K.3 SL.K.5	L.K.1d L.K.1f L.K.4a L.K.4b L.K.5c L.K.6	RL.K.3 RL.K.5 RL.K.9	W.K.3 W.K.8		

Kindergarten Curriculum Map

Knowledge 4: See How They Grow: Plants

Unit Summary

As they explore the world of living organisms through the study of plants, students will discover that there are over 350,000 diverse species spread across nearly every part of the earth. Through the Read-Alouds, students will gain a foundational comprehension of plant anatomy and growth processes. They will learn about the essentials plants need to survive and will be introduced to concepts such as the plant life cycle, pollination, and photosynthesis. This basic plant knowledge will pave the way for a deeper understanding of ecology and the interconnectedness of all living things, topics which will be further explored in other Kindergarten domains and in subsequent school years.

Writing Focus

Students focus on oral communication and informative writing, with the teacher acting as scribe and assisting them in their use of graphic organizers. Students compare and contrast different types of plants and seeds, as well as how various plant parts are used by people. They also draw pictures to illustrate their understanding of plant parts and the plant life cycle. Finally, students use words and phrases from the Read-Alouds to generate complete sentences.

Unit Length:
16 Days

Anchor Text: *See How They Grow: Plants* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 910L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Compare and contrast characters, plants, and plant parts using a graphic organizer
- Orally describe plants, plant parts, and life cycles
- Write and draw information from a text
- Domain Assessment

Big Ideas

- Plants make up one kingdom in the scientific system that classifies different living things.
- There are over 350,000 diverse species of plants on Earth.
- Plants have life cycles, like other living things.
- Processes such as pollination and photosynthesis help plants grow and survive.
- The life cycles and processes of plants show that all living things on Earth are interconnected.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.2 RL.K.3 RI.K.1 RI.K.2 RI.K.3 RI.K.6 RI.K.9	W.K.2	SL.K.1 SL.K.2 SL.K.4	L.K.4 L.K.4a L.K.5	RL.K.2 RI.K.2 RI.K.3	W.K.2		L.K.4

Kindergarten Curriculum Map

Knowledge 5: Moo, Cluck, Oink: Farms

Unit Summary

Students will be introduced to how farmers raise and care for their animals and crops. They will recognize that animals and plants need food, water, and space to live and grow. Students will understand the importance of farms as a source of food and products people use, as they explore images of buildings and machines that are used for production. The classic story "The Little Red Hen" and the song "Old McDonald Had a Farm" support student understanding of the seasonal rhythm of the planting and harvesting cycle and the sounds farm animals make.

Writing Focus

Students use the writing process—including researching, planning, drafting, and revising—to create a page for a class book. They also use words and phrases from the Read-Alouds to generate and combine sentences.

Unit Length:
16 Days

Anchor Text: *Moo, Cluck, Oink: Farms* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 930L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Choose the best word to describe what is happening in images
- Orally describe farm animals, farm jobs, farm tools, and how food gets from farms to markets
- Compare two texts to identify which one expresses an opinion
- Plan, draft, revise, and publish an opinion piece
- Domain Assessment

Big Ideas

- Plants and animals need food, water, and space to live and grow.
- Farmers have many jobs on a farm, which vary by season.
- There are special machines and buildings on farms for different purposes.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.9 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.6	W.K.1 W.K.5 W.K.6 W.K.7 W.K.8	SL.K.1	L.K.4 L.K.4a L.K.5 L.K.5a L.K.5c L.K.5d		W.K.1 W.K.5 W.K.7 W.K.8	SL.K.1	

Kindergarten Curriculum Map

Knowledge 6: Deep Roots: Introduction to Native American Cultures

Unit Summary

This domain introduces students to the concept that Indigenous people inhabited North and South America long before the Europeans settled in these areas. Students explore traditions and lifestyles of various Native American tribes, focusing on the Lakota of the Great Plains and the Wampanoag and Lenape of the Eastern Woodlands. They examine how geography influenced these cultures and also look at contemporary Native American lives.

Writing Focus

In this domain, students learn to use details to describe key concepts in informational texts, employing a graphic organizer to compare and contrast aspects of the Lakota, Wampanoag, and Lenape tribes. They illustrate and write about Native American life and describe the significance of personal traditions and celebrations. Students also generate declarative and interrogative sentences and expand sentences using conjunctions. The domain concludes with students writing and presenting an informative essay on one of the tribes they have studied.

Unit Length:
16 Days

Anchor Text: *Deep Roots: Introduction to Native American Cultures* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 820L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Distinguish the meaning of the words *to* and *from* in context
- Use details from the text to orally describe traditional food, clothing, homes, and environments of the Lakota, Wampanoag, and Lenape tribes
- Use a graphic organizer to compare and contrast traditional cultures of Native American tribes
- Explain how Native Americans keep their ancestors' languages, traditions, and practices alive today
- Write and present an informative essay
- Domain Assessment

Big Ideas

- Native Americans were the first people to live on the land that is now the United States, and many Native Americans still live here today.
- There are many different Native American tribes, each with their own traditions and ways of living.
- Geographic location influences the individual lifestyle and culture of each Native American tribe.
- The domain focuses on three Native American tribes: the Lakota, the Wampanoag, and the Lenape.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.1 RL.K.3 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.8 RI.K.9	W.K.2 W.K.3 W.K.5 W.K.6 W.K.8	SL.K.1 SL.K.2 SL.K.3 SL.K.4	L.K.1 L.K.1b L.K.1c L.K.4a L.K.5 L.K.5a L.K.5b L.K.5c L.K.5d	RI.K.9	W.K.2 W.K.3 W.K.5 W.K.8	SL.K.3	

Grade K Curriculum Map

Knowledge 7: All Around the World: Geography

Unit Summary

This domain introduces students to the study of geography, helping them gain a better understanding of the world beyond the place they call home. Students learn about globes and maps, what they represent, and how to use these tools to answer questions such as where students are located, where other places are located, and how near or far these places are from students' own location on Earth.

Students identify and locate the continent they live on, as well as their country, state, and city or town. They also identify and locate the remaining six continents and five oceans on Earth, fostering a sense of curiosity about the world and its vastness. Students begin to think critically as they ask and answer questions about geographical knowledge and the characteristics of specific regions. Students learn that all people—both past and present—live differently in different geographical regions.

Writing Focus

In this domain, students use details to describe key concepts in informational texts about geography, employing drawing and writing to identify important characteristics of various world locations and describing their proximity to where students live. They choose a location to illustrate on a postcard, write an informative description of their journey, and present their postcards to the class. Students combine and expand sentences in shared language activities related to the Read-Alouds.

Unit Length:
16 Days

Anchor Text: *All Around the World: Geography* (Read-Aloud)
Text Type: Informational
Lexile: 830L

Overall Learning Outcomes

- Describe how people live based on their geographical location
- Identify regions on a U.S. map and describe their geographical features
- Identify the country, region, state, and city or town where students live on a U.S. map
- Locate and describe states, cities, and towns on a U.S. map
- Locate Earth's seven continents and five oceans on a world map, and describe geographical details of each
- Identify the relative distance of several geographical locations from where students live
- Describe a globe and explain its purpose
- Compare and contrast globes and maps
- Write an informative description of a place
- Domain Assessment

Big Ideas

- Globes and maps are tools used to find locations and identify distances between locations.
- Earth has seven continents and five oceans, each with its own specific geographical details.
- Maps and globes can be used to identify a person's home continent, country, state, and city or town.
- All people, past and present, live differently in different geographical locations.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.K.1 RI.K.2 RI.K.3 RI.K.7	W.K.2	SL.K.1 SL.K.2	L.K.4	RI.K.3	W.K.2 W.K.7	SL.K.2	

Kindergarten Curriculum Map

Knowledge 8: National Icons: Presidents and American Symbols

Unit Summary

This domain explores the lives and legacies of five famous presidents and introduces students to several national symbols, including the American flag, the Statue of Liberty, the White House, and Mount Rushmore. Students begin by hearing about the branches of the government and the role of the president. By the end of this domain, students will be able to compare a king and a president.

Writing Focus

Students work collaboratively to identify the parts of a narrative and use temporal words to show the order of action in their writing. They use organizers as they practice writing short narratives in preparation using the writing process to plan, write, and edit a narrative about three things a new president would do. Students generate declarative and interrogative sentences and combine sentences using conjunctions.

Unit Length: 16 Days

Anchor Text: *National Icons: Presidents and American Symbols* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 890L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information, including a timeline
- Sequence events based on information in the text
- Write short narratives describing the morning routine at school and what a new president would do
- Domain Assessment

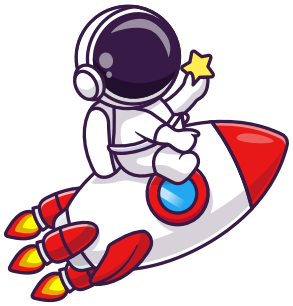
Big Ideas

- George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Barack Obama are considered important presidents because of their accomplishments.
- The Declaration of Independence is a statement of America's liberty.
- The White House, the American flag, the Statue of Liberty, and Mount Rushmore are iconic American symbols.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.K.3 RI.K.2 RI.K.3 RI.K.8	W.K.2 W.K.3 W.K.5 W.K.8	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.4 SL.K.5 SL.K.6	L.K.1d L.K.2 L.K.4 L.K.5c	RI.K.2 RI.K.3	W.K.2 W.K.3 W.K.8	SL.K.4 SL.K.5 SL.K.6	

AMPLIFY CKLA

First Grade



2025

Grade 1 Curriculum Map

Skills Unit 1

Unit Summary

This unit reviews the sounds and spellings taught in the CKLA Kindergarten curriculum. Students are also introduced to new Tricky Spellings (spellings that can be sounded more than one way) and Tricky Words (words that cannot be sounded out using the letter-sound correspondences taught so far). A Student Performance Assessment is provided to determine students' readiness for Grade 1 foundational skills instruction.

Unit Length:
32 Lessons
Pausing Point: 2-3 Days

Anchor Text: *Snap Shots*
Text Type: Literary
Lexile: 450L

Overall Learning Outcomes

- Identify five short vowel sounds and twenty-five consonant/consonant digraph sounds
- Spell words with double-letter spellings
- Identify Tricky Spellings: 'th'>/th/, /th/, 's' pronounced /s/ or /z/
- Decode and spell consonant digraphs: 'ch', 'sh', 'th', 'ng'
- Identify Tricky Words from the CKLA Kindergarten curriculum
- Read stories in the decodable Reader
- Answer story questions
- Student Performance Assessment

Big Ideas

- The decodable Reader *Snap Shots* is used to practice decoding and reading fluency.
- The stories, or chapters, in the Reader are told from Beth's point of view. Beth is a young girl who travels to the United Kingdom to visit friends.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.1 RL.1.2 RL.1.6 RL.1.7 RL.1.10 RF.1.1a RF.1.2b RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3g RF.1.4a RF.1.4b			L.1.1a L.1.1b L.1.1d L.1.2a L.1.2b L.1.2c L.1.2d	RL.1.1 RL.1.2 RL.1.7 RF.1.2b RF.1.2c RF.1.2d RF.1.3a RF.1.3b RF.1.4a			L.1.2b L.1.2d

Grade 1 Curriculum Map

Skills Unit 2

Unit Summary

Students are introduced to five vowel sounds and the most common (or least ambiguous) spelling for each sound. They also learn to read and write words with separated digraphs, such as the 'a' and 'e' in *cake*. The unit includes grammar lessons on nouns—including proper nouns—as well as practice with new Tricky Words.

Unit Length:
19 Lessons
Pausing Point: 2-3 Days

Anchor Text: *Gran*
Text Type: Literary
Lexile: 400L

Overall Learning Outcomes

- Read and write long vowel sounds, including separated vowel digraphs (e.g., CVCe words)
- Identify and use common and proper nouns
- Identify and spell Tricky Words: *he*, *she*, *be*, *me*, *we*, *they*, *their*, *my*, *by*, *you*, *your*
- Spell dictated words
- Unit Assessment

Big Ideas

- The decodable Reader *Gran* is used to practice decoding and reading fluency.
- The stories in the Reader follow a character named Gran, a well-traveled grandmother who visits her grandchildren, Josh and Jen.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.1 RL.1.3 RL.1.7 RL.1.10 RF.1.1a RF.1.2a RF.1.2c RF.1.2d RF.1.3 RF.1.3b RF.1.3c RF.1.3g RF.1.4a RF.1.4b			L.1.1b L.1.2b	RL.1.1 RL.1.3 RL.1.7 RF.1.2d RF.1.3b RF.1.3c RF.1.4a RF.1.4b			L.1.2b

Grade 1 Curriculum Map

Skills Unit 3

Unit Summary

Students are introduced to five vowel sounds and the most common (or least ambiguous) spelling for each sound. They also learn five new Tricky Words and the Tricky Spelling 'oo.' Grammar exercises focus on identifying verbs and verb tenses (regular present, past, and future). Students begin to receive formal instruction in the writing process, with a focus on narrative writing.

Unit Length:
19 Lessons
Pausing Point: 2-3 Days

Anchor Text: *Fables*
Text Type: Literary
Lexile: 480L

Overall Learning Outcomes

- Read and write words with vowel sounds: /oo/, /<u>oo</u>/, /ou/, /oi/, /aw/
- Distinguish between similar vowel sounds: /ue/, /oo/, /<u>oo</u>/, /u/
- Identify and spell Tricky Words: *should, could, would, down, because*
- Spell grade-level words correctly during weekly spelling tests
- Identify and use verbs and verb tenses
- Use the writing process to compose a narrative
- Unit Assessment

Big Ideas

- The decodable Reader *Fables* is used to practice decoding and reading fluency.
- The Reader has versions of famous fables, most of which are attributed to the ancient Greek storyteller Aesop.
- Fables are a special type of story that teach important lessons or morals.
- Fables often feature talking animals as the main characters.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.10 RF.1.2 RF.1.2c RF.1.2d RF.1.3 RF.1.3b RF.1.3c RF.1.3g RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.3 W.1.5	SL.1.5	L.1.1e L.1.1j L.1.2b L.1.2d L.1.2e	RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.10 RF.1.2d RF.1.3b RF.1.4 RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.3 W.1.5		L.1.1j L.1.2b L.1.2d L.1.2e

Grade 1 Curriculum Map

Skills Unit 4

Unit Summary

Students are introduced to the most common (or least ambiguous) spellings for /r/-controlled vowel sounds. They learn the concept of a syllable and practice with two-syllable words. Students are also introduced to past-tense verb forms ending in *–ed* as they continue to work with nouns and verbs in phrases. Finally, they learn about adjectives and practice descriptive writing. A Student Performance Assessment is provided to determine students' progress with grade-level skills.

Unit Length:
28 Lessons
Pausing Point: 2-3 Days

Anchor Text: *The Green Fern Zoo*
Text Type: Informational
Lexile: 610L

Overall Learning Outcomes

- Read and write words with /r/-controlled vowels
- Review long vowel spellings, including digraphs
- Identify and use contractions
- Spell grade-level words correctly
- Divide multisyllabic words into parts
- Read and spell Tricky Words: *today, yesterday, tomorrow*
- Read and write past tense verbs ending in *-ed*
- Compose descriptive writing pieces
- Student Performance Assessment

Big Ideas

- The decodable Reader *The Green Fern Zoo* is used to practice decoding and reading fluency.
- The main character of the Reader is fictional, but the information in the book is factual.
- Informational text features, such as headings and a picture glossary, are introduced in the Reader.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.5 RI.1.1 RI.1.10 RF.1.2b RF.1.2c RF.1.2d RF.1.3a RF.1.3b RF.1.3c RF.1.3d RF.1.3e RF.1.3f RF.1.3g RF.1.4a RF.1.4b	W.1.2 W.1.5		L.1.1b L.1.1e L.1.1f L.1.2 L.1.2a L.1.2c L.1.2d L.1.4c	RL.1.5 RI.1.1 RI.1.10 RF.1.2c RF.1.3a RF.1.3b RF.1.3c RF.1.3d RF.1.3e RF.1.3f RF.1.3g RF.1.4a RF.1.4b	W.1.2 W.1.5		L.1.1b L.1.1e L.1.1f L.1.2 L.1.2a L.1.2c L.1.2d

Grade 1 Curriculum Map

Skills Unit 5

Unit Summary

Students begin learning spelling alternatives that make up the advanced code. They practice making nouns plural and changing spelling by adding suffixes. Regarding grammar, students identify sentence types (statements, questions, and exclamations) and practice creating longer sentences. They plan, draft, and edit a letter in which they express their opinion to the main character of the Reader.

Unit Length:
22 Lessons
Pausing Point: 2-3 Days

Anchor Text: *Kate's Book*
Text Type: Literary
Lexile: 540L

Overall Learning Outcomes

- Segment and blend two-syllable words
- Read and write spelling alternatives for /ch/, /j/, /v/, and /r/
- Review single- and double-letter consonants
- Form plural nouns by adding *-s* and *-es*
- Write words with suffixes *-ed* and *-ing*
- Spell grade-level words correctly
- Identify and write different sentence types
- Use the writing process to compose a letter expressing an opinion
- Unit Assessment

Big Ideas

- The decodable Reader *Kate's Book* is used to practice decoding and reading fluency.
- The Reader tells a story about a girl named Kate who writes a book about her summer vacation.
- *Kate's Book* features settings and cultural references that are part of Navajo culture.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.1 RL.1.10 RF.1.1a RF.1.2b RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3e RF.1.3f RF.1.3g RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.5 W.1.6 W.1.7		L.1.1b L.1.1c L.1.1f L.1.1i L.1.1j L.1.2b L.1.2d L.1.4c	RL.1.1 RL.1.10 RF.1.1a RF.1.3 RF.1.3a RF.1.3b RF.1.3e RF.1.3f RF.1.4 RF.1.4a RF.1.4b	W.1.1		L.1.1c L.1.1f L.1.1i L.1.1j L.1.2b L.1.2d L.1.4c

Grade 1 Curriculum Map

Skills Unit 6

Unit Summary

Students continue to work with several spelling alternatives for consonant sounds. They review nouns and pronouns, and they learn to match pronouns to their corresponding nouns. Finally, students plan, draft, and edit a personal narrative.

Unit Length:
25 Lessons
Pausing Point: 4-5 Days

Anchor Text: *Grace*
Text Type: Literary
Lexile: 560L

Overall Learning Outcomes

- Segment and blend two-syllable words
- Read and write spelling alternatives for /s/, /n/, /ng/, and /w/
- Spell grade-level words correctly
- Use past, present, and future verb tenses
- Build phrases and expand sentences using adjectives
- Match pronouns to their antecedents
- Use the writing process to compose a personal narrative
- Unit Assessment

Big Ideas

- The decodable Reader *Grace* is used to practice decoding and reading fluency.
- The Reader is about a girl named Grace who lives on a farm in the Midwest. The stories revolve around her daily life on the farm and in the country.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.1 RL.1.3 RL.1.9 RF.1.2 RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3c RF.1.3d RF.1.3f RF.1.3g RF.1.4a RF.1.4b	W.1.1 W.1.3 W.1.5 W.1.6	SL.1.4	L.1.1b L.1.1c L.1.1d L.1.1e L.1.1f L.1.1i L.1.1j L.1.2d L.1.2e L.1.4a L.1.4c	RL.1.1 RL.1.3 RL.1.9 RF.1.2 RF.1.3 RF.1.3b RF.1.3c RF.1.3f RF.1.3g RF.1.4a RF.1.4b	W.1.1 W.1.3 W.1.5 W.1.6	SL.1.4	L.1.1b L.1.1c L.1.1d L.1.2d L.1.2e L.1.4a L.1.4c

Grade 1 Curriculum Map

Skills Unit 7

Unit Summary

Students continue to learn the advanced code, focusing on spelling alternatives for vowel sounds. They learn about the use of conjunctions and commas, as well as noun-verb agreement in sentences. Students practice the writing process by planning, drafting, and editing an informative/explanatory text. A cumulative Student Performance Assessment is provided at the end of the unit to determine students' readiness for Grade 2 foundational skills instruction.

Unit Length:
21 Lessons
Pausing Point: 3 Days

Anchor Text: *Kay and Martez*
Text Type: Literary
Lexile: 630L

Overall Learning Outcomes

- Segment and blend two-syllable words
- Read and write spelling alternatives for /ae/ and /oe/
- Spell grade-level words correctly
- Identify and use plural nouns
- Identify and use correct noun-verb agreement
- Write sentences using conjunctions
- Use the writing process to compose instructional writing
- Student Performance Assessment

Big Ideas

- The decodable Reader *Kay and Martez* is used to practice decoding and reading fluency.
- The Reader focuses on a young girl named Kay and her friend Martez, a Mexican-American boy. Kay, Martez, and Kay's family go on a trip to Mexico.
- The Reader incorporates history and geography topics from the CKLA Knowledge strand.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.1 RL.1.9 RI.1.5 RF.1.1a RF.1.2d RF.1.3a RF.1.3b RF.1.3c RF.1.3d RF.1.3e RF.1.3f RF.1.3g RF.1.4a RF.1.4b	W.1.1 W.1.2 W.1.5		L.1.1b L.1.1c L.1.1g L.1.2b L.1.2c L.1.2d L.1.4c	RL.1.1 RI.1.5 RF.1.1a RF.1.3b RF.1.3c RF.1.3f RF.1.3g RF.1.4a	W.1.1 W.1.2 W.1.5		L.1.1c L.1.2b L.1.2c L.1.2d L.1.4c

Grade 1 Curriculum Map

Knowledge 1: The Moral of the Story: Fables and Tales

Unit Summary

This unit introduces students to timeless fables and classic folktales that expand vocabulary, enhance reading comprehension skills, and impart ethical lessons. Students listen to well-known fables like "The Boy Who Cried Wolf," "The Goose and the Golden Eggs," and "The Fox and the Grapes." In doing so, they learn the elements of this genre and understand key story structures. Students also explore folktales, such as "The Little Half-Chick: Medio Pollito" and "The Crowded, Noisy House," which help them differentiate between various types of fiction. This foundational knowledge fosters an understanding of cultural references and a deep appreciation of fiction.

Writing Focus

Students explore narrative writing and, as a class, draft a narrative retelling of "The Tale of Peter Rabbit." They work independently to create one-sentence retellings of fables and stories, and generate statements about images from the Read-Alouds.

Unit Length: 16 Days

Anchor Text: *The Moral of the Story: Fables and Tales* (Read-Aloud)
Text Type: Literary
Lexile: 770L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Deepen comprehension of stories by using the "Somebody Wanted But So Then" strategy
- Identify a purpose for listening
- Understand the meaning of certain sayings and phrases
- Begin to explore the genre of narrative writing
- Domain Assessment

Big Ideas

- Fables and folktales have delighted people around the world for generations and are essential for achieving cultural literacy.
- Valuable lessons about ethics and behavior can be learned by exploring different types of fiction.
- Exposure to different types of fiction helps build a strong foundation for the comprehension and enjoyment of literature.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.9	W.1.5 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.2 SL.1.5 SL.1.6	L.1.1 L.1.1h L.1.5 L.1.5c L.1.6	RL.1.1 RL.1.2 RL.1.3	W.1.7 W.1.8		L.1.1 L.1.1h

Grade 1 Curriculum Map

Knowledge 2: From Nose to Toes: How Your Body Works

Unit Summary

In this domain, students are introduced to the five systems of the human body (skeletal, muscular, digestive, circulatory, and nervous) and the functions of the major organs within those systems. They identify five keys to good health and understand the importance of the food groups in a well-balanced diet. Students focus on the care and maintenance of the human body by discussing germs and diseases. They also learn about doctors and scientists like Edward Jenner and Louis Pausteur, whose discoveries aided in the cure of many diseases.

Writing Focus

Students engage in the writing process by planning, drafting, and revising a group narrative about solving a problem. Additionally, students engage in sentence elaboration activities, such as incorporating partners' ideas, expanding sentence stems, and using conjunctions.

Overall Learning Outcomes

- Describe the human body as a network of systems
- Identify and distinguish between the five systems of the human body
- Explain the effects of germs and the importance of vaccines
- Describe ways to stay healthy
- Identify the food groups in a well-balanced diet
- Demonstrate understanding of key vocabulary
- Identify the elements of a narrative
- Use a graphic organizer to plan and draft writing
- Plan, draft, and revise a group narrative about solving a problem
- Domain Assessment

Big Ideas

- The human body is a network of systems that contains organs that work together to perform vital functions.
- There are many parts and functions of the skeletal, muscular, digestive, circulatory, and nervous systems.
- Germs can cause diseases, but there are many ways to stop the spread of diseases.
- The five keys of good health are to eat well, exercise, sleep, keep clean, and have regular checkups.

Unit Length: 16 Days

Anchor Text: *From Nose to Toes: How Your Body Works* (Read-Aloud)
Text Type: Informational
Lexile: 790L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.1.1 RI.1.2 RI.1.3 RI.1.4	W.1.3 W.1.5 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.2 SL.1.6	L.1.4b L.1.5c	RI.1.1 RI.1.3	W.1.3 W.1.5 W.1.7 W.1.8		

Grade 1 Curriculum Map

Knowledge 3: Common Threads: Different Lands, Similar Stories

Unit Summary

Students are introduced to three common themes found in fairy tales and folktales from around the globe. Although these themes may be familiar, the cultural differences and unique details of each fairy tale and folktale in the unit provide an opportunity for students to appreciate this diversity and learn valuable, universal lessons.

In addition to learning about different cultures, students explore the ways in which folktales from different lands treat similar themes and characters—including variations on the Cinderella story, the adventures of uncommonly small characters, and the exploits of cunning tricksters.

Writing Focus

With these classic stories as inspiration, students plan, draft, and revise a narrative retelling of a fairy tale. They also practice generating statements and interrogative sentences, as well as using conjunctions to expand and connect sentences.

Unit Length:
16 Days

Anchor Text: *Common Threads: Different Lands, Similar Stories* (Read-Aloud)
Text Type: Literary
Lexile: 760L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Identify a purpose for listening
- Make text-to-text connections
- Retell stories using domain-specific vocabulary and correct sequencing
- Compare and contrast diverse fairy tales and folktales
- Plan, draft, and revise a narrative retelling of a fairy tale
- Domain Assessment

Big Ideas

- Although some fairy tales and folktales are well-known throughout the world, distinct cultures often have their own unique versions of them.
- Despite differences in specific details, fairy tales and folktales from around the globe often share common themes.
- Fairy tales and folktales teach valuable, universal lessons.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.3 RL.1.5 RL.1.9	W.1.3 W.1.6 W.1.8	SL.1.1 SL.1.2 SL.1.4 SL.1.6	L.1.1h L.1.4b L.1.5c	RL.1.2 RL.1.3 RL.1.9	W.1.3		

Grade 1 Curriculum Map

Knowledge 4: Reach for the Stars: Astronomy

Unit Summary

In this introduction to the solar system, students learn about Earth in relation to its moon, other planets, the sun, the stars, and major constellations. They also learn about the sun as a source of light, heat, and energy. Students are introduced to space exploration, including the Apollo missions to the moon and the Parker Solar Probe mission to the sun.

Writing Focus

Students learn to identify key facts in informational texts, practice note-taking with graphic organizers, and journal brief responses. They plan, draft, revise, edit, publish, and present opinion paragraphs that state an opinion, give reasons, and provide a closing. Additionally, students produce and expand declarative and interrogative sentences, using conjunctions to combine shorter sentences.

Overall Learning Outcomes

- Identify Earth, the sun, the moon, other planets, and stars
- Describe how Earth moves
- Explain what causes day and night
- Identify major constellations and discoveries by astronomers
- Distinguish between inner and outer planets in the solar system
- Demonstrate understanding of key vocabulary
- Explore parts of an opinion paragraph by stating an opinion and supplying reasons to support it
- Write an opinion paragraph
- Domain Assessment

Big Ideas

- Earth is one of many different celestial bodies within our solar system.
- The sun, the stars, the moon, and other planets relate to the earth's position in space in distinct ways.
- The sun is a star and a source of light, heat, and energy for the earth.
- NASA, the Space Race, the Apollo missions, the Parker Solar Probe, and astronauts have all contributed to what we know about space.

Unit Length: 16 Days

Anchor Text: *Reach for the Stars: Astronomy* (Read-Aloud)
Text Type: Informational
Lexile: 1020L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.4 RL.1.5 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.8 RI.1.9	W.1.1 W.1.2 W.1.5 W.1.6 W.1.8	SL.1.1 SL.1.1b SL.1.2 SL.1.4 SL.1.6	L.1.4 L.1.4b L.1.5 L.1.5a L.1.5b L.1.5c L.1.5d	RI.1.2 RI.1.9	W.1.1 W.1.2 W.1.5 W.1.6 W.1.8		

Grade 1 Curriculum Map

Knowledge 5: Charting the World: Geography

Unit Summary

This domain continues students' study of globes, maps, and atlases. By understanding and learning how to use the compass rose, legends, and keys on maps, students can identify cardinal directions and better understand the geographical information being represented. Students begin to think critically about geography as they ask and answer questions about geographical knowledge and the characteristics of specific locations.

Students start to acquire and use geographic vocabulary, and they develop their speaking and listening skills by participating in collaborative conversations with peers. They also become map makers in a culminating project as they use information they learned in the domain to create a map. Students design, illustrate, and share a map of a favorite place in their neighborhood.

Writing Focus

Students use details to describe key concepts in informational texts about geography, such as the difference between maps, globes, and atlases, and how to use map legends and cardinal directions. They identify and describe urban, rural, and suburban areas globally, create a map of a favorite neighborhood place, and write an opinion statement about that location. Additionally, students produce and expand sentences by using specific details and combining shorter sentences with words and phrases from the Read-Alouds.

Overall Learning Outcomes

- Compare and contrast the characteristics of globes, maps, and atlases
- Use cardinal directions to locate and label various places on a map
- Describe time zones and how the relationship between the sun and the earth affects the seasons
- Locate and label major landforms using a legend on a world map
- Understand that some countries are organized into states and provinces
- Identify geographical characteristics of urban, rural, and suburban areas in the United States
- Locate and label urban, rural, and suburban areas on a map
- Identify major cities on a world map
- Write an opinion statement about the type of community (urban, suburban, or rural) that students would prefer to live in
- Create a map, and write an opinion text about a favorite place in students' neighborhoods
- Domain Assessment

Big Ideas

- Globes, maps, and atlases have distinct features.
- Compass roses, legends, and keys on maps can be used to identify cardinal directions and geographical features.
- Maps, globes, and atlases show geographic locations as well as geographic features—such as the equator, the North and South Poles, bodies of water, and landforms.
- Learning about geography can cultivate an appreciation for discovering different ways of living and inspire us to explore beyond our own neighborhoods.

Unit Length: 16 Days

Anchor Text: *Charting the World: Geography* (Read-Aloud)
Text Type: Informational
Lexile: 770L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.1.1 RI.1.2 RI.1.3 RI.1.7 RI.1.9	W.1.1 W.1.2 W.1.5 W.1.8	SL.1.1 SL.1.2 SL.1.3 SL.1.4	L.1.4	RI.1.1 RI.1.9	W.1.1 W.1.2 W.1.5 W.1.8 W.1.9		

Grade 1 Curriculum Map

Knowledge 6: A World of Homes: Animals and Habitats

Unit Summary

In this domain, students learn what habitats are and why living things are suited to particular habitats. Specifically, they identify unique characteristics and animal adaptations in environments such as the Arctic tundra and ocean, the desert, grasslands, temperate deciduous forests, tropical rainforests, and freshwater habitats. Students classify animals based on their diets, explore the diversity of ocean life, and examine the ocean floor's landscape. Additionally, they explain the impacts of habitat destruction on species extinction and consider how conservation efforts help species like the bald eagle recover from near extinction.

Writing Focus

Students focus on informational writing by maintaining a habitat journal in which they write sentences and draw pictures for each habitat they study. They also create an idea web graphic organizer about endangered species. Students produce a mini poster comparing and contrasting deciduous forests and rainforests as well.
Finally, students generate and combine sentences using conjunctions.

Unit Length:
16 Days

Anchor Text: *A World of Homes: Animals and Habitats* (Read-Aloud)
Text Type: Informational
Lexile: 1010L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Recognize that all living things have adapted to live in habitats to which they are particularly suited
- Understand that each habitat has distinct characteristics
- Explain that habitat destruction can lead to extinction
- Generate informational writing by collecting and synthesizing information, then recording it in a journal and graphic organizers
- Domain Assessment

Big Ideas

- All living things are interconnected with both their environments and other living things.
- All living things belong to the food chain, which connects all living things to each other.
- Plants and animals are indigenous to specific habitats, often suited to them through unique characteristics that enable them to adapt to that habitat.
- Animals can be classified by the types of foods that they eat.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.8 RI.1.9	W.1.1 W.1.2 W.1.5 W.1.8	SL.1.1 SL.1.1c SL.1.2 SL.1.3 SL.1.4 SL.1.6	L.1.1 L.1.1g L.1.1h L.1.4 L.1.4a L.1.5a L.1.5b L.1.5c L.1.5d L.1.6	RI.1.2	W.1.2 W.1.5 W.1.8	SL.1.4	

Grade 1 Curriculum Map

Knowledge 7: A New Nation: American Independence

Unit Summary

In this domain, students learn about the birth of the United States of America and identify the continent, country, and state where they live. Then, using maps, they locate, identify, and gain a geographical understanding of the thirteen original colonies within the United States. Students are introduced to important historical figures, places, and events in the story of how the thirteen colonies became an independent nation. They also learn the significance of the country's symbols, including the U.S. flag, the Liberty Bell, and the bald eagle.

Writing Focus

In this domain, students engage in informational writing by identifying key facts before, during, and after Read-Alouds and practicing note-taking through the use of graphic organizers and a Story Chart. Students craft their own paragraphs about the founding of the United States. They also combine sentences on related topics and generate cause/effect and declarative sentences.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Deepen comprehension by using the Somebody Wanted But So Then strategy
- Identify important information and sequence events from a text
- Practice using action verbs in the past and present tense
- Explore how action verbs and adjectives have shades of meaning
- Write captions for pictures of important people and places connected to the story of how the thirteen colonies became an independent nation
- Engage in informational writing by collecting and synthesizing information to plan and draft an informative paragraph
- Domain Assessment

Big Ideas

- Several important historical figures and events led to how the thirteen colonies gained their independence from Great Britain and became the United States of America.
- The British Parliament imposed taxes and laws on the thirteen colonies but did not give the colonists political representation. This led to the Boston Tea Party, the Revolutionary War, and the Declaration of Independence.
- Women, Native Americans, and enslaved Africans played important roles during the time in which the thirteen colonies of America evolved into an independent nation.

Unit Length: 16 Days

Anchor Text: *A New Nation: American Independence* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 1010L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.2 RI.1.1 RI.1.2 RI.1.3 RI.1.6 RI.1.10	W.1.2	SL.1.1 SL.1.1c SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.1e L.1.4 L.1.4a L.1.5 L.1.5a L.1.5c L.1.5d	RI.1.1 RI.1.2 RI.1.6	W.1.2 W.1.7 W.1.8		

Grade 1 Curriculum Map

Knowledge 8: Our Planet: The History of the Earth

Unit Summary

In this domain, students will explore the earth's geographical features. Students will learn about the shape of the earth, the North and South Poles, and the equator. Students will also learn the names of the layers of the earth and the characteristics of each layer. During Read-Alouds, students will learn the characteristics and importance of minerals and rocks. Students will also learn about fossils and their importance in giving us knowledge about the history of living things on the earth.

Writing Focus

Students will engage with various forms of writing, such as friendly letters and informative pieces, using tools like graphic organizers and posters to support their learning and creativity. They will also practice generating all four sentence types and expanding sentences using conjunctions.

Unit Length:
16 Days

Anchor Text: *Our Planet: The History of the Earth* (Read-Aloud)
Text Type: Informational
Lexile: 1020L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Use a Venn diagram to compare and contrast volcanoes and geysers
- Record information from the Read-Alouds using a graphic organizer
- Identify the format and parts of a friendly letter and synthesize important facts and information to write a friendly letter
- Domain Assessment

Big Ideas

- The earth is composed of various layers, each with its own characteristics.
- Geographical features, such as volcanoes and geysers, give us information about these layers.
- Rocks and minerals are important in our daily lives. They are taken from the crust and used in many ways.
- There are three types of rock, each with their own characteristics. Fossils are found in rock and give us knowledge about the history of living things on Earth.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.7	W.1.2 W.1.5 W.1.8	SL.1.1 SL.1.1a SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.5a L.1.5c L.1.6	RI.1.3 RI.1.4 RI.1.5 RI.1.7	W.1.2 W.1.8	SL.1.5	

AMPLIFY CKLA

Second Grade



2025

Grade 2 Curriculum Map

Skills Unit 1

Unit Summary

This unit focuses on reviewing various spellings, with an emphasis on consonant sounds, high-frequency Tricky Words (words with spellings that do not play by the code rules), and one- and two-syllable words. A Student Performance Assessment is provided to determine students' readiness for Grade 2 foundational skills instruction.

Unit Length:
22 Lessons
Pausing Point: 4-5 Days

Anchor Text: *The Cat Bandit*
Text Type: Literary
Lexile: 480L

Overall Learning Outcomes

- Review letter-sound correspondences
- Read and write words with short vowel sounds
- Read and spell Tricky Words from the CKLA Grade 1 curriculum
- Read and write one- and two-syllable words
- Read and spell words with suffixes *-ing* and *-ed*
- Read, write, and pronounce words with past tense suffix *-ed* (pronounced three different ways)
- Spell grade-level words correctly
- Write sentences with correct capitalization and punctuation
- Unit Assessment
- Student Performance Assessment

Big Ideas

- The stories in the Reader *The Cat Bandit* share the adventures of a hungry cat and the increasingly clever ways he gets food that is seemingly out of his reach.
- The stories in the Reader are 100% decodable, based on previous CKLA instruction and a quick Grade 1 curriculum review.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.7 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4a RF.2.4b RF.2.4c	W.2.2 W.2.3		L.2.1d L.2.1f L.2.2 L.2.2d L.2.4a L.2.4d	RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.7 RF.2.3a RF.2.3e RF.2.3f RF.2.4a RF.2.4b RF.2.4c			L.2.1d L.2.2d

Grade 2 Curriculum Map

Skills Unit 2

Unit Summary

This unit focuses on learning various spellings, with an emphasis on vowel sounds. Students read one- and two-syllable words, as well as contractions. They practice reading and spelling a number of high-frequency Tricky Words. Students also learn about the use of quotation marks, and they begin to receive instruction in the writing process as they craft narrative and opinion pieces.

Unit Length:
16 Lessons
Pausing Point: 4-5 Days

Anchor Text: *Bedtime Tales*
Text Type: Literary
Lexile: 430L

Overall Learning Outcomes

- Review letter-sound correspondences
- Read one- and two-syllable words with short and long vowels, including vowels with spelling alternatives
- Read contractions and identify their non-contracted equivalents
- Read and spell high-frequency Tricky Words
- Spell grade-level words correctly
- Use quotation marks in writing
- Use the writing process to compose a narrative
- Unit Assessment

Big Ideas

- The decodable Reader *Bedtime Tales* is used to practice decoding and reading fluency.
- The story in the Reader is about a father who shares bedtime stories with his son and daughter.
- *Bedtime Tales* explores two fiction genres: fables and trickster stories.
- Close reading lessons based on chapters from the Reader are introduced in this unit.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.2 RL.2.5 RF.2.3a RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.3 W.2.5 W.2.6		L.2.1f L.2.2c L.2.2d L.2.5b	RL.2.1 RL.2.2 RL.2.5 RF.2.3a RF.2.3c RF.2.3d RF.2.3e RF.2.4a RF.2.4b	W.2.1 W.2.3 W.2.5 W.2.6		L.2.1f L.2.2c L.2.2d L.2.5b

Grade 2 Curriculum Map

Skills Unit 3

Unit Summary

This unit introduces students to spelling alternatives for vowel sounds and Tricky Spellings (spellings that can represent more than one sound). Students also practice writing a personal narrative. Grammar instruction focuses on capitalization, quotation marks, ending punctuation, and common and proper nouns. In addition, students are introduced to antonyms and synonyms. A Student Performance Assessment is provided to determine students' progress with grade-level skills.

Unit Length:
25 Lessons
Pausing Point: 4-5 Days

Anchor Text: *Kids Excel*
Text Type: Literary
Lexile: 510L

Overall Learning Outcomes

- Review letter-sound correspondences
- Read words with short and long vowels, including vowels with spelling alternatives
- Read and write words with Tricky Spellings
- Read and spell high-frequency Tricky Words
- Use capitalization, quotation marks, and ending punctuation correctly
- Identify and use common and proper nouns, antonyms, synonyms, and verbs
- Use the writing process to compose a personal narrative
- Student Performance Assessment

Big Ideas

- The decodable Reader *Kids Excel* is used to practice decoding and reading fluency.
- The Reader is a fictional text that consists of profiles of kids who excel at various activities—spelling, swimming, playing soccer, jumping rope, splashing, math, and rock skipping. Each profile progresses across several chapters.
- Close reading lessons in this unit are based on chapters from the Reader.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.2 RL.2.4 RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4a RF.2.4b RF.2.4c	W.2.3 W.2.5		L.2.1 L.2.1e L.2.2 L.2.2d L.2.2e L.2.3 L.2.4a L.2.5 L.2.5b	RL.2.1 RL.2.4 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4a	W.2.3 W.2.5		L.2.1 L.2.1e L.2.2 L.2.2d L.2.3 L.2.5b

Grade 2 Curriculum Map

Skills Unit 4

Unit Summary

Students are introduced to more spelling alternatives for vowel sounds and three Tricky Spellings. They also practice persuasive writing when crafting a friendly letter. For grammar, students review singular and plural nouns, along with common and proper nouns. In addition, they learn about the formation of irregular plural nouns as well as how to use action verbs and *to be* verbs.

Unit Length:
25 Lessons
Pausing Point: 4-5 Days

Anchor Text: *The Job Hunt*
Text Type: Literary
Lexile: 470L

Overall Learning Outcomes

- Read and write words with alternative vowel spellings
- Use capitalization, quotation marks, and ending punctuation correctly
- Identify and use irregular plural nouns
- Use apostrophes to show possession
- Use titles such as Mr. and Mrs., as well as other proper nouns
- Use the past and present tense of the verb *to be*
- Use the writing process to compose a persuasive letter
- Unit Assessment

Big Ideas

- The decodable Reader *The Job Hunt* is used to practice decoding and reading fluency.
- The Reader is a fictional text that describes a nineteen-year-old girl's search for a job in New York City with the help of her younger brother. The Introduction of the Reader contains information about New York City, including a map.
- Close reading lessons in this unit are based on chapters from the Reader.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.2 RL.2.5 RL.2.7 RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.3		L.2.1 L.2.1a L.2.1b L.2.1d L.2.1f L.2.2a L.2.2b L.2.2c L.2.2d	RL.2.1 RL.2.5 RL.2.7 RF.2.3 RF.2.3a RF.2.3c RF.2.3e RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.3		L.2.1a L.2.1b L.2.1d L.2.1f L.2.2a L.2.2c L.2.2d

Grade 2 Curriculum Map

Skills Unit 5

Unit Summary

This unit introduces students to spelling alternatives for vowel sounds and the *schwa* sound. Students practice chunking phonemes as a means of reading multisyllabic words. They also review grammar skills, then learn about adjectives as well as how to identify the subject and predicate of a complete sentence. Students continue to practice narrative writing by rewriting the ending of a story from their Student Reader. A Student Performance Assessment is provided to determine students' progress with grade-level foundational skills.

Overall Learning Outcomes

- Read and write words with alternative vowel spellings
- Alphabetize words
- Read and write words with /ə/ (*schwa*) sounds
- Identify the subject and predicate of complete sentences
- Understand and use adjectives in sentences
- Use correct capitalization, punctuation, and grammar in writing
- Read and write words with suffix *-tion*
- Use the writing process to compose a different ending to a story from the Reader
- Unit Assessment
- Student Performance Assessment

Unit Length:

30 Lessons Pausing Point: 4-5 Days

Anchor Text: *Sir Gus*
Text Type: Literary
Lexile: 660L

Big Ideas

- The decodable Reader *Sir Gus* is used to practice decoding and reading fluency.
- *Sir Gus* details the undertakings of one of King Alfred's knights. Despite his title as "Sir Gus the Fearless," Sir Gus has many different fears as he faces a thief, a troll, pirates, an evil wizard, and an enemy king.
- Close reading lessons in this unit are based on chapters from the Reader.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.3 RL.2.5 RL.2.7 RF.2.3 RF.2.3a RF.2.3b RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.3 W.2.5		L.2.1 L.2.1a L.2.1b L.2.1d L.2.1e L.2.2 L.2.2a L.2.2c L.2.2d L.2.2e L.2.3 L.2.4 L.2.4a L.2.4c L.2.4e L.2.6	RL.2.1 RL.2.3 RL.2.5 RL.2.7 RF.2.3b RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a	W.2.3 W.2.5		L.2.1 L.2.1e L.2.2 L.2.2d L.2.2e L.2.3 L.2.4a L.2.6

Grade 2 Curriculum Map

Skills Unit 6

Unit Summary

Students are introduced to several new spelling alternatives for vowel and consonant sounds. They review grammar skills, then learn about adverbs, how to distinguish complete from incomplete sentences, and how to identify and correct run-on sentences. Additionally, students are introduced to expository, or report, writing. A cumulative Student Performance Assessment is provided to determine students' readiness for Grade 3 foundational skills instruction.

Unit Length:
36 Lessons
Pausing Point: 4-5 Days

Anchor Text: *The War of 1812*
Text Type: Informational
Lexile: 580L

Overall Learning Outcomes

- Read and write words with Tricky Spellings, as well as alternative vowel and consonant spellings
- Alphabetize words to the second letter
- Identify and use adverbs
- Identify complete and incomplete sentences
- Correct run-on sentences
- Use correct capitalization, punctuation, and grammar in writing
- Take notes on a text
- Use the writing process to compose a multi-paragraph report
- Student Performance Assessment

Big Ideas

- The decodable Reader *The War of 1812* is used to practice decoding and reading fluency.
- *The War of 1812* is an informational text, introducing text features such as images, captions, a table of contents, and a glossary.
- The letter-sound correspondences taught in CKLA up to this point constitute most of the important letter-sound correspondences needed to read English writing.
- After reading each story, students answer comprehension questions orally and/or in writing.

Standards Instructed				Standards Assessed			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.10 RI.2.1 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.2 W.2.5		L.2.1d L.2.1e L.2.1f L.2.2 L.2.2c L.2.2d L.2.3 L.2.4e	RI.2.1 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.2		L.2.1d L.2.1e L.2.1f L.2.2c L.2.2d L.2.3

Grade 2 Curriculum Map

Knowledge 1: Fortunes and Feats: Fairy Tales and Tall Tales

Unit Summary

In this domain, students are introduced to four diverse fairy tales: "The Fisherman and His Wife," "The Emperor's New Clothes," "Beauty and the Beast," and "The Magic Pitcher." While reading these stories, students consider characteristic elements of fairy tales and the problems characters face, as well as the lessons each story conveys.

Students then turn to the American frontier and delve into tall tales about Paul Bunyan, Pecos Bill, John Henry, and Casey Jones. In doing so, they learn about the characteristics of tall tales, such as the use of exaggeration and larger-than-life characters.

Writing Focus

Students generate different types of sentences and practice identifying and combining fragments to create more interesting, detailed sentences. Students also craft a friendly letter to a character from one of the Read-Alouds.

Unit Length:
16 Days

Anchor Text: *Fortunes and Feats: Fairy Tales and Tall Tales* (Read-Aloud)
Text Type: Literary
Lexile: 760L

Overall Learning Outcomes

- Demonstrate understanding of the fairy tale and tall tale genres, including the concept of exaggeration
- Identify a purpose for listening
- Identify regular and irregular plural nouns
- Compare and contrast two tall tales using a Venn diagram
- Compare and contrast two characters using a Venn diagram
- Practice narrative writing by rewriting a classic tale
- Write a friendly letter
- Domain Assessment

Big Ideas

- Fairy tales and tall tales are an important part of literature that can help us understand other types of writing.
- Fairy tales can deepen our knowledge of the world and other cultures, as well as help us learn story grammar.
- Tall tales can teach us a lot about the American frontier and the types of occupations people had there.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.2 RL.2.3 RL.2.7 RL.2.9	W.2.1 W.2.8	SL.2.1 SL.2.1a SL.2.2 SL.2.3 SL.2.4	L.2.1f L.2.2b L.2.3a L.2.5 L.2.5a	RL.2.1 RL.2.2 RL.2.3 RL.2.9	W.2.3		L.2.2b

Grade 2 Curriculum Map

Knowledge 2: The Birthplace of Democracy: Ancient Greece

Unit Summary

Students explore the civilization of ancient Greece and see the ways in which parts of that world are present in our world—in language, government, art, architecture, the Olympics, and more. Students learn about the city-states of Sparta and Athens, the emergence of democracy, gods and goddesses of ancient Greece. and the philosophers Socrates, Plato, and Aristotle. Students continue to develop their writing skills as they create compound sentences using conjunctions.

Writing Focus

In this domain, students practice collecting and synthesizing information about ancient Greece to understand its different characteristics. They work independently to write a short opinion paragraph about whether they would prefer life in Athens or Sparta, and they use the writing process to craft an opinion piece about the most interesting element of Greek civilization. Additionally, students generate interrogative and cause and effect sentences using words and phrases from the Read-Alouds.

Unit Length:
16 Days

Anchor Text: *The Birthplace of Democracy: Ancient Greece* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 1050L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Make predictions about what will happen in a text
- Draft a short opinion paragraph
- Compare and contrast the way of life in two Greek city-states
- Determine the importance of various leaders and events in ancient Greece
- Write an opinion piece
- Domain Assessment

Big Ideas

- Ancient Greece was the birthplace of democracy, the ideals of which are used today in our own government and those of others.
- Great philosophers like Socrates, Plato, and Aristotle; stories about the gods and goddesses of ancient Greece; and the Olympic Games continue to impact us today.
- Significant battles, such as the battles of Marathon and Thermopylae, as well as the conquests of Alexander the Great contributed to the importance of ancient Greece.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.6 RL.2.7 RL.2.10 RI.2.1 RI.2.5	W.2.1 W.2.5 W.2.7 W.2.8	SL.2.2 SL.2.4 SL.2.6	L.2.1 L.2.1f L.2.3 L.2.4b L.2.5a L.2.5b L.2.6	RL.2.1	W.2.1 W.2.5 W.2.7 W.2.8	SL.2.2 SL.2.4	

Grade 2 Curriculum Map

Knowledge 3: Legends and Heroes: Greek Myths

Unit Summary

Building on the *Birthplace of Democracy: Ancient Greece* domain, students explore several well-known Greek myths and mythical characters. Characters include Prometheus, Pandora, Demeter and Persephone, Arachne the Weaver, Oedipus and the Sphinx, Theseus and the Minotaur, and others. Students examine story elements in myths and learn about common characteristics in these compelling stories. They also practice sequencing story events and use information from the text to make predictions about the events in a Greek myth.

Writing Focus

Following the writing process from planning to presentation, students write a brief summary and independently craft a narrative retelling of a Greek myth. Additionally, students generate interrogative sentences, convert questions into statements, identify parts of speech in scrambled sentences, and use conjunctions to expand their writing.

Unit Length:
16 Days

Anchor Text: *Legends and Heroes: Greek Myths* (Read-Aloud)
Text Type: Literary
Lexile: 920L

Overall Learning Outcomes

- Identify Greek myths as a type of fiction
- Identify common characteristics of Greek myths
- Demonstrate understanding of key vocabulary
- Sequence story events and make predictions
- Plan, draft, revise, edit, publish, and present a fictional narrative
- Collect and synthesize information using graphic organizers
- Domain Assessment

Big Ideas

- Ancient Greeks worshiped many gods and goddesses, which influenced and shaped their culture.
- Greek myths are fictional stories that some people long ago thought were true. They were created in an attempt to explain the mysteries of nature and humankind.
- References to Greek mythology are still culturally relevant today, and exposure to Greek myths gives students a frame of reference with which to understand literary allusions and the meanings of common words and phrases.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.6 RL.2.7 RL.2.9	W.2.3 W.2.5 W.2.6 W.2.8	SL.2.2 SL.2.4	L.2.1e L.2.4 L.2.5 L.2.5a	RL.2.2 RL.2.3 RL.2.6	W.2.3 W.2.5 W.2.6 W.2.8	SL.2.4	

Grade 2 Curriculum Map

Knowledge 4: Our Planet: Cycles in Nature

Unit Summary

Through this introduction to the natural cycles that make life on Earth possible, students will learn how the seasonal, plant, animal, and water cycles are connected and interdependent. Nature poems by Emily Dickinson and Robert Louis Stevenson provide a literary perspective on these topics. Students will use domain-specific vocabulary to sequence and summarize their knowledge about the life cycles of plants, animals, and insects. In grammar, students will learn and practice reflexive pronouns as well as complete a syntactic awareness activity to strengthen their understanding of adverbs.

Writing Focus

Students participate in a shared research project in which they record observations of scientific phenomena. During this project, they practice collecting and synthesizing information using note-taking tools like charts and graphic organizers. Students summarize their knowledge about natural cycles, and they independently write, edit, and revise an informative paragraph about the life cycle of a frog. Students also review what they have learned about sentence types, and they work to revise and expand sentences using conjunctions.

Unit Length: 16 Days

Anchor Text: *Our Planet: Cycles in Nature* (Read-Aloud)
Text Type: Informational
Lexile: 940L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Collect and synthesize information using note-taking tools
- Participate in a shared research project by recording observations of scientific phenomena
- Write an informative paragraph using facts gathered about the life cycle of a frog
- Domain Assessment

Big Ideas

- Nature has many natural cycles that make life on Earth possible.
- Seasonal cycles, flowering plant cycles, animal life cycles, and the water cycle are several examples of natural cycles.
- Plant and animal growth and development relate to Earth's seasonal cycles.
- Natural cycles are interconnected, and a change in one cycle often affects many other cycles.
- All living organisms depend on Earth's limited water supply.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.4 RI.2.1 RI.2.3 RI.2.6 RI.2.7	W.2.2 W.2.3 W.2.5 W.2.8	SL.2.1 SL.2.2 SL.2.4 SL.2.5	L.2.1c L.2.3a L.2.4b L.2.4c L.2.4d L.2.5 L.2.5a L.2.5b	RI.2.3 RI.2.6	W.2.2 W.2.3 W.2.5		L.2.4d

Grade 2 Curriculum Map

Knowledge 5: Butterflies, Bees, and Beetles: Insects

Unit Summary

In this domain, students learn about the characteristics of insects—the largest group of animals on Earth. They explore insect life cycles, social insects (such as bees and ants), and insects that glow and/or sing (such as fireflies, grasshoppers, and katydids). They also consider helpful and harmful aspects of insects.

Students advance their grammatical knowledge by learning about and practicing the use of collective nouns. In addition, they develop their writing and argumentation skills in preparation for crafting an opinion piece.

Writing Focus

Students develop opinion pieces about which insect would make the best neighbor. They research, collect, synthesize, and record information about insects. Students also generate declarative, imperative, interrogative and exclamatory sentences, and combine sentences using conjunctions.

Unit Length: 16 Days

Anchor Text: *Butterflies, Bees, and Beetles: Insects* (Read-Aloud)
Text Type: Informational
Lexile: 940L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Plan, draft, revise, and publish an opinion piece
- Deepen comprehension of and cite evidence from a text
- Domain Assessment

Big Ideas

- Insects are the largest group of animals on Earth.
- Insects have identifiable characteristics and life cycles, and they are categorized as either solitary or social.
- Humans and insects can be both helpful and harmful to each other.
- Insects are important to the process of pollination, as well as the production of honey, some cosmetics, and even medicines.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.2.2 RI.2.3	W.2.1 W.2.5 W.2.6 W.2.7 W.2.8	SL.2.1 SL.2.2 SL.2.4	L.2.1a L.2.4c L.2.5 L.2.5a		W.2.1 W.2.6 W.2.7 W.2.8	SL.2.1	L.2.1a

Grade 2 Curriculum Map

Knowledge 6: A House Divided: The American Civil War

Unit Summary

In this domain, students explore a critical period in American history—the Civil War—laying the foundation for more in-depth study in later grades. They learn about conflicts over slavery and also become familiar with historical figures such as Clara Barton, Joseph De Castro, Ulysses S. Grant, Robert E. Lee, Abraham Lincoln, and Harriet Tubman.

Writing Focus

Students write entries about important events that occurred during this time period into a Civil War record book and use facts to complete an informative paragraph. They also generate declarative, interrogative, exclamatory, and imperative sentences, and they practice ordering information in sentences to effectively convey a clear thought.

Unit Length:
16 Days

Anchor Text: *A House Divided: The American Civil War* (Read-Aloud)
Text Type: Informational
Lexile: 1060L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Describe the life and contributions of Harriet Tubman
- Understand the purpose of the Underground Railroad
- Describe the adult life of Abraham Lincoln and understand the importance of his role in the Civil War
- Explain that the Union's victory reunited the North and South as one country and ended slavery
- Identify and record relevant information in a Civil War timeline and Civil War record book
- Deepen comprehension by citing evidence from a text
- Edit, revise, and publish an informative paragraph
- Domain Assessment

Big Ideas

- Conflicts over slavery eventually led to the American Civil War.
- People were taken from Africa against their will and forced into slavery in the United States; the Union victory in the American Civil War led to the end of slavery in this country.
- Important women and men from the time period of the American Civil War include Clara Barton, Joseph De Castro, Ulysses S. Grant, Robert E. Lee, Abraham Lincoln, and Harriet Tubman.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.2.3 RI.2.7 RI.2.8 RI.2.9	W.2.2 W.2.5 W.2.6	SL.2.1 SL.2.1c SL.2.2 SL.2.3 SL.2.4	L.2.2e L.2.3 L.2.3a L.2.4c L.2.5 L.2.5a	RI.2.8 RI.2.9	W.2.2 W.2.5 W.2.6		

Grade 2 Curriculum Map

Knowledge 7: Sounds and Stanzas: Poetry

Unit Summary

This domain introduces students to the world of poetry, building on their initial exposure to sound and rhythm in earlier grades and exploring poetic elements and interpretations. Lesson-level activities allow students to engage with poetry by imitating strategies used by poets, analyzing literary choices, and practicing foundational skills through rhyming and alliteration. Ultimately, students use what they have learned to write their own poems.

The domain features a variety of poems, ranging from familiar works—like Gelett Burgess's "The Purple Cow" and Shel Silverstein's "Openin' Night"—to less familiar pieces by contemporary poets, such as Naomi Shihab Nye and Nikki Giovanni. Despite the diversity in authorship, the poems are united by their use of poetry elements and engagement with sound and rhythm.

Writing Focus

Throughout this domain, students emulate the tactics employed by the poets they are studying. They learn to use poetic features like anaphora, rhyme, and personification. Students generate questions and statements, and they use conjunctions to expand sentences orally and in writing.

Unit Length:
16 Days

Anchor Text: *Sounds and Stanzas: Poetry* (Read-Aloud)
Text Type: Literary
Lexile: N/A

Overall Learning Outcomes

- Identify and discuss poetry elements in various poems
- Practice using poetry elements, including onomatopoeia, rhyme, alliteration, personification, and anaphora
- Use the 5 Ws to demonstrate understanding of key details in a text
- Write, revise, and present an original memory poem
- Domain Assessment

Big Ideas

- Words and phrases create rhyme and rhythm in poetry.
- Poets use a variety of strategies, known as poetry elements, to convey the meaning of a poem.
- Interpreting a poem involves consideration of its structure, word choice, poetic devices, content, and—sometimes—the author's background or perspective.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.4 RL.2.6	W.2.5 W.2.6	SL.2.1 SL.2.1b SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	L.2.1 L.2.3 L.2.4 L.2.6	RL.2.4 RL.2.9	W.2.5 W.2.6 W.2.8	SL.2.4 SL.2.5 SL.2.6	L.2.1 L.2.3

Grade 2 Curriculum Map

Knowledge 8: Making a Difference: Creating Change

Unit Summary

In this domain, students learn about eleven historical and contemporary people who created positive changes for their communities, their country, or the world. These figures include Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King, Jr., Cesar Chavez, Faith Florez, Kelvin Doe, Mikaila Ulmer, Sydney Etzel, and Lauren Anderson. Students explore how these individuals connected ideas with actions.

Writing Focus

Students will plan, draft, revise, edit, and publish their own narratives using temporal words and descriptive language about a person today working for a cause they believe in. Students will also practice writing the four sentence types using conjunctions and appositives.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Identify the author's reasons for their opinion
- Discuss, ask, and answer questions about a topic and text
- Identify the main purpose of a text
- Use a timeline to make connections and sequence information to deepen comprehension
- Create a story map to identify important events in a text
- Write a narrative paragraph describing events from Read-Alouds using temporal words and descriptive language
- Domain Assessment

Big Ideas

- Despite great odds, ordinary people have created change for causes they believe in.
- Causes include abolishing slavery, women's voting rights, migrant workers' welfare, and protecting bees and butterflies.
- These people used nonviolent methods to influence and inspire others.

Unit Length: 16 Days

Anchor Text: *Making a Difference: Creating Change* (Read-Aloud)
Text Type: Informational
Lexile: 950L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.2.1 RI.2.2 RI.2.3 RI.2.8	W.2.3 W.2.5 W.2.8	SL.2.1 SL.2.1a SL.2.1c SL.2.2 SL.2.3	L.2.1 L.2.2 L.2.2e L.2.4c L.2.5 L.2.5a L.2.6	RI.2.1 RI.2.8	W.2.3 W.2.5 W.2.8		L.2.2 L.2.2e

Grade 2 Curriculum Map

Knowledge 8: Journeys to America: Immigration

Unit Summary

Students explore the idea of *e pluribus unum* and the importance of immigration in the history of the United States—with a focus on the great wave of immigration between 1850 and 1920. They learn reasons why people immigrate and why they settle in certain cities and regions. In learning about citizenship, students are introduced to basic knowledge about the Constitution, including the Bill of Rights.

Writing Focus

Students focus on narrative writing by planning and drafting a story about a character moving to a new country. Additionally, after studying James Madison and the U.S. Constitution, they create a "Classroom Constitution" as a class. Students also generate and combine declarative, interrogative, exclamatory, and imperative sentences to make their writing more dynamic and interesting.

Unit Length: 16 Days

Anchor Text: *Journeys to America: Immigration* (Read-Aloud)
Text Type: Informational
Lexile: 1060L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Cite evidence from a text when answering questions
- Make connections and sequence information to deepen comprehension
- Collect information from Read-Alouds and synthesize it into short summaries
- Plan and draft a story describing a character's life as a new immigrant in the United States
- Domain Assessment

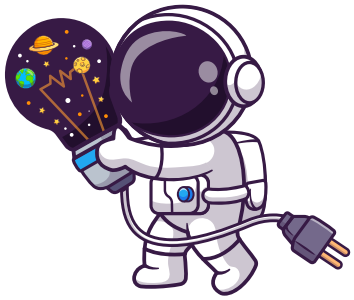
Big Ideas

- The United States is often referred to as a country of immigrants, with the biggest wave of immigration taking place between 1850 and 1920.
- People had many different reasons for immigrating to the United States and settling in certain cities and regions upon their arrival.
- The Constitution is an important document that details the privileges and rights of United States citizens.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.2.2 RI.2.3 RI.2.6 RI.2.7 RI.2.8	W.2.3 W.2.8	SL.2.1 SL.2.1c SL.2.2 SL.2.3 SL.2.6	L.2.1 L.2.1e L.2.4 L.2.4b L.2.5 L.2.5a	RI.2.2 RI.2.9	W.2.3 W.2.8		

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Third Grade



2025

Grade 3 Curriculum Map

Unit 1: Timeless Tales: Classic Stories

Unit Summary

Students explore classic tales from different parts of the world, including "The Wind in the Willows," "Alice in Wonderland," and "Mulan." They study character development, themes, and narrative perspective, and they write text-based opinion paragraphs about those literary elements. Students review important foundational skills such as short and long vowel sounds, /r/-controlled vowels, /er/ and its spelling, and syllables with 'le.' Regarding grammar, students learn about adjectives, concrete and abstract nouns, and regular and irregular verbs. Student Performance Assessment 1 is provided to determine students' readiness for Grade 3 instruction.

Writing Focus

Students have many opportunities to write for a variety of purposes, including a teacher-guided opinion paragraph that provides a review of the writing process and paragraph elements. Everyday writing involves short and extended responses requiring textual evidence and the use of graphic organizers to gather and categorize information. These activities offer students frequent collaboration, idea sharing, and feedback. Students also learn the difference between complete sentences and fragments, how to combine sentences, and how to write the four sentence types.

Unit Length:
18 Days

Anchor Texts:
Timeless Tales: Classic Stories (Student Reader)
Text Type: Literary
Lexile: 660L
Classic Stories (Read-Aloud)
Text Type: Literary
Lexile: 800L

Overall Learning Outcomes

- Review short and long vowel sounds, /r/-controlled vowels, alternate spellings, and syllables with 'le'
- Identify and use concrete and abstract nouns, regular and irregular verbs, and adjectives
- Analyze characters, perspective, and point of view
- Demonstrate understanding of plot and sequence
- Identify themes in a text
- Demonstrate understanding of key vocabulary
- Draft, write, edit, and revise an opinion paragraph
- Unit Assessment
- Student Performance Assessment

Big Ideas

- Children's stories come from around the world.
- Fictional narratives share common elements: dialogue, narration, characters, plot, and setting.
- Literary tools used in fiction include anthropomorphism, perspective, and point of view.
- Fiction often features universal ideas called themes, such as friendship, hospitality, and responsibility.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.2 RL.3.3 RL.3.6 RL.3.9 RF.3.3 RF.3.3c RF.3.4 RF.3.4c	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d	SL.3.2 SL.3.4 SL.3.6	L.3.1 L.3.1a L.3.1c L.3.1d L.3.1i L.3.2 L.3.2a L.3.3 L.3.3a L.3.3b L.3.4 L.3.4d L.3.5 L.3.5a	RL.3.1 RL.3.2 RL.3.3 RL.3.6 RF.3.3	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d W.3.3b		L.3.1 L.3.1a L.3.1d

Grade 3 Curriculum Map

Unit 2: Fur, Fins, and Feathers: Animal Classification

Unit Summary

This unit continues students' study of the natural world, explaining how scientists study and classify animals. Students apply their knowledge through text-based discussions, informal writing exercises, and formal informational writing assignments in which they use evidence to classify a particular vertebrate. Students also learn and practice alphabetizing words to the second and third letters, and they spell words with suffixes such as *–ed*, *–ing*, and *–es*.

Students study grammar, reviewing nouns, verbs, adjectives, subjects, predicates, fragments, subject/object pronouns and their antecedents, run-on sentences, and compound sentences. They also study the prefixes *un–*, *non–*, *re–*, and *pre–*, and discuss how adding prefixes may change the meaning of a root word and the word's part of speech.

Writing Focus

Students engage in the writing process as they plan, draft, edit, revise, publish, and present an informative paragraph. They also combine and expand sentences through the use of appositives and conjunctions.

Unit Length:
18 Days

Anchor Texts:
Rattenborough's Guide to Animals (Student Reader)
Text Type: Informational
Lexile: 770L
Fur, Fins, and Feathers: Animal Classification (Read-Aloud)
Text Type: Informational
Lexile: 930L

Overall Learning Outcomes

- Classify animals as vertebrates or invertebrates and warm-blooded or cold-blooded
- Review suffixes and root words
- Alphabetize words to the second and third letter
- Develop understanding of sentence structure and parts of speech
- Determine subject pronouns, their antecedents, and object pronouns
- Identify and apply prefixes
- Demonstrate understanding of key vocabulary
- Write an informative paragraph
- Unit Assessment

Big Ideas

- Vertebrates can be classified into five groups by analyzing, understanding, and organizing data about them.
- We can learn about living things by observing and identifying their key details and characteristics.
- Structured inquiry tasks can be completed by posing and responding to questions using textual evidence.
- Studying the classification of vertebrates provides a foundation for future learning about life cycles, oceans, marine life, evolution, and other classifications.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10 RF.3.3 RF.3.4a RL.3.4	W.3.2 W.3.2b W.3.2c W.3.2d W.3.5 W.3.6 W.3.8 W.3.10	SL.3.2 SL.3.4 SL.3.6	L.3.1f L.3.1i L.3.2a L.3.2e L.3.2g L.3.4 L.3.4a L.3.4b L.3.4c L.3.5b	RI.3.1 RI.3.2 RI.3.4 RI.3.5 RI.3.8 RI.3.9	W.3.2 W.3.2b W.3.5 W.3.6 W.3.8 W.3.10	SL.3.2	L.3.1f L.3.1i L.3.2a L.3.2e L.3.4b

Grade 3 Curriculum Map

Unit 4: Rise and Fall: Ancient Rome

Unit Summary

Students dive into ancient Rome, exploring its culture and historical events. They read the legend of Romulus and Remus, centered around Rome's founding, as well as several myths about Roman gods and goddesses. Students study the historical rise and fall of the Roman Empire, and they learn about key historical figures, such as Hannibal, Julius Caesar, and Augustus. Students review the spelling patterns of /r/-controlled vowels, irregularly-spelled words, and spellings of the sound /ee/. They also go over verb tenses, subject-verb agreement, and the verbs *to be* and *to have*—learning to change the spelling of verbs to match various subjects. Finally, students study the common suffixes *–er*, *–or*, *–ist*, *–ian*, *–y*, and *–al* to understand how suffixes change the meaning of root words and how they can change a word's part of speech.

Writing Focus

Students engage in the writing process as they plan, draft, revise, edit, publish, and present an opinion piece about Rome's most significant cultural contribution. They generate sentences using information and vocabulary from the Read-Alouds, and they combine and expand sentences using appositives and conjunctions.

Unit Length:
18 Days

Anchor Texts:
Stories of Ancient Rome (Student Reader)
Text Type: Informational/Literary
Lexile: 930L
Rise and Fall: Ancient Rome (Read-Aloud)
Text Type: Informational/Literary
Lexile: 1090L

Overall Learning Outcomes

- Identify the point of view of a text
- Discuss the main idea, key details, and moral or lesson of a story
- Review /r/-controlled vowels and learn spelling patterns for the /ee/ sound
- Develop understanding of subject-verb agreement and correct verb tense usage
- Identify and apply suffixes *–er*, *–or*, *–y*, *–al*, *–ist*, and *–ian*
- Demonstrate understanding of key vocabulary
- Write an opinion essay
- Unit Assessment

Big Ideas

- Actions of the Roman Republic leadership led to the decline and fall of the Roman Empire.
- Contributions from ancient Roman culture, including food, religion, education, and class are evident in society today.
- Monumental battles were fought in defense of the Roman Empire.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.2 RL.3.3 RL.3.5 RL.3.6 RL.3.9 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.6 RI.3.7 RI.3.9 RI.3.10 RF.3.3 RF.3.3a RF.3.3b RF.3.3d RF.3.4	W.3.1 W.3.1a W.3.1c W.3.1d W.3.5 W.3.8	SL.3.1a SL.3.1d SL.3.2 SL.3.5 SL.3.6	L.3.1 L.3.1d L.3.1e L.3.1f L.3.2a L.3.2f L.3.2g L.3.4 L.3.4a L.3.4b L.3.4c L.3.5a L.3.5b L.3.6	RL.3.1 RL.3.3 RL.3.9 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.7 RI.3.9 RI.3.10	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d W.3.5 W.3.8	SL.3.2	L.3.1 L.3.1d L.3.1e L.3.1f L.3.2f L.3.2g L.3.4b L.3.4d

Grade 3 Curriculum Map

Unit 5: Our Solar System and Beyond: Astronomy

Unit Summary

Students explore astronomy and the universe by reading about the sun, planets, our moon, asteroids, comets, meteors, galaxies, and stars. They are also introduced to the concept of gravity and other scientific topics such as matter, light-years, and black holes. Finally, they learn about important figures in the history of space exploration, including Nicolaus Copernicus and Mae Jemison. Student Performance Assessment 2 is provided to help determine each student's progress with Grade 3 skills.

Writing Focus

Students complete an informative writing project in which they describe a day in the life of an astronaut in space. After gathering information, taking notes, and organizing them, they use the writing process to plan, draft, revise, edit, and publish their work. While writing, students generate and combine sentences by using conjunctions and incorporating dependent clauses.

Overall Learning Outcomes

- Compare and contrast two things or ideas
- Write informative paragraphs about the life of an astronaut
- Identify cause and effect in a text
- Demonstrate proficiency in dictionary skills by using guide words
- Demonstrate understanding of singular and plural possessive nouns
- Use quotation marks when writing dialogue
- Review words with spelling patterns /j/, /n/, /ae/, /k/, and /s/
- Apply knowledge of suffixes to unfamiliar words in texts and other content
- Demonstrate understanding of key vocabulary
- Unit Assessment

Big Ideas

- Earth is the third planet from the sun and is ideally suited for life.
- Gravity is a force that has different effects on Earth than it does in space.
- There is a difference between a fact and a theory.
- The Big Bang Theory offers one explanation for the origin of the universe.
- The study and exploration of space continues today, and it is possible because of the work and discoveries made by scientists over many centuries prior.

Unit Length:
18 Days

Anchor Texts:
What's in Our Universe? (Student Reader)
Text Type: Informational
Lexile: 730L
Our Solar System and Beyond: Astronomy (Read-Aloud)
Text Type: Informational
Lexile: 1020L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.8 RI.3.9 RI.3.10 RF.3.3 RF.3.3a RF.3.4 RF.3.4a RF.3.4b RF.3.4c	W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d W.3.4 W.3.5 W.3.8 W.3.10	SL.3.1 SL.3.1a SL.3.1b SL.3.1c SL.3.1d SL.3.2 SL.3.6	L.3.1h L.3.2 L.3.2a L.3.2b L.3.2c L.3.2d L.3.2e L.3.2f L.3.2g L.3.3a L.3.4 L.3.4b L.3.4c L.3.6	RL.3.1 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.8 RI.3.9 RF.3.3a RF.3.4a RF.3.4b RF.3.4c	W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d W.3.5 W.3.8 W.3.10	SL.3.2	L.3.1h L.3.2f

Grade 3 Curriculum Map

Unit 6: Regions and Cultures: Native Americans

Unit Summary

In this unit, students read two theories about how people first arrived on the continent of North America. They discover how people lived when they first arrived, how they adjusted to different environments, and how—over time—they began to form tribes. In particular, students learn about groups of Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic regions.

Students review words with /ə/ and /sh/ + /ə/ + /n/, spelled 'tion.' They study possessive nouns and pronouns, plural possessive nouns not ending in 's' or 'es,' and singular and plural possessive nouns. Students also learn the difference between the possessive pronoun *its* and the contraction *it's*. Finally, they study word parts, including the suffixes *–ish*, *–ness*, *–able*, and *–ible*.

Writing Focus

Students engage in various writing exercises for different purposes, such as maintaining a "unit dictionary," responding to prompts, crafting journal entries, and participating in collaborative activities. Students also write informational newspaper articles about local Native American communities. Additionally, they construct written responses, like cause and effect sentences, based on prompts from the Read-Alouds, and they expand sentences by incorporating independent clauses.

Unit Length:
18 Days

Anchor Texts:
Regions and Cultures: Native Americans (Student Reader)
Text Type: Literary
Lexile: 860L
Regions and Cultures: Native Americans (Read-Aloud)
Text Type: Informational
Lexile: 1100L

Overall Learning Outcomes

- Identify cause and effect relationships in a text
- Use technology to conduct research and build background knowledge about local Native American tribes
- Demonstrate understanding of key vocabulary
- Review various spelling patterns for mastery
- Identify possessive nouns and pronouns
- Determine the meaning of adjectives and abstract nouns when suffixes are added to a known root word
- Strengthen dictionary skills by determining the meaning of key words, the function of entry words, and the meanings of different homographs
- Use linking words and phrases to connect facts, definitions, and details within a paragraph
- Maintain a notebook containing definitions, sentences, and writing exercises that use Core Vocabulary words
- Unit Assessment

Big Ideas

- Scientists and archaeologists still debate how and when the first migrants arrived in North and South America.
- Native Americans had to adapt to the climates and geographies of the lands where they lived.
- Adaptation shaped Native American cultures, including the methods they used to obtain food, the shelters they built, and the clothing they wore.
- Today, there are over 570 federally recognized Native American tribes in the United States, each with its own distinct culture and history.

Standards Instructed				Standards Assessed in Formative Assessment			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.3 RL.3.7 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.7 RI.3.9 RF.3.3b	W.3.2 W.3.2b W.3.2c W.3.3c W.3.7 W.3.8	SL.3.1a SL.3.2 SL.3.5 SL.3.6	L.3.1a L.3.1c L.3.1g L.3.2d L.3.2f L.3.2g L.3.4 L.3.4b L.3.4d L.3.5 L.3.5c	RL.3.1 RL.3.3 RL.3.7 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.7 RI.3.9	W.3.2 W.3.2b W.3.2c W.3.7 W.3.8	SL.3.1a	L.3.1a L.3.1g L.3.2d L.3.2f L.3.4b

Grade 3 Curriculum Map

Unit 7: Novel Study: Charlotte's Web

Unit Summary

This unit is based on the popular, award-winning children's novel *Charlotte's Web* by E.B. White. This is a classic story about self-determination and friendship. Wilbur, the main character, is a pig who finds out that he will soon be butchered. Wilbur is sold to a nearby farmer and meets a new friend there—a spider named Charlotte who devises a plan to save Wilbur by spinning words in her webs. These webs make Wilbur famous in the community, and eventually save his life. Over the course of the novel, students follow Wilbur as he navigates a growing friendship and develops into a confident character.

Students use graphic organizers as they discuss literary devices, such as figurative language, character motivation, and mood.

Writing Focus

Students engage in the writing process as they plan, draft, revise, edit, publish, and present a fictional narrative. They also practice using descriptive words, dialogue, and temporal words in their fictional narrative. Students use textual evidence to generate statements, and they expand sentences by incorporating dependent clauses and using conjunctions.

Unit Length:
18 Days

Anchor Text: *Charlotte's Web* by E.B. White
Text Type: Literary
Lexile: 680L

Overall Learning Outcomes

- Identify the characters, setting, and plot of a fictional narrative
- Describe the thoughts, actions, and feelings of characters in a novel
- Determine the mood at different moments in a plot
- Understand the meaning of literal and nonliteral phrases
- Distinguish between personal and character perspectives
- Identify and apply descriptive words, dialogue, and temporal words in writing
- Demonstrate understanding of key vocabulary
- Write a fictional narrative
- Unit Assessment

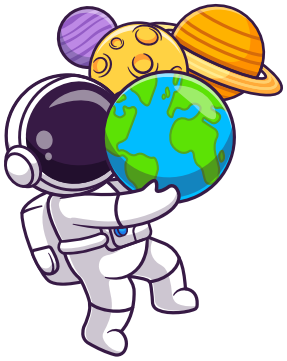
Big Ideas

- Explore themes of self-determination and friendship.
- Connect with Wilbur's journey as he initiates and sustains a friendship with Charlotte.
- Recognize qualities of leadership and encouragement in the text as a character supports a friend who is experiencing one of life's greatest challenges.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.2 RL.3.3 RL.3.5 RL.3.6 RL.3.7	W.3.3 W.3.3a W.3.3b W.3.3c W.3.3d W.3.4 W.3.5 W.3.6 W.3.8 W.3.10	SL.3.4 SL.3.6	L.3.2c L.3.4	RL.3.1 RL.3.3 RL.3.4 RL.3.5 RL.3.7	W.3.3 W.3.3a W.3.3b W.3.3c W.3.3d W.3.4 W.3.5 W.3.6 W.3.8 W.3.10		L.3.1i L.3.2c L.3.4

AMPLIFY CKLA

Fourth Grade



2025

Grade 4 Curriculum Map

Unit 1: My Story, My Voice: Personal Narratives

Unit Summary

This unit examines the genre of personal narratives, which consists of nonfiction works written by a first-person narrator who was involved in the events being described. Students read five personal narratives and identify the elements of the genre. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and strong introductions and conclusions. Student Performance Assessment 1 is also provided to determine students' readiness for Grade 4 instruction.

Writing Focus

After students examine the genre of personal narratives through reading and writing, they then plan, draft, edit, revise, and publish their own multi-paragraph personal narrative. Additionally, students generate sentences with cause and effect relationships and convert interrogative sentences (questions) into declarative sentences (statements).

Unit Length:
18 Days

Anchor Text: *My Story, My Voice: Personal Narratives*
Text Type: Informational
Lexile: 870L

Overall Learning Outcomes

- Identify features of the personal narrative genre
- Identify literary devices in personal narratives, including similes, metaphors, dialogue, transition words, sensory details, and point of view
- Demonstrate understanding of cause and effect
- Revise and publish a narrative using rubrics, checklists, and peer feedback
- Identify and apply punctuation to dialogue
- Demonstrate understanding of key vocabulary
- Unit Assessment

Big Ideas

- Writers of personal narratives incorporate a variety of literary elements and an intentional point of view into their writing.
- Critical and close reading enable students to increase their literal comprehension and ability to make text-based inferences.
- Writing a personal narrative allows a writer to create a sense of meaning out of their own life experiences.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.4.1 RI.4.2 RI.4.3 RI.4.5 RI.4.6 RI.4.10	W.4.1 W.4.1a W.4.1b W.4.1c W.4.1d W.4.3 W.4.3a W.4.3b W.4.3c W.4.3e W.4.4 W.4.5 W.4.8 W.4.9	SL.4.1 SL.4.1a SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.6	L.4.1a L.4.1b L.4.1c L.4.1f L.4.1g L.4.2 L.4.2b L.4.3 L.4.3a L.4.3b L.4.4 L.4.4c L.4.5a L.4.5c L.4.6	RI.4.1 RI.4.2 RI.4.5 RI.4.6	W.4.1 W.4.1a W.4.1b W.4.1c W.4.1d W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.5 W.4.8 W.4.9	SL.4.1 SL.4.1c SL.4.2 SL.4.3 SL.4.4	L.4.2 L.4.2b L.4.3a L.4.5a L.4.6

Grade 4 Curriculum Map

Unit 2: Knights and Castles: Europe's Middle Ages

Unit Summary

This unit covers the history of the Middle Ages in Europe. It is primarily concerned with events in western Europe and the relationship between the Christian Church and the rulers of the region. Students continue to develop grammar skills as they describe the functions of and relationship between nouns and adjectives as well as adverbs and verbs. They form and use prepositional phrases, identify parts of speech, correctly use subjects and predicates, and correct sentence fragments and run-on sentences. Students also practice using the progressive verb tense. Finally, they work with the prefixes *un–*, *non–*, and *en–*, the root words *arch* and *graph*, and the suffix *–y*.

Writing Focus

Students practice taking notes on informational texts, paraphrase information, and write an informative, comparative paragraph. They also combine and expand sentences using conjunctions and appositives, and they generate cause and effect sentences.

Unit Length:
18 Days

Anchor Text: *Medieval Knights and Castle Life: Europe's Middle Ages*
Text Type: Informational/Literary
Lexile: 900L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Write an informative paragraph using details from a text
- Determine the importance of details in a text through note-taking
- Use evidence from a text to support one's ideas
- Use paraphrasing to craft an informative, comparative paragraph
- Unit Assessment

Big Ideas

- Feudalism was the defining social and governing structure of Medieval Europe and included the roles of kings, queens, nobles, church leaders, freemen, and serfs.
- Trade in Medieval Europe contributed to the growth of towns and the emergence of a middle class.
- Medieval England was the starting point for key aspects of modern American life, including the English language and the system of laws and courts in the United States.
- The Magna Carta was a landmark document because it established that rulers—even kings—should consult with others before making new laws, and that courts should follow the rule of law.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.4.1 RI.4.3 RI.4.6 RI.4.7 RI.4.8 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c	W.4.2 W.4.2b W.4.2c W.4.4 W.4.5 W.4.9 W.4.9b	SL.4.1 SL.4.1a	L.4.1 L.4.1a L.4.1b L.4.1c L.4.1e L.4.1f L.4.1g L.4.2 L.4.2d L.4.3a L.4.4 L.4.4b L.4.5b L.4.4c L.4.6	RI.4.1 RI.4.3 RI.4.7 RF.4.3 RF.4.3a	W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.5 W.4.9	SL.4.1	L.4.1 L.4.1b L.4.1e L.4.1f L.4.2 L.4.2d L.4.4 L.4.4b

Grade 4 Curriculum Map

Unit 3: Meaning and Metaphor: Poetry

Unit Summary

This unit provides students with tools and strategies for approaching poetry, trains them in the methods and devices poets use, and equips them to read and interpret both formal and free verse poems. Students also have opportunities to apply what they have learned by creating their own poems.

Students read poems that represent a variety of time periods, ranging from Walt Whitman's reflections on nineteenth-century American society to the work of living contemporary writer Harryette Mullen. The poets in this unit come from a diverse range of cultural heritages within the US, including Black, Hispanic, and Native American. The structures of the poems themselves are diverse as well—some employ precise meter and rhyme schemes, whereas others use free verse.

Writing Focus

With opportunities to write their own poems embedded throughout the unit, students practice using the poetic devices they learn about by composing rhymes; creating similes and metaphors; using repetition and alliteration; and planning, drafting, and revising their original poems. Students also generate sentences, such as one-sentence summaries, and expand sentences using conjunctions and appositives.

Unit Length: 18 Days

Anchor Text: *Meaning and Metaphor: Poetry* (Poet's Journal)
Text Type: Literary
Lexile: N/A

Overall Learning Outcomes

- Read texts with the purpose of identifying details and supporting evidence
- Explore imaginative possibilities for figurative language
- Identify and develop an understanding of poetic devices, including rhyme, repetition, alliteration, meter, and tone
- Explore and identify extended metaphors in texts
- Recite poems orally with accuracy, appropriate rate, and expression
- Write original poems using rich language and poetic devices
- Unit Assessment

Big Ideas

- Poetry is a creative and imaginative vehicle for expression that is not bound by formal constraints.
- Poetry has been around for centuries, and it is a timeless, distinctive craft.
- Reading poems aloud using emphasis and tone helps audiences better understand the text.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.4.1 RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.6 RF.4.4a RF.4.4b RF.4.4c RF.4.5	W.4.1 W.4.4 W.4.5 W.4.8 W.4.9a	SL.4.1 SL.4.1b SL.4.1d SL.4.2	L.4.3 L.4.3a L.4.3b L.4.4 L.4.5 L.4.5a L.4.6	RI.4.1 RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.6 RF.4.4b	W.4.1 W.4.3 W.4.4 W.4.5 W.4.8	SL.4.1 SL.4.1b SL.4.2	L.4.3 L.4.5 L.4.5a L.4.6

Grade 4 Curriculum Map

Unit 4: Eureka! Student Inventor

Unit Summary

In *Eureka! Student Inventor*, students are introduced to various inventors and inventions, as well as the process of creation. Students are immersed in close reading adventures, where they engage with complex literary and informational texts, and demonstrate their ability to find and use evidence effectively. Students also learn to analyze objects and situations in the world around them, identify problems, develop evidence-based solutions, and, ultimately, become inventors themselves, as they research, build, and present inventions of their own.

Writing Focus

By routinely writing in opinion, informative, and narrative styles, students practice the skills of research, observation, communication, and persuasion. Students also generate and expand declarative, interrogative, exclamatory, and imperative sentences using general academic and domain-specific words and phrases.

Unit Length:
18 Days

Anchor Texts: *Eureka! Files* (Student Reader)
Text Type: Informational
Lexile: 800L
Eureka! Student Inventor (Read-Aloud)
Text Type: Informational
Lexile: 1100L

Overall Learning Outcomes

- Read complex literary and informational texts
- Find evidence and use it appropriately
- Write in opinion, informational, and narrative forms, and adjust style for task and audience
- Develop proficiency in research, observation, communication, and persuasion
- Demonstrate understanding of key vocabulary
- Unit Assessment

Big Ideas

- Inventors go through multiple steps in their creative process.
- The creative process involves identifying problems and developing evidence-based solutions.
- Inventors engage in collaborative discussions, share ideas, and often work in partners or teams.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.4.1 RI.4.2 RI.4.3 RI.4.5 RI.4.8 RI.4.9 RF.4.4 RF.4.4a	W.4.1 W.4.1a W.4.1b W.4.1c W.4.1d W.4.2 W.4.3 W.4.4 W.4.5 W.4.7 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.5	L.4.2b L.4.3c L.4.4 L.4.5 L.4.6	RI.4.3 RF.4.4 RF.4.4a	W.4.1 W.4.1a W.4.1b W.4.1c W.4.1d W.4.2 W.4.4 W.4.7 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1a SL.4.1b SL.4.2 SL.4.3 SL.4.4 SL.4.5	L.4.2b L.4.3c

Grade 4 Curriculum Map

Unit 5: Our Planet: Geology

Unit Summary

This unit focuses on the composition of Earth and the forces that change its surface. Students learn about the theory of plate tectonics and how it explains the presence of volcanoes, mountains, underwater trenches, ridges, and other geological features. They also study geological processes like rock formation, weathering, and erosion to understand how Earth changes over time and why it looks the way it does.

Students practice using the suffix *–ly* and the root word *rupt*, sequencing adjectives, and using commas and quotation marks correctly. This unit concludes with Student Performance Assessment 2.

Writing Focus

Students review the stages of the writing process as they draft an informational pamphlet about tsunamis, write a Wikipedia entry on a specific volcano, and craft an informative paragraph about a type of rock or an item in the rock cycle. Throughout these activities, students practice writing one-sentence summaries and combining sentences using conjunctions, appositives, and specific details.

Unit Length:
18 Days

Anchor Text: *The Changing Earth*
Text Type: Literary/Informational
Lexile: 900L

Overall Learning Outcomes

- Identify evidence that describes the effects of geological changes in a text
- Demonstrate understanding of key vocabulary
- Examine and explain similes
- Draft an informational pamphlet, write a Wikipedia entry, and craft an informative paragraph
- Arrange adjectives within a sentence in the correct order
- Unit Assessment

Big Ideas

- Earth is composed of layers that, through heat and pressure, cause movements that result in geological features above and below its surface.
- The theory of plate tectonics explains how mountains, volcanoes, trenches, and ridges are created on land and under the sea.
- Geological processes, like the rock cycle, weathering, and erosion, explain how the earth is continually changing.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.4.1 RL.4.2 RL.4.4 RL.4.7 RL.4.9 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.7 RI.4.8 RI.4.10 RF.4.4 RF.4.4a RF.4.4c	W.4.2 W.4.4 W.4.5 W.4.6 W.4.8 W.4.9		L.4.1 L.4.1d L.4.2 L.4.2a L.4.3c L.4.4 L.4.4c L.4.5	RL.4.1 RL.4.4 RL.4.9 RI.4.1 RI.4.2 RI.4.3 RI.4.4	W.4.2 W.4.4 W.4.5 W.4.6 W.4.8 W.4.9		L.4.1 L.4.2 L.4.4 L.4.5

Grade 4 Curriculum Map

Unit 6: Road to Independence: The American Revolution

Unit Summary

This unit centers around the big idea that disagreements about principles of government led colonists in North America to seek independence from Great Britain. By learning about the causes, major figures, and consequences of the American Revolution, students gain an understanding of what caused the thirteen original colonies to break away and become an independent nation, as well as the ideas and values at the heart of the conflict.

Writing Focus

Throughout this unit, students review the stages of the writing process and record key information about the causes of the American Revolution as they develop a five-paragraph cause and effect essay. They also write one-sentence summaries and generate and expand cause and effect sentences. Students learn the prefixes *im–* and *in–*, the suffixes *–ible* and *–able*, and the root word *port*. In addition, they study *to be* verbs and modal auxiliary verbs. They continue developing their use of commas and quotation marks, and practice employing correct subject-verb agreement.

Unit Length:
18 Days

Anchor Text: *The Road to Independence*
Text Type: Informational/Literary
Lexile: 930L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Develop proficiency in subject-verb agreement with both regular and irregular verbs
- Deepen knowledge and understanding of prefixes and suffixes when added to root words
- Write a five-paragraph cause and effect essay
- Unit Assessment

Big Ideas

- There were significant ideas and values at the heart of the American Revolution.
- Disagreements about principles of government led colonists in North America to seek independence from Great Britain.
- Studying the causes, major figures, and consequences of the American Revolution helps us understand why the thirteen colonies fought for independence.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.4.3 RL.4.5 RL.4.7 RL.4.10 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.9 RI.4.10 RF.4.3 RF.4.4a	W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.4 W.4.5 W.4.9b W.4.10	SL.4.1 SL.4.4 SL.4.5 SL.4.6	L.4.1 L.4.1c L.4.2 L.4.2a L.4.2b L.4.2d L.4.3 L.4.4 L.4.4a L.4.4b L.4.4c L.4.5c L.4.6	RL.4.3 RL.4.10 RI.4.1 RI.4.2 RI.4.3 RI.4.5 RI.4.9 RF.4.3	W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.4 W.4.5 W.4.9 W.4.9b	SL.4.1 SL.4.4	L.4.1 L.4.1c L.4.2 L.4.2d L.4.4a L.4.4b L.4.5 L.4.6

Grade 4 Curriculum Map

Unit 7: Novel Study: The Season of Styx Malone

Unit Summary

In this unit, students continue their exploration of novel study by reading *The Season of Styx Malone* by Kekla Magoon. This is a coming-of-age story about Caleb, a ten-year-old boy living in a small town near Indianapolis. The novel explores themes of friendship, trust, family relationships, and freedom.

As students progress throughout the unit, they learn to closely analyze themes, characters, relationships, conflicts, and motivations during teacher Read-Alouds, partner reading, and independent reading. They examine descriptive language, sensory details, figurative language, and other literary techniques, and make inferences about characters' perspectives and relationships using textual evidence. Finally, students interpret the author's message based on the themes identified in the novel.

Writing Focus

This unit provides multiple opportunities for students to apply their narrative writing skills, including the use of descriptive language, sensory details, dialogue, and figurative language. In the second half of the unit, students brainstorm, plan, draft, revise, edit, publish, and present a culminating narrative of their own. Specifically, they craft a scene in first-person point of view using the characters from *The Season of Styx Malone*. Students also expand sentences by incorporating dependent clauses and using conjunctions, and they generate one-sentence summaries in response to prompts about the reading.

Unit Length: 18 Days

Anchor Text: *The Season of Styx Malone* by Kekla Magoon
Text Type: Literary
Lexile: 510L

Overall Learning Outcomes

- Differentiate between first- and third-person points of view
- Infer characters' motivations, conflicts, perspectives, and traits using textual evidence
- Analyze character relationships and explain how and why they change throughout a text
- Compare and contrast the experiences and perspectives of characters in a text
- Identify and analyze the meaning of figurative language, including similes, metaphors, imagery, hyperbole, and idioms
- Demonstrate understanding of key vocabulary
- Determine the meaning of unknown words using context from the text
- Identify themes and determine the message of a novel
- Write a narrative using first-person point of view, dialogue, descriptive language, figurative language, and sensory details
- Plan, draft, revise, edit, and publish a narrative writing piece using rubrics, checklists, and peer feedback
- Unit Assessment

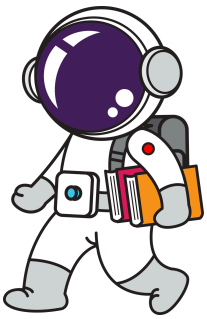
Big Ideas

- Novels often incorporate universal themes, such as friendship, trust, family relationships, and freedom.
- Readers can interpret an author's message by analyzing a novel's themes.
- By reading a text critically, students can analyze how and why characters—and people—have differing perspectives, and how this can impact their motivations and relationships.
- Authors use techniques such as figurative language, tone, foreshadowing, and sensory details to engage their readers.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.6	W.4.3 W.4.3a W.4.3b W.4.3d W.4.3e W.4.4 W.4.5 W.4.9a	SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.3 SL.4.4 SL.4.6	L.4.1b L.4.1d L.4.1e L.4.1f L.4.2 L.4.3a L.4.4 L.4.4a L.4.5 L.4.5a L.4.5b L.4.6	RL.4.1 RL.4.2 RL.4.3 RL.4.4	W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.5 W.4.9a	SL.4.1a SL.4.1b SL.4.1c SL.4.1d	L.4.1b L.4.1d L.4.1e L.3.4a L.4.4a L.4.5 L.4.5a L.4.5b L.4.6

AMPLIFY CKLA

Fifth Grade



2025

Grade 5 Curriculum Map

Unit 1: In My Own Words: Personal Narratives

Unit Summary

This unit examines the genre of personal narratives. Students read five personal narratives and identify the elements of the genre, which include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Students are given frequent writing opportunities to employ these elements. They also share their writing with their classmates throughout the unit, offering concrete and positive feedback. Finally, students complete Student Performance Assessment 1 to evaluate their preparation for Grade 5 work.

Writing Focus

Through daily writing exercises, students develop their ideas into single paragraph or multi-paragraph narratives. Focusing on personal writing, students practice crafting dialogue, using descriptive verbs and adjectives, and sequencing events to tell a story. Students share their writing with classmates and engage in sentence elaboration activities, such as incorporating their partners' ideas, expanding sentence stems, and using conjunctions.

Unit Length:
18 Days

Anchor Text: *In My Own Words: Personal Narratives*
Text Type: Informational
Lexile: 920L

Overall Learning Outcomes

- Identify and begin to correctly use personification in writing
- Identify and begin to correctly use point of view in writing
- Identify and begin to correctly use similes and metaphors in writing
- Use the "Think as You Read" strategy to deepen understanding of a text
- Write a personal narrative
- Unit Assessment
- Student Performance Assessment

Big Ideas

- This unit gives students the opportunity to examine the genre of personal narratives and build their knowledge of descriptive writing.
- Through the close and critical reading of personal narratives, students can improve their literal comprehension and text-based inferencing.
- Reading about others' personal experiences helps students find meaning in their own experiences and express these ideas in writing.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.5.1 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.8 RF.5.4 RF.5.4c	W.5.3 W.5.3a W.5.3b W.5.3d W.5.3e W.5.4 W.5.5	SL.5.1 SL.5.1b SL.5.5 SL.5.6	L.5.2 L.5.2a L.5.2b L.5.2c L.5.2d L.5.3b L.5.4 L.5.4a L.5.5 L.5.5c	RI.5.1 RI.5.3 RI.5.4 RI.5.6 RI.5.8	W.5.3 W.5.3a W.5.3b W.5.3c W.5.3d W.5.3e W.5.4 W.5.5	SL.5.1b SL.5.5	L.5.2 L.5.2a L.5.4a L.5.5 L.5.5c

Grade 5 Curriculum Map

Unit 2: Early Americas: Maya, Aztec, and Inca

Unit Summary

This unit orients students to the geography, climate, flora, and fauna of the Americas, while also presenting a general history and timeline of the rise and fall of the Maya, Aztec, and Inca empires. The unit features myths from these ancient civilizations and describes Mayan, Aztec, and Incan innovations and discoveries.

Students study the root word *tract* and the prefixes *ir–*, *inter–*, and *il–*. They also practice properly using subjects and predicates, distinguishing between action verbs and linking verbs, and correcting run-on sentences. Finally, they learn about words and phrases used to compare and contrast.

Writing Focus

Students follow the stages of the writing process as they use information from the text to create an informative project comparing the Maya, Aztec, and Inca empires. They practice paraphrasing, note-taking, and using linking words to compare the groups and select online images to support their writing. Finally, students craft cause and effect sentences and expand sentences using details from the Read-Alouds.

Unit Length:
18 Days

Anchor Text: *Early Americas: Civilizations and Empires*
Text Type: Informational/Literary
Lexile: 880L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Compare and contrast the Maya, Aztec, and Inca civilizations
- Paraphrase information from a text
- Create an informative or explanatory writing piece using evidence from a text
- Develop understanding of grammar, including action verbs, linking verbs, words that compare and contrast, run-on sentences, subjects, and predicates
- Unit Assessment

Big Ideas

- Large, complex civilizations, such as the Maya, Aztec, and Inca empires, developed in the Americas before the arrival of Europeans.
- There were many events that led to the rise and fall of the Maya, Aztec, and Inca civilizations.
- The Maya, Aztec, and Inca civilizations were responsible for many innovations and discoveries, and they created myths to describe the world around them.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.2 RL.5.4 RL.5.9 RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.7 RI.5.8 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.5 W.5.8 W.5.9	SL.5.1 SL.5.1a SL.5.1b SL.5.1d SL.5.2 SL.5.3	L.5.1 L.5.2e L.5.3 L.5.4 L.5.4a L.5.4b L.5.5 L.5.5a L.5.5b L.5.5c	RL.5.1 RL.5.2 RL.5.9 RI.5.1 RI.5.2 RI.5.3 RF.5.3 RF.5.3a	W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.5 W.5.8 W.5.9	SL.5.2 SL.5.3	L.5.1 L.5.2e L.5.3 L.5.4b

Grade 5 Curriculum Map

Unit 3: Visions in Verse: Poetry

Unit Summary

This unit teaches students tools and strategies for approaching poetry, trains them in the methods and devices that poets use, and equips them to read and interpret both formal and free verse poems. It also enables them to practice what they have learned by giving them regular opportunities to create their own poems.

Students read poems that are drawn from various literary traditions over the last several centuries, ranging from William Blake's eighteenth-century verse to the work of contemporary writers like Virgil Suárez and Marie Howe. The poets in this unit come from a diverse range of cultural heritages within the US, including Black, Hispanic, and Native American. The poems are also diverse in structure, employing a mix of precise meter and rhyme schemes as well as free verse and experimentation.

Writing Focus

Throughout the unit, students practice close reading and writing as they learn the many formal elements of poetry, as well as how to identify these elements in text. They also apply their understanding by crafting poems of their own, improving their skills of analysis in the process. By learning to approach poetry through a number of tools, students build their confidence and engagement in the form. In addition, students work on expanding sentences by building on sentence stems and using conjunctions.

Unit Length: 18 Days

Anchor Text: *Visions in Verse: Poetry* (Poet's Journal)
Text Type: Literary
Lexile: n/a

Overall Learning Outcomes

- Identify and use poetic devices, including tone, anaphora, figurative language, rhyme, and metaphor
- Identify and write in various poetic forms, such as villanelle and lists
- Compare and contrast poems using graphic organizers
- Apply new poetry knowledge to grow in the craft of writing poetry
- Unit Assessment

Big Ideas

- Poets use words, images, and literary devices to tell stories and share thoughts in beautiful and interesting ways.
- Poetry is a creative and imaginative vehicle for expression that is not bound by formal constraints.
- Poetry has been around for centuries, and it is a timeless, distinctive craft.
- Interpreting texts and expressing ideas through poetry can build students' confidence and encourage creativity.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RF.5.3a RF.5.4c	W.5.4 W.5.5 W.5.9a	SL.5.1 SL.5.1c SL.5.2	L.5.2a L.5.2b L.5.2d L.5.3b L.5.4 L.5.4a	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RF.5.3a	W.5.4 W.5.5 W.5.8 W.5.9a		L.5.2a

Grade 5 Curriculum Map

Unit 4: A Knight's Tale: Don Quixote

Unit Summary

In this unit, students read an adapted version of the classic novel *Don Quixote*. They focus on characters, plot, and other literary elements—such as characterization. Students trace the development of the plot, characters, and literary elements over the course of the novel. This exposes them to culturally relevant aspects of the timeless tale, including the quixotic nature of the primary character; the relationship between Don Quixote and his sidekick, Sancho Panza; and memorable scenes—like the one involving windmills. Regarding grammar, students learn how to use commas in a series, and they continue developing their understanding of subject-verb agreement. They also learn how to effectively use compare and contrast words, the suffix *–ness*, and the root word *vac*.

Writing Focus

Students write a four-paragraph opinion essay in which they take a stance on whether they think Don Quixote's good intentions justify his often calamitous actions. They support their claims with reasons and evidence from the text. Finally, students generate and expand sentences by adding details that describe *when*, *where*, and *why*.

Unit Length:
18 Days

Anchor Texts:
The Adventures of Don Quixote (Student Reader), Excerpts from *Don Quixote, Medieval Knights and Castles: Europe's Middle Ages, King Arthur and the Knights of the Round Table* (Read-Aloud, Reading)
Text Type: Literary/Informational
Lexile: 940L-990L

Overall Learning Outcomes

- Distinguish between fact and opinion
- Demonstrate understanding of pronoun-verb agreement and commas in a series
- Demonstrate understanding of key vocabulary
- Craft and share a four-paragraph opinion essay
- Support claims with textual evidence
- Unit Assessment

Big Ideas

- Reading an adapted version of Miguel de Cervantes's 1605 novel *Don Quixote* gives students the opportunity to experience a literary classic.
- The themes found in *Don Quixote* include morality, class, and worth, and they are still relevant today.
- Tracing the development of plot, characters, and literary elements throughout the course of a novel enhances students' reading experiences and understanding of the text.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RI.5.8 RI.5.9 RI.5.10 RF.5.3 RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d W.5.4 W.5.5 W.5.6 W.5.9 W.5.9a W.5.9b	SL.5.1a SL.5.3 SL.5.6	L.5.1a L.5.1d L.5.2a L.5.2e L.5.3 L.5.3a L.5.3b L.5.4 L.5.4a L.5.4b L.5.4c L.5.5a L.5.5b L.5.6	RL.5.1 RL.5.3 RL.5.4 RL.5.9 RL.5.10 RI.5.8 RI.5.10 RF.5.4a RF.5.4b	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d W.5.2a W.5.2b W.5.3b W.5.4 W.5.5 W.5.9 W.5.9a W.5.9b		L.5.1d L.5.2a L.5.2e L.5.4b L.5.4c L.5.6

Grade 5 Curriculum Map

Unit 5: The Deep Blue World: Oceans

Unit Summary

Deep Blue World: Oceans is an informational unit that explores the diversity of animal and plant life within six ocean ecosystems. Students read rigorous informational texts and consider big questions regarding the characteristics of ocean environments that support thriving ecosystems. Informational texts and paired texts about marine biologists, oceanic phenomena, and marine life are used to develop students' reading and writing skills. Student Performance Assessment 2 can also be administered at the end of this unit to evaluate students' progress at this point in the year.

Writing Focus

Students plan, draft, revise, edit, publish, and present an informational text that they have crafted using collaborative research and the writing process. Specifically, they write to inform about their relationship to the ecosystem they live in, including their role in the food web. The unit culminates with students sharing their informational writing with their peers. Students work collaboratively to expand their writing by incorporating independent or dependent clauses and using conjunctions.

Overall Learning Outcomes

- Discuss characteristics of ocean ecosystems through images and whole group discussions
- Use quotations and paraphrased text details to identify characteristics of ocean ecosystems in informational texts
- Analyze information in paired informational texts using a graphic organizer
- Find and record key information, including main ideas and details, about marine animals and ecosystems
- Write single- and multiple-paragraph descriptions of marine animals and ecosystems
- Use evidence from an outline to develop introduction, body, and conclusion paragraphs with relevant vocabulary
- Plan for revisions to students' drafts using peer feedback
- Edit several developed paragraphs using peer and teacher feedback as well as students' knowledge of English language conventions
- Student Performance Assessment
- Unit Assessment

Big Ideas

- Animal and plant life in each of the six ocean ecosystems is widely diverse.
- Unique ocean environments create a range of animal adaptations.
- Marine biologists' work in conservation helps preserve plants and animals in each of the six ocean ecosystems.

Unit Length: 18 Days

Anchor Text: *Life in the Fathoms*
Text Type: Informational
Lexile: 1000L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.5.1 RI.5.2 RI.5.3 RI.5.6 RI.5.7 RI.5.9 RF.5.3 RF.5.3a	W.5.2a W.5.2b W.5.2d W.5.2e W.5.4 W.5.5 W.5.6 W.5.8 W.5.9b W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.4 SL.5.5 SL.5.6	L.5.2 L.5.2e L.5.4 L.5.4b	RI.5.1 RI.5.2 RI.5.3 RI.5.6 RI.5.9	W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.5 W.5.8 W.5.9b	SL.5.1 SL.5.1b SL.5.2	

Grade 5 Curriculum Map

Unit 6: Cultures and Histories: Native Americans

Unit Summary

This unit explores Native Americans' deep connections to the lands where they have lived and the impacts of 1800s U.S. government policies and settlers on their cultures. The Reader's complex texts prepare Grade 5 students for future advanced vocabulary and syntax. Students read stories from specific tribes to better understand how these stories communicate values and a shared history across generations of tribal members. In "We're Still Here," students learn about modern Native American efforts to preserve languages, lands, and traditions.

Writing Focus

Students will plan, draft, revise, edit, publish, and share an opinion essay in letter form to a museum director, detailing why a chosen image is ideal for an exhibit on Native American cultures and their connection to the land. The project emphasizes note-taking, formulating claims, supporting arguments with evidence, and revising and sharing their writing. Students also write compound-complex sentences and use conjunctions, prepositions, and interjections in a variety of sentences.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Read, analyze, and explain ideas in text to deepen comprehension
- Make inferences and cite evidence from informative text
- Compare and contrast themes in narrative texts
- Analyze how illustrations contribute to the meaning and tone of a story
- Explain the function of coordinating conjunctions
- Identify past, present, and future perfect verb tenses
- Distinguish between root words and words with prefixes or suffixes in sentences
- Use a graphic organizer to analyze the structure of an opinion essay
- Focus on collecting relevant information to write an opinion essay
- Unit Assessment

Big Ideas

- Native Americans cultivated land for food, shelter, and their cultural practices, deeply connecting them to it.
- 1800s U.S. policies and settler contact impacted Native American cultures and land relationships.
- Native American tribes of today work to preserve and revitalize traditional languages, lands, and cultural practices.

Unit Length: 18 Days

Anchor Text: *Cultures and Histories: Native Americans*
Text Type: Informational/Literary
Lexile: 1040L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.2 RL.5.7 RL.5.9 RI.5.1 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.10 RF.5.3 RF.5.4	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d W.5.2d W.5.3c W.5.4 W.5.5 W.5.6 W.5.8	SL.5.4 SL.5.6	L.5.1 L.5.1a L.5.1b L.5.1c L.5.1d L.5.1e L.5.2 L.5.2b L.5.2c L.5.2d L.5.4 L.5.4b L.5.5c L.5.6	RL.5.2 RI.5.1 RI.5.3 RI.5.4 RF.5.3	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d W.5.5 W.5.6 W.5.8	SL.5.4	L.5.1 L.5.1a L.5.1c L.5.1d L.5.4a L.5.4b

Grade 5 Curriculum Map

Unit 7: Novel Study: The Phantom Tollbooth

Unit Summary

This unit focuses on the classic novel *The Phantom Tollbooth* by Norman Juster. The story follows Milo, a young boy who finds that a phantom tollbooth has suddenly appeared in his bedroom with a mysterious note.

As students progress through the novel and the lessons, they read the text closely, learn to analyze characters and settings, and examine the use of language and themes. In particular, students analyze figurative language and other literary techniques; make inferences about characters, settings, plot development, and the author's craft; and interpret multiple-meaning words.

Writing Focus

Students work on a culminating narrative using the writing tools they have identified and analyzed while reading. Through this assignment, students practice the mechanics and organization of narrative writing, such as introducing characters, the narrator, and the setting; incorporating dialogue; using transitional words and phrases; and writing a strong conclusion. Students practice expanding sentences using conjunctions and incorporating *when*, *where*, and *why* information from the reading.

Overall Learning Outcomes

- Analyze an author's word choice and language
- Read, interpret, and use idioms, homophones, multiple-meaning words, and wordplay
- Analyze and make inferences about character traits
- Examine the relationship between setting and plot
- Analyze and apply the use of sensory language
- Draw evidence from a text to demonstrate comprehension and make inferences
- Use textual evidence to analyze character and plot development
- Use context clues to determine the meaning of words and make inferences
- Compare and contrast narrative elements using textual evidence
- Examine the use of dialogue in plot development
- Write a narrative with developed characters and clear plot sequence
- Unit Assessment

Big Ideas

- *The Phantom Tollbooth* follows the story of a young boy named Milo who embarks on a fantastical journey to help restore the Kingdom of Wisdom.
- Each character's name in *The Phantom Tollbooth* has both literal and figurative meanings.
- *The Phantom Tollbooth* is a fantasy novel that delves into themes, such as wisdom, the importance of education, overcoming boredom, the importance of friendship, common sense, and the power of imagination.
- Through clever wordplay and puns, *The Phantom Tollbooth* narrative conveys deeper meanings and illustrates life lessons.

Unit Length: 18 Days

Anchor Text: *The Phantom Tollbooth* by Norman Juster
Text Type: Narrative
Lexile: 1000L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5	W.5.2 W.5.3a W.5.3b W.5.3d W.5.3e W.5.5 W.5.4 W.5.6 W.5.9 W.5.9a W.5.10	SL.5.2 SL.5.4	L.5.4 L.5.5 L.5.5b L.5.5c	RL.5.1 RL.5.2 RL.5.4	W.5.3 W.5.3a W.5.3b W.5.3c W.5.3d W.5.3e W.5.5		L.5.4 L.5.5

APPENDIX 5:
TNTP Accelerate Don't Remediate

TNTP reimagine teaching

MAY 2021

ACCELERATE, DON'T REMEDIATE:

New Evidence from Elementary Math Classrooms



in partnership with

ZEARN

Introduction

With the COVID-19 pandemic waning, school systems are shifting their focus from surviving the crisis to helping students recover from the social, emotional, and academic toll of the most significant disruption to K-12 education in history. That process will take years—but the choices system leaders make over the next few months as they plan for the 2021-22 school year will be crucial.

On the academic front, one choice looms especially large. Research suggests more students have experienced more unfinished learning over the last year than ever before. How should schools help them get back to grade level—and back on track to pursue their goals after high school?

The most common approach is what's known as *remediation*, or assigning work better suited for earlier grades. For example, at the beginning of third grade, a teacher would review all second-grade content the students missed before moving on to third-grade work. It's an intuitive strategy, and one that many teachers have been told to use throughout their careers, starting in teacher preparation programs. However, our own pre-pandemic research showed that it can actually hurt students and exacerbate racial inequities.

Over the past year, an alternative has gained traction across the country: *learning acceleration.* In this approach, the fourth-grade teacher starts with fourth-grade content, and strategically builds in key third-grade concepts when students might need them to master the grade-level work. This "just-in-time teaching" ensures students spend more time on the work of their grade—the key to ultimately catching up.

New data from Zearn, a nonprofit organization whose online math platform is used by one in four elementary students nationwide, provides one of the first direct comparisons of these two approaches—and compelling new evidence that school systems should make learning acceleration the foundation of their academic strategies next year and beyond.

Our work with Zearn uncovered striking findings. An analysis of data from Zearn encompassing more than two million students in more than 100,000 elementary math classrooms[1] shows:

- Students who experienced learning acceleration struggled less and learned more than students who started at the same level but experienced remediation instead.
- Students of color and those from low-income backgrounds were more likely than their white, wealthier peers to experience remediation—even when they had already demonstrated success on grade-level content.
- Learning acceleration was particularly effective for students of color and those from low-income families.

Put simply, this data provides strong evidence that learning acceleration works, and that it could be key to unwinding generations-old academic inequities the COVID-19 pandemic has only exacerbated. As we found in *The Opportunity Myth,* all students can succeed when given a chance to do grade-level work—and that students of color and low-income students are most likely to be denied those opportunities. System leaders have an important opportunity in the months ahead to start providing teachers with the resources and support they need—and to start building the skill and belief that's necessary—to help every student engage in grade-level work right away.

[1] To better understand the effectiveness of learning acceleration vs. remediation, some of the findings below are based on a subset of 3rd – 5th grade students who missed key content last year (N = approximately 6,000 classrooms and 50,000 students). See the Methodology section below for more details.

Methodology

This analysis is informed by aggregated data from over 100,000 classrooms and over 2 million students who used Zearn's K-5 online math platform during the 2020-21 school year—approximately 10% of the total elementary public school enrollment nationwide.[2] Zearn identified more than 6,000 third-, fourth-, and fifth-grade classrooms serving more than 50,000 students who, because of school closures, missed an entire section of critical math content during the 2019-2020 school year, and had at least three years of historical, continuous Zearn usage to allow for analyzing trends over time. In response to these missed learning opportunities, Zearn published revised scope and sequences prior to the start of the 2020-21 school year to help teachers use the platform to implement a learning acceleration strategy. Some teachers ultimately followed these new scope and sequences, while others opted for traditional remediation by starting with other, less-connected below-grade-level content—essentially beginning their instruction wherever students left off when schools closed in the 2019-20 school year. This created a natural experiment to compare the effectiveness of remediation to that of learning acceleration.

REMEDIATION ***Spending significant time in below-grade level content before moving into new learning***	ACCELERATION ***Connecting unfinished learning into the context of new learning***
….. covering many objectives or standards from prior grades/units (usually extending to a month or more of instruction)	…. integrating a few lessons from prior grades/units
…. isolated from grade-appropriate learning	…. Just-in-time to grade-appropriate learning (whether in core or extended time)
…. usually with greater than 50% of time on procedural fluency	…. always with an appropriate balance of fluency, conceptual understanding, and application work **See Appendix* *for a detailed example*

Zearn compared the results of students in identified 3rd-5th grade classrooms who experienced remediation with those who experienced learning acceleration during the 2020-21 school year, focusing on:

- The extent to which they struggled with grade-level content—as measured by the alerts Zearn automatically generates when students repeatedly answer questions incorrectly[3]—relative to how those same students struggled prior to the pandemic.
- The number of grade-level lessons they completed during the 2020-21 school year.
- The connection between below-grade content and what students were focused on in grade-level lessons.

[2] The findings of this report are based on de-identified and aggregated usage data collected by Zearn in accordance with its Privacy Policy and school and district partner agreements. No protected student data was utilized or disclosed in connection with the preparation of this report or its findings.

[3] As students complete Zearn digital lessons, an embedded daily diagnostic assesses each student's understanding. When a student answers incorrectly, the program automatically provides additional support and scaffolding from prior grades or prior units; this is called a "Boost." Students are then given a new problem to demonstrate understanding. If a student continues to struggle after multiple Boosts, the teacher receives an alert. In this analysis, only alerts that show repeated struggle on grade-level lessons are included, referenced throughout this paper as "repeated struggle alerts."

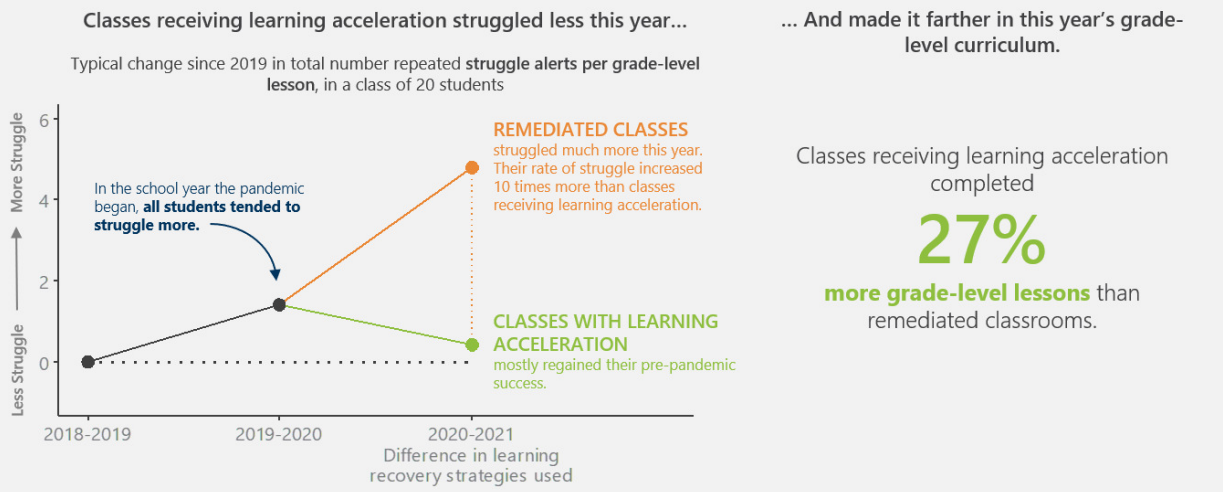
Findings

Students who experienced learning acceleration struggled less and learned more than students who started at the same level but experienced remediation instead.

For many classrooms using Zearn, the pandemic brought an abrupt halt to schooling, and students missed entire sections of grade-level content in 2019-2020. Leading up to the pandemic, these classes' rates of struggle were similar and trended in similar directions[4]. But their results this year diverged significantly. Classes that experienced remediation in their new grade this year struggled on their grade-level content significantly more than classes that experienced learning acceleration. This is particularly notable because the intent of remediation is to avoid struggle by presenting students with content that they've seen before. Our findings suggest that a remediation-based approach results in even more struggle (see Figure 1).

But it wasn't just that the classes that experienced learning acceleration struggled less. They also completed 27% more grade-level lessons. In fact, students in those classes mostly regained their pre-pandemic success on grade-level mathematics despite all the interruptions of the past year.[5]

FIGURE 1 | Effectiveness of Learning Acceleration vs. Remediation



SOURCE: N = 27,926 students / 3,742 classrooms for the remediated group. N = 22,713 students / 2,337 classrooms for the learning acceleration group. Zearn data drawn from 3rd, 4th, and 5th grade classrooms in school grades that missed the final set of lessons of previous school year with sufficient student activity and 3+ years of continuous data.

[4] For example, in 2018-2019, classrooms that would eventually receive learning acceleration in 2020-2021 had 10.2 repeated struggle alerts per lesson for a typical class of 20, while this rate was 9.2 for classes that would eventually be remediated in 2020-2021. Both class types increased their repeated struggle alerts by 1.4 in 2019-2020.

[5] See Figure 1. In this analysis, only repeated struggle alerts from grade-level lessons are included. In 2018-2019, classrooms in the remediation group tended to struggle slightly less than classes in the learning acceleration group, with 9.2 struggle alerts (in a class of 20) per lesson to 10.2, respectively. Differences in the amount of repeated struggle alerts generated by the two class types were tested with a linear regression-based difference-in-difference model. The difference in 2019 to 2021 changes in total repeated struggle alerts per lesson was 4.42 for a class of 20 students, which was significantly different from 0 at the $p < 0.001$ level. Percent increase in grade-level lessons completed was calculated by subtracting the mean number of grade-level lessons completed in remediated classrooms from the mean number of grade-level lessons completed in learning acceleration classrooms and then dividing that difference by the mean number of grade-level lessons completed in remediated classrooms.

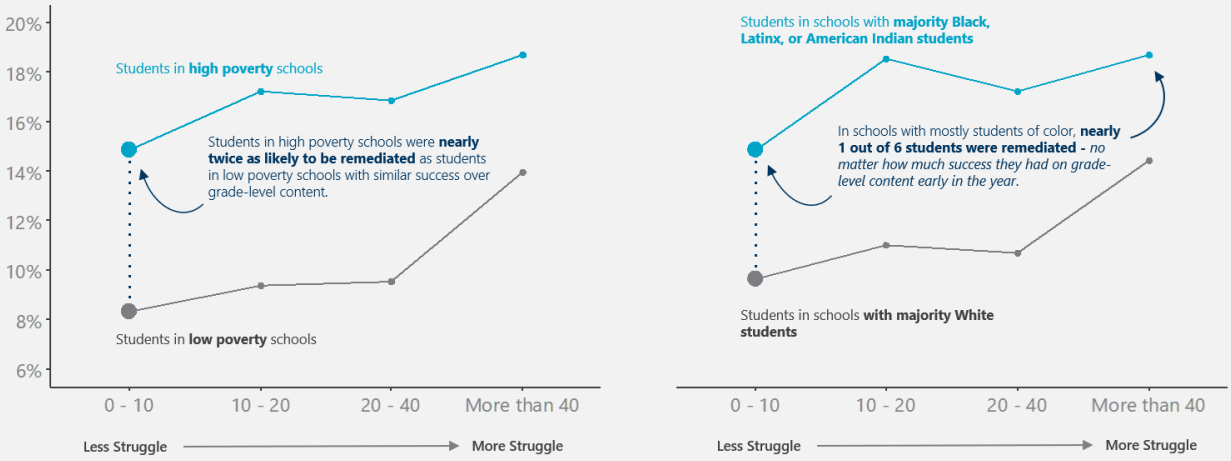
This has big implications for students. It reaffirms our finding from *The Opportunity Myth* that remediation can become a vicious cycle: as gaps accumulate year after year, students miss more and more grade-appropriate content in favor of review of content from previous grades and become increasingly less likely to ever make it back to grade-level mastery.

Students of color and those from low-income backgrounds were more likely than their white, wealthier peers to experience remediation—even when they had already mastered grade-level content.

As Figures 2 and 3 show, Black and Latinx students, as well as students in high-poverty schools, were more likely to experience remediation than white students and those in lower-poverty schools who had identical success on early grade-level content.[6] Students in high-poverty schools were nearly twice as likely to be remediated as students in low-poverty schools, and in schools with mostly students of color, nearly 1 in 6 students were remediated—regardless of their success on grade-level content earlier in the year. In other words, faced with the similar data on grade-level mastery, teachers were less likely to believe students of color and those from low-income families were ready to engage with grade-level work.

FIGURE 2 | Students from historically marginalized communities were remediated more often than those who had similar success on grade-level content.

Percent of students remediated by the number of repeated struggle alerts per lesson in the first unit of grade-level content, for a class of 20 students



SOURCE: N = 2,249,669 students from 102,580 classrooms. Zearn data drawn from schools for whom Zearn has school-level demographic data in classrooms with sufficient student activity in 2020-2021 school year.

[6] Note: See Figures 2 and 3. In this analysis, only repeated struggle alerts from the first set unit of grade-level lessons in the Zearn platform are included. Remediation defined as spending at least 20% of time on Zearn lessons from the prior grade-level. High poverty schools defined as schools where at least 75% of students receive are eligible for free or reduced-price lunch (FRL); low poverty schools are schools where less than 40% of students receive are FRL-eligible. We also tested differences in the probability of remediation by school demographic classifications using a student-level logistic regression with controls for each school-level demographic group and their interaction with individual repeated struggle rate on the first unit of grade-level content. Estimates for students creating zero repeated struggle alerts were significantly different between students in majority white schools and students in majority Black, Latinx, or majority American Indian schools, and between students in low-poverty schools compared to students in high-poverty schools or mid-poverty schools.

FIGURE 3 | Students from historically marginalized communities were more likely to be remediated even when they are succeeding on grade-level content.

Percent of students in a classroom with only 0 – 2.5 repeated struggle alerts per lesson in the first unit of grade-level content, for a class of 20 students

Schools classified as ...	Percent Remediated
Lower Poverty (0 – 40% students FRL-eligible)	8%
Mid Poverty (40% - 75% students FRL-eligible)	14%
Higher Poverty (75% or more students FRL-eligible)	17%

Schools with majority of...	Percent Remediated
American Indian or Native Alaskan Students	46%
Asian or Pacific Islander Students	8%
Black Students	14%
Latinx or Hispanic Students	19%
White Students	10%

SOURCE: N = 2,249,669 students from 102,580 classrooms. Zearn data drawn from schools for whom Zearn has school-level demographic data in classrooms with sufficient student activity in 2020-2021 school year.

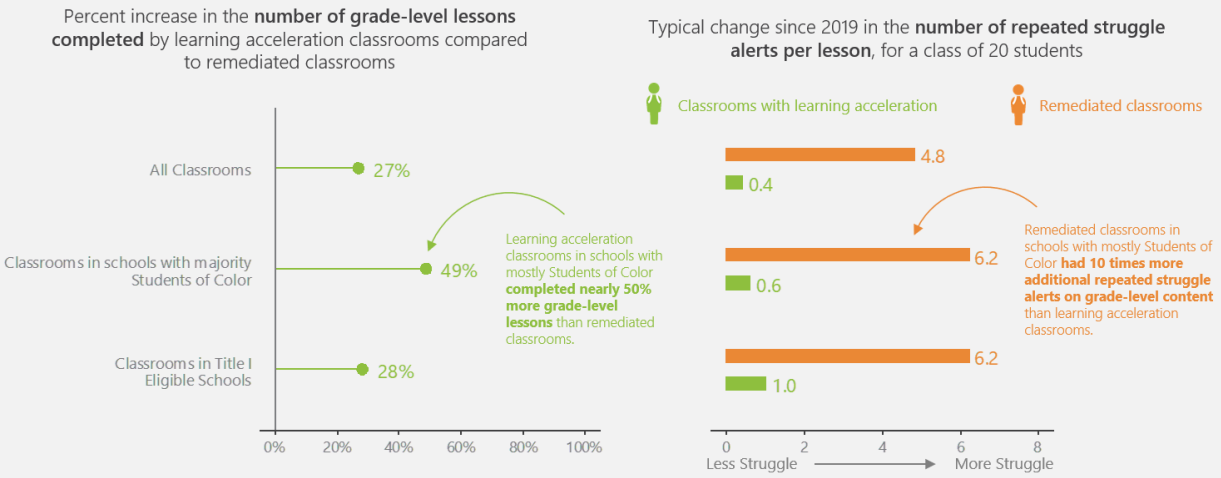
This isn't a new finding. Our past research showed that the choices of adults in school systems—however well intentioned—could have a pernicious effect on students from low-income backgrounds, students of color, multilingual students, and students with learning and thinking differences. For instance, in *The Opportunity Myth,* we saw that classrooms with mostly white students received 1.5 times more grade-appropriate assignments than classrooms with mostly students of color. This is an especially big danger as schools reopen their doors to more students with more unfinished learning than ever, since these kinds of choices could widen achievement gaps.

Learning acceleration was particularly effective for students of color and those from low-income families.

The good news is that when system leaders and educators adopt learning acceleration and actively choose to give all students access to grade-level material, it works—and our analysis suggests students of color and those from low-income families benefit the most.[7] While these students have historically been most likely to experience remediation, they also see especially large benefits from acceleration compared to remediation (see Figure 4). Classes that experienced learning acceleration in schools with mostly students of color saw a much smaller increase in their struggle rate compared to remediated classrooms (only one-tenth as large) and completed 49% more grade-level lessons. In Title I schools, classrooms with learning acceleration saw an increase in their struggle rate only one-sixth as large as in remediated classrooms and completed 28% more grade-level lessons.

[7] See Figure 4. In this analysis, only repeated struggle alerts from grade-level lessons are included. Differences in the change in repeated struggle alerts generated by the two class types were tested with linear regression-based difference-in-difference models. The difference in 2019 to 2021 changes in total struggle alerts per lesson were significantly different from zero for both school types. Percent increase in grade-level lessons completed calculated by subtracting the mean number of grade-level lessons completed in remediated classrooms from the mean number of grade-level lessons completed in learning acceleration classrooms and then dividing that difference by the mean number of grade-level lessons completed in remediated classrooms.

FIGURE 4 | Learning acceleration was particularly effective for classrooms serving mostly students of color or students from low-income families.



SOURCE: N = 27,926 students / 3,742 classrooms for the remediated group. N = 22,713 students / 2,337 classrooms for the learning acceleration group. Zearn data drawn from 3rd, 4th, and 5th grade classrooms in school grades that missed the final set of lessons of previous school year with sufficient student activity and 3+ years of continuous data.

Recommendations

Our analysis provides strong evidence that learning acceleration—not the traditional approach to remediation—should be the foundation of school systems' plans to help students recover unfinished learning from the pandemic. While it may take several years to help every student catch back up to grade level, the choices system leaders make right now will determine whether it happens at all. With the help of funding from the American Rescue Plan, school systems have an opportunity to invest in the tools, training, and support necessary to successfully implement learning acceleration next school year and beyond.

It's important to note that while acceleration involves specific changes to instructional practice, it also requires a fundamental shift in mindset. The racial and income gaps in access to grade-level content we found in our analysis existed long before the pandemic: they are the norm, not the exception. Learning acceleration can only work when educators truly believe that all their students, with appropriate support, can succeed on grade-level content. As uncomfortable as it can be to discuss, these lower academic expectations for students of color—which are often reinforced by the training teachers receive throughout their careers—perpetuate systemic racism in our education system and keep too many students from reaching their potential. Providing opportunities for teachers to see their students succeeding on grade-level work is crucial to equitably implementing learning acceleration.

Invest in the Infrastructure for Learning Acceleration

Ensure students have access to high-quality instructional materials. Whether you are a school or district leader or a policymaker, you can help ensure your students have consistent access to grade-appropriate assignments by using high-quality instructional materials that are aligned to your state's learning standards. If you don't already have high-quality instructional materials (like those that meet expectations at EdReports), run an inclusive process to adopt them. Make sure that your process includes authentically engaging students, families, and your educators in your decision.

Once your students have access to high-quality instructional materials, ensure your educators have the support to use them well. This will mean grounding professional learning for teachers, principals, and central

academic staff in those materials. Educators need an effective introduction to the materials and to the expectations for using them. You'll want to anchor your professional learning around supporting teachers to prepare their units and lessons so they deeply understand the content within them and are able to deliver it well. In mathematics, this will often mean focusing on building educators' content knowledge and pedagogical content knowledge, so that they can make decisions about learning acceleration that are grounded in the coherence of math's big ideas.

Leverage your role in the educational system to elevate learning acceleration—rather than remediation—as a key to helping students recover from the pandemic and addressing longstanding inequities. If you are a leader at a state education agency, provide guidelines, supports, and resources grounded in learning acceleration. If you work at a curriculum company, ensure that you are providing guidance and support for educators that will help them accelerate learning using your materials. If you are a family member or caregiver, ask your school board members or the educators who work with your students how they are ensuring that all students have access to grade-level content in every class, every day. We all have a role to play in moving beyond the traditional approach to remediation that leaves far too many students behind.

Execute Equitably

Monitor whether your educators are making equitable choices for all students—especially students of color, students from low-income backgrounds, students with learning and thinking differences, and multilingual learners. Even when you have adopted high-quality instructional materials and provided support to help educators use them, it is imperative that you have systems to measure these choices and that you are prepared to intervene if you see these differences. Consider using the resources we've designed to support systems in asking students about their experiences and monitoring students' access to grade-appropriate assignments and strong instruction. It's critical to invest in gathering and analyzing this data: assume that inequities exist, and make sure you have systems in place to address them.

If your students need extra time, find it—and ground their additional supports in learning acceleration. In many cases, students missed significant instructional time because of COVID-19 school closures. Your system can find additional instructional time through structures like tutoring or resources like educational technology—but using that extra time well can be a challenge. As with regular classroom instruction, make sure to ground that time in grade-level standards rather than remedial coursework, making sure that the experiences students are having in the extra time are priming them for the grade-level work they'll be asked to complete in class. If you're going to leverage tutoring as an extra time strategy, consider the seven elements of high-impact tutoring.

Engage families, caregivers, and stakeholders in your learning acceleration strategy. Ensure that you are communicating often about the fact that your classroom, school, or system is providing students with access to grade-level content and the support they need to master it. In some cases, this strategy may be a significant departure from how you've done things previously—so it's important to be clear about that. Provide regular opportunities for your stakeholders to share feedback on your work and shape decisions around using American Rescue Plan funding to help students recover unfinished learning. This could mean engaging stakeholders in decisions about which high-quality instructional materials you'll select or how you'll create welcoming environments in your school buildings. Consider using our "Engaging Families and Communities in Reopening Efforts" resource to plan effective approaches to family, caregiver, and stakeholder engagement.

APPENDIX: Learning Acceleration Example

Imagine two third grade mathematics classrooms. Third grade is a seminal year in these students' mathematical careers. They are introduced to several big ideas of math: multiplication, division, and fractions as numbers, all of which are vital for their mathematics understanding in upper grades. In both classrooms, the teachers use a high-quality curriculum, teaching coherent, rigorous, and focused lessons that help students make sense of the math. Both teachers incorporate second grade lessons to support their third-grade students' unfinished learning, making choices based on what each believes is best for their students. Here, their philosophies and approaches differ materially.

The first classroom starts the year by fully covering the critical concepts from second grade before starting to teach third grade content; in the second classroom, key previous grade-level content was interwoven just-in-time as the class learns new third grade math ideas. By integrating unfinished learning into the context of new learning, students in the second classroom are able make connections and accelerate.

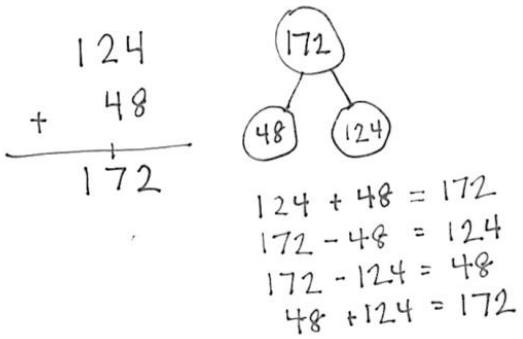
To see remediation and acceleration in action, let's consider the start of the third-grade learning, which is the first time children learn multiplication and division. Within the first weeks of school, imagine that students start to struggle—particularly when they first encounter partitive division, such as in the below word problem. How each teacher responds to struggle demonstrates this remediation and acceleration approach.

Third grade problem:
Ms. Alves puts 21 papers in 7 piles. How many papers are in each pile?

Classroom One: Remediation Approach

In the first classroom, the teacher uses results from a diagnostic test to inform which foundational skills she should address. Almost all her students are not yet proficient in second grade addition and subtraction standards. Knowing that this unfinished learning is critical to future learning, she makes choices based on what she thinks is best for her students. Her philosophy is to support her students to master the basics to allow them to succeed in grade-level math: going back to cover the critical content students might have missed from previous grades before jumping into the new grade's content. She pivots from the third-grade division problem and spends four to six weeks teaching second grade lessons to help students build fluency in two-digit addition and subtraction within 100. She then spends time working on second grade word problems to help students apply that fluency to a variety of problems, before moving to breaking numbers into parts and putting them back together—known as decomposing and composing—up to 200. While this work is critical to students' math understanding, it is isolated from the multiplication and division they need to learn at the start of third grade. By mastering the basics first, students do not make the connections they need to solve the partitive division problem.

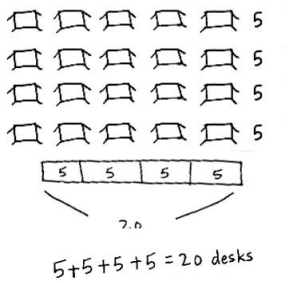
Second grade lessons to help students build fluency in two-digit addition and subtraction within 100



Classroom Two: Learning Acceleration Approach

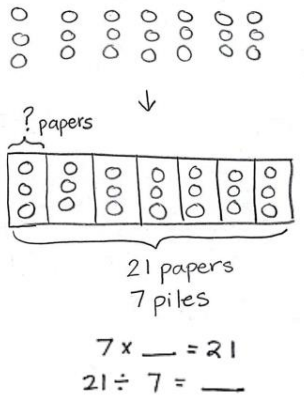
In the second classroom, one following an acceleration approach, the teacher has a different philosophy. To support students with division, she brings in a week or two of lessons from second grade that directly relate to the third-grade unit she is teaching. Specifically, she starts the year with a week of lessons from second grade where students explore equal groups and arrays. In these targeted second grade lessons, students use these visual representations to lay the conceptual foundation for multiplication and division and for the idea that numbers other than 1, 10, and 100 can serve as units. This second-grade work acts as a bridge between Grade 2 learning and students current Grade 3 learning.

Second-grade lessons to help students lay the conceptual foundation for multiplication and division
Miss Tam arranges desks into 4 rows of 5. How many desks are in her classroom?



Specifically, these strategically chosen second-grade lessons act as an entry point to the third-grade partitive division problem of Ms. Alves' 21 papers. First, students represent their thinking with a picture that helps them understand the known parts of the problem: the total number of papers and the number of piles. This visualization helps students make sense of the math. They start by drawing individual items: the individual papers, just like they drew the individual desks. Students could solve the problem at this point, by simply counting the number of papers in each pile or the total number of desks. From here, these visualizations both offer the opportunity for students to also see that they can count by a unit other than 1: a group of 5 desks or a pile of unknown papers. Visually, students see items as groups, rather than individual items, an idea that will help them throughout the first big idea of 3rd grade. From here, they can relate the unknown factor to the size of each group, which in this problem is the size of each pile.

Integrating unfinished learning into the context of new learning
Ms. Alves puts 21 papers in 7 piles. How many papers are in each pile?



By integrating unfinished learning into the context of new learning, her students make connections and accelerate. Later in the year as students work through problems with all four operations, this teacher brings in another set of lessons from second grade that provide just in time support on our base ten system along with addition and subtraction within 200.

**Both classrooms incorporated an equal balance of fluency, conceptual development, and application work, as they were using Zearn's high-quality materials; however, we know as a field that remediation often over emphasizes procedural fluency, when children need conceptual understanding to access grade-appropriate concepts. As such, effects of remediation in Zearn data may be understated compared to other curricula or remediation content.*

Appendix 6:
RRS's Bell Schedule

Grade	TKA	TKB	TKC	KA	KB	KC	KD	1A	1B	1C	1D	2A	2B	2C	2D	3A	3B	3C	3D	4A	4B	4C	4D
Cohort	Wildcats	Vikings	Rattlers	Gators	Banana Slugs	Golden Bears	Cardinal	Ducks	Titans	Hurricanes	Hornets	Spartans	Bruins	Mustangs	Aztecs	Otters	Gonzaga	Matadors	Bulldogs	Lumberjacks	Aggies	Lions	Tigers
7:10	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min	Arrival 35 min
7:15																							
7:20																							
7:25																							
7:30																							
7:35																							
7:40																							
7:45	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min	Launch 15 min
7:50																							
7:55																							
8:00	Breakfast 20 min	Breakfast 20 min	Breakfast 20 min	Breakfast 15 min	Breakfast 15 min	Breakfast 15 min	Breakfast 15 min	Breakfast 10 min	Breakfast 10 min	Breakfast 10 min	Breakfast 10 min	Breakfast 10 min	Breakfast 10 min	Breakfast 10 min	Breakfast 10 min	Breakfast 10 min	Breakfast 10 min	Breakfast 10 min	Breakfast 10 min	Breakfast 10 min	Breakfast 10 min	Breakfast 10 min	Breakfast 10 min
8:05																							
8:10																							
8:15																							
8:20				SEL 25 min	SEL 25 min	SEL 25 min	SEL 25 min	SEL 20 min	SEL 20 min	SEL 20 min	SEL 20 min	SEL 20 min	SEL 20 min	SEL 20 min	SEL 20 min	SEL 20 min	SEL 20 min	SEL 20 min	SEL 20 min	SEL 20 min	SEL 20 min	SEL 20 min	SEL 20 min	SEL 20 min
8:25																							
8:30	SEL 30 min	SEL 30 min	SEL 30 min																				
8:35																							
8:40																							
8:45																							
8:50																							
8:55																							
9:00																							
9:05																							
9:10																							
9:15	Make Believe Play 65 min	Make Believe Play 65 min	Make Believe Play 65 min	HUM 80 min	HUM 80 min	STEM 80 min	LL 80 min	HUM 155 min	HUM 155 min	STEM 85 min	LL 85 min	HUM 155 min	HUM 155 min	STEM 85 min	LL 85 min	HUM 180 min	HUM 180 min	STEM 90 min	LL 90 min	HUM 180 min	HUM 180 min	STEM 90 min	LL 90 min
9:20																							
9:25																							
9:30																							
9:35																							
9:40																							
9:45																							
9:50																							
9:55	Transition	Transition	Transition																				
10:00																							
10:05																							
10:10																							
10:15																							
10:20																							
10:25	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min			LL 70 min	STEM 70 min			LL 70 min	STEM 70 min			LL 90 min	STEM 90 min			LL 90 min	STEM 90 min
10:30																							
10:35																							
10:40																							
10:45																							
10:50																							
10:55																							
11:00																							
11:05	Quiet Time 20 min	Quiet Time 20 min	Quiet Time 20 min																				
11:10																							
11:15																							
11:20	Story Lab 15 min	Story Lab 15 min	Story Lab 15 min																				
11:25																							
11:30																							
11:35				HUM 80 min	HUM 80 min	LL 80 min	STEM 80 min	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min	STEM 40 min	LL 40 min	HUM 40 min	HUM 40 min	STEM 40 min	LL 40 min	HUM 40 min	HUM 40 min
11:40																							
11:45																							
11:50	Small Group Math + Literacy 45 min	Small Group Math + Literacy 45 min	Small Group Math + Literacy 45 min																				
11:55																							
12:00																							
12:05																							
12:10								HUM 15 min	HUM 15 min	LL 15 min	STEM 15 min	HUM 20 min	HUM 20 min	LL 20 min	STEM 20 min								
12:15																							
12:20	Bathroom & Snack Break 15 min	Bathroom & Snack Break 15 min	Bathroom & Snack Break 15 min	Snack/ Transition 10 min																			
12:25																							
12:30																							
12:35																							
12:40	Whole Group Literacy - Graphics Practice + Buddy Reading 30 min	Whole Group Literacy - Graphics Practice + Buddy Reading 30 min	Whole Group Literacy - Graphics Practice + Buddy Reading 30 min													Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min	Recess/Lunch 60 min
12:45																							
12:50																							
12:55																							
1:00																							
1:05	Weather 5 min	Weather 5 min	Weather 5 min	STEM 80 min	LL 80 min	HUM 160 min	HUM 160 min	STEM 90 min	LL 90 min	HUM 180 min	HUM 180 min	STEM 90 min	LL 90 min	HUM 180 min	HUM 180 min	STEM 50 min	LL 50 min	HUM 140 min	HUM 140 min	STEM 50 min	LL 50 min	HUM 185 min	HUM 185 min
1:10																							
1:15	Afternoon Recess 20 min	Afternoon Recess 20 min	Afternoon Recess 20 min																				
1:20																							
1:25																							
1:30																							
1:35																							
1:40	Choice Centers (including OLPs)	Choice Centers (including OLPs)	Choice Centers (including OLPs)																				
1:45																							
1:50																							
1:55																							
2:00																							
2:05	Closing Group	Closing Group	Closing Group																				
2:10																							
2:15																							
2:20																							
2:25	Dismissal	Dismissal	Dismissal	LL 80 min	STEM 80 min			STEM 90 min	LL 90 min			LL 90 min	STEM 90 min			LL 90 min	STEM 90 min			LL 95 min	STEM 95 min		
2:30																							
2:35																							
2:40																							
2:45																							
2:50																							
2:55																							
3:00																							
3:05																							
3:10				Transition to Afternoon																			
3:15																							
3:20																							
3:25																							
3:30																							
3:35																							
3:40				Dismissal 20 min	Dismissal 20 min	Dismissal 20 min	Dismissal 20 min	Dismissal 15 min	Dismissal 15 min	Dismissal 15 min	Dismissal 15 min	Dismissal 15 min	Dismissal 15 min	Dismissal 15 min	Dismissal 15 min	Dismissal 15 min	Dismissal 15 min	Dismissal 15 min	Dismissal 15 min	Dismissal 10 min	Dismissal 10 min	Dismissal 10 min	Dismissal 10 min
3:45																							

APPENDIX 7:
OLP

26.27 Weekly OLP Goals and Sample Schedules (California)

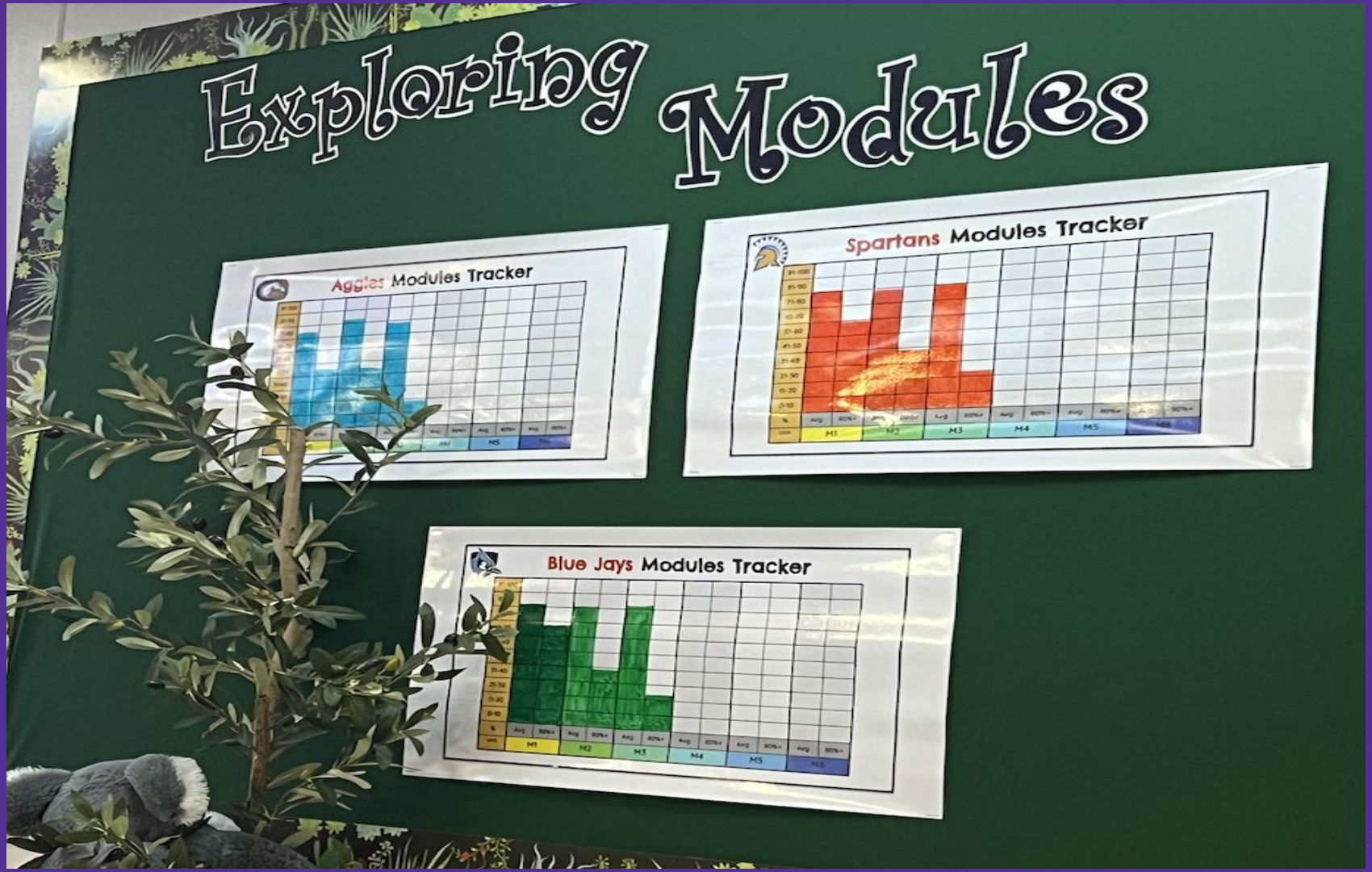
	K-5 HUM OLPs			K-5 STEM OLPs	
Program	Amira	IXL Reading	Lexia English	Zearn	IXL Math
Program Focus	AI Reading Tutor	Personalized Reading practice	Speaking & Listening- Multilingual Learners	Standards Based Math Practice and Fluency	Personalized Math practice
Research	Efficacy Studies	Efficacy Study	Efficacy Study	Efficacy Study	Efficacy Study
EOY Goal	Grade level ARM score		3 levels of growth	80% of GL Missions	
Weekly Goal: K-5	**30 minutes** *Will be tracked directly in Amira, not on JetPacked	**3 skills proficient (includes 1 fluency skill)**	**8 units** *(~40 minutes)* *Level 1 and 2 ML students	**2 Lessons** *(~30 min/lesson)*	**3 skills proficient (includes 1 fluency skill)**

APPENDIX 8:
Data Day Sample Schedule

January 5, 2026

Flex	Campus Facilitated													
Regionally Facilitated	Live Virtual	STEM	Lower Hum TK	Lower Hum K-2	Upper Hum G3-5	ISE Mild-Mod	ISE Mod-Severe	ILS	Science	Art	PE ECC	Wellness	Ops	OM	CCC
8:00	8:15	Team Builder													
8:15	8:30														
8:30	8:45	State of the School													
8:45	9:00														
9:00	9:15														
9:15	9:30	School-Wide Focus Area :January Reset Arc										Travel to Regional	Ops Welcome Back	On Campus Flex Work Time	Care Corps Chronic Absenteeism Training
9:30	9:45														
9:45	10:00											Wellness Team Opening	Ops Resetting & Reteaching Expectations Recess/Lunch Game Planning and Practice		
10:00	10:15														
10:15	10:30	MoY Data Analysis + SGI Grouping and Prep					STAR/Teach Town Planning and Prep	MoY Data Analysis + SGI Grouping and Prep	Flex Work Time	Flex Work Time	Flex Work Time	Cycle 2 Analysis, Calendaring & Planning			
10:30	10:45														
10:45	11:00														
11:00	11:15												Physical Space Ops Tasks and 1:1s		
11:15	11:30	Break				Travel to Central Session Locations									
11:30	11:45	Bridges: Activity Component [Practice Clinics]	CKLA Skills Small Group Planning and Practice [Emergent Learning]	**K-2:** Guided Reading: During Reading [Practice Clinics]	**G3-5:** Guided Reading: During Reading [Practice Clinics]	RGR Data Analysis	MS SGI Data Analysis	Join HUM SGI Practice							
11:45	12:00														
12:00	12:15								Lunch						
12:15	12:30														
12:30	12:45	Lunch						Lunch							
12:45	13:00					Lunch									
1:00	1:15														
1:15	1:30														
1:30	1:45	Bridges: Activity Component [Practice Clinics]	CKLA Skills Small Group Planning and Practice [Emergent Learning]	**K-2:** Guided Reading: During Reading [Practice Clinics]	**G3-5:** Guided Reading: During Reading [Practice Clinics]			Flex Work Time	STEAM Teachers: HelloWorld Training	Art ECCs Midyear Collab and Showcase Planning	PE ECCs: PFT Training	Cycle 2 Analysis, Calendaring & Planning	Physical Space Ops Tasks and 1:1s	OMs and CareCorps Chronic Absenteeism Training	
1:45	2:00					Travel Back to Campus									
2:00	2:15														
2:15	2:30														
2:30	2:45	Flex Work Time and Data Analysis Meetings							Work Time						
2:45	3:00														
3:00	3:15														
3:15	3:30														
3:30	3:45														
3:45	4:00														
4:00	4:15														
4:15	4:30														
4:30	4:45														
4:45	5:00	Closing													

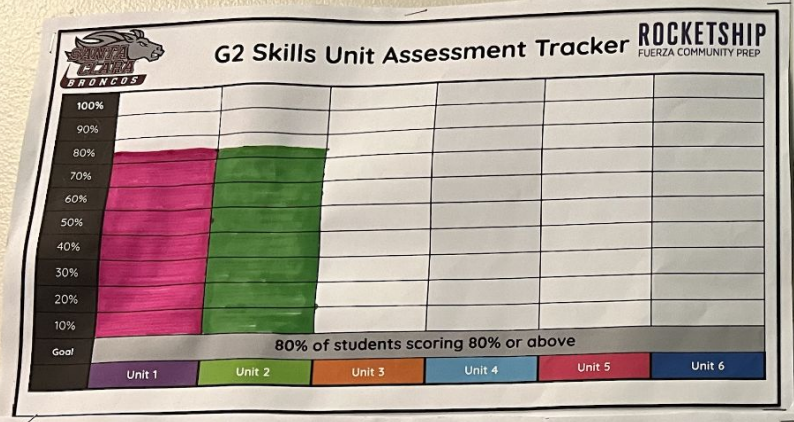
APPENDIX 9:
Examples of Classroom Goal Trackers

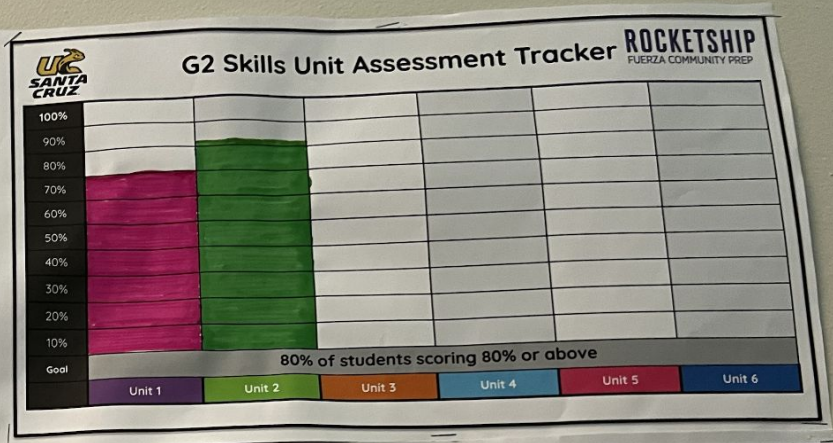

Exploring Modules
Aggies Modules Tracker
Spartans Modules Tracker
Blue Jays Modules Tracker

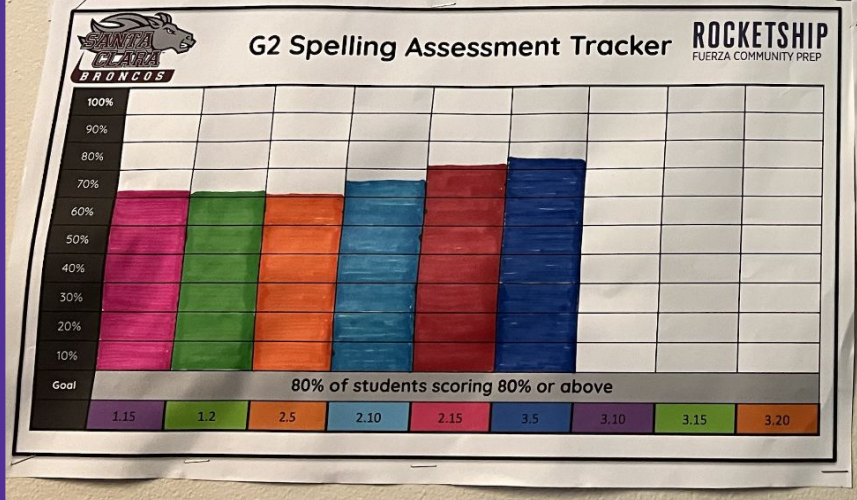

I know my letter names & Sounds
Alicena
Jessica
Christopher
Giuliana
Christian
Camila R.
Giselle
Olivia
Emily
Gurbaaz
Leilany
Camila D.
Isabel
Ava
Elias
Jonathan
Penelope
Lily
Fernanda
Ella
Enrique
Keyla
Christopher
Deion
Valentina
William
Giselle
Olivia
Keyla
Eliseo
Alicena
Maria Fernanda
Enrique
Deion
Kaitlyn
Camila D.
Ava
Giuliana
Penelope
Jonathan
Katerin
Ella
Jessica
Gurbaaz
William
Elias
Christian
Christopher P.
Emily
Leilany
Camila R.
Alexander
Valentina
Christopher S.
Isabel
Lily
Letter names
Sounds

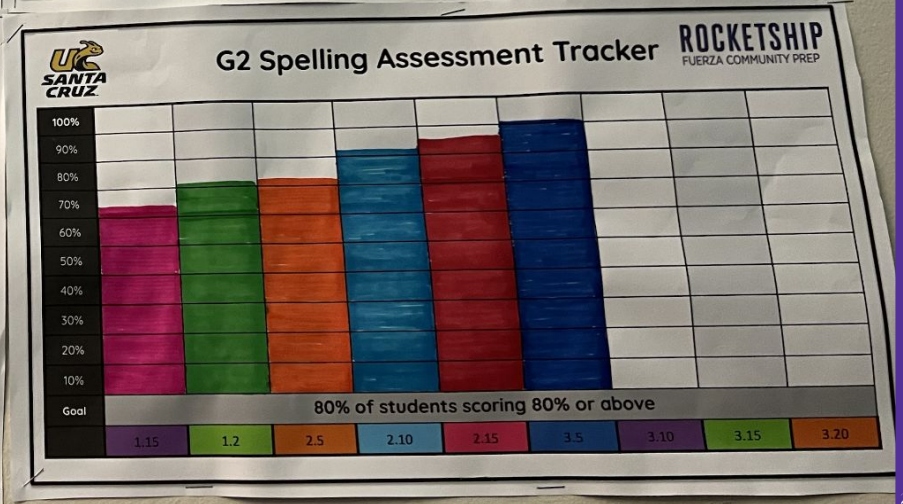
G5 EXIT TICKETS

	5.NBT.1-4	5.NBT.A.4	5.NBT.7-9		
	35.7% mastered	64.6% mastered	84.4% mastered		
UNA	33.3% mastered	56.4% mastered	77.8% mastered		


G2 Skills Unit Assessment Tracker
ROCKETSHIP
FUERZA COMMUNITY PREP
SANTA CLARA BRONCOS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
Goal
80% of students scoring 80% or above
Unit 1
Unit 2
Unit 3
Unit 4
Unit 5
Unit 6


G2 Skills Unit Assessment Tracker
ROCKETSHIP
FUERZA COMMUNITY PREP
UC SANTA CRUZ
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
Goal
80% of students scoring 80% or above
Unit 1
Unit 2
Unit 3
Unit 4
Unit 5
Unit 6


G2 Spelling Assessment Tracker
ROCKETSHIP
FUERZA COMMUNITY PREP
SANTA CLARA BRONCOS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
Goal
80% of students scoring 80% or above
1.15
1.2
2.5
2.10
2.15
3.5
3.10
3.15
3.20

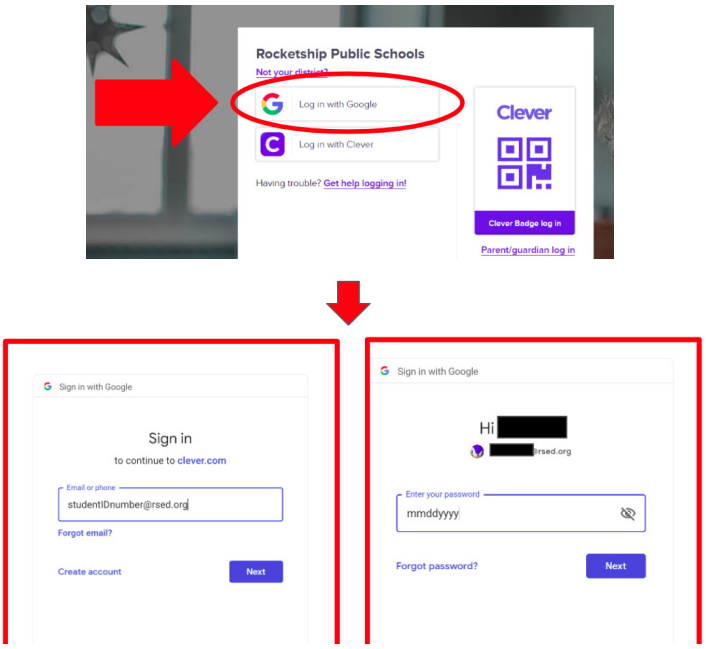

G2 Spelling Assessment Tracker
ROCKETSHIP
FUERZA COMMUNITY PREP
UC SANTA CRUZ
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
Goal
80% of students scoring 80% or above
1.15
1.2
2.5
2.10
2.15
3.5
3.10
3.15
3.20

APPENDIX 10:
PARENT GUIDE WITH INSTRUCTIONS FOR OLP NOTIFICATION SIGNUP IN ENGLISH, SPANISH, AND VIETNAMESE

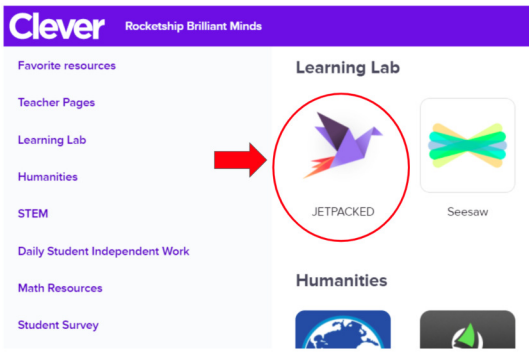
IF YOU ARE NOT ALREADY RECEIVING WEEKLY JETPACKED UPDATES, OR WOULD LIKE TO SIGN UP AN ADDITIONAL PARENT FOR WEEKLY UPDATES, FOLLOW THESE 5 EASY STEPS TO SIGN UP FOR JETPACKED **EMAILS** AND/OR **TEXTS**

STEP 1: Your child will need to be signed into Clever at **www.clever.com/in/rsed** using the following student login format:

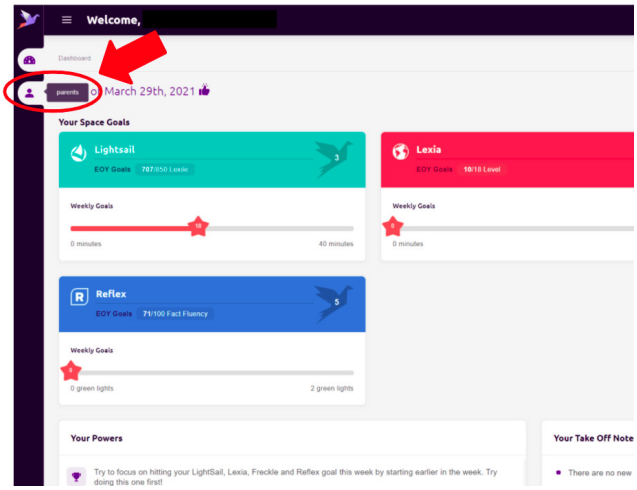
Email: studentIDNumber@myrocketship.org
Password: mmddyyyy



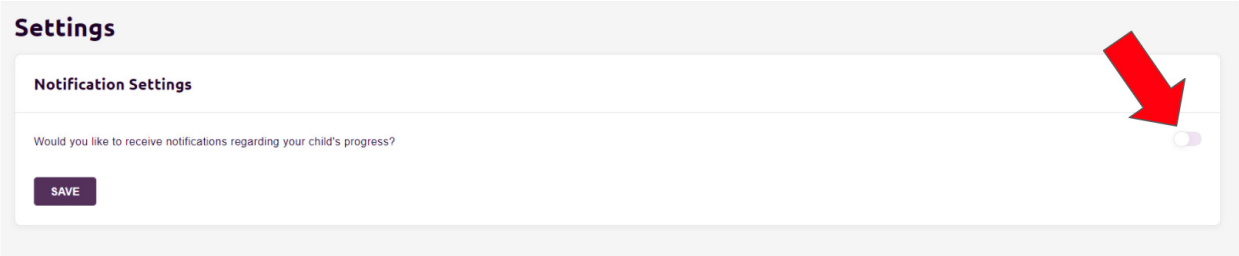
STEP 2: Click on the JetPackED icon in Clever



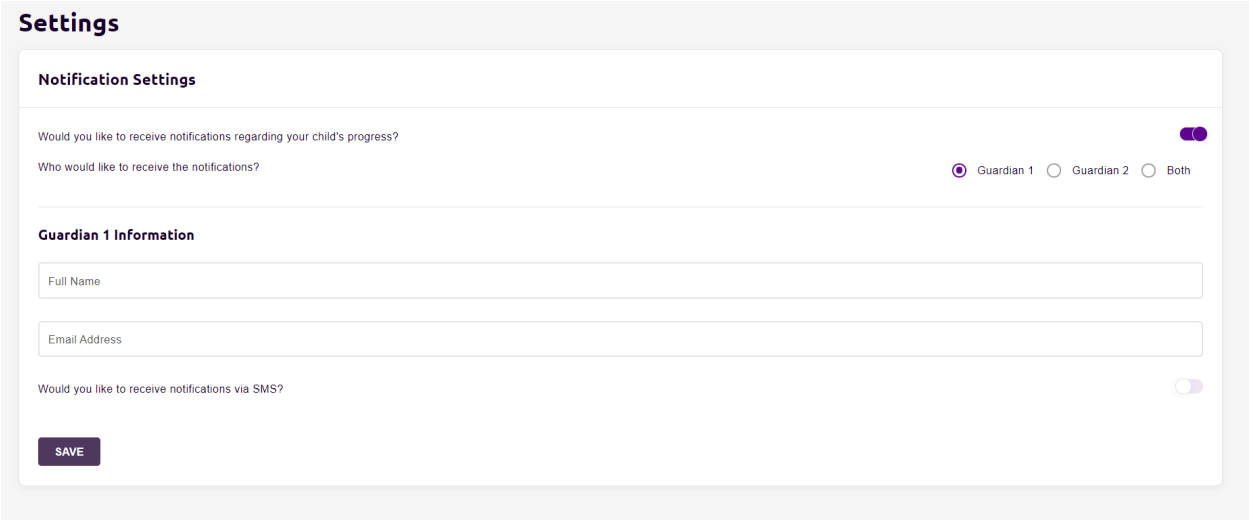
Step 3: In JetPackED, click **Parents** from the left hand panel.



Step 4: Under Notification Settings, toggle the button “on” until it turns green

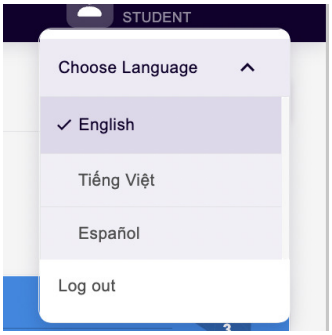


Step 5: Fill out the form for up to two guardians. Parent guardian Name and Email Address are required fields. Toggle on the SMS setting if you would like to receive text notifications as well.



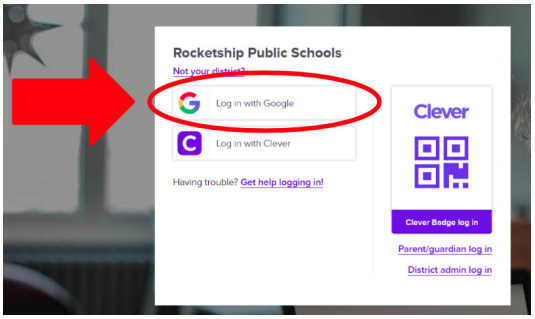
REMEMBER TO CLICK **SAVE** WHEN YOU ARE DONE!

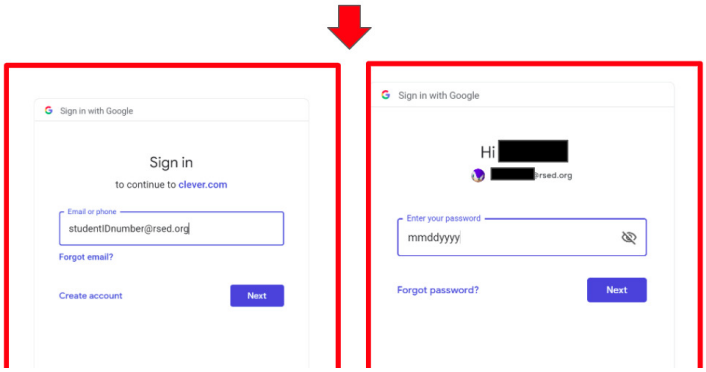
Step 6: Select your language preference by clicking on your student’s name and select “Choose Language”



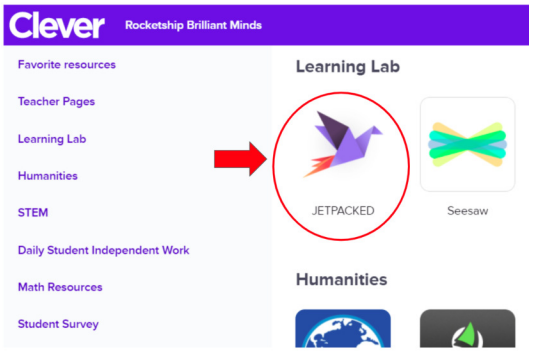
NHẬN CẬP NHẬT VỀ TIẾN ĐỘ OLP CỦA CON BẠN HÀNG TUẦN: THỰC HIỆN 5 BƯỚC DỄ DÀNG NÀY ĐỂ ĐĂNG KÝ MỤC TIÊU ROCKETSHIP / EMAIL ĐƯỢC GỬI VÀ / HOẶC THỬ NGHIỆM

Bước 1: Con bạn cần đăng nhập vào Clever tại www.clever.com/in/rsed bằng cách sử dụng định dạng đăng nhập học sinh sau:
Email: studentIDNumber@myrocketship.org (Mã số sinh viên)
Mật khẩu: mmddyyyy (2 số của Tháng 2 số của ngày 4 số của năm-không khoảng cách)

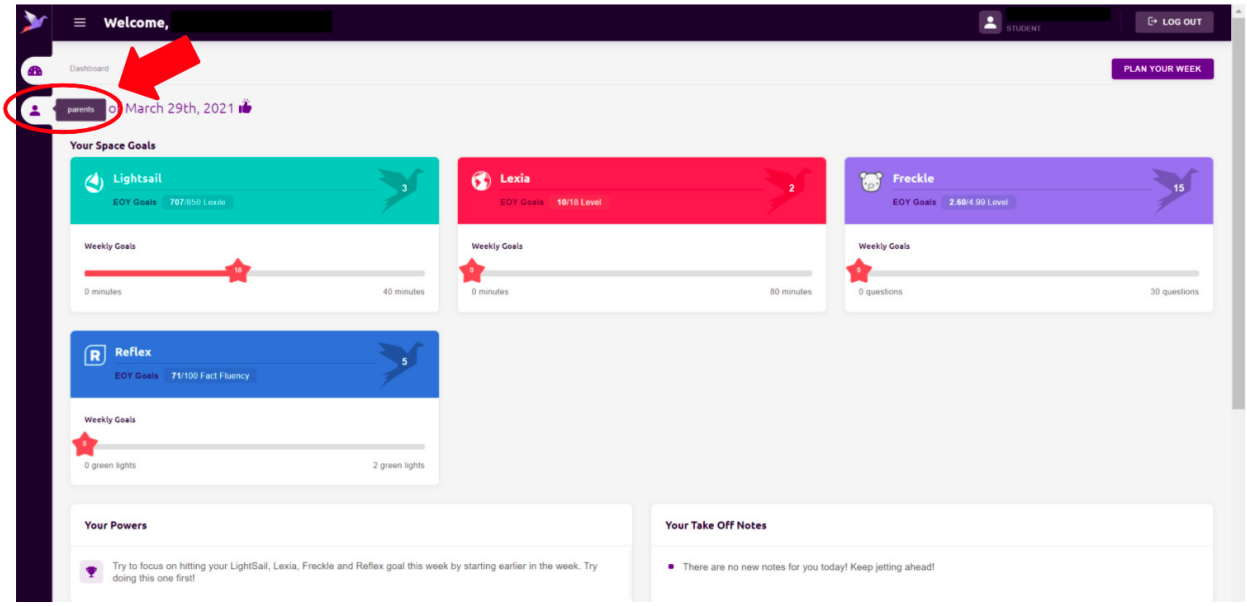




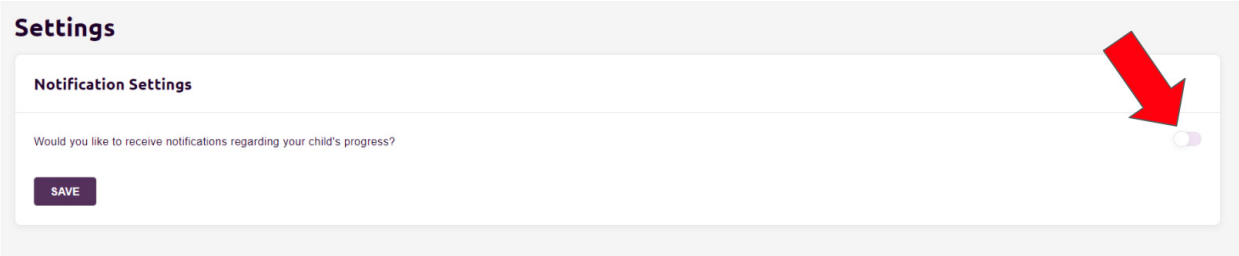
Bước 2: Nhấp vào biểu tượng JetPackED trong Clever



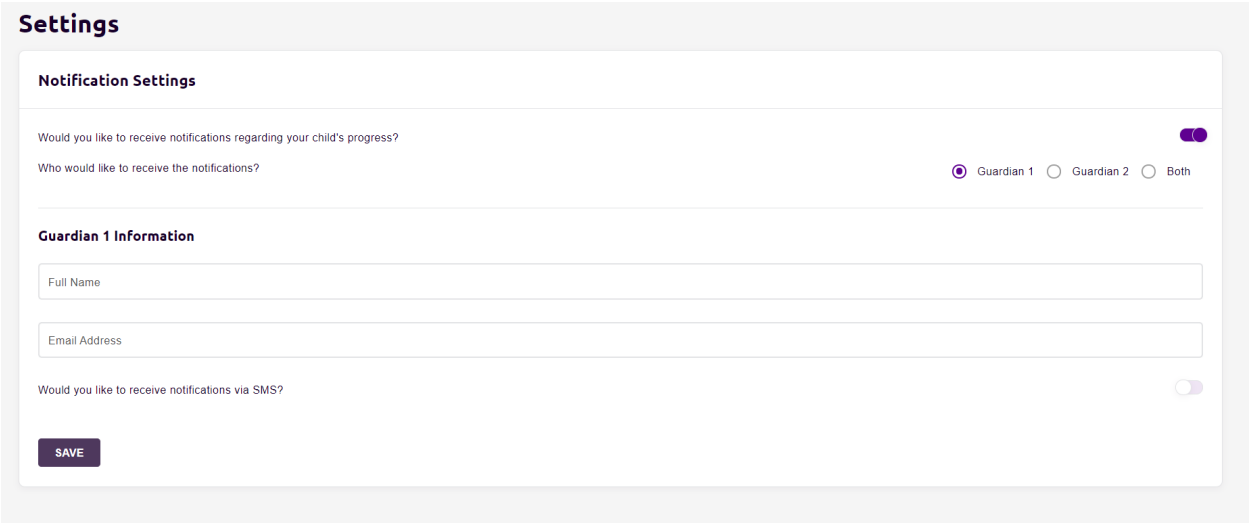
Bước 3: Trong JetPackED, nhấp vào Cha mẹ từ bảng điều khiển bên trái.



Bước 4: Trong Cài đặt thông báo, chuyển nút "bật" cho đến khi nút này chuyển sang màu xanh lục

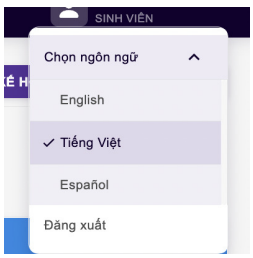


Bước 5: Điền vào tối đa thông tin hai người giám hộ. Bắt buộc phải có Tên và Địa chỉ Email của người giám hộ hoặc là cha mẹ. Bật cài đặt SMS nếu bạn cũng muốn nhận thông báo bằng văn bản.



NHỚ BẤM VÀO LƯU KHI BẠN LÀM XONG!

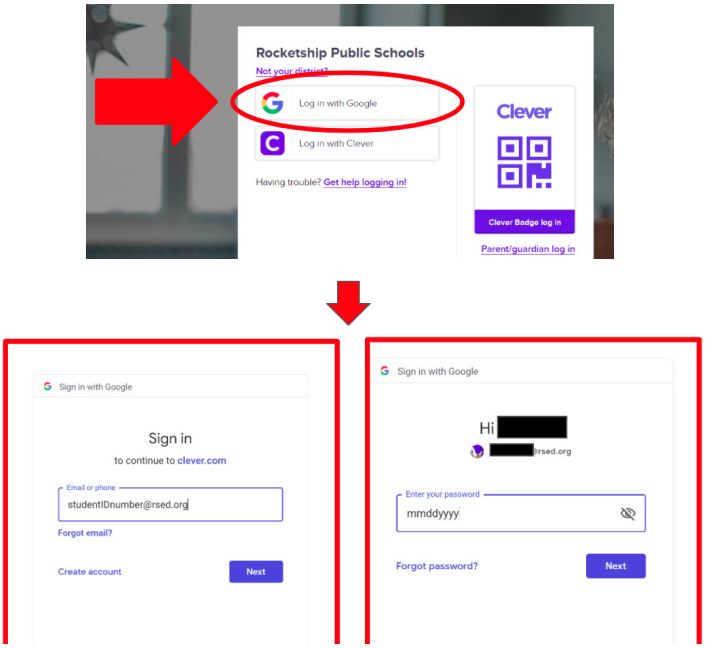
Bước 6: Chọn tùy chọn ngôn ngữ của bạn bằng cách nhấp vào tên học sinh của bạn và chọn "Chọn ngôn ngữ"



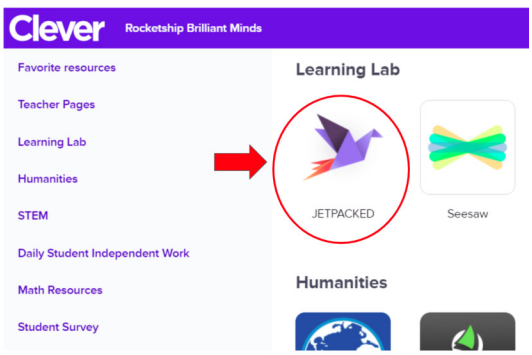
SI NO ESTÁ RECIBIENDO ACTUALIZACIONES SEMANALES DE JETPACK O DESEA INSCRIBIR A UN PADRE ADICIONAL PARA ACTUALIZACIONES SEMANALES, SIGA ESTOS 5 SENCILLOS PASOS PARA INSCRIBIRSE PARA RECIBIR **EMAIL** Y/O **TEXTOS** DE JETPACKED

PASO 1: Su hijo deberá iniciar sesión en Clever en www.clever.com/in/rsed utilizando el siguiente formato de inicio de sesión para estudiantes:

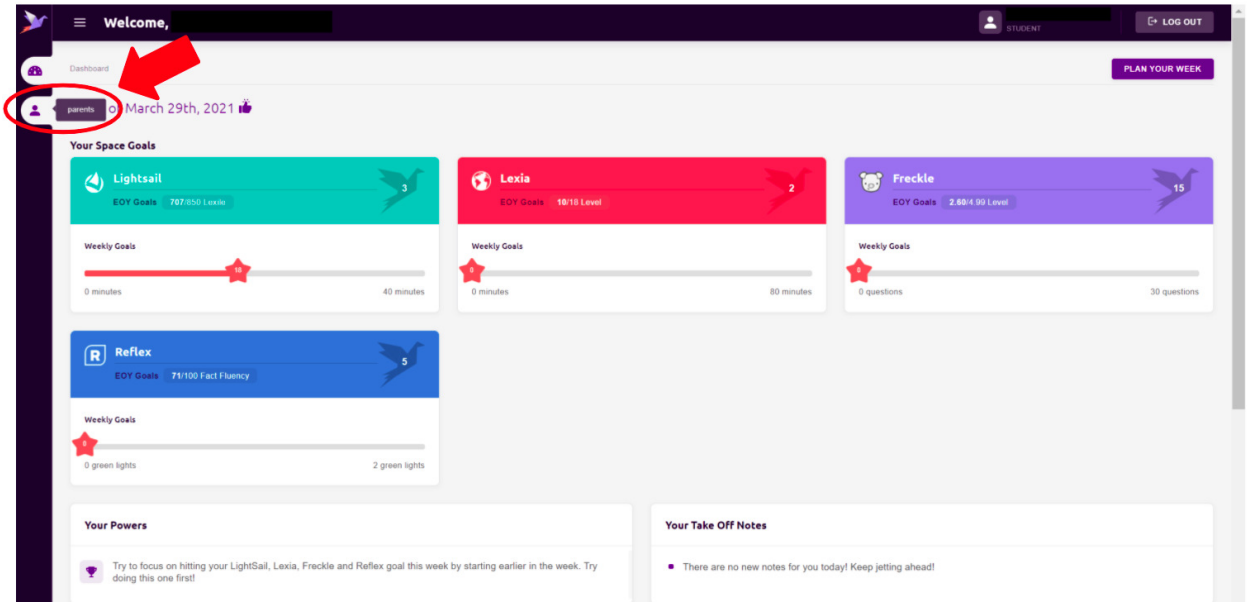
Email: studentIDNumber@myrocketship.org
Password: mmddyyyy



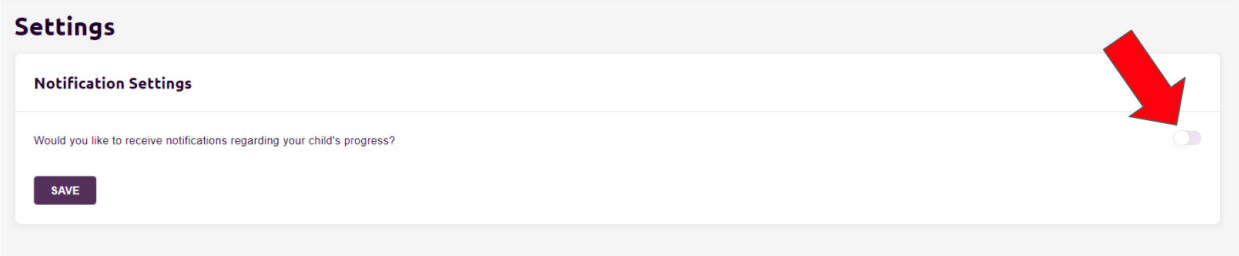
PASO 2: Haga clic en el ícono de JetPackED en Clever



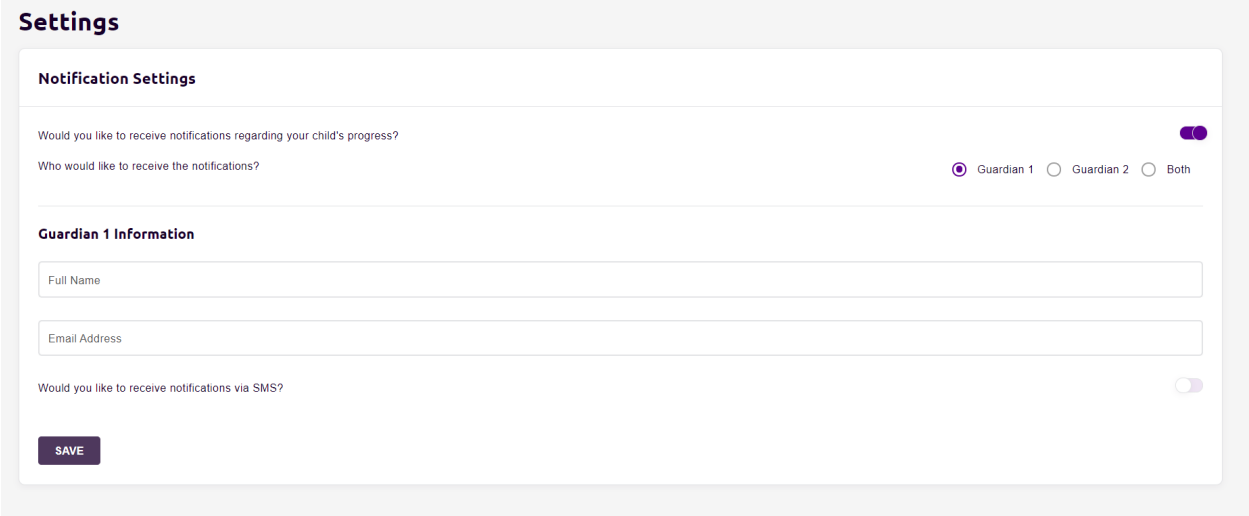
PASO 3: En JetPackED, haga clic en Padres en el panel de la izquierda.



PASO 4: En Configuración de notificaciones, active el botón hasta que se vuelva verde



PASO 5: Complete el formulario para hasta dos tutores. El nombre del padre tutor y la dirección de correo electrónico son campos obligatorios. Active la configuración de SMS si también desea recibir notificaciones de texto.



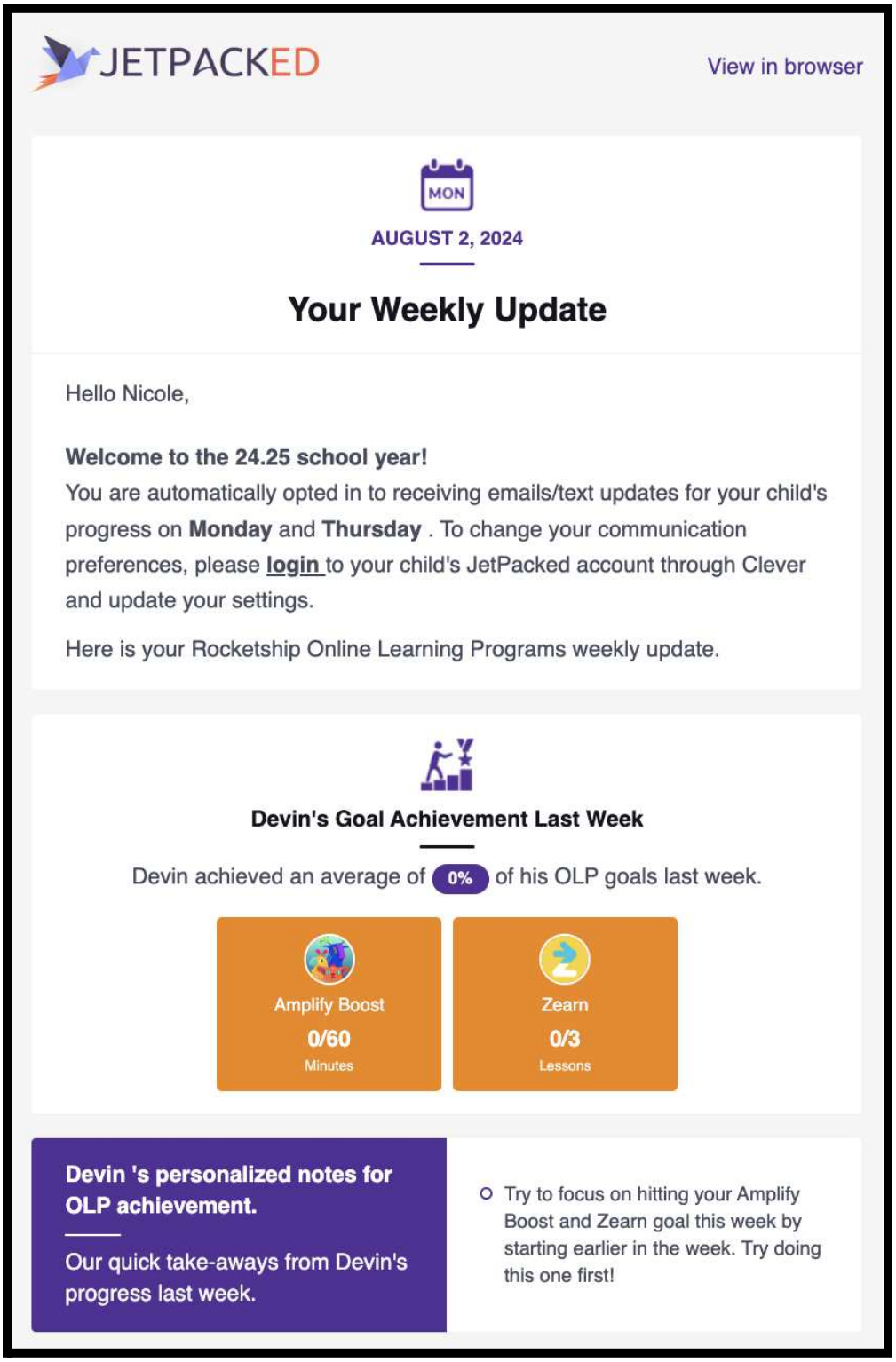
¡RECUERDA HACER CLIC EN **GUARDAR** CUANDO TERMINES!

Paso 6: Seleccione su preferencia de idioma haciendo clic en el nombre de su estudiante y seleccione "Eleg lengua"

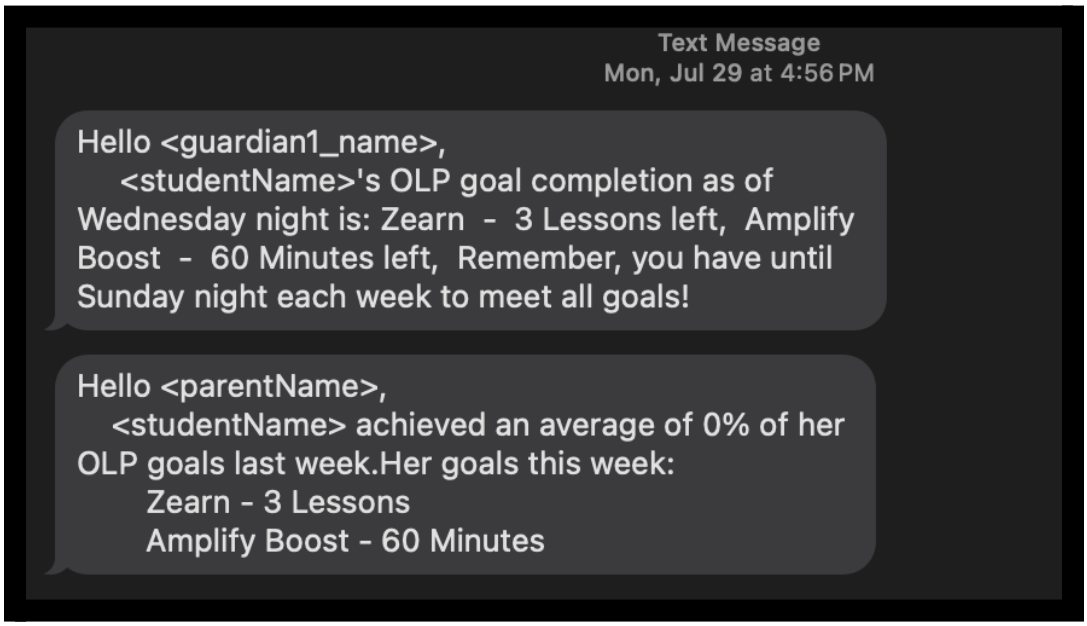


APPENDIX 11:
SAMPLE PARENT UPDATE MESSAGE

Sample Weekly Email sent on Monday and Wednesday:



Sample Weekly Text Updates sent on Monday and Wednesday:



APPENDIX 12:
PICTURE OF COLLEGE BANNERS

ROCKETSHIP
PUBLIC SCHOOLS

Sample College Banners







APPENDIX 13:
Report Card Sample

Grade:	Name:	Cohort:
	Humanities Teacher:	STEM Teacher:

ROCKETEER Report Card

Humanities

NWEA MAP Growth

	Fall	Winter	Spring
Percentile			
Growth Rate			

DIBELS Benchmark Assessment

	Fall	Winter	Spring
Composite Score			
Grade Level Readiness			

Humanities Unit Assessments

	End of Unit: Skills		End of Unit: Knowledge	
	Score	Performance	Score	Performance
Unit 1				
Unit 2				
Unit 3				
Unit 4				
Unit 5				
Unit 6				
Unit 7				
Unit 8				
Unit 9				
Unit 10				

STEM
(Science Technology Engineering & Math)

NWEA MAP Growth

	Fall	Winter	Spring
Percentile			
Growth Rate			

STEM Module Assessments

End of Module Assessments		
	Score	Performance
Unit 1		
Unit 2		
Unit 3		
Unit 4		
Unit 5		
Unit 6		
Unit 7		
Unit 8		
Unit 9		
Unit 10		

Key Grade Level Skill Mastery

Key Reading Skills	
Skill	Mastery
Can rhyme and clap out or count syllables.	
Can sound out words and identify the beginning, middle, and end sounds in spoken words	
Name and write all upper- and lower-case letters and match those letters with their sounds.	
Reading and rereading decodable words and sentences in simple texts so the reading is smooth.	
Asks and answers questions about stories and texts read aloud with support	
Retells what happened in a text and explaining key ideas with support	

Key Math Skills	
Skill	Mastery
Counts to 100 by the end of the year	
Counts objects to tell how many there are	
Compares two groups of objects to tell which group, if either, has more	
Understands which of two written numbers between 1 and 10 is greater	
Acts out addition and subtraction word problems and draws a picture to show/solve	
Can add with a sum of 10 or less and subtract from a number 10 or less	

Student/Family Engagement

Family Partnership Hours

	Fall	Winter	Spring
# of Hours			
Goal			

Data for each period is cumulative for the entire year

Attendance

	Fall	Winter	Spring
# of Absences			
% Attendance			

Data for each period is cumulative for the entire year

Notes/Comments:

Parent/Guardian Signature

Teacher Signature

APPENDIX 14:
Pre-Referral Handbook

ROCKETSHIP PUBLIC SCHOOLS

RPS MTSS Vision & Playbook

This document includes the national recommendations for MTSS systems and structures. If your region determines that edits and/or additions must be present for success, please contact your national team. To ensure consistency, please do not make additional copies without approval.

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Introduction

Dear RPS School Leader and/or Staff Member,

It is with great excitement that we present our MTSS Playbook. This playbook serves as a guide to what MTSS supports should look and sound like at Rocketship Public Schools. It is packed with valuable resources to help enhance the way you support students with unique needs from the moment we notice them, to the days of intervention, staff collaboration, decision making, and beyond, in order to increase student and staff success.

Consistency is key to fostering a cohesive, effective, and joyful learning environment. Therefore, this playbook serves as a unifying tool – aimed to codify and unify our vision for MTSS while making needed differentiations for unique campus/regional needs. By following the guidance, we can collectively ensure that all students receive a high-quality education that is equitable and impactful, while meeting legal and ethical requirements.

As you work to focus on stronger MTSS practices, with the overarching goal that all students deserve high quality education, we hope this playbook serves as a resource for initial questions, and a compass to guide you in the direction for support of nuanced cases.

We look forward to partnering with you to propel MTSS practices on all of our campus in the days to come.

In partnership,
Your RPS MTSS Team

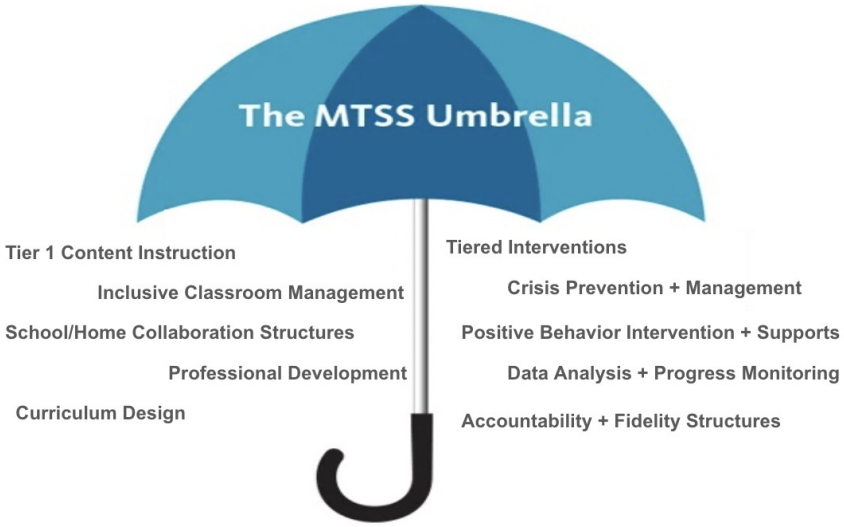
Vision Statement

In order to ensure the success of students with a variety of needs, we must be willing to meet them where they are at, and provide individualized support to help them reach their goals academically, behaviorally, and from a social emotional lens. These supports begin with tier one instruction and range to and through Special Education supports.

We partner as teams to think creatively about classroom support, offer a large suite of interventions, make decisions rooted in data, and consider behavior and social emotional skills alongside academic needs. We understand that it is our duty as educators to play a role in identifying children who may require additional support in any of the aforementioned areas, across all tiers and settings. We work to provide proactive support so that the majority of our students can be served in their least restrictive tier.

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MTSS Overview



MTSS (Multi-Tiered System of Supports) is a framework utilized to identify and address student need across all educational tiers. It aims to serve all students, identify nuanced needs, provide appropriate intervention, analyze and examine progress, and pivot if needed in order to cultivate optimal student success in academics, behaviors, and social emotional development. It captures tier one classroom management and content delivery, tier two interventions and progress monitoring, and tier 3 specially designed, individualized, programming.

Within these systems and structures are a variety of collaboration practices, meeting structures, and staff responsibilities in place to ensure ***all educators*** are involved in working toward the common goal of overall student achievement. Through MTSS team meetings and SST meetings, we will partner with each other, and families, to review data, make changes to student programming, and assess progress along the way.

Supportive Systems + Structures

At Rocketship, MTSS is something that all educators are responsible for, and there is a role for everyone in ensuring students receive what they need to reach their full potential. However, a few roles may be utilized as strong resources, especially as we grow in this area. APs of Student Services and School Psychologists are great starting points if you have questions or require clarity on expectations. While it is important to note that MTSS focuses on students who receive general education support, your ISE Regional Leads, ISE Specialists, and other team members may have additional context regarding pieces of these systems that would be helpful to rely on.
**This may vary depending on your region or campus staffing model. Other teams that may be critical in MTSS roll out include wellness teams, social workers, interventionists, related service providers, etc*

A few meeting structures exist in order to meet the needs outlined above.

MTSS Meetings
These meetings occur biweekly or monthly, depending on the campus need. They include *at least* the school psychologist and AP of Student Services/MTSS lead (or other SL). They may also include your wellness counselor, social worker, related services providers, or other SL team members. The purpose of the meeting is to analyze school wide trends, "hot spots", or groups of students who may require additional support. It is a great time to look at grade level achievement data, behavior referral data, and/or social emotional screener data in order to identify which grades/classes may require adjustments to tier one delivery, what groups of students may require tier two support and therefore an SST meeting, and other large group decision making. Individual students are **not** discussed at length.

To guide these conversations, schools will use their MTSS hub as a place to house all intervention data, progress, and next steps. Reach out to your campus MTSS lead for access to your hub.

Student Huddles
These meetings can occur whenever a team member recognizes the need to support a student. This can be a prolonged need that is building over time, or following a specific instance such as a behavioral crisis or other drastic change in presentation. This is usually a one time occurrence, and if the team is finding the need for more than that, an SST may be considered. This meeting includes your grade level team, AP of Student Services and/or AP who coaches this grade level (who would schedule the meeting after being made aware of the need), and other relevant team members. This may include your school psychologist, wellness counselor/social worker, related service providers, etc. These meetings do not include the parent. They are a chance for the school team to acknowledge a need and engage in initial brainstorming to support this student. From here, the team may choose to make small programming tweaks both short and long term, they may choose to provide the family with resources that may help the student outside of school, or they may choose to schedule a formal SST meeting.

SST Meetings
These meetings are formal structures set out to develop a plan to support an individual student beyond tier one. The SST meeting is a problem-solving process during which stakeholders come together to generate solutions for individual student challenges in the educational setting.
SSTs are held when:

- Classroom-based or small-group interventions (generated through universal screenings or MTSS meeting decisions) have been unsuccessful
- Areas of concern may include academic, behavioral, social-emotional, ELL, sensory motor, self-care, speech and language, or attendance difficulties.

SST meetings are facilitated and scheduled by school leaders, typically APs of Student Services, and are supported by School Psychologists. They also include the **student's family**, general education teachers, and any related service providers relative to the student's needs. There are key elements of school leader pre-work that will need to be completed in order to run a successful meeting.

It should be noted that our assessment calendars will prompt teams to consider SSTs at the conclusion of each data cycle. While this is a great time to reflect on student achievement and address their needs, it is *not the only time* SSTs can/should be held.

This agenda is used for Huddles + SST meetings, and will be explored more in sections below.

Initial Steps for Student Support

Tier 1

Tier 1 is the core instruction that all Rocketeers receive from the moment they enter our spaces. It is strong content delivery, well developed classroom management, universal screeners, and supports that every student is accessing throughout the day. This includes our small group instruction, individualized online learning platforms, daily social emotional lessons, and use of our clip chart. For some Rocketeers, these systems are enough to yield success and achievement. However, for many, more is required.

MTSS Meetings

MTSS meetings are a great place to begin the conversation for students who need support while looking at overall groupings and school wide data. This is a reflective meeting where stakeholders can identify those Rocketeers that may need more support in academics and/or behavior.

Student Huddles

Sometimes all it takes is a little collaboration and consistency to support a student showing a new level of need. These meetings are a great space to bring urgent/new concerns. We may decide to change a cohort, provide a new seating arrangement, have a staff member observe the student, and/or make other reasonable adjustments prior to considering next steps.

SST Meetings + Process

This agenda is crafted to house all SST meeting notes, guide all meeting conversations, and capture intervention plans and progress to ensure accountability, fidelity, and documentation for each student in the SST process. These are owned by School Leaders, but used by all who support the student.

Scheduling + Frequency

SSTs are scheduled by School Leaders, usually APs of Student Services, and include the student's whole team (including their family). The first SST happens when the team determines that a formalized plan for intervention is required in order to help the student achieve academically and/or behaviorally. The follow up SST meeting is set for 8 weeks after the initial meeting to

analyze progress and plan for further supports or changes. These meetings may be initiated after noted concerns have become a trend, after a large shift in performance and/or behavior that does not appear to be a short term change, or after a large event occurs outside of school that will impact student learning (ie hospitalization, prolonged illness, etc)

It should be noted that SSTs can/should be held for students who may have IEPs to support in one area but are now showing concern in another area. For example, if a student has a speech only IEP, but is now showing behavior concerns, the SST process should be followed for the new area of concern. However, additional documentation may be required. Please check with your school psychologist and related service providers to get this right!

Parent Requests for Evaluation

SSTs are also **immediately** scheduled when a parent presents a formal request for special education evaluation, and must include your school psychologist. They must take place within the legally required timeline (15 days MKE/BA, 14 days DC/NSH). In this meeting the school team will present the data just as they would for a school initiated SST, address the parent's concerns, and determine if we will move forward with an evaluation. The following script is helpful in beginning conversations with parents who have requested an evaluation.

I'd like to thank you for advocating for your Rocketeer's needs. We're excited to partner with you on making sure you as a family feel supported. Can you share a little bit about your concerns?.

Here at Rocketship we really value our support process and want to ensure that we provide students support at all levels before considering a special education designation. We'd like the opportunity to explain all of our avenues for support so that you can make the decision that you feel most comfortable with...(highlighting academic and social emotional tiered intervention as well as screeners and general education support).

We'd love the chance to see if your child makes progress with a support outside of special education, and reconvene in six weeks to revisit this decision based on the progress your child has made, however, if you still feel that an evaluation is the route you'd like to go, we support that.

In some cases, parents will not directly request an evaluation, but will bring us paperwork that indicates their child has a medical diagnosis (Autism, ADHD, etc) in isolation. This **does not** automatically warrant a special education evaluation. It does warrant an SST to ensure that this disability does not appear to be impacting the student's functioning academically or behaviorally at this time.

Any time a parent makes a request for an evaluation, it is crucial that our response is documented. A PWN should be drafted to include details of the conversation, notation of next steps, and a report of team alignment and parent involvement.

Pre Work

In order for these meetings to be productive, a small amount of pre work is required. It is recommended that the facilitating school leader creates a copy of the agenda specific to this student, and collaborates with general education teachers and other stakeholders to complete portions of the agenda that include attendance, current academic data, behavior presentation, etc.

Roles + Responsibilities

School Leader:

- Schedules the meeting with parent
- Creates Google Calendar Invite + invites the full team
- Creates a copy of the agenda and ensures all previously known information is entered prior to the meeting date
- Shares the agenda with school psych and other team members
- Facilitates the meeting (may have support of school psych as needed)

School Psychologist:

(It should be noted that the school psychologist may not be in all SSTs depending on the need for their input/support. This will vary from campus to campus and throughout the course of the year. Please consult with your school psychologist if this is an aspect you are unsure about.)

- Reviews the data entered into agenda,
- Supports with recommendations for interventions and/or tiered adjustments *(Some teams will be successful doing this independently, while others may require additional guidance. Reach out to your school psychologist if you require clarity.)*
- Guides the conversation surrounding when/if it is appropriate to move to special education evaluation

Family:

- Provides their perspective of strengths and areas of growth
- Plays an active role in decision making to best support their child
- Shares current/applicable medical information
- Reports on developmental history

General Education Teacher:

- Comes prepared with data to support academic and/or behavioral performance
- Shares student's current level of performance relative to strengths and areas of growth at this time
- Engages in conversations regarding feasibility of and commitment to interventions and recommendations

Related Service Provider(s):

If applicable

- Makes recommendations relative to their area of expertise
- Shares observation perspectives
- Shares screener data and/or options when applicable

Outside Provider(s):
If applicable

- Shares any pertinent information relative to the student's needs as they are supported outside of school
- Reports on any outside evaluations that may have been done

Potential Outcomes + Next Steps

Leaving an SST meeting, the team will have a solid plan for intervention in the area of concern for the specific student discussed. The team will determine when they will meet again to review progress (8 weeks from initial meeting). At this time, the SST meeting process begins again, pre work is entered, and the team gathers to discuss if the student is making sufficient progress with the interventions provided. They may decide to continue these interventions, stop them due to sufficient growth and achievement, change the intervention to something different and/or additional, or, if achievement continues to decline after multiple meetings, move to a special education evaluation.

Interventions

Suite of Interventions

	Academic	Behavior	Social Emotional
Tier 2	• Math- Bridges • ELA- mClass or Really Great Reading	• Social Skills Groups • Check In Check Out (CICO)	• Social Skills Groups • Group Counseling • 1x per week Individual Counseling
Tier 3	• Math- Bridges • ELA-mClass or Really Great Reading	• Behavior Support Plan (BSP) • Safety Plan	• Individual/Increased Counseling • Safety Plan

Progress Monitoring + Documentation

Progress Monitoring for all students in Tier 2 and Tier 3 occur at minimum mid-cycle during each Intervention cycle and are documented in the Progress Monitoring trackers. Progress Monitoring for ELA is done through DIBELS or Amira (WI). Progress Monitoring for Math is done through Bridges. This should be reviewed in MTSS meetings consistently, and at the conclusion of each cycle in order to drive recommendations for continued achievement.

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Other Supports

Other Options for Support

Each region has their own **partnerships** that make supporting students from all perspectives a success. Check with your school psychologist, wellness team, or front office staff to see what is available. This may include outside mental health agencies, physical health partnerships, or other resources to support families.

Some regions also have the option for related service providers such as speech/OT to provide **screeners** for students. This helps us gain a better understanding of if an evaluation in this area would be warranted. Reach out to the relevant provider for more information on this process.

Crisis Support

This folder houses all region specific documents relative to safety plans and safety/risk assessments. This should be relied on when a student demonstrates a significant escalation resulting in safety concerns for themselves or others.

504s

Our team has developed both a handbook and a template for guiding 504 processes on our campuses.

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APPENDIX 16:
Sample Professional Development



BEYOND THE PAGES

ROCKETSHIP CALIFORNIA

Co-Teaching the CKLA Integrated Curriculum

Network PD Day

September 4, 2025

Team Commitments



We honor our time together

We are present for one another



We embody a solutions-oriented mindset

We drive towards conclusions and next steps



We are candid & engage productively

We are direct, we speak our truth and listen to that of others



We disagree, decide and commit

We spar and debate, and we are unified on how we proceed



We focus on student success

Our decisions are grounded in what's best for our students, even when it's hard

Objectives

- TWBAT understand and internalize best practices of co-teaching CKLA Integrated curriculum.
- TWBAT see parts of a CKLA small group (based on the independent reading section of CKLA integrated) and identify key strategies used during this alternative teaching model.
- TWBAT review an upcoming CKLA lesson plan and intellectually prep the section they will teach to students (independent reading)

Agenda

Welcome, Commitments, Agenda and Objectives - 5 mins

Key concepts in co-teaching CKLA - 14 mins

SEE IT: CKLA Alternative Teaching (IR) - 25 mins

Planning Time - 25 mins

Practice - 16 mins

Closing 5 mins



Collaborative Planning for CKLA



Divide planning responsibilities

Co-teachers should divide the planning load for the CKLA curriculum, with one focusing on the Skills block and the other on the Listening & Learning (content) block.



Use a shared document

Maintain a shared digital document or platform where co-teachers can collaborate on lesson plans, modifications, and materials, ensuring alignment and transparency.



Schedule dedicated planning time

Aim for at least one dedicated weekly meeting to discuss student data, reflect on past lessons, and prepare for upcoming CKLA units, ensuring lessons and differentiation strategies are aligned.

By dividing planning responsibilities, using a shared document, and scheduling dedicated time for collaboration, co-teachers can effectively implement the CKLA integrated curriculum and meet the diverse needs of all students.

Respecting and Leveraging Expertise



Define clear roles

CKLA includes explicit phonics and grammar instruction alongside complex, content-rich read-alouds. A special education or reading specialist teacher may take the lead on the Skills portion, while a general education teacher leads the content-area knowledge building.



Avoid the 'aide' trap

Both teachers must be equally engaged in instructing and assessing all students. The co-teacher should not be relegated to an assistant role.



Model collaboration

Consciously model for students how to work with a partner, handle disagreements respectfully, and celebrate achievements. Children should see both teachers as equal authorities in the classroom.

By respecting each other's expertise and defining clear roles, co-teachers can effectively leverage their strengths to deliver the integrated CKLA curriculum and support all learners.

Co-Teaching Models for CKLA

- **Team Teaching**

  Both teachers lead instruction simultaneously. During a whole-class read-aloud, one teacher reads while the other acts as a content and vocabulary expert, providing clarification or modeling a 'Think Aloud' strategy.

- **Station Teaching**

  Teachers divide the content and the class into small groups. Students rotate between teacher-led stations (e.g., one on phonics, another on discussing a content-rich text) and an independent station.

- **Parallel Teaching**

  The class is split into two equal groups, and both teachers teach the same material (e.g., explicit phonics lesson) to the smaller groups, allowing for closer monitoring and more student participation.

- **Alternative Teaching**

  One teacher works with a small group on a specific need (e.g., pre-teaching or re-teaching key vocabulary and background knowledge) while the other teacher conducts the whole-class CKLA read-aloud.

- **One Teach, One Observe**

  While one teacher leads a skills lesson, the other can take anecdotal notes on which students are mastering letter sounds and which need additional practice.

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Differentiating Instruction in CKLA



Content Differentiation

Adjust the complexity of the CKLA material, such as providing audio versions of readers for some students



Process Differentiation

Adapt how students interact with the CKLA content, like using manipulatives for phonics or allowing oral/written responses

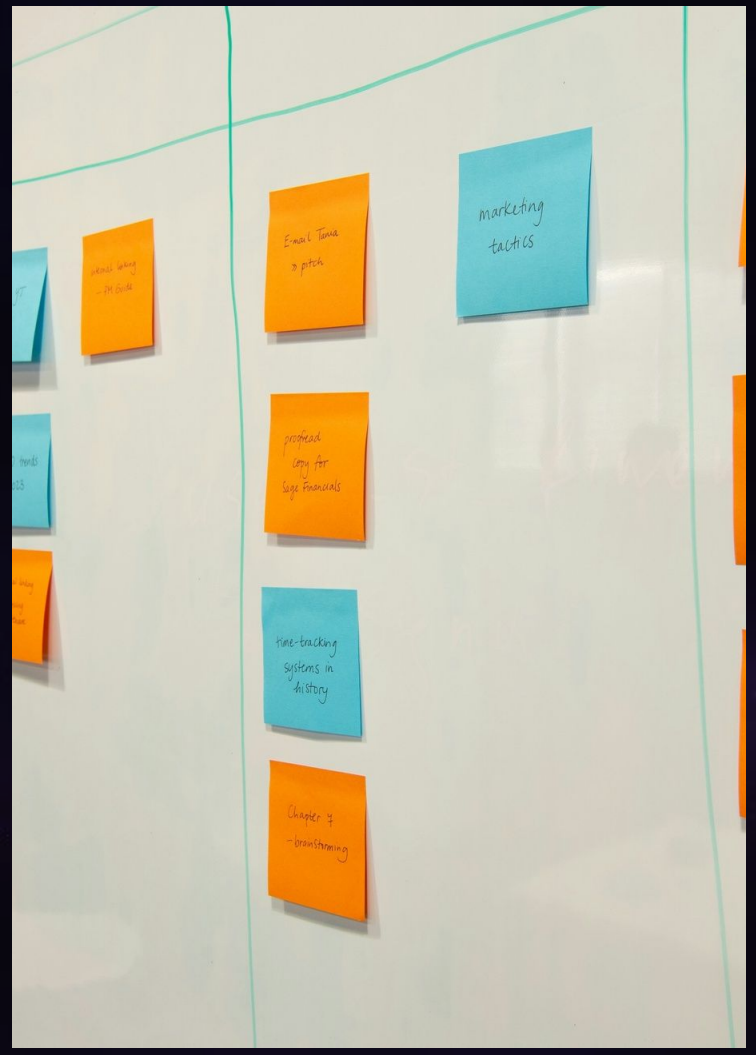


Product Differentiation

Give students multiple ways to demonstrate understanding, such as creating a skit, drawing an illustration, or writing an essay

By differentiating content, process, and products, co-teachers can ensure all students have access to the rich CKLA curriculum and can show their learning in meaningful ways.

Shared Planning Time



Co-teachers must have dedicated time to plan together in order to effectively implement the CKLA integrated curriculum. During these collaborative planning sessions, they can divide responsibilities for different components of the curriculum, align their instructional approaches, and discuss strategies to meet the diverse needs of all students.

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Co-Teaching Responsibilities

Shared Responsibility

Both the general education and special education teacher are equally responsible for all aspects of the classroom, including planning, instruction, evaluation, and management. They share ownership of all students' learning, not just their assigned group.

Collaborative Planning

Co-teachers must dedicate time to plan lessons together, discuss student data, and prepare for upcoming units to ensure alignment and meet diverse student needs.

Interpersonal Communication

Effective co-teaching requires strong communication skills to discuss, plan, and reflect on lessons openly, using both verbal and non-verbal cues to support each other during instruction.

Flexible Physical Arrangement

The classroom layout should be arranged to support various co-teaching models, such as stations or small groups, to facilitate dynamic instruction and student interaction.

Shared Ownership of Student Learning

Both teachers must be equally engaged in instructing and assessing all students, avoiding the

CKLA Co-Teaching in Action

Rotating Co-Teaching Models

Co-teachers can effectively deliver the CKLA integrated curriculum by rotating through various co-teaching models, such as team teaching, station teaching, parallel teaching, and alternative teaching. This allows them to leverage their unique strengths and differentiate instruction to support all learners.

Leveraging Strengths

By rotating through different co-teaching models, co-teachers can play to their individual strengths. For example, the special education or reading specialist teacher may take the lead on the Skills portion, while the general education teacher leads the content-area knowledge building.

Differentiating Instruction

The flexibility of co-teaching models enables co-teachers to differentiate instruction to meet diverse student needs. They can adjust the content complexity, the way students interact with the material, and the methods for demonstrating understanding.

Supporting All Learners

By strategically implementing co-teaching models, co-teachers can ensure that all students, including those with diverse needs and abilities, have access to the CKLA curriculum and receive the targeted support they require to succeed.

Turn and Talk

What are you taking away from this first section?

What strategies do you already have in place with your co-teachers?

What strategies would you like to have in place?



Co-Teaching Models for CKLA

- **Team Teaching**

  Both teachers lead instruction simultaneously. During a whole-class read-aloud, one teacher reads while the other acts as a content and vocabulary expert, providing clarification or modeling a 'Think Aloud' strategy.

- **Station Teaching**

  Teachers divide the content and the class into small groups. Students rotate between teacher-led stations (e.g., one on phonics, another on discussing a content-rich text) and an independent station.

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- **One Teach, One Observe**

  While one teacher leads a skills lesson, the other can take anecdotal notes on which students are mastering letter sounds and which need additional practice.

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See It: Alternative Teaching, “Independent Reading”



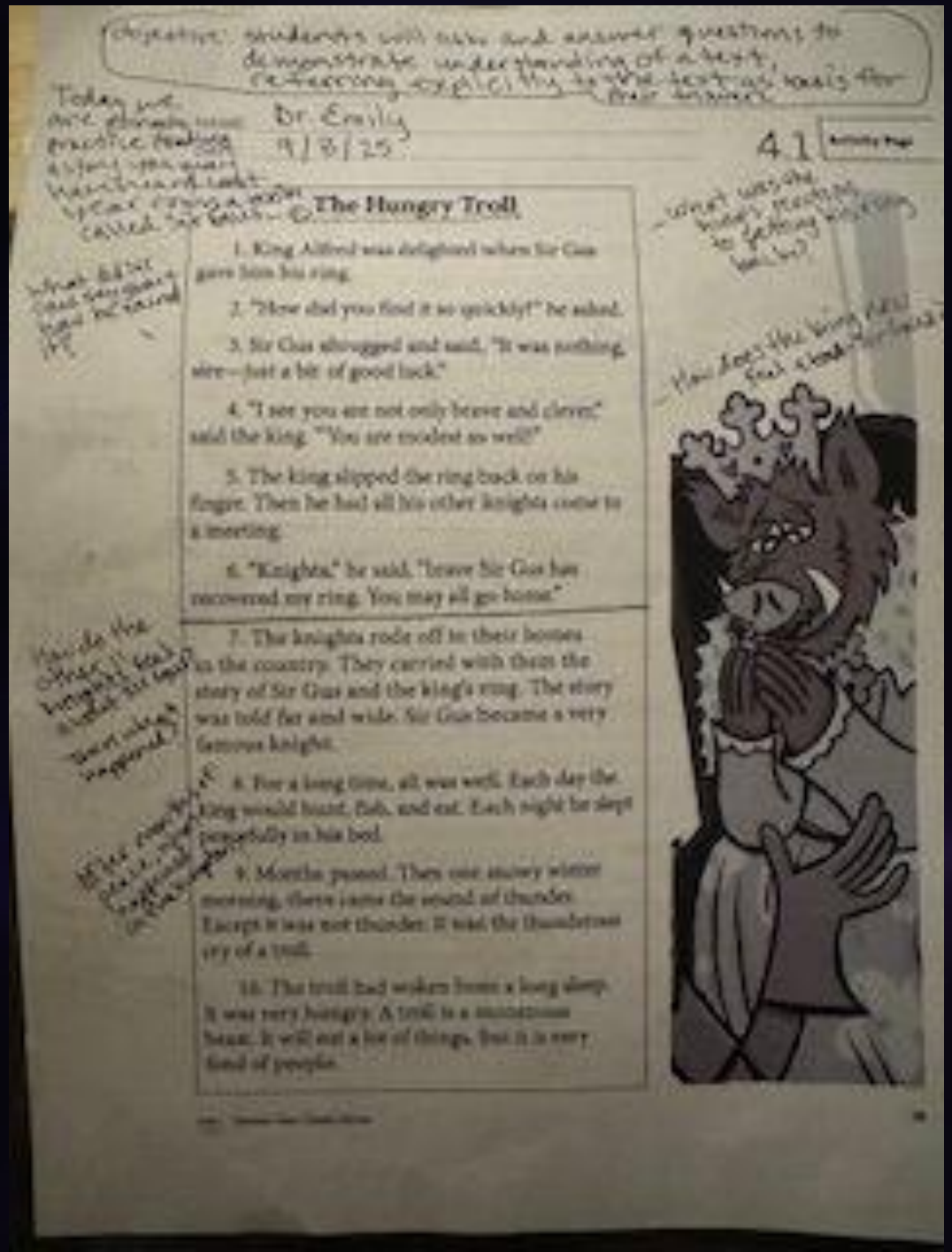
SEE IT: Prep

In a moment you will see:

- 4 snippets of a small group lesson adapted from the Independent Reading Section of CKLA Integrated Curriculum

- You will see some glows (strengths) and some grows (opportunities) in each snippet
  - After each video snippet we will share in table groups
  - Focus on the strengths but feel free to name opportunities as well
  - I will then stamp key takeaways from each video





Before Lesson

In adapting the Independent Reading to a small group:

- Break reading into chunks to support comprehension.
- Ensure you have the objective notated and your intro to students named.
- Mark throughout the text where you will ask questions.

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Alternative Teaching (CKLA Integrated Block – Independent Reading – Before Reading/Launch)



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STAMP

- Engage students prior knowledge to build buy in and excitement
- Name objective for the time together
- Have students rename/restate as a check for understanding
- Give clear WTD Directions for expectations during reading

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Alternative Teaching (CKLA Integrated Block – Independent Reading – During Reading)



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STAMP

- Consider how you will incentivize students along the way
  - Star Charts/PBIS?
  - Simple earning stars with a white board marker?
- Choose if you will group read or have students take turns reading each passage based on their level/ability
  - Pause and correct along the way
  - Prompt students to sound out the word
  - Allow students to practice sounding out the word rather than giving them the word
  - Independent reading is the goal but we recognize students have different pathways to get to Independent reading.
- Note where you are seeing students struggle

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Alternative Teaching (CKLA Integrated Block – Independent Reading – Discussion)



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STAMP

- Use your annotated reading to stop at key places in the text to ask questions to the students
- Give wait time for students to respond
- Ensure you direct students to the text if they are unsure
  - It may be appropriate to direct to the paragraph that they can find the answer
- The goal is students understand the process of finding supporting evidence in the text for their answer

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Alternative Teaching (CKLA Integrated Block – Independent Reading – Activity)



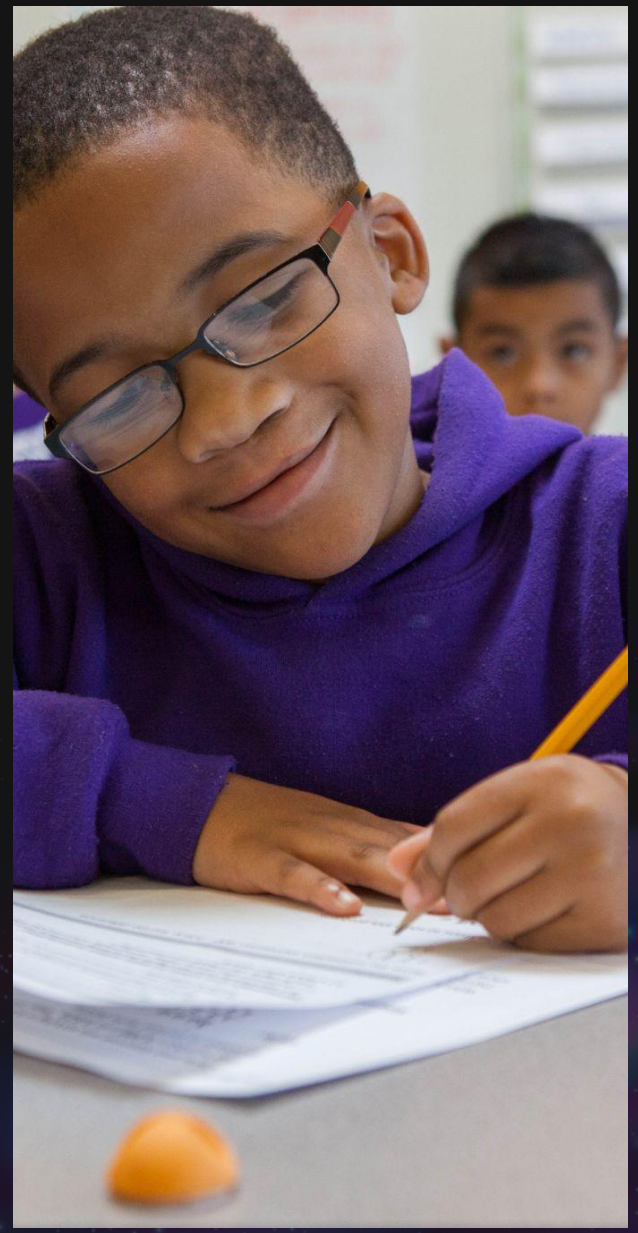
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- Decide if you want students to engage independently w/ the activity
  - You may choose to approach the activity as a group in the beginning (or for the multiple choice and then have writing portion be independent.
  - This should be based on student need
- Ensure you direct students to the text if they are unsure of answer
  - It may be appropriate to direct to the paragraph that they can find the answer
- The goal is students understand the process of finding supporting evidence in the text for their answer

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By collaborating effectively, co-teachers can leverage their unique strengths to deliver the CKLA integrated curriculum in a way that meets the diverse needs of all students. Through purposeful planning, shared responsibility, and a rotation of co-teaching models, they can differentiate instruction and build a content-rich, skill-focused learning environment that supports student success.





Planning Time

Planning Time: Collaboration

Review Lesson Plan	Assign Roles	Practice Delivery	Identify Potential Challenges	Refine Lesson
Co-teachers will review the CKLA integrated lesson plan in detail, ensuring they understand the learning objectives, instructional strategies, and flow of the lesson.	Co-teachers will decide on their respective roles and responsibilities during the lesson delivery, such as who will lead the introduction, guide the group activities, or provide individual support.	Co-teachers will take turns practicing the lesson delivery, providing feedback to each other on pacing, transitions, and effectiveness of the instructional techniques.	Co-teachers will discuss potential challenges they might face during the lesson and brainstorm strategies to address them, such as managing student behavior or ensuring smooth technology integration.	Based on the practice session and identified challenges, co-teachers will refine the lesson plan and make any necessary adjustments to ensure a more effective and cohesive delivery.

*Adapted from the CKLA Integrated Lesson Planning Guide (2021)

Prep and Upcoming Lesson

- **Identify an upcoming reading CKLA lesson for a student/students you support (align with gen ed unit plan)**
- **Pull lesson materials and begin prepping for the lesson.**
  - What is the lesson objective and how will you communicate to students?
  - How will you spark students prior knowledge?
  - What will you do to incentivize students to support with engagement?
  - How will you check for student understanding along the way?
- **Script your questions**
  - What questions will you ask?
  - Where you will pause and ask questions?
  - What are anticipated pitfalls along the way? How will you address them?
- **How will you track student progress to drive future lessons?**



Practice

Practice Protocol

- **Teacher A: Role Play leading the lesson (5 minutes)**
  - **1 minutes:** Set the context. The practicing teacher quickly orients the group to the lesson segment. They should clearly state the focus of their practice, the learning objective, and what to look for during the rehearsal.
  - **4 minutes:** Practice. The teacher delivers their scripted lesson segment to the group.
  - The other teacher act as student.
  - No stopping or explaining. The practice should flow uninterrupted, mimicking a real classroom experience.
- **Teacher B: Structured peer feedback (3 minutes)**
  - The feedback portion follows a "Glow and Grow" structure, with a clear separation of roles. The practicing teacher listens silently, taking notes on the feedback.
- **Partners Switch (Partner B's turn) (8 minutes)**
  - **5 minutes:** Partner B now Role Plays leading the lesson
  - **3 minutes:** Partner A now acts as student and provides feedback

Next Steps

- **Review upcoming CKLA integrated lesson plans**

  Carefully review the lesson plans for the upcoming CKLA integrated lessons to familiarize ourselves with the content, objectives, and instructional strategies.

- **Identify co-teaching roles and responsibilities**

  Discuss and agree on the specific roles and responsibilities of each co-teacher during the delivery of the CKLA integrated lessons.

- **Collaborate on lesson preparation**

  Work together to gather and organize all necessary materials, resources, and technology for the CKLA integrated lessons.

- **Schedule co-planning sessions**

  Set aside dedicated time for regular co-planning sessions to ensure seamless coordination and alignment of the CKLA integrated lessons.

- **Practice lesson delivery**

  Engage in practice sessions to refine the delivery of the CKLA integrated lessons and ensure a smooth and effective co-teaching experience.

- **Seek feedback and make adjustments**

  Actively seek feedback from colleagues and students, and be prepared to make necessary adjustments to the CKLA integrated lessons based on the feedback received.

Feedback Survey





SHOUT OUTS


AUTHENTICITY
ROCKETSHIP


PURSUIT OF EXCELLENCE
ROCKETSHIP


COMMUNITY
ROCKETSHIP


TENACITY
ROCKETSHIP


INNOVATION
ROCKETSHIP



APPENDIX 16:
Teacher Performance Rubric

25.26 Gen Ed, ISE, ML & ESL Teacher Performance Rubric

Domain & Component					
Levels		**Level 1: Below**	**Level 2: Approaching**	**Level 3: Meets**	**Level 4: Exceeds**
	Elements of Success		Domain 1: Planning & Preparation		
1a: Applying knowledge of content and pedagogy	**Disciplinary Expertise** **Pedagogical Content Knowledge** **Knowledge of Interdisciplinary Relationships and Skills**	Planning and preparation include content errors or demonstrate a lack of understanding of the content. Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions. No interdisciplinary relationships are identified in plans or preparation.	Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another. Lesson and unit plans include Instructional Strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content. Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	Planning and preparation reflect solid understanding of content and the structure of the discipline being taught. Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts. Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills and their real-world application.	Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline. In lessons and units planned or adapted,instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking. Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills and their real-world application.
1b: Knowing and Valuing Students	**Respect for Student's Identities** **Understanding of Students' Current Knowledge and Skills** **Knowledge of Whole Child Development** **Knowledge of the Learning Process and Learning Differences**	The teacher is not aware of or pays little attention to students' individual identities. The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets. The teacher does not attend to or understand students' cognitive, social, emotional, and character development. The teacher displaysinsufficient understanding of how students learn and develop in general or of individual differences for students in the class.	The teacher applies knowledge of students individual identities to planning and preparation with limited success. The teacher applies an understanding of students' varied knowledge and skill levels, as well as mindsets related to learning, with limited success. The teacher's understanding of students' cognitive, social, emotional, and character development in planning and preparation with limited success. The teacher has limited understanding of the learning process and of individual learning differences.	The teacher successfully incorporates knowledge of students' individual identities into planning and preparation. The teacher successfully applies an understanding of students' levels of knowledge and skill, as well as their mindsets about learning, in planning and preparation. The teacher successfully incorporates an understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation. The teacher's accurate understanding of how students learn and learn differently is evident in planning and preparation.	The teacher recognizes and appreciates students' unique identities, designing affirming learning experiences with them in mind. The teacher's deep understanding of each student's knowledge, skills, and mindsets ensures that students receive appropriate scaffolds when necessary, meet rigorous outcomes, and are challenged to do their best work. The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility. In lessons planned oradapted, the teacher uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.
1c: Setting Instructional Outcomes	**Value and Relevance** **Alignment to Grade-Level Standards** **Clarity of Purpose** **Integration of Multiple Aspects of Student Development**	Instructional outcomes are not relevant or meaningful or do not reflect important learning.Instructional outcomes do not reflect grade-level standards.Instructional outcomes are unclear or are stated as activities.Instructional outcomes do not reflect a range of purposes.	Instructional outcomes are somewhat relevant and partially reflect important learning and development. Instructional outcomes partially reflect grade-level standards.Instructional outcomes are somewhat clear and partially describe what students will learn. Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.	Instructional outcomes are mostly relevant and reflect important learning and development. Instructional outcomes mostly reflect grade-level standards. Instructional outcomes are mostly clear and specific, likely to ensure that students understand what they will learn and how.Instructional outcomes represent a range of high- priority, developmentally appropriate purposes, including academic, emotional intelligence, and character development goals.	Instructional outcomes consistently reflect important, meaningful, and relevant learning that requires critical thinking.Instructional outcomes consistently reflect grade-level standards that challenge all students in the class and encourage intellectual risk taking. Instructional outcomes are uniformly clear and specific and support students to extend their learning. Instructional outcomes integrate academic, emotional intelligence , and character development goals rather than treating them separately.
1d. Using Resources Effectively	**Instructional Materials** **Technology and Digital Resources** **Supports for Students**	The teacher is not aware of, or does not appropriately or effectively use instructional materials and other resources to support student learning and development. When instructional materials are provided,the teacher does not use or learn to effectively implement them. When instructional materials are not provided, the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement. The teacher does not appropriately access digital resources to support student learning and development. The teacher does not inquire about or seek out resources to support individual student needs.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available. When instructional materials are provided,the teacher implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials. When instructional materials are not provided, the teacher selects and uses materials that are partially aligned to standards to serve as the core of instruction and support student learning and development. The teacher uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources. The teacher seeks some additional resources and supports aligned to the individual needs of students.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support learning and development. When instructional materials are provided, the teacher's understanding of the materials supports appropriate choices based on the specific needs of students that increase the effectiveness of the curriculum. When instructional materials are not provided, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of students that increase the effectiveness of those materials. Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development. The teacher provides resources and supports aligned to students'individual needs and learning differences,allowing each student to access the curriculum and meet the learning outcomes.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement. When instructional materials are provided, the teacher uses them wisely,integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy. When instructional materials are not provided, the teacher identifies a strong core set of instructional materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning and development, and deep intellectual engagement. Technology and other digital resources support intellectual engagement,personalized instructional pathways for student learning and development. Resources and supports provided or suggested by the teacher promote student agency and increase efficacy in utilizing resources to support their own learning and development.
1e: Planning Coherent Instruction	**Tasks and Activities** **Flexible Learning** **Student Collaboration** **Structure and Flow**	The design of learning experiences does not support student engagement with important content. Tasks and activities are uninteresting to students, do not challenge them,and/or do not align to instructional outcomes. There is only a single approach or activity planned for students to learn the content. Student groupings are not used or do not support learning. Plans for learning are not well structured or sequenced.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes. Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge. There are multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson. Students are in groups that are only partially appropriate to the learning activities or goals.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class. Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking. Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success. Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning. Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content. Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with students to co-design learning experiences. Collaboration through teacher-designed and student-chosen instructional groups is an essential component of
1f: Designing and Analyzing Assessments	**Congruence with Instructional Outcomes** **Criteria and Standards** **Planning Formative Assessments** **Analysis and Application**	There is no plan for assessment of the assessments will not provide evidence that students have learned the intended outcomes. Assessments are not aligned to the instructional outcomes. Assessments lack criteria by which student performance can be accurately assessed. There are no formative assessments planned.Assessment results are not relevant or used for future planning.	Assessments will partially help the teacher determine whether students have learned or are learning the intended outcomes. Assessments are partially aligned to instructional outcomes but may not assess them completely. Assessment criteria and standards have been developed, but they are unclear or too vague. Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson. Assessment results are used in future planning for some students, groups of students, or the class as a whole.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and feedback to students. Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings. Assessment criteria and standards are established,clear, and fully understood by students.Formative assessments will give an accurate picture of student learning, and plans for lessons indicate possible adjustments based on formative assessment data. Assessment results from prior lessons and units are a key tool used by the teacher in planning future instruction.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments. Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred. Assessment criteria and standards are clear, and students have contributed to their development. Formative assessment will provide accurate and timely information to teachers and students, allowing students to adjust course with minimal teacher guidance. Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.
				Domain 2: Learning Environments	
2a: Cultivating Respectful and Affirming Environments	**Positive Relationships** **Sense of Belonging** **Cultural Awarness** **Positive Conflict Resolution**	Students do not feel safe and valued;learning environments are characterized by negativity, disrespect,inappropriateness,insensitivity, and/or unresolved conflict. Classroom interactions,both between the teacher and students and among students,are frequently negative,uncaring, inappropriate,or insensitive to students' identities and developmental levels. Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community. Learning environments do not reflect or affirm all students. Conflict and disrespectful interactions occur in the classroom and are neither addressed or resolved.	Learning environments are partially characterized by caring and respectful interactions. Classroom interactions,both between the teacher and students and among students, are consistently caring and respectful, but form a foundation for positive relationships to develop. Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identities. Learning environments does not reflect or affirm all students	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated. Classroom interactions,both between the teacher and students and among students, demonstrate caring and respect that honors and affirms students' identities. Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identities while honoring individual variations. Learning environmentsreflect and affirm elements of students' identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe,valued, and connected. Patterns of interaction in the classroom are culturally aware; the teacher's own cultural awareness and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships. Student participation indicates they are co- creating a community that reflects their unique collective identities and interests as a class while honoring individual identities. Students have helped create a unique identity for their class that includes all, celebrates, honors and affirms each individual's students' identities and sense of belonging.

25.26 Gen Ed, ISE, ML & ESL Teacher Performance Rubric

Domain & Component					
Levels		**Level 1: Below**	**Level 2: Approaching**	**Level 3: Meets**	**Level 4: Exceeds**
2b: Fostering a Culture for Learning	**Purpose and Motivation** **Dispositions for Learning** **Student Agency and Pride in Work** **Support and Perseverance**	The culture of the class is not conducive to learning and does not support development. There is little or no sense of purpose for the work or the reasons for doing it are external demands. The teacher ignores or discourages students curiosity and does not ask students to think critically to reason and reflect. Students have little or no agency in learning experiences or classroom life. The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	The culture of the classic somewhat conducive to learning and development. The teacher communicates the importance of content,the ultimate purpose of learning, and the value of personal growth with some success. The teacher occasionally encourage student curiosity, critical thinking,reasoning, and reflection. Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent. The teacher encourages confidence, resilience,persistence, and teamwork, promoting a conviction that with hard work and perseverance all students can master the content.	The culture of the class is characterized by high expectations and supports students' learning and development. The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish. The teacher encourages and intentionally develop student curiosity, critical thinking, reasoning, andreflection. Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated. The teacher intentionally develops and celebratesconfidence, resilience,persistence, and teamwork that support student perseverance.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success. The teacher and students display dedication to learning the content and a sense of purpose for their learning; both content mastery and personal growth are valued by the teacher and students. Student curiosity, critical thinking, reasoning, andreflection are clearly evident in the classroom and have a direct effect on instruction, student learning, and development. Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful. Students encourage one another to persevere and use strategies to support each other through challenging work.
2c: Managing Classroom Procedures	**Productive Collaboration** **Student Autonomy and Responsibility** **Equitable Access to Resources and Supports** **Non-Instructional Tasks**	Student learning and development are hindered by a lack of routines or inefficientclassroom procedures. Students are not productively engaged during group work.Routines do not support student autonomy or assumption of responsibility. Resources and supports are not deployed efficiently,effectively, or equitably. Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional time or potential danger to students.	Classroom routines and procedures, established or managed primarily by the teacher, support opportunities for student learning and development. Students are somewhat engaged in group work. Routines and procedures partially support student autonomy and assumption of responsibility. Resources and supports are managed somewhatefficiently and effectively, though students may not have equitable access.Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Shared routines andefficient procedures are largely student-directed and maximize opportunities for student learning and development. Students are productively engaged during small group work, working purposefully and collaboratively with their peers. Routines and procedures allow students to operate autonomously and take responsibility for their learning. Resources and supports are deployed efficientlyand effectively; all students are able to access what they need. Most non-instructional tasks are completed efficiently, with little loss of instructional time.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member. Students play an active role in ensuring their time ingroups is used purposefully and meets their individual and group needs. Students take responsibility for routines and procedures and take initiative to suggest adjustments that would further support their learning and development. Resources and supports are deployed equitably;students take initiative in accessing resources and identifying additional supports they need. Non-instructional tasks are completed seamlessly with no loss of instructional time.
2d: Supporting Positive Student Behavior	**Expectations for the Learning Community** **Modeling and Teaching Habits of Character** **Self-Monitoring and Collective Responsibility**	There is little evidence of explicit modeling,instruction, or guidance related to positive student behavior. The teacher does not communicate expectations or address negative behavior. The teacher does not explicitly model or teach habits of character. Students take no responsibility for their own behavior and do not display awareness of their impact on others.	Positive behavior is modeled by the teacher and occasionally taught explicitly. The teacher establishes expectations to promote positive behavior but with uneven success. The teacher models and teaches habits of character but with uneven success. The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students display positive behaviors,which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance. The teacher and students have successfully established and agreed upon expectations. The teacher models,explicitly teaches, and reinforces habits of character to promote learning, ethical behavior, and citizenship. Students successfully monitor their own behavior and attend to their impact on other students.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community. Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group. Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment. Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.
2e Organizing Spaces for Learning	**Safety and Accessibility** **Design for Learning and Development** **Co Creation and Shared Ownership**	Learning spaces are unsafe, inaccessible,and/or not conducive to learning and development. The space endangered student safety or is not accessible to all students. The design of the space is an impediment to learning and development. Students do not help create or arrange the space for learning and demonstrate little pride or ownership in the space.	Learning spaces are safe and accessible;the arrangement and use of resources partially supports student learning and development. The space is generally safe and accessible with some issues that need to be addressed. The design of the space is not an impediment to learning but does not enhance it. Students have some voice in creating the space and demonstrate some ownership of it.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences. The space is safe and accessible to all students. The design of the space supports student learning and development and is appropriate for the goals and activities. Students have a voice in creating the space and demonstrate shared ownership of it.	Learning spaces are thoughtfully-designed andmodified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow. Modifications are made to the environment as necessary by students and teachers to accommodate individual needs. The design of the space optimizes learning and development and is appropriately adjusted to align to goals and activities. Students take initiative in designing the space, demonstrate a sense of pride and ownership, and adjust the space as necessary to create a more beautiful and joyful environment.
		Domain 3: Learning Experiences			
3a: Communicating About Purpose and Content	**Purpose for Learning and Criteria for Success** **Specific Expectations** **Explanations of Content** **Use of Academic Language**	Communication about purpose and content is unclear or confusing and hinders student learning. The teacher does not convey to students what they will be learning. The teacher's unclear or incomplete explanation of the learning activities hinders student engagement. The teacher makes significant content errors or fails to provide clear explanations, affecting student understanding of the content. The teacher's communications include incorrect or imprecise use of academic language.	Communication about purpose and content is mostly clear and accurate; it partially supports learning. The teacher partially explains the purpose of learning but with little elaboration or specificity. Expectations for the learning activities are somewhat clear to students. The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and that only invite minimal participation or engagement by students. The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language. The teacher clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like. The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement. The teacher's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding. The teacher's content- specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to support student development.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy. Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives. The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning. Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking, curiosity, and understanding of its purpose and relevance. Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students.
3b: Using Questions and Discussion Techniques	**Critical Thinking and Deeper Learning** **Reasoning and Reflection** **Student Participation**	Questioning and discussion are absent or do not support learning and development. Questioning and discussion do not invite student thinking, are of little cognitive challenge,and often have a single correct response. Questioning and discussion do not invite or require students to explain their thinking. Questions and discussions are between teacher and select students; students don't engage in dialogue with one another or ask each other questions.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development. The teacher frames questions to promote critical thinking and deeper understanding but with uneven success. Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so. The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection. Open-ended and higher-level questions and genuine discussion allow students to think critically and offer multiple perspectives, challenging them to deepen understanding. Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so. The teacher successfully engages students in discussion; students actively participate and ask questions of one another.	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection. Students initiate higher-order questions andextend discussions withconfidence, applying and developing critical thinking, curiosity, and deeper understanding. Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry. Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.
3c: Engaging students in learning	**Rich Learning Experiences** **Collaboration and Teamwork** **Use of Instructional Materials and Resources** **Opportunities for Thinking and Reflection**	Learning experiences do not require active intellectual engagement by students. Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach. Students do not collaborate,they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available. The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students don't have time to reflect or consolidate understanding.	Learning experiences partially engage students intellectually; the activities require students to do some thinking. Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches. Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities.Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them. The pacing of the lesson provides opportunities for some thought andreflection	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means. All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking. Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated. Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support	Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance. Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging. Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful. Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging. Through opportunities provided by the teacher or their own initiative students demonstrate autonomy and

25.26 Gen Ed, ISE, ML & ESL Teacher Performance Rubric

Domain & Component					
Levels		**Level 1: Below**	**Level 2: Approaching**	**Level 3: Meets**	**Level 4: Exceeds**
3d: Using Assessment for Learning	Clear Standards for Success Monitoring Student Understanding Timely, Constructive Feedback	Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson. The teacher doesn't share assessment criteria,describe what high-quality work looks like, or explain how students will know they are successful. The teacher does not determine whether students are progressing toward mastery of the goals and provides no structured opportunities for students to monitor their own progress. Students receive no feedback, or the only feedback given is global or for only a few students.	Formative assessment partially supports student learning and development. Students partially understand how they will know they are progressing successfully and how their work will be evaluated. The teacher's attempts to monitor student understanding and support self-assessment are limited or only partially effective. The teacher provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback. The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment. The teacher uses questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals. Students receive timely,constructive feedback from the teacher or others that advances learning.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges. Students and those who support them have an active voice in establishing standards for success that are relevant and ambitious;they clearly understand how their progress is being assessed. Students take initiative to monitor their own understanding through planned tasks, assessments,and strategies of self-assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals. Students make decisions and assume responsibility for their learning using high-quality, improvement- focused feedback from many sources.
3e: Responding Flexibly to Student Needs	Evidence-Based Adjustments Receptiveness and Responsiveness Determination and Persistence	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs. The teacher does not recognize, or ignores,evidence of low engagement or lack of student understanding.The teacher brushes aside or does not fully address students' questions or difficulties. The teacher does not convey a level of responsibility for student learning and success or is uncertain about how to assist students.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success. The teacher attempts to adjust learning experiences based on evidence but is only partially successful. The teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success. The teacher conveys responsibility and commitment to efficacy but lacks certainty or is only partially successful in responding to student difficulties.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences. The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs. The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy. Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.	Based on self- monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities. Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the teacher. Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the teacher or others in the school and beyond. Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.
		Domain 4: Principled Teaching			
4a: Engaging in Reflective Practice	Self Assessment of Teaching Analysis and Discovery Application and Continuous Improvement	The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of instruction. The teacher does not reflect on experiences or draws inaccurate or incomplete conclusions about their success. The teacher does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement. The teacher does not plan for or consider opportunities to improve practice.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice. The teacher has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development. The teacher analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindsets or beliefs, and/or be willing to explore new strategies or ideas. Based on reflection, the teacher has some plans for future action that will better support student learning and development.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments. The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development. The teacher analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning. Based on reflection, the teacher considers multiple paths forward; communicates a commitment to the success of all students; and plans, practices, and implements improvements.	The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration of new ideas and approaches, and ongoing changes to practices and mindsets focused on supporting students who need it most. The teacher's assessment of the lesson is based multiple sources of evidence, leads to a thoughtful and accurate analysis of practice, and addresses the specific impact of the design or execution of elements of instruction on student learning and development. The teacher critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it the most. Based on reflection, the teacher focuses on the best course of action for student success, demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect on and analyze the results.
4b: Documenting Student Progress	Student Progress Toward Mastery Shared Ownership Maintaining Reliable Records	There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them. The teacher does not adequately track student progress or the approach is not focused on mastery or aligned to goals.The teacher does not engage students or those who support them in setting, understanding, or monitoring progress toward goals. The teacher does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	The teacher documents some aspects of student progress in a manner that is accessible to students and those who support them. The teacher tracks student progress toward mastery but it is not comprehensive or may not be useful to students and those who support them. The teacher makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success. The teacher has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	The teacher documents and celebrates student progress toward mastery, focusing on the attainment of learning and developmental goals; students and those who support them engage in reflection on their progress. There is a clear system for tracking progress toward mastery and the teacher communicates understandable and useful information to students and those who support them. The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success. The teacher has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the teacher and those who support them. Students are consistently aware of their own progress toward mastery of their goals; they are able to identify, reflect on, and discuss their strengths and needs based on clear evidence of progress. Students and those who support them are engaged as full partners in setting goals, monitoring progress, and evaluating and celebrating success. The teacher's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.
4c. Engaging Families and Communities	Respect and Cultural Awareness Community Values Instructional Program Engagement in Learning Experiences	The teacher does not engage students'families or the community, engage them infrequently, or does so disrespectfully. The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias. The teacher does not take the values of families into account when planning learning experiences for designing learning environments. Little or no information about the standards,curriculum, or learning expectations is available to parents. The teacher provides opportunities for families to engage in learning experiences with students.	The teacher makes some efforts to engage families and communities and does so in a respectful manner. The teacher's efforts to engage families and communities are respectful and demonstrate some cultural awareness and a commitment to learn more. The teacher makes some efforts to engage families and communities in contributing to the ethos and values of the learning community. The teacher shares basic information about the standards, curriculum,or learning expectations;the information is limited, inaccessible, or incomplete. The teacher invites families to engage in learning experiences with students but with limited success.	The teacher engages students' families and communities in a culturally respectful manner, making information readily available and inviting participation in the intellectual life of the classroom. The teacher engages families and communities with respect and cultural awareness, learning andaffirming their values and cultural backgrounds. The teacher engages families in co-creating elements of the learning community that reflect the values of the larger community. The teacher frequently shares accessible,informative updates about the standards, curriculum,and/or learning expectations and seeks input from families. The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.	The teacher'frequent and ongoing engagement of families and community demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student. The teacher, students, and families partner together to support student success in a manner that honor the contributions of all and focuses on meeting the needs of students. The teacher, students, and families partner together to establish a learning community that honors the ethos and values of allmembers. The teacher partners with families to ensure that everyone who supports students understand the instructional program and has opportunities to engage thoughtfully in its development. The teacher views and incorporates families as essential partners in learning experiences.
4d. Contributing to School Community and Culture	Relational Trust and Collaborative Spirit Culture of Inquiry and Innovation Service to the School	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school. The teacher's relationship with colleagues are characterized by negativity or combativeness. The teacher avoids activities promoting professional inquiry or only participates when required, making few or negative contributions. The teacher avoids involvement in school events, projects, and initiatives.	The teacher makes modest contributions to the school culture, supporting professional learning and upholding the values of the school. The teacher has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues. The teacher participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success. The teacher participates in school events, projects, and initiatives as expected.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action. The teacher has supportive and collaborative relationships with colleagues that are built on mutual respect and trust. The teacher regularly and actively participates in and contributes thoughtfully to professional inquiry. The teacher makes a substantial contribution to school events, projects, and initiatives.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families. The teacher actively build relational trust with colleagues and models collaboration focused on student success. The teacher takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school. The teacher takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.
4e. Growing and Developing Professionally	Curiosity and Autonomy Developing Cultural Awareness Enhancing Knowledge and Skills Seeking and Acting on Feedback	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly. The teacher demonstrates little or no interest in professional learning and takes no initiative to improve. The teacher demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences. The teacher does not stay current on content and pedagogical knowledge.The teacher resists discussing feedback on their practice or ignores feedback that is given.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is often determined or directed by others. The teacher engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth. The teacher has some cultural knowledge or awareness, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally aware. The teacher engages in activities designed specifically strengthen content and pedagogical knowledge and deeper understanding of curriculum. The teacher invites,accepts, and acts on feedback given by colleagues.	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets. The teacher regularly seeks out and identifies high- quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities. The teacher accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success. The teacher takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues. The teacher invites feedback from colleagues,plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The teacher appropriately exercises autonomy to direct professional learning for themselves and their colleagues, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation. The teacher takes a leadership role in the school, directing their own and others' learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students. The teacher demonstrates cultural awareness, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities. The teacher is an expert and leader in understanding and continuously improving and refining their knowledge of content, pedagogy, and curriculum. The teacher takes a leadership role in supporting a school culture of growth and modeling a process for seeking, providing, and acting on feedback.
Citation:		Derived from the 2022 Charlotte Danielson *Framework for Teaching*			

APPENDIX 17:
LCAP 2026-27

LCFF Budget Overview for Parents

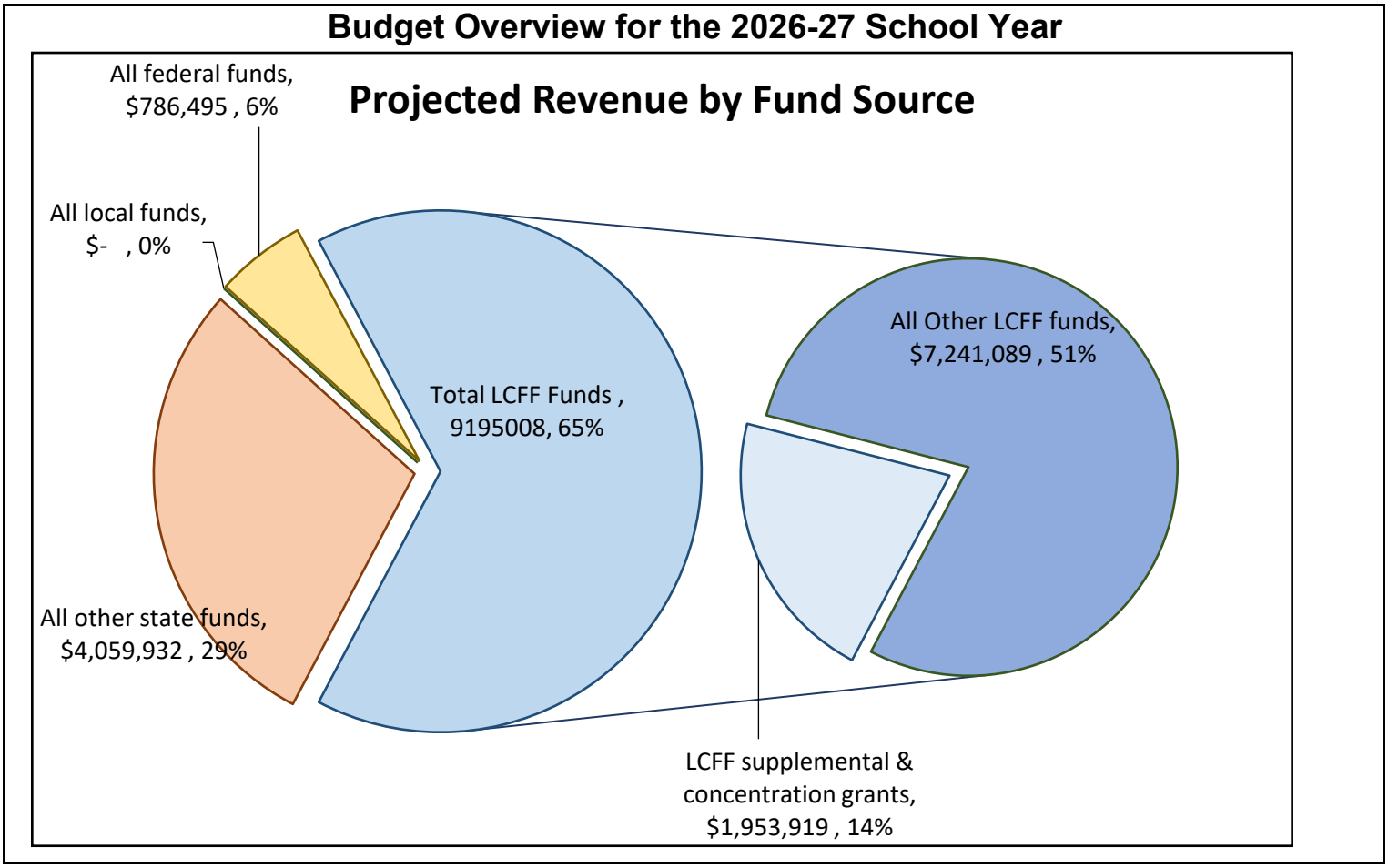
Local Educational Agency (LEA) Name: Rocketship Rising Stars

CDS Code: 43-10439-0133496

School Year: 2026-27

LEA contact information: Benjamin Carson, 501-258-7831, bcarson@rsed.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

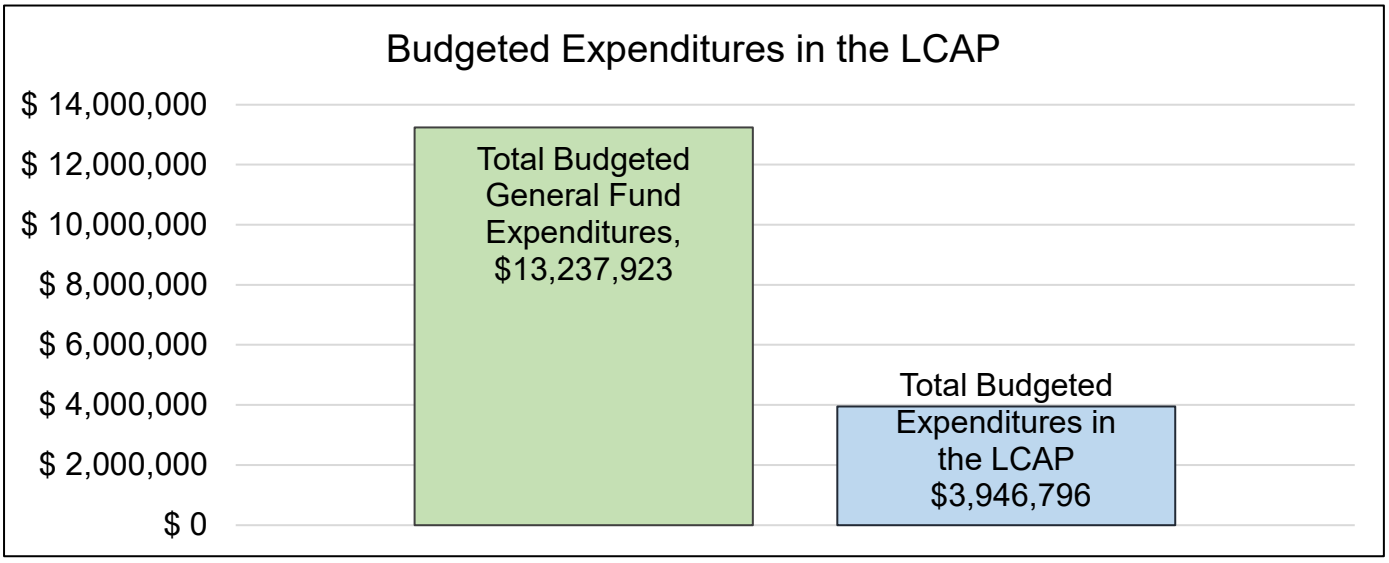


This chart shows the total general purpose revenue Rocketship Rising Stars expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Rising Stars is $14,041,434.34, of which $9,195,008.00 is Local Control Funding Formula (LCFF), $4,059,931.52 is other state funds, $0.00 is local funds, and $786,494.81 is federal funds. Of the $9,195,008.00 in LCFF Funds, $1,953,918.80 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rocketship Rising Stars plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rocketship Rising Stars plans to spend $13,237,922.71 for the 2026-27 school year. Of that amount, $3,946,796.34 is tied to actions/services in the LCAP and $9,291,126.38 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

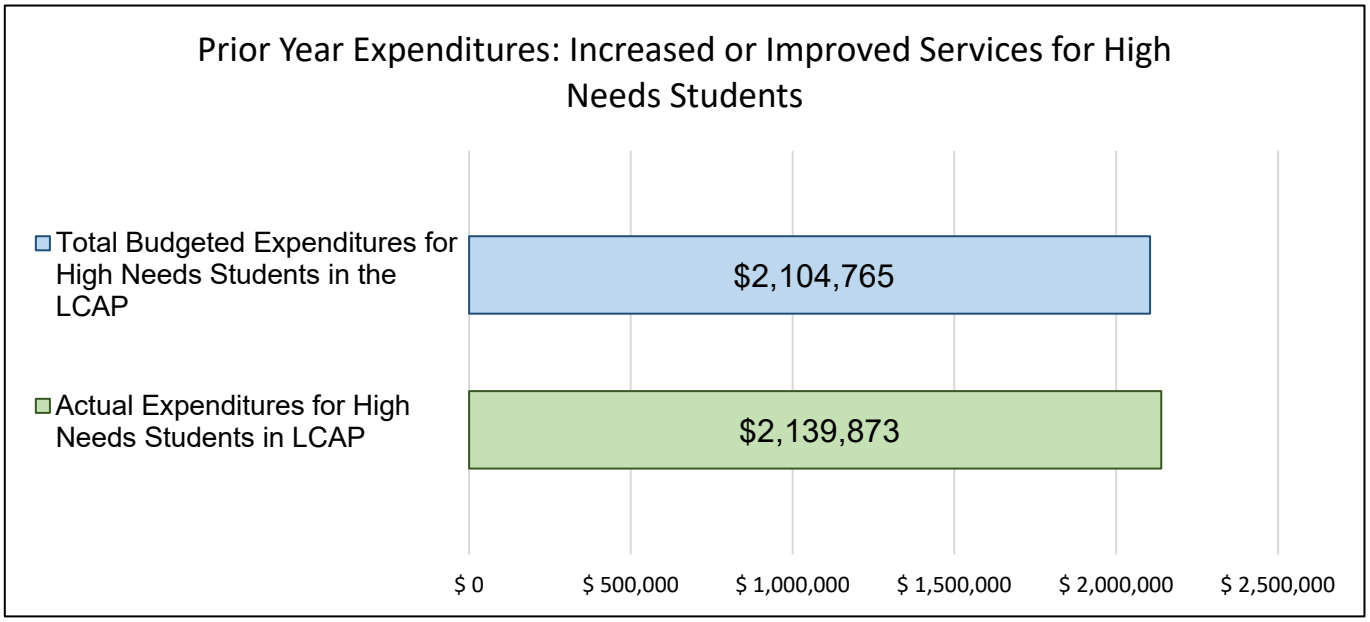
Rent, utilities, food service, core teacher salaries, district admin fees, network service fees, contracts subs, communications,insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Rocketship Rising Stars is projecting it will receive $1,953,918.80 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Rising Stars must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Rising Stars plans to spend $2,206,323.32 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Rocketship Rising Stars budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Rising Stars estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Rocketship Rising Stars's LCAP budgeted $2,104,764.86 for planned actions to increase or improve services for high needs students. Rocketship Rising Stars actually spent $2,139,872.58 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Rising Stars Academy	Alberto Perez, Principal	Info_rrs@rsed.org; (408) 677-4879

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Rocketship Rising Stars (RRS) opened in August 2016. It's the tenth Rocketship campus to open in San Jose. It serves 621 students in grades TK-4. Approximately 66% of the students are socioeconomically disadvantaged, 10% are Homeless, 40% are English learners, 63% are Hispanic/Latinx and 30% are Asian. Additionally, 8.5% of students qualify for special education services.

Rocketship Rising Stars 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 Rising Stars' 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 Rising Stars also operates under the principles that excellent teachers and leaders create transformational schools and engaged families 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 families are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

All Rocketship campuses share four core values -- respect, responsibility, empathy and persistence — and develop a fifth core value as a community. At RRS, this fifth core value is Advocacy.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Rising Stars which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve Rocketeers' proficiency in key content areas, overall and for key

subgroups; Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members; Rocketship families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting families, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Rocketship Rising Stars based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

This school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections for the Lowest Performing Indicators (required to remain in plan for 3-Year LCAP cycle)

RRS has identified a need in English Learner Progress (Red, 44.2%). We will address this need by implementing Required Action 1.3 Services to Support Multilingual Students.

RRS has identified a need in Chronic Absenteeism for the Students with Disabilities (Red, 31.7%) student group. We will address this need by implementing Required Action 1.2 Special Education Supports. RRS has identified a need in Chronic Absenteeism for the English Learner (Red, 32%) student group. We will address this need by implementing Required Action 5.5 Attendance Initiatives.

2025 Dashboard Reflections

Despite a large gain in English Learner Progress in 2024 (+14 percentage points), in 2025 English Learner Progress decreased 27 percentage points with 41% (Red) of English learners (ELs) making progress or maintaining at the highest level on the ELPAC. The school has continued to refine its implementation of the Services to Support Multilingual Students action (1.3) with a clear focus on strengthening instructional practices and improving outcomes for English Learners. Building on insights from last year's data, the school prioritized Designated ELD in 2nd and 3rd grades, conducting consistent weekly walkthroughs to ensure high-quality instruction. These walkthroughs have supported greater coherence and accountability in ELD delivery across classrooms.

In addition, teachers have engaged in multiple professional development opportunities to strengthen Integrated ELD practices. Training in strategies such as Total Physical Response (TPR), GLAD, and the effective use of anchor charts has enhanced teachers' ability to embed language development within core instruction, making content more accessible while promoting academic language.

EL Progress monitoring indicators suggest that overall implementation is on track. However, recent NWEA data revealed that English Learners did not demonstrate the expected level of growth. In response, the school has strategically pivoted to include additional layers of academic support. A key focus has been on improving the quality and frequency of written feedback in both ELA and math, ensuring that students receive targeted guidance to deepen understanding and accelerate progress.

Additionally, Chronic Absenteeism for Students with Disabilities (Red, 21.6%) continues to indicate an area of need. The Chronic Absenteeism rate overall and for all subgroups except Students with Disabilities decreased in 2024-25. To address this need, we will continue implementation of Action 1.2 Special Education Supports in conjunction with Actions 4.4 Care Corps and 5.5 Attendance Initiatives. Students with Disabilities are automatically assigned for CareCorps support in order to prevent chronic absenteeism at the beginning of the year. This year the Care Corps workload shifted to focus primarily on preventing chronic absenteeism by providing families additional services, initiating more home visits, and lowering the thresholds for mandatory meetings. Current year data indicates these efforts are resulting in decreased chronic absenteeism. However, there is still some difficulty with students with moderate to severe disabilities who become ill frequently.

The school continues to demonstrate strong academic outcomes, with notable gains in English Language Arts (+18.4, Green) and Mathematics (+43.4, Blue). These results reflect a sustained focus on strengthening core instruction and will serve as a foundation for further growth through the implementation of Action 1.1: Personalized Learning.

In English Language Arts, the school's recent shift to a more traditional curriculum has provided clearer structures for students to engage with texts. This approach, combined with increased staff stability compared to previous years, has contributed to improved outcomes.

In Mathematics, success has been driven by strong and consistent instructional practices, particularly in the upper grades. Stability in teaching—such as a consistent 4th grade teacher—has supported coherence in instruction and student progress. Additionally, the Assistant Principal has taken an active role in managing upper-grade STEM at the beginning of the year, intentionally targeting skills that have historically been challenging. By previewing and frontloading these concepts, students enter instruction better prepared and more confident.

Across both content areas, the school is working to balance structured, formulaic approaches with intentional personalization. Teachers are supporting students in building meaning while also adapting instruction to meet individual learning needs.

Additionally, the school has maintained a 0% suspension rate (Blue) through consistent implementation of action 4.3 Social Emotional Learning.

Learning Recovery Emergency Block Grant (LREBG)

RRS has $53,607 in unexpended LREBG funds for the 2026-27 school year. **The LREBG funded action may be found in Goal 1, Action 2, Special Education Supports.** The RRS needs assessment substantiated findings from the 2025 Dashboard related to student academic needs in English Language Arts and Mathematics for the students with disabilities subgroup. RRS students need tailored supports to remove barriers to success.

Although RRS runs an inclusion model, we realize that our students with disabilities (SWD) may require additional academic, social-emotional, and adaptive skills support to be successful learners. 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.

This falls under the allowable uses of the LREBG funding by providing additional staffing to reduce teacher:student ratios. Metrics 1.1 and 1.2 CAASPP ELA and Math: % Met or Exceeded Standard for students with disabilities will be used to monitor the effectiveness of this action.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rocketship Rising Stars Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Rocketship Rising Stars Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Rocketship Rising Stars Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Various	The School Site Council, which fulfills the LCAP Parent Advisory Committee role, is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met quarterly throughout the year to reflect on data and provide input on plan development. Our School Site Council participated in a needs analysis process and identified the key successes and challenges for [School] based on the CA School Dashboard for 2025 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP consultation throughout the year. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable.We consulted our SELPA for LCAP input in May of 2026. Parents have the opportunity to provide feedback on services and supports for students with disabilities via the El Dorado Charter SELPA's Community Advisory Committee (CAC) either as participants or as board-approved voting members. Our board meets quarterly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. The LCAP Public hearing was held on May 27, 2026. The LCAP was adopted on June 11, 2026.
Parents	Parents provided LCAP feedback throughout the year through various parent engagement opportunities. These opportunities include, but are not limited to, monthly coffee chats with the principal–Cafecitos, community meetings, and 1:1 meetings with the school leadership team. They also provided feedback through surveys (network and informal school-specific), including the Annual Parent Survey (March 2026).
Teachers, School Staff, Administrators	Teachers, school staff, and school administrators provided LCAP feedback throughout the year in a variety of ways--during regular staff meetings, 1:1 meetings, Brown Bag feedback meetings, monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
Students	Teachers held Community Meetings with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans. Students also provided input on the Student Survey (Winter 2025).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Action 1.3 was modified based on teacher and administrator feedback that the ELPAC Interim Assessment should be discontinued due to time demands, limited instructional usefulness of the data, and overall assessment burden on students. An English Language Development Progress Monitoring (ELD PM) tool was implemented to monitor student progress during instruction in place of it.

Action 1.4 Special Education Supports: Input was gathered during IEP meetings, parent conferences, and School Site Council and English Learner Advisory Committee (SSC/ELAC) meetings throughout the school year. Families and staff emphasized the importance of increased access to specialized services, improved communication between home and school, and expanded mental health supports. This input will guide continued investment in staffing, improved scheduling of services, and enhanced family communication systems moving forward.

Goal 3 Analysis: Parents, Teachers, and Staff appreciate the enhanced sense of safety provided by use of the new security system.

Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

Goal 4 Analysis: Families and Teachers appreciate knowing that if a family is in need, the school will be able to support them with services.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.	Broad Goal

State Priorities addressed by this goal.

This goal addresses state priorities 2-Implementation of State Standards, 4-Pupil Achievement and 8-Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Closing the achievement gap and creating educational equity is of the highest priority for our school. The actions in this goal are designed to develop proficiency in key content areas, combining rigorous grade level instruction with personalization and student supports. The aligned metrics support progress monitoring by capturing growth and proficiency in ELA, Math, Science, and English Language Development. We are proud of the progress of our students and must continue our actions to sustain this progress. We will measure the effectiveness of 1.1 Personalized Learning, 1.2 Special Education Supports, and 1.4 Rocketship Reads actions using the CAASPP ELA, Math, and Science metrics, as well as NWEA Reading and Math results. We will measure the effectiveness of 1.3 Services to Support Multilingual Students through English Learner Progress Indicator and EL Reclassification Rate metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups *Data Source: Data Quest*	All Students: 64.5% English Learners: 44.9% Low Income: 62.7% Students with Disabilities: 28.6% Asian: 92.3% Hispanic/Latinx: 52.8% Data Year: 2022-23	All Students: 59% English Learners: 28.8% Low Income: 57.4% Students with Disabilities: 10.5% Asian: 86.4% Hispanic/Latinx: 46.9% Data Year: 2023-24	All Students: 55.9% English Learners: 27.4% Low Income: 56.3% Students with Disabilities: 27.3% Homeless: 50% Asian: 72.9% Hispanic/Latinx: 48.4% Data Year: 2024-25	70% Data Year: 2025-26	All Students: -8.6 English Learners: -17.5 Low Income: -6.4 Students with Disabilities: -1.3 Asian: -19.4 Hispanic/Latinx: -3.8 Data Year: 2024-25
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups *Data Source: Data Quest*	All Students: 65.4% English Learners: 39.4% Low Income: 65.1% Students with Disabilities: 7.1% Asian: 92.4% Hispanic/Latinx: 52.4% Data Year: 2022-23	All Students: 63.9% English Learners: 41.8% Low Income: 62.3% Students with Disabilities: 10.5% Asian: 92.4% Hispanic/Latinx: 51.9% Data Year: 2023-24	All Students: 68.8% English Learners: 46.8% Low Income: 68.3% Students with Disabilities: 31.8% Homeless: 54.6% Asian: 90% Hispanic/Latinx: 59.9% Data Year: 2024-25	70% Data Year: 2025-26	All Students: +3.4 English Learners: +7.4 Low Income: +3.2 Students with Disabilities: +24.7 Asian: -2.4 Hispanic/Latinx: +7.5 Data Year: 2024-25

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups *Data Source: Data Quest*	N/A	N/A	N/A	31% Data Year: 2025-26	n/a
1.4	Avg Growth Years for Reading on NWEA (K-2) *Data Source: NWEA MAP*	1.08 Years Data Year: 2023-24	1.09 Years Data Year: 2024-25	1.41 Data Year: 2025-26	1.2 Years Data Year: 2026-27	+.33 Data Year: 2025-26
1.5	Avg Growth Years for Math on NWEA (K-2) *Data Source: NWEA MAP*	1.15 Years Data Year: 2023-24	1.19 Years Data Year: 2024-25	1.5 Years Data Year: 2025-26	1.2 Years Data Year: 2026-27	+.35 Data Year: 2025-26
1.6	English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4)) *Data Source: CA Dashboard*	44% Data Year: 2022-23	67.9% Data Year: 2023-24	40.8% Data Year: 2024-25	55% Data Year: 2025-26	-3.2 Data Year: 2024-25
1.7	EL Reclassification Rate *Data Source: SIS Demographics*	11.4% Data Year: 2023-24 (as of 3/29/24)	15.2% Data Year: 2024-25 (as of 4/4/25)	10.8% Data Year: 2025-26	17% Data Year: 2026-27	-0.6 Data Year 2025-26

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 1 actions were implemented as planned, except for in Action 1.3 Services to Support Multilingual Students, the ELPAC Interim Assessment was not administered as planned. Instead, the school began using an English Language Development Progress Monitoring (ELD PM) Tool that is used by teachers to monitor student progress during instruction. The ELD PM supports teacher development on understanding the language continuum and the observable indicators of developing language skills. Teachers progress monitor students every two weeks and use the data to identify focus skills and student groupings for Designated ELD instruction.

Successes and Challenges:

In Action 1.1, Personalized Learning, small group instruction has been strengthened this year to ensure all students receive targeted practice at their appropriate instructional level, along with explicit instruction to support progression to the next level. The use of a consistent curriculum across grade levels has allowed staff to refine and align effective instructional practices to better meet individual student needs. This has also supported greater clarity around which components of the curriculum can be implemented independently by students and which are most effective when delivered through small group instruction.

In 1.2, Special Education Supports,additional assessments and expanded services improved timely identification of student needs and allowed for more targeted interventions. Increased collaboration among staff strengthened implementation of the inclusion model. Students showed improved access to grade-level curriculum, and use of assistive technology increased to support learning and independence.

The school has continued to refine its implementation of the Services to Support Multilingual Students action (1.3) with a clear focus on strengthening instructional practices and improving outcomes for English Learners. Building on insights from last year's data, the school prioritized Designated ELD in 2nd and 3rd grades, conducting consistent weekly walkthroughs to ensure high-quality instruction. These walkthroughs have supported greater coherence and accountability in ELD delivery across classrooms.

In addition, teachers have engaged in multiple professional development opportunities to strengthen Integrated ELD practices. Training in strategies such as Total Physical Response (TPR), GLAD, and the effective use of anchor charts has enhanced teachers' ability to embed language development within core instruction, making content more accessible while promoting academic language.

The 1.4 Rocketship Reads action has been implemented successfully this year with the addition of a book vending machine. Students all have a bookmark that is stamped when they are "caught" reading. When the bookmark is filled up with stamps, students exchange the bookmark for a token that can be used in the book vending machine. The vending machine is stocked with high interest books for students based on student survey results. It continues to be challenging to help students understand the reading levels of books based on DIBELS (harder to identify reading level compared to F and P, our prior assessment tool).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 Special Education Supports budgeted expenditures $ 424,334 and estimated actuals $ 753,023 difference was due to the increased need for special education contracted staff due to open roles and higher than anticipated special education support needs. Contracted staff are more expensive than hiring internal staff.

Action 1.3 Services to Support Multilingual Learners budgeted expenditures $ 68,731 and estimated actuals $ 60,795 difference was due to the ELL software and multi-lingual support staff compensation costs being lower than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 1.1 Personalized Learning and 1.5 Rocketship Reads actions have been showing limited effectiveness overall, as evidenced by decreased scores on the CAASPP ELA, Math and Science assessments. NWEA K-2, where we exceeded our growth targets in both Math and Reading.

Our tier 2 supports during Learning Lab are showing effectiveness with 53% of students provided Tier 2 support by a tutor Tier 2 during Learning Lab time meeting their Dibels Reading growth target for Fall to Winter.

1.2 Special Education Supports actions were highly effective in making progress toward the goal. RRS demonstrated strong gains in CAASPP outcomes for Students with Disabilities, including notable year-over-year improvement in math and/or ELA. The consistent implementation of inclusive practices, strategic staffing, and targeted supports resulted in increased access to grade-level curriculum and measurable academic growth.

Action 1.3 Services to Support Multilingual Students, was somewhat effective. Despite a large gain in English Learner Progress in 2024 (+14 percentage points), in 2025 English Learner Progress decreased 27 percentage points with 41% (Red) of English learners (ELs) making progress or maintaining at the highest level on the ELPAC. EL Progress monitoring indicators suggest that overall implementation is on track. However, recent NWEA data revealed that English Learners did not demonstrate the expected level of growth. In response, the school has strategically pivoted to include additional layers of academic support. A key focus has been on improving the quality and frequency of written feedback in both ELA and math, ensuring that students receive targeted guidance to deepen understanding and accelerate progress.

In 2025-26, we had a reclassification rate of 10.8%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1.1 was modified from a “more than 1:1 student to Chromebook ratio” to “maintain a 1:1 student to Chromebook ratio”. Also, the description was modified to include what will be added to the action in 2026-27.

Action 1.2 was modified to include plans for 2026-27.

Action 1.3 was modified to remove the ELPAC interim and add the ELD progress monitoring tool (as discussed in the first prompt).

The target for Metric 1.6 was adjusted based on this year’s outcome data.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Personalized Learning (Title I and LCFF)	RRS's key instructional practices include personalization, blended learning, data-driven instruction, intervention and teacher specialization. The specific investments for intervention include Intervention 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 our school operates an inclusion model. In particular, our students in Special Education benefit from our Intervention 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 classroom 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 students in Special Education. We invest in Chromebooks and invest budget each year to maintain a 1:1, student to Chromebook ratio. Additionally, we provide robust technological supports to ensure that our students have consistent access to the full curriculum. In 2026-27, the school will maintain the same ELA and Math Tier 2 curriculum. In both subjects, participating students are grouped based on beginning and mid-year benchmark or universal screening scores and receive the intervention either during their core class or during Learning Lab, with support from teachers and tutors in small groups of 3-6 students.	$939,297	

1.2	Special Education Supports (LREBG)	Although RRS runs an inclusion model, we recognize that our students with disabilities (SWD) require additional academic, social-emotional, and adaptive supports to be successful. For 2026–27, the school will deepen its commitment to inclusive practices by strengthening co-teaching models, increasing professional development on Universal Design for Learning (UDL), differentiation, and accommodations, and ensuring students have greater access to grade-level curriculum within the general education setting. Strategic staffing decisions will be prioritized to better align services to student needs, including more intentional scheduling of special education staff, related service providers, and support personnel to maximize push-in services and minimize instructional disruption. The school will also continue to provide comprehensive assessments (psycho-educational, speech-language, and occupational therapy), expand access to mental health and behavioral supports, and ensure the availability of appropriate instructional materials and assistive technology to promote student independence and success. This falls under the allowable uses of the LREBG funding by providing additional staffing to reduce teacher:student ratios. Research that supports the effectiveness of this strategy can be found here: https://doi.org/10.1086/664490. Metrics 1.1 and 1.2 CAASPP ELA and Math: % Met or Exceeded Standard for students with disabilities will be used to monitor the effectiveness of this action.	$725,411 (LREBG $53,607)	

1.3	Services to Support Multilingual Students	Our continued goal is that emerging bilingual students make steady progress towards English language proficiency, by growing at least one level on the ELPAC assessment and reach proficiency prior to 5th grade. This will also benefit students in their access to content instruction, as students who have been reclassified have sustained academic achievement each year. Last year 25-26, we continued to focus on EL Roadmap Principle 2 by explicitly teaching ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We focused on comprehensible input such as vocabulary building, sentence frames for oral language development, and language level prompting to engage students in content. This focus was elevated by GLAD strategies through professional development and coaching support. We invested in an internal English Language Development Progress Monitoring Tool (ELD PM) that requires teachers to use a rubric aligned to the CA ELD Stands Proficiency Level Descriptors to assess student's language abilities. Newcomer supports were amplified through Multilingual Learner Specialists who provided additional direct services to students, where students engage in lessons that addressed not only their English language acquisition needs, but also their social emotional needs. Students also received foundational skills development to improve their reading skills in English. With bilingual Multilingual Learner Specialists, students received home language supports to accelerate English language acquisition. We also continue to elect ELAC Ambassadors to increase family voice in the program implementation and family partnership, and at home supports. In 26-27, we will continue to have strong DELD instruction through coaching, clear look fors, and data analysis of the ELD PM. For integrated ELD strategies, we will continue to use comprehensible input and GLAD strategies so that students move along the language continuum. We will have our ML Specialists continue their support with newcomer interventions as needed and will provide them with more content knowledge development to be able to push into content classes to increase access for students.	$ 59,754	

1.4	Rocketship Reads	Rocketship Rising Stars will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving assessment scores, nurturing lifelong learning, and engaging families in reading events. This will include working with our teachers and all staff members on modeling reading as an everyday activity, using culturally responsive texts to inform them and allow them to build connections to the different cultures within the Rising Stars community. Students read books and share about them with their peers. We have special readings students can do aligned to monthly themes, such as Hispanic Heritage, Black History, Women's History, Asian American Pacific Islander Month, and more. We also engage students with reading through a bedtime story series, with teachers and parents reading and posting favorite stories online.	$110,308	

Goal 2

Goal #	Description	Type of Goal
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal are core components of teacher preparedness and development and access to standards-aligned curriculum and instruction. We will monitor progress toward this goal through implementation of adopted standards, provision of credentialed and properly assigned teachers, and access to standards aligned instructional materials. We will measure the effectiveness of 2.1 High quality, research-based curriculum, 2.2 Professional Development, 2.3 Data Driven Instructional Practices, and 2.4 Instructional Coaching through % of students with access to their own copies of standards aligned instructional materials for use at school and at home and % of adopted standards including ELD standards implemented. We will measure the effectiveness of 2.5 Teacher Credentialing through the Number/% of total and EL teachers credentialed & properly assigned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to their own copies of standards aligned instructional materials for use at school and at home *Data Source: Williams' Textbook Sufficiency Report*	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
2.2	Number/% of total and EL teachers credentialed & properly assigned *Data Source: Internal Staffing Data Tracker*	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	Maintained Data Year: 2025-26	Maintained Data Year: 2024-25
2.3	% of adopted standards including ELD standards implemented *Data Source: Observations and Coaching Logs*	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 2 actions were implemented as planned.

2.1 High-Quality, Research-Based Curriculum: CKLA Integrated and Knowledge was successfully adopted across campuses, with aligned unit launches and bi-weekly coaching cycles supporting implementation. Key challenges included differentiating instruction for below-grade-level readers while maintaining access to grade-level content, as well as the learning curve associated with a new curriculum. Initial differentiation resources have been developed and will continue to be refined.

2.2 Professional Development
Expanding new educator orientation into a three-day experience strengthened alignment and collaboration. The school was also intentional in designing the professional development calendar to ensure content was purposeful, non-repetitive, and responsive to teacher needs. A key challenge was differentiating support for both new and returning teachers while implementing the same curriculum, which will be further refined moving forward. Additionally, the school continues to balance network-wide professional development priorities with site-based needs, while remaining mindful of protecting teachers' work-life balance when making additional demands on their time.

2.3 Data-Driven Instructional Practices: Progress monitoring for English Learners and adoption of Amira improved efficiency and data use. The main area for growth is building teacher capacity to analyze data and take effective instructional action. The teachers are currently implementing strong Tier 1 instructional practices and are responsive to feedback about providing specific Tier 2 and 3 supports.

2.4 Instructional Coaching: New coaching tools strengthened coaches' ability to diagnose and develop teacher practice. A key challenge is accelerating the development of first-year coaches.

2.5 Teacher Credentialing
Rocketship Public Schools has significantly expanded educator development pathways through strengthened university partnerships, increasing access to degree, intern, and residency programs. Through partnerships with Reach University and Rivet School, 10 staff members have earned bachelor's degrees and 15 are currently enrolled, creating a pipeline into credential programs and teaching roles. Rocketship currently supports over 75 educators across credentialing pathways, including Multiple Subject, Education Specialist, and PK–3 programs through Reach University, San José State University, Santa Clara County, and Loyola Marymount University. For the 2025–2026 school year, this includes 44 participants in the Reach Intern Program, 18 enrolled at SJSU (with 15 additional projected), 1 participant in the PK–3 pathway, and 5 residents in LMU's program. The Credentialing & Compliance Team partners closely with universities to streamline program implementation, allowing educators to focus on instructional practice and student outcomes. This expansion reflects significant growth from prior years when Reach was the sole partner. Looking ahead, Rocketship aims to enroll over 50 staff members in intern programs for the 2026–2027 school year.

2.5 Culturally Responsive Pedagogy: The school successfully implemented the Kimochis SEL curriculum in TK–2. The next step is refining a stronger SEL approach for grades 3–5 in 2026–2027.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.4 Instructional Coaching budgeted expenditures $ 224,248 and estimated actuals $ 335,737 difference was due to instructional coaching being primarily conducted by Assistant Principals. This school had more AP's on staff this year vs. budget, resulting in higher instructional coaching expenses.

Action 2.5 Teacher Credentialing budgeted expenditures $ 10,712 and estimated actuals $ 15,274 difference was due to more credentialing support needed for teachers than initially expected, and higher than anticipated costs from external partnership with Reach University.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The High Quality, Research Based Curriculum, Professional Development, Assessments, Data Days, Coaching, and Culturally Responsive Pedagogy actions were highly effective as evidenced by our strong implementation of adopted standards including ELD standards, combined with excellent instructional materials provided to all students, and by our assessment results (see Goal 1) which show growth and progress toward our targets. The Teacher Credentialing action was highly effective as evidenced by the Number/% of total and EL teachers credentialed & properly assigned: 100%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 2.1 has been modified to describe the Rocketship approach as grounded in the “Science of Reading” instead of “Balanced Literacy.” Additionally, language was modified to indicate that the school will be in the second year of CKLA implementation and is adding Tools of the Mind to support our youngest students in the development of self-regulation skills.

Action 2.5 has been modified to describe the expanded opportunities available for teachers and staff to progress towards earning a teaching credential.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	High Quality, Research-based Curriculum	The RRS 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. RRS operates an inclusion model and therefore this core curriculum will benefit all students including students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition. RRS utilizes an approach grounded in the Science of Reading 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 families can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports. For 26-27, we will be refining our approach to CK Integrated for grades 3-5, CKLA Knowledge for K-2 in the second year of implementation to pair with CKLA Skills which has already been in place. We will also be elevating our early childhood education approach by adopting Tools of the Mind to support young students develop self-regulation skills such as focusing attention, persisting at a challenging task, learning how to learn, and managing emotions.	$ 34,000	No

2.2	Professional Development	Professional Development is a critical component of the RRS program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress toward our goals. We will continue to build on the increased differentiation of professional development for teachers and leaders to better meet the adults where they are at. We will adapt the content of professional development as needed, based on the needs of our students, and we will adjust summer professional development for each subsequent year to better prepare teachers and leaders to meet the needs. Summer PD Each summer, RRS 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, and family engagement. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. New teachers attend an additional three days of orientation. 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 RRS has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RRS 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.	$272,742	Yes

2.3	Data Driven Instructional Practices	Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include: • At least one round of STEM state test primer assessment and Science • At least one round of Humanities state test primer assessment • NWEA three times per year for K-2, NWEA three times per year for 3-5. • DIBELS at least three times per year (beginning, middle, and end) • State-mandated CAASPP • State-mandated EL Testing (ELPAC) • Alternative state assessments SANDI and CAA for students identified in their IEP as needing an alternate assessment • Initial and summative Alternative ELPAC for English Learners identified in their IEP as needing an alternate assessment Following administration of each round of end-of-unit assessments, the teachers and their school leader coach engage in a data analysis meeting to 1) identify key trends in student performance, 2) analyze root causes of student learning gaps, 3) develop targeted action steps to address areas of need and improve student outcomes. We also engage in a full-day professional development and data analysis ("Data Days") after our Fall and Winter NWEA windows 3-4 times per year, with two in September, one in January, and sometimes one in March. 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.	$ 92,593	Yes
2.4	Instructional Coaching	The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RRS teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. Teachers also engage in content-focused coaching in like content groups. 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 students in Special Education.	$230,597	Yes

2.5	Teacher Credentialing	Our team will continue to ensure 100% of our teachers are in compliance. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We will be providing staff with additional study resources and PTO designated for Credentialing related items. We hope this will help them feel supported in the process and will enable them to pass exams on their first attempt. We continue to strengthen our Program Partnership with Reach University that provides staff with an Early Completion option and a Traditional Two-year route to earning their Preliminary Credential. We have also launched a new program partnership with San Jose University to support our Education Specialist. Ever expanding access to quality training through various institutions. We continue to strengthen our internal career pathway by also partnering with Reach University to allow staff to earn their bachelor's degree in liberal studies. The Liberal Studies BA further prepares them for the teaching profession by earning equivalency for the Basic Skills and Content knowledge requirements. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 26-27 school year.	$ 11,195	No
2.6	Culturally Responsive Pedagogy	RRS is committed to cultural competence in honoring and welcoming our students' community and elevating our curricula to be more and more representative and culturally competent, providing windows and mirrors for Rocketeers through our classroom libraries and text selection. This includes refining our curriculum with socio-political consciousness, where we are building culturally responsive and inclusive lesson objectives and resources embedded within Humanities and SEL lessons.	$ -	No

Goal 3

Goal #	Description	Type of Goal
3	School environment will be safe, welcoming, joyful, and efficient for all students and families	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

An explanation of why the LEA has developed this goal.

Safety is a top priority, and we believe that a safe, welcoming, joyful and efficient environment forms a strong foundation for learning. The actions in this goal are key components of strong operations and positive school climate. We will monitor progress toward this goal through key indicators of a safe and positive environment-- facilities inspections and perceptions of safety. We will measure the effectiveness of 3.1

Operations Staffing & Development, 3.3 Safety Training, and 3.4 School-wide Operational Systems & Routines through student and family survey results on perceptions of campus safety. We will measure the effectiveness of 3.2 Facilities Maintenance through Facilities Inspections meeting the "good repair" standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of facilities meeting the “good repair” standard *iAuditor Internal Data*	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25
3.2	% of students feel safe on campus (As measured by student survey) *Data Source: Internal Survey*	82% Data Year: 2023-24	85% Data Year: 2024-25	84% Data Year: 2025-26	75% Data Year: 2026-27	+2 Data Year: 2025-26
3.3	% of families feel campus is safe (As measured by family survey) *Data Source: Annual Parent Survey*	92% Data Year: 2023-24	94% Data Year: 2024-25	90% Data Year: 2025-26	85% Data Year: 2026-27	-2 Data Year: 2025-26

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Operations Staffing & Development, additional training provided for operations specialists at the start of the year led to improved implementation of recess protocols, ultimately enhancing student engagement and joy. The most recent Operations walk-through score was 4.9/5, indicating almost all Operations systems are in place and

functioning well. In 3.2 Facilities Maintenance, training operations staff on space-management systems has streamlined teacher access to materials and resulted in higher internal scores for physical space utilization. The 10 year-old RRS campus is starting to show signs of wear and it can be difficult to make the time for maintenance and repairs in the midst of busy campus schedules.

In 3.3 Safety Training, it has been difficult for the BOMs to conduct the weekly safety walkthroughs, where they check all security systems on campus at random times to ensure they are being implemented as planned. Additional attention is being placed on conducting these safety walkthroughs each week to ensure regularity. RRS installed the Ricotta security system this year which provides cameras around the campus perimeter and controls front door access. This additional layer of security has provided families, teachers, staff, and administrators with peace of mind that the campus is safe.

Regarding 3.4 School-wide Operational Systems & Routines, high student support needs earlier this year led to less frequent one-on-one meetings between the Business Operations Manager (BOM) and Operations Specialists. Schedules have since been adjusted to ensure all specialists receive their planned support moving forward. Survey feedback indicates that 90% of BOMs are very satisfied or satisfied with the monthly professional development provided. Operations staff also had positive feedback about the training provided during the summer and wished a similar training could occur in the middle of the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1 Operations Staffing & Development budgeted expenditures $ 639,770 and estimated actuals $ 547,401 difference was due to fewer Operations staff being hired due to challenges hiring and retaining staff.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Facilities Maintenance and Safety Training actions were effective as evidenced by the facilities meet the “good repair” standard: 100% The Operations Staffing & Development and School-wide Operational Systems & Routines actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 84% and % of families feel campus is safe: 90%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work. Overall, our family survey results were very strong in operations.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Operations Staffing & Development	Our school 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. Our BOM serves as safety lead for campus, planning and leading safety training for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding the safety meetings with the school leadership team, and ensuring compliance with required safety drills. Our BOM acts as liaison to ensure safety protocols are followed with afterschool programs as well. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, doing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction.	$557,948	Yes

3.2	Facilities Maintenance	We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the 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. Our school will invest in new furniture to replace aging furniture items. This contributes to a feeling of safety in the classroom. We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site Teachers will be given a budget for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget. 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.	$317,732	No
3.3	Safety Training	We annually update our school safety plan, including feedback from the police and fire departments. In alignment with these plans, we provide a full program of safety training and information to be shared with staff, students and parents. We conduct three annual safety audits to ensure that all safety procedures are being followed, and this feedback is provided to the BOM so they can act on it to ensure all protocols are being followed on campus, including streamlined sign-in procedures for all staff and visitors that provide for a timely understanding of who is entering our school. In our safety plans, we have requested that everyone in the community report any suspicious activities around or on campus to the principal for further investigation. We are training our staff members to use the technology and facilities around them to keep students safe during school and during our extended day programs.	$ 17,243	No

3.4	School-wide Operational Systems & Routines	Our operations team receives feedback on their operations systems and routines three times per year. After each cycle of feedback, they create an action plan to address the feedback. They engage in progress monitoring with their staff to improve the systems in between the cycles of feedback. In order to support our BOM in their critical functions, we provide extensive training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.We continue to invest in the development and p.d. of our Ops Specialists, with opportunities such as network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school p.d.s depending on the topic. We develop areas of technical expertise among our Operations Specialists, such as IT, Compliance, and Behavior Management.	$ -	No

Goal 4

Goal #	Description	Type of Goal
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 6-School Climate; and 7-Course Access.

An explanation of why the LEA has developed this goal.

Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life. Actions in this goal support student development and engagement. We will monitor progress toward this goal through key indicators of climate, course access, and student engagement--suspension/expulsion rates, access to a broad course of study, and student perceptions of connectedness. Specifically, we will measure the effectiveness of 4.1 Enrichment and 4.2 Outdoor Education and Community Experiences through the % of students with access to a broad course of study, including unduplicated students and students with exceptional needs. We will use the student perceptions of connectedness, Suspension rate, and Expulsion rate metrics to measure the effectiveness of 4.3 Social Emotional Learning and 4.4 Care Corps actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students feel connected to at least one staff member (As measured by student survey) *Data Source: Internal Survey*	86% Data Year: 2023-24	83% Data Year: 2024-25	84% Data Year: 2025-26	75% Data Year: 2026-27	-2 Data Year: 2025-26
4.2	Suspension rate for all students and all significant subgroups *Data Source: SIS Discipline Reports*	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.3	Expulsion rate for all students and all significant subgroups *Data Source: SIS Discipline Reports*	0% Data Year: 2023-24 (as of 3/29/24)	0% Data Year 2024-25 (as of 4/4/25)	0% Data Year: 2025-26 (as of 4/26)	All Students: 0% Data Year: 2026-27	Maintained Data Year: 2025-26
4.4	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs *Data Source: SIS Schedule Data*	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	Maintained Data Year: 2024-25

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 4 actions were implemented as planned.

Successes and Challenges:

In **4.1 Enrichment**, the school implemented a new virtual reality coding enrichment using Hello World CS curriculum for upper grade students led by the STEAM teacher Two students from the school have been invited to Google Demo Day to present their projects at the Google Sunnyvale offices. Also for enrichment, the school also has two athletic coaches that have elevated the PE experience for all students this year. Additionally, the school has a Science teacher providing instruction to all K-4 students and there has been large growth in the NWEA MAP Science assessment results from this addition.

In **4.2 Outdoor Education and Community Experiences**, we held successful science camp trips for grades 4 and 5, as indicated by positive student and family feedback. A challenge in 4.2 is the scheduling of the trips in the effort to balance availability and competing calendar events.

In **4.3 Social Emotional Learning** implementation is strong and we see the results with students using the language from their lessons in daily interactions. This is particularly evident during more challenging situations, where students engage in restorative practices to address conflicts and resolve grievances constructively.

Through the **4.4 Care Corps** action, the schools are providing support to thousands of families across the network. Our Care Closet provides free clothing to 50-100 families each month and our food distribution program serves 800 families each month. Vision to Learn is screening and testing all students and those that require additional care get free glasses and/or a referral to a specialist and support throughout that process from our Care Corps Coordinators. RRS families and teachers have expressed appreciation knowing that if families need support services that these services will be available for them.

Additionally, 225 families graduated from Rocketship Parent University, and we added a new set of sessions this fall with the same topics but added more mental health, parenting, grieving, and financial literacy workshops. We also partnered with a technology high school in Palo Alto who donated 25 Mac laptops to our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1 Enrichment budgeted expenditures $ 194,340 and estimated actuals $ 135,128 difference was due to fewer enrichment center coordinators due to shifts in staffing.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (84%), by Suspension rate for all students and all significant subgroups (0%), and by Expulsion rate for all students and all

significant subgroups (0%). While we are pleased with the progress made, we plan to continue to grow our practices in SEL and school mental health, in order to address the increased needs of our students. The Enrichment and Outdoor Education and Community Experiences actions were effective as evidenced by 100% of students with access to a broad course of study. The Care Corps action was effective as evidenced by 88% of parents who report feeling connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”), and the portion of parents with input into decision making (Parent survey participation rate–100%).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 4.2 has been modified to better describe the current camp programs.

Action 4.4 service offerings have been modified in response to feedback from families regarding their needs. The Care Corps program now devotes the majority of their efforts to combatting chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment	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, science, and various other enrichment activities, so that our students, including English learners, low income students, foster youth, and students with exceptional needs, have access to a broad course of study. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.	$ 164,209	Yes

4.2	Outdoor Education and Community Experiences	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 connect the learning to the curriculum 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 experiences are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for a 4 day overnight trip of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home. Field trips and overnight trips will be held to the extent possible in consideration of public health guidelines, availability, and stakeholder input.	$ 71,300	Yes

4.3	Social Emotional Learning	At Rocketship Rising Stars we look to the Collaborative for Academic, Social, and Emotional Learning (CASEL) to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our Rocketship core values. Our Tier 1 SEL Curriculum is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. In addition to the classroom level community meeting, each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together as a community. This usually includes one of the core values being emphasized and celebrated (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 kindness/bullying prevention. 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 (PBIS) is a framework for creating learning environments that are consistent, predictable, positive, and safe. Our school has a PBIS Team comprised of a cross-section of staff members, including teachers, school leaders, and operational and support staff members, who work to support positive behavior and behavior interventions at the school. We screen students for behavioral and social concerns using a universal screener and provide Tier 2 and Tier 3 social and behavioral support, as needed. We also utilize Wellness Counselors for individual student support and providing small group support working with the SEL curriculum and other evidenced-based and trauma-informed curriculum.	$ 85,028	No

4.4	Care Corps	In order for our students to have the capacity to learn and grow--and the space to become life-long learners--they need to have their basic needs (e.g., food, shelter, safety) met. Our Care Corps staff regularly check in with families and teachers throughout the school year to identify families who may benefit from community support in making sure that their students' needs are all met. Care Corps staff are familiar with community resources, including those available to Rocketship families due to partnerships with community organizations, and can refer families to resources that will meet their needs. Care Corps staff follow up with families to make sure that they are successful in accessing those resources and that their students are able to come to school ready to learn. We have expanded our Care Corps program to be an internal wrap-around Community Schools program supporting families with accessing medical, dental, mental, financial, immigration, and other various services at each of our 13 Bay Area school sites. This program is an integrated student support program working to address out-of-school barriers to learning through partnerships with social and health service agencies and providers. We have four main initiatives: **Food Distribution:** We service 800 families every month across San Jose and East Bay. **Care Closet:** Free clothing families can access either at food distribution sites or on campus Rocketship Parent University: Parent workshops in evenings throughout week on topics such as parenting, digital literacy, and Know Your Rights workshops (immigration, college access, housing, for example). **Health Screenings:** Conduct health screenings for all students, including vision, hearing, and dental through the Healthy Kids Foundation. Partner with Bay Area Community Health Clinics to provide Rocketeers with the CA required school immunizations. **Chronic Absenteeism Support and Family Engagement** Our Coordinators now partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases. In addition, Coordinators provide direct support to families through: ● Family needs assessments and referrals to community resources and services	$ 26,669	No

		• Home visits and wellness checks • Engagement in attendance recognition and celebration events on campus • Planning and co- facilitating community attendance workshops. • Supporting and leading the implementation of the RPS Attendance Escalation Protocols to strengthen and build strong family partnerships and increase student learning time.		

Goal 5

Goal #	Description	Type of Goal
5	Rocketship families are engaged in their students' education and advocate for their communities.	Broad Goal

State Priorities addressed by this goal.

This broad goal addresses state priorities 3-Parent Engagement (see Action 5.1 below for how the school promotes participation of parents of unduplicated pupils and pupils with exceptional needs) and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

We believe that families are their student's first teachers and are critical partners in student and school success. It is our responsibility to ensure all families have access to engage meaningfully with our schools, including those who speak a language other than English. Therefore, we must build and cultivate a strong sense of community where families build strong relationships with each other and with our teams to ensure families' basic needs are met.

Actions in this goal are key components of student and family engagement. We will monitor progress toward this goal through key indicators of engagement--attendance and absenteeism rates and measures of family outreach, parent involvement, and parent perceptions of satisfaction and connectedness. Specifically, we will measure the effectiveness of 5.1 Family Engagement, 5.2 Family Advocacy and Leadership, 5.3 School-Family Partnership, and 5.4 Los Dichos through % of parents who are involved, % of home visits completed, parent satisfaction and connectedness survey results, and parent input into decision making metrics. We plan to measure the effectiveness of 5.5 Attendance Initiatives through Attendance rate and Chronic Absenteeism rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

5.1	Average Daily Attendance *Data Source: SIS Attendance Reports*	93.7% Data Year: 2023-24 (as of 3/29/24)	93.7% Data Year 2024-25 (as of 4/4/25)	94.1% Data Year: 2025-26 (as of 4/28/26)	94% Data Year: 2026-27	+ .4 Data Year: 2025-26
5.2	Chronic Absenteeism rate for all students and all significant subgroups *Data Source: SIS Attendance Reports*	All Students: 20.3% English Learners: 20.5% Low Income: 19.1%Students with Disabilities: 18.6% Homeless: 32.6%Asian: 9.2% Black: 30.0% Hispanic/Latinx: 25.5% Data Year: 2023-24 (as of 3/29/24)	All Students: 20.9% English Learners: 16.7% Low Income: 21.2% Students with Disabilities: 19.0% Homeless: 26.2% Asian: 9.5% Black: 26.1% Hispanic/Latinx: 26.5% White: n<10 Data Year: 2024-25 (as of 4/4/25)	All Students: 18% Data Year: 2025-26 (as of 4/28/26)	All Students: 20% Data Year: 2026-27	-1.7 Data Year: 2025-26
5.3	% of parents are involved (% parents on track to complete participation hours) *Data Source: Internal HelpCounter Data*	82% Data Year 2023-24 (as of 5/3/24)	75% Data Year 2024-25 (as of 4/4/25)	87% Data Year: 2025-26	90% Data Year 2026-27	+5 Data Year: 2025-26

5.4	% Home visits completed *Data Source: Internal Data*	97% Data Year 2023-24	100% Data Year: 2024-25	99% Data Year: 2025-26	95% Data Year 2026-27	+2 Data Year: 2025-26
5.5	% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) *Data Source: Annual Parent Survey*	83% Data Year 2023-24	91% Data Year: 2024-25	89% Data Year: 2025-26	90% Data Year 2026-27	+6 Data Year: 2025-26
5.6	% of parents connected (As measured by parent survey question, “My Rocketship school has a strong and committed community that actively encourages family participation”) *Data Source: Annual Parent Survey*	85% Data Year: 2023-24	87% Data Year: 2024-25	88% Data Year: 2025-26	85% Data Year 2026-27	+3 Data Year: 2025-26
5.7	Portion of parents with input into decision making (Parent survey participation rate) *Data Source: Annual Parent Survey*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	90% Data Year 2026-27	Maintained Data Year: 2025-26

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All Goal 5 actions were implemented as planned.

Successes and Challenges:

In 5.1 Family Engagement, RRS continues to hold monthly Cafecitos with approximately 70-90 parents attending each time. Additionally, the monthly family events are usually attended by about 100 family members.

In Action 5.2 Family Advocacy and Leadership, the school has experienced some challenges in identifying meeting dates that accommodate all parent leaders for SSC meetings. Despite this, family engagement remains strong, with 100% participation in the Fall survey and 79% participation in the Spring survey as of March 18. Parents have expressed appreciation for how the school uses survey data to inform decision-making and communicate resulting changes. For example, after families raised concerns about students being outside during inclement weather for Launch and Landing, the school adjusted temperature thresholds and clearly communicated these updates to families.

The RRS Los Dichos action is a huge success with over 100 readers participating each month. RRS made it a priority to increase family participation in the Los Dichos events this year and used multiple methods of communication to accomplish this, including teachers calling parents to sign them up for each event. This year RRS hosted a Literacy Night with Los Dichos at the Seven Trees Branch Library that attracted 529 attendees (294 family members, 184 students, all school staff).

In 5.5 Attendance Initiatives, a success is how our Coordinators and Office Managers work closely to identify chronically absent students with the highest needs. This year the Care Corps workload shifted to focus primarily on preventing chronic absenteeism by providing families additional services, initiating more home visits, and lowering the thresholds for mandatory meetings. Current year data indicates these efforts are resulting in decreased chronic absenteeism. However, there is still some difficulty with students with moderate to severe disabilities who become ill frequently.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.5 Attendance Initiatives budgeted expenditures $ 16,758 and estimated actuals $ 22,516 difference was due to higher personnel costs than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Parent engagement, Parent Advocacy and Leadership, and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (87%). Parent Advocacy and Leadership was effective as evidenced by % Home visits completed (99%) School Family Partnership was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (89%). 5.6 Attendance Initiatives was effective Average Daily Attendance (94%), by Chronic Absenteeism rate for all students and all significant subgroups (18% overall).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 5.5 Attendance Initiatives, the action description has been updated to provide more detail on our program to address chronic absenteeism. We have moved away from 9 weeks of case managing 15 families to now doing outreach and support to all chronically absent families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Family Engagement	We have designed our family engagement model ***with particular attention to encouraging participation of parents and guardians of our low income students, English learners, foster youth, and students with exceptional needs.*** To accomplish this, we leverage key communication structures and core family engagement opportunities for all families, including: **Communication:** We keep our families informed through monthly calendars, messaging from school to families, an active social media presence, Google calendar. We seek family input through many channels, including twice annual family surveys. We conduct a smaller survey after the first 30 days of school in order to get actionable feedback which is then analyzed and addressed. We conduct a more comprehensive survey in spring to assess the impact of adjustments made and inform plans for the coming year. **Relationship Building:** We engage in home visits, challenging the traditional school-family power dynamic by going to our families' homes and building relationships with them. We also hold Family Conferences three times per year, and we host an annual New Family Spring Welcome Party. **Cafecitos:** An open forum to build relationships, share feedback, brainstorm opportunities, celebrate community/school wins, and learn about important school priorities/updates with the Principal and other school leaders. **Academic Partnership Meetings:** We hold Academic Partnership meetings (such as Literacy Night) to increase awareness and provide skill-building opportunities for families to partner with the school to positively impact academic student outcomes. **Family Events:** Family events strengthen relationships between the school and at home by fostering joyful and engaging experiences for all. We also want our students to feel seen and know their whole identity is celebrated. These are meaningful experiences for the entire community to celebrate diverse cultures and build relationships in fun and engaging ways. Examples include: Día del Niño, Tet, Día de los Muertos, Lunar New Year, Black History Cultural Events, Holi, Diwali, Winter Showcase/Wonderland, Talent Show, Movie Nights, or Middle School Expo. We hold summer events, such as Family Orientation and Back to School BBQ. We also hold Rocketeer Recognition Ceremonies to celebrate student growth and achievement. **College Visits:** We hold an annual college trip to foster a college-going culture by allowing families and Rocketeers to see themselves on a college campus.	$ 122,662	Yes

		Family Partnership: We provide our families with opportunities to foster meaningful academic engagement and partnership both in and out of school, including, in addition to the above options, chaperoning camp/field trips, volunteering in class or on campus, engaging in out-of-school projects with students, and posting/sharing photos of engaging with students in extracurricular events.		
5.2	Family Advocacy and Leadership	In engaging families, we believe it is critical to partner and co-create pathways for self-advocacy and critical consciousness that families can use to navigate the educational and political systems in and outside of Rocketship. We want our families to challenge the inequities they see and seek opportunities to elevate their voices as they advocate for their student/s within Rocketship and beyond. Advocacy opportunities for all families include: **School Site Council (SSC) and English Learner Advisory Committee (ELAC):** These committees provide a space where parents can provide feedback on various school-related issues and provide the opportunity for our school team and parents to work collaboratively for the betterment of students and the school community. ELAC has a special focus on meeting the needs of our Multilingual Learners. **Regional Advisory Board:** We will continue working through our Regional Advisory Board parent group, which consists of the parent leaders of each school site council. The Regional Advisory Board meetings regularly to offer feedback to our board and regional leadership. **California Leadership Organizing Committee (CLOC):** The CLOC is a collective of organizing leaders, comprised of families and staff, that unite to do collaborative work advocating for educational justice and beyond in our community.	$ -	No
5.3	School-Family Partnership	Rocketship's school leadership team, consisting of the principal, assistant principal, and the business operations manager (BOM) and the office manager (OM), serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums. Through the launch of our Coordination of Services Team (COST), schools will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.	$ 59,393	No

5.4	Los Dichos	Los Dichos is a parent, family, and community engagement activity where family members read stories that represent cultural and linguistic diversity of students. The books read are multilingual and teach students about various cultures and values. Each book has a dicho, or saying, that teaches a lesson to the students and reflects the story. After reading the book, parents and program facilitators lead activities and discussion on various topics such as family pride, peaceful conflict resolution, and other values. The Los Dichos program includes outreach to families, inviting them to be a part of what is happening in their students' learning. The program helps families, especially those families who speak Spanish or Vietnamese as their primary language, find pathways to help their children to improve their academic achievement and become active participants in the education of their children. The family members begin by taking an introductory course on developmental assets by a Rocketship's Los Dichos staff. We recruit 1 family member from each school site to serve as the Los Dichos lead parent to work in collaboration with school leaders, parents, and Rocketship Coordinators to ensure the program's implementation at each school. The Los Dichos Program Manager and Rocketship Coordinators meet monthly to review and discuss lesson plans and activities before going into the classroom.	$ 30,400	No

5.5	Attendance Initiatives	We work to ensure that our campuses are warm, welcoming, joyful environments that cultivate communities of deeply engaged families so that Rocketeers truly enjoy and look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress and is an indicator of family engagement. We have learned that student attendance is impacted by many factors including unmet basic needs, transportation, etc. For this reason, we prioritize wrap-around services and resources for our families, primarily provided through our Care Corps action. In addition to providing a positive school environment and services to support basic needs of families, we have established tiered attendance systems and protocols to support regular school attendance. **Tier I:** Everyone has access to: ● School health screenings for vision, dental and hearing. ● Immunization Clinics ● Rocketship Parent University courses like ESL, parenting, digital literacy workshops, etc **Tier II:** ● Self referral ICARE Form ● Proactive outreach to MKV families & conduct needs assessments ● Partner organization referrals (HMIS- VI-SPDAT/ BACH/ Seneca) ● Supporting school with community attendance meetings (SART- School Attendance Review Team) ● Attendance Family Workshops ● Support with school wide attendance recognitions and cultural celebrations **Tier III:Chronic Absenteeism Support and Family Engagement** Our Coordinators partner with families, coordinating and escalating attendance protocols in close collaboration with Operations Managers, Assistant Principals, Principals, and other onsite stakeholders. By actively participating in MTSS meetings, Coordinators provide a critical community-centered perspective, ensuring that family and community needs are integrated into student support planning. All Care Corps Coordinators play an essential role in maintaining low Chronic Absenteeism rates while supporting ADA increases.	$ 18,318	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,953,919	$210,611

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.984%	0%	$0	26.984%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.1 Personalized Learning 1.4 Rocketship Reads 2.2 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2025 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that the EL group is at yellow level (+5.3) and SED group is at green level (+17.9). In Math, both groups are at blue level (EL +36.1, SED +40.7). We had red level performance in 2025 on the English Learner Progress Indicator, with 40.8% of students making progress towards English language proficiency. Our English learners and socioeconomically disadvantaged students need teachers who can provide differentiated instruction to meet their varied needs.	Based on a review of data, we have designed the 2025-27 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Every Rocketship student is provided personalized learning. Personalized learning is about reaching each student with the right content at the right time using the right method of instruction. This process is guided by assessment data. Implementing a regular cycle of assessments ensures that our teachers have accurate data for instruction. Data Driven Instructional Practices provide high quality assessments and professional development time set aside for teachers to analyze data and plan differentiated lessons and supports. 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 instructional coaching helps our teachers better understand how to meet the needs of their students, particularly EL, Foster Youth and low-income students. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with ELA and/or Math will benefit, they are LEA-wide actions.	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

3.1 Business Operations Manager 4.1 Enrichment 4.2 Field Trips	In 2025, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2026 survey results showed that 84% of students feel safe on campus and 84% of students feel a sense of connectedness at school. Our English learners and socioeconomically disadvantaged students need a positive school culture and climate that is responsive to their specific needs, nurtures their social emotional well being, and provides enriching opportunities for growth.	Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and progress yet to be made. Operations Staffing & Development School-wide Operational Systems & Routines are actions designed to foster that positive culture and climate. Critical components of these additional efforts are operations staff positions--our Business Operations Manager who ensures a safe, clean school campus in order to ensure the best environment for learning and our Operations Specialists who ensure students can safely and efficiently transition during different times of the day. Supporting their efforts is the School-wide Operational Systems & Routines, which provides a structure for the work of operations that is informed by data and enhanced by a continuous improvement cycle and frequent professional development and coaching. We provide Enrichment opportunities and field trips to support the development of the whole child. Outdoor Education and Community Experiences provide opportunities to engage outside of the traditional classroom. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all students struggling with engagement will benefit, they are LEA-wide actions.	3.2 % of students feel safe on campus 4.1 % of students feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2026 survey and internal data showed that 89% of parents were satisfied with their school, 87% of parents were involved in their school, and 99% of families received home visits. In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Families of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Families of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.	A robust Family Engagement program provides families additional avenues for communication, input, and engagement that are tailored to their needs and responsive to their feedback. These actions are designed to meet the needs most associated with our low income students, foster youth and English learners (see above). However, because we expect that all families will benefit, they are LEA-wide actions.	5.3 % of parents are involved (% parents on track to complete participation hours) 5.4 % Home visits completed 5.5 % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Rocketship Rising Stars is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RRS does not receive enough additional concentration grant funding to hire additional staff, but instead we are using it to retain staff that provide direct services to students, specifically Operations Specialists, in alignment with Goal 3, Action 1, Operations Staffing and Development. The direct increased services that this will provide to students include supporting arrival and dismissal, meal programs, daily transitions on campus, and recess and lunch for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 7,241,089	$ 1,953,919	26.984%	0.000%	26.984%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,532,034	$ 985,347	$ -	$ 429,416	$ 3,946,796.34	$ 2,828,056	$ 1,118,740

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Personalized Learning	All	Yes	LEA-wide	All	RRS	Ongoing	$ 807,276	$ 132,021	$ 583,965	$ -	$ -	$ 355,331	$ 939,297	0.000%
1	2	Special Education Supports	Special Education	No	LEA-wide	N/A	RRS	Ongoing	$ 272,275	$ 453,136	$ -	$ 722,275	$ -	$ 3,136	$ 725,411	0.000%
1	3	Services to Support Multilingual Students	English Learners	No	Limited	N/A	RRS	Ongoing	$ 49,504	$ 10,250	$ -	$ -	$ -	$ 59,754	$ 59,754	0.000%
1	4	Rocketship Reads	All	Yes	LEA-wide	All	RRS	Ongoing	$ 110,308	$ -	$ 110,308	$ -	$ -	$ -	$ 110,308	0.000%
2	1	High quality, research-based curriculum	All	No	LEA-wide	N/A	RRS	Ongoing	$ -	$ 34,000	$ 34,000	$ -	$ -	$ -	$ 34,000	0.000%
2	2	Professional Development	All	Yes	LEA-wide	All	RRS	Ongoing	$ 244,754	$ 27,988	$ 272,742	$ -	$ -	$ -	$ 272,742	0.000%
2	3	Data Driven Instructional Practices	All	Yes	LEA-wide	All	RRS	Ongoing	$ 50,206	$ 42,387	$ 92,593	$ -	$ -	$ -	$ 92,593	0.000%
2	4	Instructional Coaching	All	Yes	LEA-wide	All	RRS	Ongoing	$ 230,597	$ -	$ 230,597	$ -	$ -	$ -	$ 230,597	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide	N/A	RRS	Ongoing	$ -	$ 11,195	$ -	$ -	$ -	$ 11,195	$ 11,195	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide	N/A	RRS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Operations Staffing & Development	All	Yes	LEA-wide	All	RRS	Ongoing	$ 557,948	$ -	$ 557,948	$ -	$ -	$ -	$ 557,948	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide	N/A	RRS	Ongoing	$ -	$ 317,732	$ 196,756	$ 120,976	$ -	$ -	$ 317,732	0.000%
3	3	Safety Training	All	No	LEA-wide	N/A	RRS	Ongoing	$ 6,513	$ 10,731	$ 17,243	$ -	$ -	$ -	$ 17,243	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide	N/A	RRS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment	All	Yes	LEA-wide	All	RRS	Ongoing	$ 164,209	$ -	$ 164,209	$ -	$ -	$ -	$ 164,209	0.000%
4	2	Outdoor Education and Community Experiences	All	Yes	LEA-wide	All	RRS	Ongoing	$ -	$ 71,300	$ 71,300	$ -	$ -	$ -	$ 71,300	0.000%
4	3	Social Emotional Learning	All	No	LEA-wide	All	RRS	Ongoing	$ 85,028	$ -	$ -	$ 85,028	$ -	$ -	$ 85,028	0.000%
4	4	Care Corps	All	No	LEA-wide	N/A	RRS	Ongoing	$ 26,669	$ -	$ -	$ 26,669	$ -	$ -	$ 26,669	0.000%
5	1	Family Engagement	All	Yes	LEA-wide	All	RRS	Ongoing	$ 115,162	$ 7,500	$ 122,662	$ -	$ -	$ -	$ 122,662	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide	N/A	RRS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide	N/A	RRS	Ongoing	$ 59,393	$ -	$ 59,393	$ -	$ -	$ -	$ 59,393	0.000%
5	4	Los Dichos	All	No	LEA-wide	N/A	RRS	Ongoing	$ 30,400	$ -	$ -	$ 30,400	$ -	$ -	$ 30,400	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide	N/A	RRS	Ongoing	$ 17,818	$ 500	$ 18,318	$ -	$ -	$ -	$ 18,318	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 7,241,089	$ 1,953,919	26.984%	0.000%	26.984%	$ 2,206,323	0.000%	30.469%	**Total:**	$ 2,206,323
								LEA-wide Total:	$ 2,206,323
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Personalized Learning	Yes	LEA-wide	All	RRS	$ 583,965	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RRS	$ 110,308	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RRS	$ 272,742	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RRS	$ 92,593	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RRS	$ 230,597	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RRS	$ 557,948	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RRS	$ 164,209	0.000%
4	2	Outdoor Education and Community Experiences	Yes	LEA-wide	All	RRS	$ 71,300	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RRS	$ 122,662	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,914,873.78	$ 4,311,834.74

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Personalized Learning	Yes	$ 952,916	$ 1,031,034
1	2	Special Education Supports	No	$ 424,334	$ 753,023
1	3	Services to Support Multilingual Students	No	$ 68,731	$ 60,795
1	4	Rocketship Reads	Yes	$ 109,904	$ 118,696
2	1	High quality, research-based curriculum	No	$ 53,059	$ 47,495
2	2	Professional Development	Yes	$ 243,773	$ 266,394
2	3	Data Driven Instructional Practices	Yes	$ 78,506	$ 71,730
2	4	Instructional Coaching	Yes	$ 224,248	$ 335,737
2	5	Teacher Credentialing	No	$ 10,712	$ 15,274
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Operations Staffing & Development	Yes	$ 639,770	$ 547,401
3	2	Facilities Maintenance	No	$ 274,266	$ 265,153
3	3	Safety Training	No	$ 17,764	$ 19,482
3	4	School-wide Operational Systems & Routines	No	$ -	$ -
4	1	Enrichment	Yes	$ 194,340	$ 135,128
4	2	Outdoor Education and Community Experiences	Yes	$ 68,248	$ 64,661
4	3	Social Emotional Learning	Yes	$ 199,475	$ 199,743
4	4	Care Corps	No	$ 138,784	$ 147,626
5	1	Family Engagement	Yes	$ 113,992	$ 120,016
5	2	Family Advocacy and Leadership	No	$ -	$ -
5	3	School-Family Partnership	No	$ 54,192	$ 58,134
5	4	Los Dichos	No	$ 31,102	$ 31,799
5	5	Attendance Initiatives	No	$ 16,758	$ 22,516

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,038,817	$ 2,104,765	$ 2,139,873	$ (35,108)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Personalized Learning	Yes	$ 431,983	$ 480,111.44	0.000%	0.000%
1	4	Rocketship Reads	Yes	$ 109,904	$ 118,695.80	0.000%	0.000%
2	2	Professional Development	Yes	$ 243,773	$ 266,393.77	0.000%	0.000%
2	3	Data Driven Instructional Practices	Yes	$ 78,506	$ 71,729.58	0.000%	0.000%
2	4	Instructional Coaching	Yes	$ 224,248	$ 335,736.82	0.000%	0.000%
3	1	Operations Staffing & Development	Yes	$ 639,770	$ 547,401.03	0.000%	0.000%
4	1	Enrichment	Yes	$ 194,340	$ 135,127.97	0.000%	0.000%
4	2	Outdoor Education and Community Experiences	Yes	$ 68,248	$ 64,660.56	0.000%	0.000%
4	3	Social Emotional Learning	Yes	$ -		0.000%	0.000%
5	1	Family Engagement	Yes	$ 113,992	$ 120,015.61	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 6,741,883	$ 2,038,817	0.000%	30.241%	$ 2,139,873	0.000%	31.740%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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 *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.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

Local Control and Accountability Plan Instructions

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Local Control and Accountability Plan Instructions

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support 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

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Local Control and Accountability Plan Instructions

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

Local Control and Accountability Plan Instructions

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

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- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

Local Control and Accountability Plan Instructions

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Local Control and Accountability Plan Instructions

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

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Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

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- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

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Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *o* Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - *o* As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

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Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

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Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is 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 transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

APPENDIX 18:
ARTICLES OF INCORPORATION

B0957-6753 09/02/2022 5:00 PM Received by California Secretary of State

Certificate Verification No.: 043723428 Date: 09/09/2022

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For Office Use Only

-FILED-

File No.: BA20220819658

Date Filed: 9/2/2022

AMENDED AND RESTATED ARTICLES OF INCORPORATION OF ROCKETSHIP EDUCATION

The undersigned hereby certify that:

1. They are the president and the secretary, respectively, of Rocketship Education, a California nonprofit public benefit corporation with California Entity Number 2853527.

2. The articles of incorporation of the corporation are amended and restated to read as follows:

I. NAME

The name of this corporation is Rocketship Education.

II. PURPOSE

A. This 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 charitable purposes.

B. The specific purposes of this corporation are to manage, operate, guide, direct and promote one or more public charter or other schools, other educational or community programs, and other charitable purposes.

III. TAX-EXEMPT STATUS

A. This corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of future United States internal revenue law (hereinafter, the "Code").

B. No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, any officer, director or other private person, except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make distributions in furtherance of its exempt purposes. No substantial part of the activities of this corporation is or will be the carrying on of propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in or intervene in any political campaign (including publishing or distribution of statements) on behalf of (or in opposition to) any candidate for public office.

C. Notwithstanding any other provision of these Articles, this 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 Code; or (b) a corporation contributions to which are deductible under Section 170(c)(2) of the Code.

B0957-6754 09/02/2022 5:00 PM Received by California Secretary of State

Certificate Verification No.: 043723428 Date: 09/09/2022

IV. IRREVOCABLE DEDICATION OF PROPERTY

A. The property of this corporation is irrevocably dedicated to charitable purposes, which may include educational purposes, as defined in California Revenue and Taxation Code Section 214(j), and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member hereof or to the benefit of any private person.

B. Upon dissolution or winding up of this corporation, after paying or adequately providing for the corporation's debts and obligations, its remaining assets shall be distributed to a nonprofit fund, foundation, association or corporation that is organized and operated exclusively for charitable purposes, which may include educational purposes (as such terms are used in Section 501(c)(3) of the Code), meeting the requirements of California Revenue and Taxation Code Section 214(j), and which has established its tax-exempt status under Section 501(c)(3) of the Code, as amended. For purposes of the foregoing, in the event that this corporation has contractually agreed with one or more charter school authorizers to more specific beneficiaries of remaining assets at dissolution, then the authorizer approved dissolution beneficiaries shall be required, so long as they meet the then-applicable Code requirements.

3. The foregoing amended and restated articles of incorporation have been duly approved by the corporation's board of directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of their own knowledge.

Dated: August 25, 2022

Louis Jordan, President

Greg Stanger, Secretary

APPENDIX 19:

Rocketship Education Sixth Amended Bylaws - Adopted June 11, 2026

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SIXTH AMENDED AND RESTATED BYLAWS
OF
ROCKETSHIP EDUCATION
DBA ROCKETSHIP PUBLIC SCHOOLS

Adopted June 2026

(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 2001 Gateway Place, Ste 230 E, San Jose, CA 95110. 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.

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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 charitable 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 another public school that meets the requirements of Section III.A of the IRS Notice 2015-07 for participation in Government Plans under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State.

Article VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. The Corporation shall have no members within the meaning of the CNPBCL.

Article VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the CNPBCL and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board of Directors may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Article VII, Section 1 of these bylaws, but subject to the same limitations, the Board of Directors

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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. A minimum of two board seats shall be reserved for parents of current Rocketship Education students. Parents filling these board seats shall also serve on the Regional Advisory Council.

Section 4. AUTHORIZER DESIGNATED REPRESENTATIVE. Per Education Code Section 47604(c), each California-based authorizer of Rocketship Education is entitled to a Representative to the Board who shall serve solely in the authorizer's discretion ("Authorizer Representative"). The Authorizer Representative shall be a full voting member of the Board with all the rights and duties of any Board member with no limitations on his/her authority or responsibilities (with the exception that the Authorizer Representative shall not serve as an officer of Rocketship Education or any of its affiliates). The Authorizer Representative shall be reviewed by the Nominating Committee and all other approval protocols followed by other nominated members of the Rocketship Board. The Authorizer Representative shall comply with all duties under law, including but not limited to disclosure obligations under the Political Reform Act (Form 700), conflict of interest requirements, prohibitions and other expectations of fiduciary duty as such expectations apply to all other Board members. However, there shall be no limit on the number of consecutive or total terms the Charter Representative may serve, as long as the charter Authorizer continues to remain as an authorizer of a Rocketship Education charter school and term is renewed by the Rocketship Board, per current board practices and policy.

Section 5. 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 12months, whether as a full-time or part-time employee, independent contractor, or otherwise; and

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(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 6. 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. There are no limits on the number of terms a director may serve.

Section 7. 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 8. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No Corporation funds may be expended to support a nominee for director without the authorization of the Board of Directors.

Section 9. 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 10. 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 11. 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 12. 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

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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 13 of this Article VII.

Section 13. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors by 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 a sole remaining director.

Section 14. 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 15. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by the Corporation reside. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. The Corporation and its Board shall comply with Education Code Section 47604.1.

Section 16. 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 17. 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 18. 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.

[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.

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Section 19. 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) hour's 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 20. 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 21. TELECONFERENCE MEETINGS. Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils in those charter schools managed by the Corporation reside;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a director participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

g. Alternatively, the Board may comply with the "just cause" or "emergency" teleconferencing rules under the Brown Act as may be amended from time to time.

Section 22. 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 th

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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 23. 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 24. CREATION OF POWERS OF COMMITTEES. The Board of Directors, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the CNPBCL, also requires approval of a majority of all directors then in office;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Amend or repeal these bylaws or adopt new bylaws;

d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

g. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

Section 25. 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 26. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

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Section 27. COMPLIANCE WITH CONFLICT OF INTEREST LAWS. The Corporation's officials shall comply with Government Code Section 1090 and the Political Reform Act (Govt. Code § 81000 *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

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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

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Directors, shall perform all duties of the Chief Executive Officer. When so acting, a President or Vice-President shall have all powers of and be subject to all restrictions on the Chief Executive Officer. The Presidents or Vice- Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Article IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (or any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest), unless otherwise permissible by Government Code sections 1090 et seq. and 81000 et seq. Pursuant to Education Code section 47604.1, notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

Article X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless otherwise permissible by Government Code sections 1090 et seq. and 81000 et seq., and the requirements in the Rocketship Education, Inc. Conflict of Interest Policy have been fulfilled.

Section 2. The limitations described in Article IX and X do not describe all limits and prohibitions on contracts with such persons, which shall also be limited by the Political Reform Act of 1974, Government Code Section 1090, et seq., and any other applicable requirements of law.

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.

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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.

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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

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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 CHAIRPERSON

I certify that I am the duly elected and acting Chairperson of the Board of Directors of Rocketship Education, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this Corporation as adopted by the Board of Directors on June 11, 2026; and that these bylaws have not been amended or modified since that date.

Signed by:
Louis Jordan
6C982B2EF21D4F6...

6/17/2026

APPENDIX 21:

Rocketship Public Schools Senior Leadership Team Bios and Organizational Chart (updated Apr 2026)

ROCKETSHIP
PUBLIC SCHOOLS

Rocketship Public Schools Senior Leadership Team



Preston Smith
Co-Founder and CEO

Preston Smith co-founded Rocketship in 2006. He has held numerous roles at Rocketship, including teacher, principal, Director of Schools, and Chief Achievement Officer. He has led Rocketship's professional development, leadership development, integrated special education, and student and teacher recruitment. In 2013, he was named CEO. Prior to Rocketship, Preston was founder and Principal of L.U.C.H.A. Elementary School, part of the Alum Rock Unified School District in San Jose, CA. After its first three years of operation, L.U.C.H.A. was the fourth highest performing low-income elementary school in California. Preston began his career in education as a Teach for America Corps (TFA) member at Clyde Arbuckle Elementary School (CA). In 2003, Preston was named "Teacher of the Year" at Arbuckle and was also nominated as one of six finalists for TFA's Sue Lehmann award, given to TFA corps members with the highest classroom academic gains in the nation. Preston is also an Aspen New Schools Fellow.

Preston is a proud Rocketeer parent of Zeke and Phoenix who are alumni of Rocketship Fuerza Community Prep. He earned his Master in Educational Leadership from San Jose State University and graduated from University of North Carolina at Chapel Hill with a degree in Latin American Studies, Phi Beta Kappa.



Ben Carson
Chief Financial Officer

Benjamin Carson is the Chief Financial Officer of Rocketship Public Schools. Ben brings 15 years of experience in charter school finance, operations, and real estate to Rocketship. He previously co-founded and served as Chief Financial Officer of the Great Oaks Legacy network of charter schools in Newark, growing the organization from a single middle school to 7 campuses. He's also worked as a charter authorizer for the NYC Department of Education, as a lender with LISC, and as an independent consultant helping schools and nonprofits across the country solve real estate and finance challenges. He holds a Bachelor's degree in Economics from Trinity University in San Antonio and a Master of Public Affairs from the University of Texas at Austin.

ROCKETSHIP
PUBLIC SCHOOLS



Maricela Guerrero
Executive Director, California

Maricela Guerrero is the California Executive Director. Maricela leads our Bay Area Region – overseeing all aspects of our 13 California schools. Maricela was a founding teacher at the first Rocketship school that opened in 2007 and has served as principal at two Rocketship schools in San Jose – including as the founding principal of Rocketship Fuerza Community Prep, a California Distinguished School. Under her leadership, Rocketship's California schools routinely rank in the top 10% in the state in both math and English Language Arts performance among all districts and charter networks serving a similar student population. Guerrero's focus on equity, diversity of teachers and leaders, and parent engagement continues to push Rocketship to new heights of success.

A daughter of Mexican immigrants, Guerrero first discovered the inequity of education as a student in south central Los Angeles. Zoned to a failing school, her talent as a musician earned her a spot at a high-performing public school across the city. Her steadfast belief that students shouldn't have to leave their neighborhood to access a quality public education led her to become a teacher in 2001 in the Alum Rock Unified School District. She then joined Preston Smith as part of the founding team at L.U.C.H.A., an innovative, new elementary school in Alum Rock. In 2007, Guerrero and Smith launched Rocketship Mateo Sheedy Elementary, the first campus of Rocketship Public Schools.

Maricela received her B.A. in Latin American Studies with a minor in education from the University of California, Santa Cruz and a Master's Degree in Education from the University of Phoenix. After college, Maricela served as the executive director of the Boy Scouts of the Bay Area Peninsula – a role which further revealed the deep inequities in the Bay Area and the lack of opportunities for students of color in California.



Maria Heredia
Chief Legal Officer

Maria Heredia serves as Chief Legal Officer, responsible for overseeing all aspects of legal, compliance, and governance operations work for the Rocketship Public Schools network.

Maria has been actively involved with K-12 schools and education nonprofits for over twenty-five years, focusing on creating, expanding, and supporting innovative and effective educational opportunities for K-12 and college students. Maria's experience includes leadership and active involvement in establishing and growing charter management operational systems as well as strategic planning, board engagement, governmental and stakeholder relations, and policy and advocacy work. Maria most recently completed her role as an Executive in Residence with the Charter School Growth Fund. There she worked across the Fund's Seed, Scale, and Structured Finance teams supporting portfolio members from various states across the country in addressing start-up, expansion, operational, and governance questions.

Maria previously served as Chief Operations Officer and General Counsel at High Tech High, a network of 16 charter schools in San Diego, and taught a graduate level course on School Law to new school

leaders at High Tech High Graduate School of Education. Prior to that Maria served as Senior Vice President of Legal Advocacy and General Counsel to the California Charter Schools Association. Before fully moving into the nonprofit education sector, she served charter schools, nonprofits, and private companies at two law firms: California Counsel Group, a law firm she co- founded and as a partner at Luce Forward Hamilton and Scripps LLP.

Maria is a graduate of Stanford Law School where she focused on the Lawyering for Social Change Curriculum, and Harvard University where she earned an A.B. in American History and Literature.



Chris Murphy
Chief Strategy Officer

Chris leads Marketing, Communications, Strategy & Growth and Development across the Rocketship network. He spent the first decade of his career as a strategic planner for the world's top creative advertising agencies (Fallon, Wieden + Kennedy, Ogilvy) building marketing strategies for blue-chip brands (Citibank), national non-profits (PBS), and global foundations (The Bill & Melinda Gates Foundation). His work was recognized with five EFFIEs – the industry's top honor for marketing effectiveness. While working on a voter advocacy campaign for the Gates Foundation, Chris caught the global health bug. He left the advertising world, moved to Kenya, and built a strategic communications capacity for Sub-Saharan Africa's largest HIV control program. In 2010, he moved to the Bay Area but kept one foot in East Africa as he headed up marketing and development for the pioneering social enterprise Living Goods. Chris went on to lead marketing at Common Sense Media, where he spearheaded a national campaign with Univision to help close the broadband internet access gap and directed a $30M national PSA campaign.

Born and raised in Green Bay, Wisconsin, Chris now calls northern California home. He and his wife Marisa are proud parents of boy-girl twins.

Chris earned his B.S. in Marketing and Cultural Studies from the University of Minnesota and attended graduate school at The Newhouse School of Public Communications at Syracuse University.



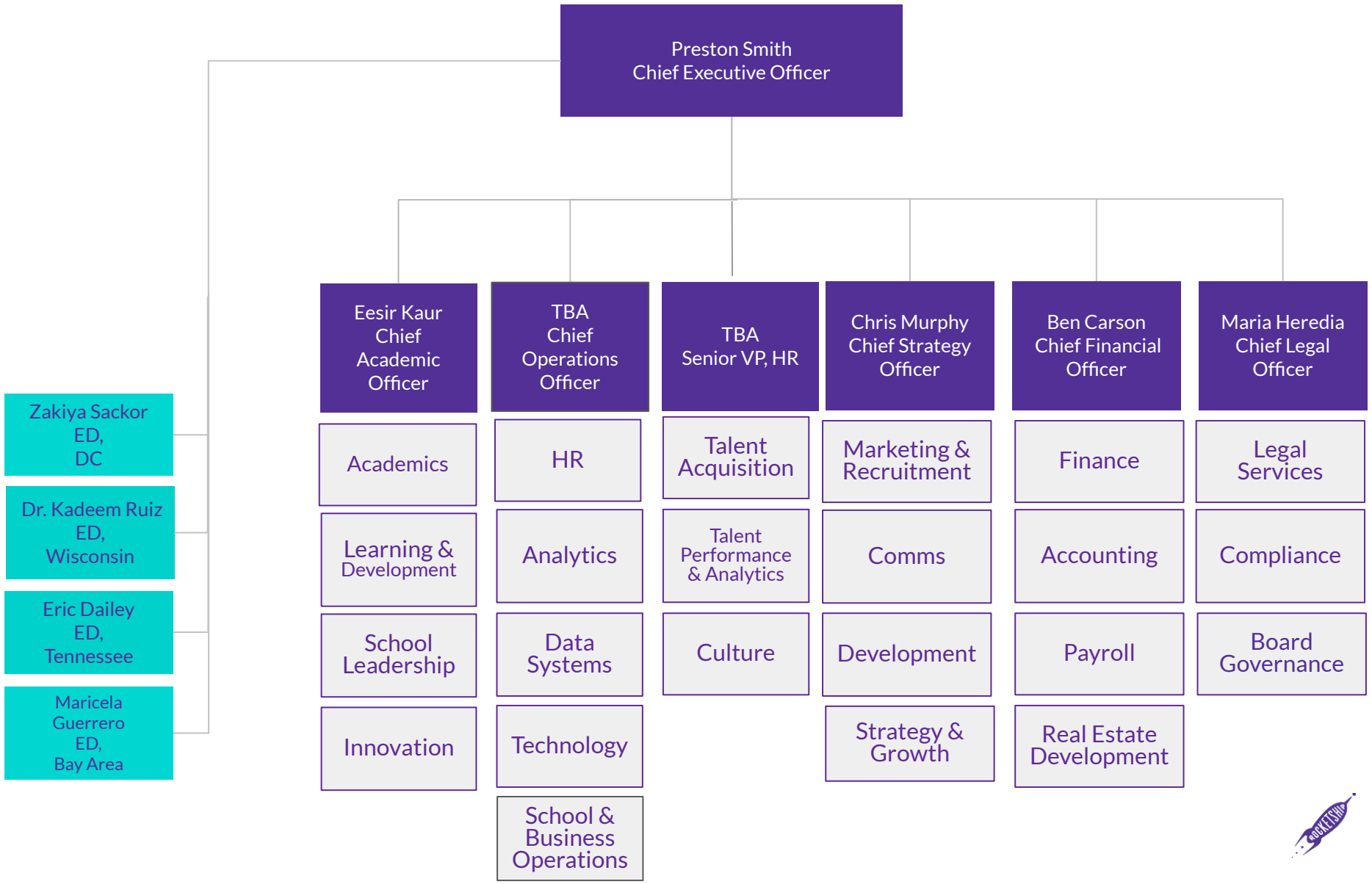
Eesir Kaur
Chief Academic Officer

Eesir Kaur guides the ongoing advancement of our instructional model, curriculum design, parent engagement model, and professional learning program. Eesir joined Rocketship in 2013 managing curriculum and assessment development. She then served as principal of Rocketship Discovery Prep in San Jose where she led the school to new heights of academic excellence and family engagement. Eesir then became a Director of Schools, supporting Bay Area principals, and then Senior Director of Humanities and Professional Learning, supporting our national network. Throughout her tenure at Rocketship, Eesir has built a powerful legacy of developing leaders across our network all the while maintaining her own commitment to listen, learn, and continuously push herself to grow as a leader.

ROCKETSHIP
PUBLIC SCHOOLS

Prior to Rocketship, Eesir was a teacher and coach at charter schools serving historically disadvantaged Black communities in Camden, NJ and Harlem, NY. In 2009, she was ranked as the 4th highest performing teacher in the entire state of New York while at Harlem Children's Zone. Throughout her many leadership roles in public education, Eesir has developed a deep understanding of culturally responsive pedagogy, curriculum development, and school leadership.

Rocketship Organizational Structure
Network Executive Team



APPENDIX 22:
26-27 RPS Employee Handbook

Rocketship Public Schools Employee Handbook

Effective July 1, 2026

2001 Gateway Place Ste. 230E
San Jose, CA 95110

Phone: 877-806-0920

Website: www.rocketshipschools.org

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INTRODUCTION TO HANDBOOK

Rocketship Education ("**RSED**"), Rocketship Education Wisconsin, Inc. ("**RSED-WI**"), Rocketship Education Tennessee ("**RSED-TN**"), and Rocketship Education Public Charter School D.C. ('**RSED-DC**") comprise a family of nonprofit public charities operating 22 public charter schools across four states including California, Wisconsin, Tennessee, and the District of Columbia. (*For purposes of this Employee Handbook ("**Handbook**"), the term "**Rocketship**" as used herein is intended to include RSED, RSED-WI, RSED-TN, RSED-DC, and all of the network's 22 public charter schools across all states and regions.*) Together these four nonprofits operate as a charter school network committed to eliminating the achievement gap by helping our Rocketeers reach their full potential. Thank you for being a dedicated member of the Rocketship Team who prove every day that incredible outcomes and experiences are possible when students have access to high quality educational opportunities.

The Handbook is designed to set every staff member up for success by articulating the policies and guidelines that provide a foundation for the employer/employee relationship. Staff members are required to be aware of and follow the policies included in the Handbook, especially the policies that are a condition of employment.

There are several things to keep in mind about this Handbook.

First, it contains only general information and guidelines. It is not intended to be comprehensive or to address all possible applications of, or exceptions to, the general policies and procedures described. Be aware that in many cases, policies/procedures relating to benefits, including eligibility for any amount of benefits, are governed by benefit plan documents, insurance contracts, and other legal documents. Those legal documents supersede any summary provided in this Handbook and are controlling. For these reasons, if you have any questions concerning eligibility for a particular benefit or the applicability of a policy or practice to you, you should address your specific questions to the Human Resources Department.

Second, please note that this Handbook applies to all Rocketship employees including those at Rocketship schools, regional staff, and all national network staff. Moreover, this Handbook supersedes any and all prior versions of a handbook or manual and any prior inconsistent policies/procedures and descriptions of benefits.

Third, Rocketship's procedures, practices, policies, and benefits may be interpreted, modified, suspended or discontinued by Rocketship at any time with or without notice, as permitted by law.

Fourth, the main body of the Handbook applies to all Rocketship employees, irrespective of region, and inclusive of National NEST employees. In addition, each Rocketship region (e.g., California, Washington, DC, Wisconsin and Tennessee) also has a state law addendum located at the end of the Handbook setting forth the specific policies or legal requirements applicable to employees working in those specific state(s). To the extent employees work in a location where state or local law provides rights that exceed the provisions in this handbook or any applicable state law addendum, Rocketship complies with the applicable law.

Nothing in the Handbook or in any other document or policy is intended to violate any local, state or federal law. Nothing in the Handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission, or any other federal, state or local agency charged with the enforcement of any laws.

This Handbook is not a contract and does not constitute an express or implied contract guaranteeing continued employment for any employee. The Handbook is periodically revised to align with changes in employment laws across each of the states where Rocketship schools are located and will be interpreted and administered according to applicable federal, state or local laws. Periodic revisions are also made to provide clarity and insight into existing policies. **This Handbook supersedes all previous employee handbooks.**

CONDITIONS OF EMPLOYMENT

At Will Employment

Employment with Rocketship is at will, meaning employment with Rocketship is not for any specified period and may be terminated by you or Rocketship at any time, for any or no reason, with or without cause, with or without notice. In connection with this policy, Rocketship reserves the right to modify or alter your position, in its sole discretion, with or without cause and with or without notice, through actions other than termination, including demotion, promotion, transfer, change in reporting relationships, reclassification or reassignment. In addition, Rocketship reserves the right to exercise its managerial discretion in imposing any form of discipline it deems appropriate.

Nothing in this Handbook or in any oral statement shall limit the right to terminate employment at-will. This at-will employment policy is the sole and entire agreement between the employee and Rocketship regarding the fact that employment with Rocketship is at-will. No manager or supervisor has any authority to enter into a contract of employment express or implied that changes the at-will nature of your employment. The at-will nature of your employment with Rocketship cannot be changed except in a written agreement, signed by you and the CEO of Rocketship Education, that specifically states the parties' intention to change the at-will nature of the employment.

Equal Employment Opportunity

Rocketship is an equal opportunity employer. In accordance with applicable federal, state and local law, Rocketship prohibits discrimination against any applicant or employee based on any legally protected characteristics, including, but not limited to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, lactation, childbirth, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Sexual orientation;
- Religion or creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin, ethnicity or ancestry (including native language spoken)
- Citizenship or immigration status (including possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Uniformed service member and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

Additionally, Rocketship prohibits retaliation against any person by another employee or by Rocketship for reporting prohibited discrimination or for filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a government enforcement agency.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

Rocketship expects all employees to act in accordance with our equal employment opportunity policy, and to take all steps necessary to maintain a workplace free from discrimination, harassment and retaliation.

Employees can raise concerns and make reports without fear of reprisal. Employees with questions or concerns relating to equal employment opportunity, including complaints of discrimination, harassment, or retaliation, and accommodation requests, are encouraged to bring these issues to the attention of a Rocketship administrator, and/or the Director of Human Resources; Rocketship Public Schools; 2001 Gateway Place, Suite #230E, San Jose, CA 95110 hr@rsed.org.

Policy Prohibiting Harassment, Discrimination, and Retaliation

Rocketship is committed to providing a work and educational atmosphere that is free of harassment, discrimination, and retaliation. Rocketship's' policy prohibits harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender identity or expression; sex (including pregnancy, childbirth, lactation, and related medical conditions); sexual orientation; religion or creed (including religious dress and grooming practices); age (forty (40) and over); national origin or ethnicity; citizenship or immigration status; physical or mental disability; genetic information (including testing and characteristics); uniformed servicemember and veteran status; or any other characteristic protected under federal, state, or local laws.

This policy applies to employees, volunteers, unpaid interns, individuals in apprenticeship programs, Board members, independent contractors, vendors, visitors and anyone else doing business with Rocketship. Any employee or agent of Rocketship who violates this policy will be subject to disciplinary action, up to and including immediate termination of employment or other relationship with Rocketship. Rocketship prohibits unlawful discrimination, harassment, sexual harassment or retaliation, and prohibits conduct as defined in this policy, even if it does not rise to the level of being unlawful. This policy is not designed or intended to limit Rocketship's authority to discipline or take remedial action for conduct that violates this policy that Rocketship deems unacceptable, regardless of whether that conduct satisfies the definition of discrimination, harassment, sexual harassment or retaliation.

To the extent that a volunteer, unpaid intern, individual in apprenticeship programs, Board member, independent contractor, vendor, visitor or other person with whom Rocketship does business engages in inappropriate conduct in violation of this policy, Rocketship will take prompt and appropriate action to remedy the situation.

Examples of Prohibited Conduct

Prohibited discrimination, harassment and offensive conduct can be based on any of the characteristics set forth above and includes but is not limited to:

- Verbal conduct such as epithets, threats, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intimidation, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Ridicule or mockery, taunting, insults, or put-downs;
- Display of graffiti, cartoons, "memes", derogatory posters, photographs, calendars, drawings, websites, social media, emails, text messages or other electronic or printed material ;
- Sharing or watching pornography or sexually demeaning depictions of people, including AI-generated and/or deep fake images and videos;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes and characteristics above.

All forms of discrimination, harassment and retaliation are prohibited both in the workplace and at all work-related settings, including Rocketship-sponsored events, business trips and any other location when performing Rocketship business.

The prohibitions in this policy apply not only to in-person or verbal communications, but also to communications through the use of the Rocketship electronic communication system, including e-mail, chats, text messages and voicemail. The prohibitions in this policy also may extend to postings on personal blogs and other forms of social media if seen by or containing messages about your colleagues or others with whom we work.

It is no defense to inappropriate behavior that there was no bad intent, it was only a "joke" or that it was not directed at any particular person.

Complaint and Investigation Procedure; Sanctions for Violations

Employees who believe they are being harassed, discriminated against or retaliated against are requested to take the following actions:

- If you believe that you are a victim of discrimination, harassment or retaliation, and/or if you believe that you have observed conduct that appears to be discriminatory, harassing, or retaliatory:
    - Immediately contact your immediate supervisor and/or the Human Resources Department through the HR Ticketing system or by emailing hr@rsed.org.
    - In the event your immediate supervisor is the alleged harasser, you should contact any other leadership team or management member with whom you feel comfortable. *Reporting directly to the offending supervisor directly is not sufficient.*
    - Employees are not required to report any prohibited conduct to a supervisor or manager who may be hostile, who has engaged in such conduct, who is a close associate of the person who has engaged in such conduct, or with whom the employee is uncomfortable discussing such matters.

    - Any employees who are uncomfortable with face-to-face interaction may write down their complaints and submit the written complaint to their immediate supervisor and/or an HR Representative via email or by U.S. Mail.
- Supervisors, managers or leadership team members who receive a complaint of discrimination, harassment, or retaliation, and/or information about such conduct must immediately report it to the Human Resources Department. In some states, failure to adhere to this requirement could result in personal liability.

Reports of prohibited conduct should be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair Rocketship's ability to investigate and address the prohibited conduct. Any supervisor who receives a report of discrimination or harassment must immediately notify Human Resources.

After receiving a report, the Human Resources Department shall consider whether the allegations may constitute discrimination, harassment or retaliation that is prohibited under Rocketship policy. If so, Rocketship shall promptly authorize or undertake an investigation, which shall be conducted thoroughly and objectively. If appropriate, Rocketship shall promptly take interim action calculated to prevent prohibited conduct or interference during the course of an investigation.

All employees are expected to cooperate with any investigation. Without full cooperation, Rocketship will be limited in responding to concerns raised. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations. If the results of an investigation indicate that prohibited conduct occurred, Rocketship shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct. Rocketship may also take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

Rocketship will maintain confidentiality surrounding the investigation to the extent possible, consistent with a thorough and objective investigation, and to the extent permitted or required under applicable law.

Rocketship is committed to remediating any instances where investigation findings demonstrate prohibited harassment, discrimination, or retaliation has occurred in violation of Rocketship policy. Anyone who, after appropriate investigation, has been found to have engaged in discrimination, harassment or retaliation and/or inappropriate behavior inconsistent with the policy (even if not unlawful) will be subject to appropriate disciplinary action, up to and including termination of employment or other relationship with Rocketship. An employee who intentionally makes a false claim, offers false statements, or refuses to cooperate with a Rocketship investigation regarding harassment or discrimination may be subject to appropriate discipline, up to and including termination. Further, any supervisor, manager or leadership team member who fails to make an immediate report of a complaint or concern raised to them to the Human Resources Department as required by this policy will be subject to corrective action, up to and including termination of employment. Exempt and nonexempt employees who violate this policy also may be suspended without pay. Exempt employees will be suspended in full day increments only.

Retaliation Prohibited

Rocketship prohibits retaliation against employees for using the complaint procedures provided below, reporting prohibited discrimination, harassment, or retaliation, objecting to such conduct, or filing, testifying, assisting, or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation is an action which would discourage an individual to raise concerns or make them feel ostracized. For example, termination, demotion, suspension, failure to hire or consider for hire, excluding an employee from meetings, ignoring an employee's suggestions and denial of training.

The initiation of a good faith complaint of discrimination, harassment, or retaliation will not be grounds for disciplinary or other retaliatory action, even if the allegations cannot be substantiated or the employee was mistaken about aspects of the complaint. Any individual who makes a complaint that is demonstrated to be intentionally false may be subject to discipline, up to and including termination.

Employees who take part in any retaliatory action will be subject to discipline, up to and including termination. All other persons will be subject to termination of their engagement or relationship with Rocketship for engaging in retaliation.

Prohibited Sexual Harassment

Rocketship is committed to providing a workplace free of sexual harassment and considers such harassment to be a major violation of Rocketship policy, which may result in disciplinary action, up to, and including immediate termination of employment.

Sexual harassment consists of a wide-range of activities including, but not limited to, sexual advances, requests for sexual favors and other verbal, visual, written, electronic, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when:

> (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment;
> (2) submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the individual; and/or
> (3) that conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment, even if the individual making the report is not the intended target of such conduct.

Sexual harassment includes various forms of offensive behavior based on sex. The following is a non-exhaustive list of examples of conduct prohibited by this policy:

- Physical assaults of a sexual nature, such as:
    - Sexual battery, physical violence, assault, rape, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sexual in nature, such as unwelcome or inappropriate touching, pinching, patting, grabbing, impeding or blocking normal movements, brushing against another's body, or poking another's body.
    - Unwanted sexual advances or propositions (including repeated and unwelcome requests for dates).

    - Sexually oriented or degrading gestures, notices, remarks, explicit jokes, innuendos, epithets, slurs, or comments about a person's body, dress, sexuality or sexual experience, including discussions of sexual fantasies, frustrations or the like.
    - Preferential treatment or promises of preferential treatment to an employee for submitting to a romantic relationship or sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
    - Linking or conditioning any employment decision, benefit or other practice to a subordinate's submission, or refusal to submit, to sexual advances or conduct.
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Hostile actions taken against an individual because of that individual's sex or non-conformity with a gender stereotype, such as:

    - Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
    - Repeated and intentional use of a name or pronoun inconsistent with an individual's known gender identity;
    - Asking intrusive questions about a person's sexual orientation, gender identity, gender transition, or intimate body parts;
    - Sabotaging an individual's work;
    - Persistent contact or attempts to interact with an individual after a romantic or intimate relationship ends; and
    - Bullying, yelling, or name-calling.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

    - Displaying pictures, objects, cartoons, posters, calendars, graffiti, objections, websites, emails, text messages, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; or
    - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The examples of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. If you have any question about whether behavior is inappropriate, simply do not engage in the conduct.

Sexual harassment can occur regardless of the gender of the person committing it or the person who is exposed to it.

In addition, Rocketship believes that there should be boundaries between your professional and personal life. However, if you find yourself engaged in a consensual intimate or romantic

relationship with a coworker or any other individual related to Rocketship (e.g., vendor, family member of a student or colleague, etc.), you must understand Rocketship's perspective on consensual relationships in the workplace. In general, romantic or intimate relationships are not appropriate in the workplace and they are discouraged, particularly where one of the parties has management or supervisory responsibilities over the other, or in cases involving the parent/guardian of a student who is assigned to you, because these relationships can have a negative impact in the workplace. Accordingly, if a supervisor or manager finds themselves engaging in a romantic or intimate relationship with someone in their department or any form of reporting relationship, they must advise the Human Resources Department immediately so it can determine whether any further action needs to be taken to avoid a perception of favoritism or a conflict of interest. Likewise, if an employee finds themself engaging in a romantic or intimate relationship with a parent/guardian of a student, they must advise the Human Resources Department immediately so it can determine whether any action needs to be taken to avoid the appearance of impropriety, favoritism, or a conflict of interest. The Human Resources Department will make recommendations as appropriate.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of prohibited harassment.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Any employee who believes they have been sexually harassed should immediately report the offensive conduct to the Human Resources Department. Any employee who becomes aware of any conduct that may constitute sexual harassment, should immediately report the conduct to the Human Resources Department. Supervisors who become aware of any conduct that may constitute sexual harassment, must take immediate action to report the conduct to the Human Resources Department or be subject to disciplinary action, up to and including termination.

Rocketship prohibits retaliation against an employee who has articulated a good faith concern about sexual harassment against them or against another individual. Retaliation against anyone involved in the complaint process is a violation of Rocketship policy and acts of retaliation may result in disciplinary action, up to and including termination. Rocketship shall take appropriate disciplinary action against employees who have engaged in discrimination, harassment or retaliation, up to and including termination of employment.

Whistleblower Policy

Rocketship requires its employees, and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Accordingly, Rocketship employees and volunteers are encouraged to report actions which they, in good faith, believe to be illegal, fraudulent, or in violation of adopted Rocketship policy, to compliance@rsed.org . This policy applies to any matter which is related to Rocketship's business and operations and relates only to those acts of an individual undertaken on behalf of Rocketship and subject to the direction of Rocketship. This policy is intended to supplement but not replace Rocketship's harassment and discrimination policies, and corresponding complaint policies, or any applicable state and federal laws governing whistleblowing applicable to nonprofit organizations.

Violations; Reporting in Good Faith

As noted above, employees and volunteers of Rocketship are encouraged to report any action or suspected action taken within Rocketship that they believe to be illegal, fraudulent, or in violation of any adopted policy of Rocketship (each, a Violation). Anyone reporting a Violation must act in good faith, without malice to Rocketship or any individual inside Rocketship, and articulate reasonable grounds for believing that the information as reported indicates that a Violation has occurred. The act of making allegations that are found to be unsubstantiated, and made maliciously, recklessly, or with the knowledge that the allegations are false, will be viewed as a disciplinary offense that may result in discipline, up to and including termination of employment or volunteer status.

No Retaliation

No employee or volunteer who in good faith reports a Violation or participates in the investigation of a Violation shall suffer retaliation. Any individual within Rocketship who retaliates against another individual who in good faith has reported a Violation or has participated in the investigation of a Violation is subject to discipline, up to and including termination of employment or volunteer status. If an individual believes that someone who has made a report of a Violation or who has participated in the investigation of a Violation is suffering from retaliation, the individual should contact the Human Resources Department. Any individual who reasonably believes they have been retaliated against in violation of this policy shall follow the same procedures as for filing a complaint outlined below.

Reporting Process

If an individual reasonably believes that a Violation has occurred, the individual is encouraged to follow the procedures set forth in Rocketship's Complaint and Investigation Procedure. Reported Violations will be investigated and handled in accordance with Rocketship's Complaint and Investigation Procedure. Reports may be submitted on a confidential basis by the complainant or may be submitted anonymously by mailing the form to the Human Resources Department at: Rocketship Education, Attn: SVP Human Resources, 2001 Gateway Place #230E, San Jose, CA 95111 or submitting an email complaint to hr@rsed.org. The complainant may also report a violation to the Department of Human Resources through the HR Ticketing system (https://www.tfaforms.com/455487).

Confidentiality

Rocketship encourages anyone reporting a Violation to identify themselves when making a report in order to facilitate the investigation of the Violation. Reports of suspected Violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation, to comply with all applicable laws, and to cooperate with law enforcement authorities. Furthermore, Rocketship will explore anonymous allegations to the extent possible based on the alleged facts or circumstances and the availability of other sources of information.

Accounting and Auditing Matters

The Business Committee of the Board of Directors is responsible for addressing reported complaints of Violations relating to corporate accounting practices, internal controls or auditing. The Compliance Officer (compliance@rsed.org) and any Rocketship employee in the receipt of such a complaint may report the complaint to the Business Committee instead of the Human Resources Department.

Reasonable Accommodation

To comply with applicable laws ensuring equal employment opportunities for individuals with disabilities, Rocketship will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee, unless undue hardship and/or a direct threat to the health and/or safety of the individual or others would result. Any employee who requires an accommodation in order to perform the essential functions of their job, enjoy an equal employment opportunity, and/or obtain equal job benefits should contact the Human Resources Department to request such an accommodation.

Employees who believe they need an accommodation must specify, preferably in writing, what barriers or limitations prompted the request. Rocketship will evaluate information obtained from the employee, and possibly the employee's health care provider or another appropriate health care provider, regarding any reported or apparent barriers or limitations, and will then work with the employee through an interactive process to identify possible accommodations, if any, that will help to eliminate or otherwise address the barrier(s) or limitation(s). If an identified accommodation is reasonable and will not impose an undue hardship on Rocketship and/or a direct threat to the health and/or safety of the individual or others, Rocketship will generally make the accommodation, or it may propose another reasonable accommodation which may also be effective. Employees are required to cooperate with this process by providing all necessary documentation supporting the need for accommodation and by being willing to consider alternative accommodations when applicable. In some cases, the above-described interactive process may be triggered without a request from the employee, such as when Rocketship receives notice from its own observation or another source that a medical impairment may be impacting the employee's ability to perform essential job functions.

Employees who wish to request unpaid time away from work to accommodate a disability should speak to the Human Resources Department.

Religious Accommodation

Rocketship will provide reasonable accommodation for employees' religious beliefs, observances, and practices when a need for such accommodation is identified, and reasonable accommodation is possible. A reasonable accommodation is one that eliminates the conflict between an employee's religious beliefs, observances, or practices and the employee's job requirements, without causing undue hardship to the conduct of Rocketship's operations.

Rocketship has developed an accommodation process to assist employees. Through this process, Rocketship establishes a system of open communication between employees and the Human Resources Department to discuss conflicts between religion and work and to take action to provide reasonable accommodation for employees' needs. Any employee who perceives a conflict between job requirements and religious belief, observance, or practice should bring the conflict and request for accommodation to the attention of Human Resources to initiate the accommodation process. Rocketship asks that accommodation requests be made in writing, and in the case of schedule adjustments, as far in advance as possible.

Pregnancy Accommodation

In accordance with the federal Pregnant Workers Fairness Act ("PWFA"), Rocketship will make reasonable accommodations for known physical or mental limitations related to the pregnancy,

childbirth or related medical conditions of a qualified applicant or employee, unless the accommodation would impose an undue hardship on Rocketship's operation.

"Known physical or mental limitations" are those that the applicant, employee or their representative has communicated to Rocketship. Employees or applicants who wish to inform Rocketship of such a limitation and/or request a reasonable accommodation under this policy should contact the Human Resources Department, preferably specifying in writing what barriers or limitations prompted the request.

The Human Resources Department will evaluate information provided regarding any reported or apparent barriers or limitations and will then communicate with the applicant or employee and engage in an interactive process to determine the nature of the limitation and what, if any, reasonable accommodation(s) may be appropriate. If, through this interactive process, Rocketship and the individual arrive at a reasonable accommodation that does not impose an undue hardship on Rocketship's operation, Rocketship will make that accommodation.

Employees who wish to request time away from work to accommodate a limitation related to pregnancy, childbirth or a related medical condition should contact the Human Resources Department. However, Rocketship will not require a qualified employee to take leave if another reasonable accommodation can be provided.

For individuals working in a jurisdiction that has a mandatory pregnancy accommodation law, Rocketship will comply with all legal requirements, including providing greater or different benefits than those indicated here.

No Retaliation

Rocketship prohibits discrimination on the basis of pregnancy, childbirth or related medical conditions. Rocketship also will not interfere with any individual's rights under the PWFA or take adverse action against a qualified applicant or employee because they request or use reasonable accommodations in accordance with this policy, report or oppose discrimination under the PWFA, or participate in a proceeding involving an alleged violation of the PWFA. Individuals who believe they have been subjected to, or believe that another individual has been subjected to, prohibited discrimination, retaliation or coercion should report it immediately to Human Resources.

Lactation Accommodation

Rocketship will provide an employee with a reasonable amount of lactation break time each time the employee needs to express breast milk for their child for the time period required by applicable law. Employees needing breaks for lactation purposes may use ordinary paid rest breaks or may take other reasonable break time when needed. If possible, the lactation break time should run concurrently with scheduled meal and rest breaks already provided to the employee.

If the lactation break time cannot run concurrently with meal and rest breaks already provided or additional time is needed for the employee, the lactation break time will be unpaid for non-exempt employees.

Employees will be relieved of all work-related duties during any unpaid break. Where unpaid breaks or additional time are required, employees should work with their supervisor regarding scheduling and reporting the extra break time.

Because exempt employees receive their full salary during weeks in which they work, all exempt employees who need lactation accommodation breaks do not need to report any extra break time as "unpaid."

For lactation breaks when an employee is working at a Rocketship physical location or at an off-site location required by the employee's job, Rocketship will provide employees with the use of a room or a private area, other than a bathroom or toilet stall, that is shielded from view and free from intrusion from coworkers and the public. Rocketship will make a reasonable effort to identify a location within close proximity to the work area for the employee to express milk. This location may be the employee's private office, if applicable. For employees who are working remotely, employees will be authorized to disable and/or turn off any employer-provided video systems, including computer cameras, security cameras, or web conferencing platforms, during any time spent expressing milk.

Rocketship will otherwise treat lactation as a pregnancy-related medical condition and address lactation-related needs in accordance with the PWFA and other applicable laws.

Employees should discuss with the Human Resources Department or Principal the location for storage of expressed milk. In addition, employees should contact the Human Resources Department before their return to work following the birth of a child to identify the need for a lactation area.

Employees who believe they have not been provided lactation break time and the use of a room or private area in accordance with this policy and federal law should immediately notify the Human Resources Department. Rocketship will not retaliate or discriminate against an employee because they file a complaint or institute any proceeding under or related to the federal Fair Labor Standards Act or testify in any such proceeding.

For employees working in a jurisdiction that has an applicable state or local mandatory lactation accommodation law, Rocketship will comply with all legal requirements, including providing greater or different break time and space accommodations than those described in this policy.

Pronoun or Preferred Name Use

Employees have the right to be addressed by the name and pronoun that corresponds to the employee's gender identity upon request. It is the expectation that all Rocketship employees will be respectful and courteous to others' preferred pronoun or name use. The intentional and/or persistent refusal to respect another person's gender identity in the workplace (for example, intentionally referring to an employee by a name or pronoun that does not correspond to the employee's stated preference or gender identity) can constitute harassment and may be a violation of this policy. Violations of this policy will be subject to disciplinary action including termination. Employees with questions about documenting a legal name change should contact Human Resources for further information.

Verification of Employment & Reference Requests

Prospective employers, financial institutions, and residential property managers routinely contact employers, including Rocketship, for information on a former or current employee's work history.

All such requests to verify employment should be referred to and handled by the Human Resources Department through the Rocketship Jira HR Ticketing system. You can access Jira via Rocketship's single sign on platform Okta.

The Human Resources Department will respond to verification of employment with the following information only: dates of employment and job title(s) during employment. Responses to written requests for verification of employment will be made on the form provided only when the request is accompanied by a former or current employee's signed authorization to release such information. A written verification of employment form that has been completed by the Human Resources Department will be returned directly to the requesting party.

All requests for employee reference checks must go through the Human Resources Department. The Human Resources Department is the only source authorized to provide information of any kind regarding current or former employees. The Human Resources Department will only confirm the employee's dates of employment and position(s) worked. No other information will be provided.

Criminal Background Checks

As required by law, all individuals employed at Rocketship will be required to submit to a criminal background investigation. All background checks will be conducted in strict conformity with the federal Fair Credit Reporting Act (FCRA), applicable state fair credit reporting laws, and state and federal anti-discrimination and privacy laws. Rocketship is an equal opportunity employer and will comply with applicable federal, state and local laws relating to the use of background checks for employment purposes. No condition or activity will be permitted that may compromise Rocketship's commitment to the safety and the well-being of students taking precedence over all other considerations.

Tuberculosis Testing

To the extent that it is required by law for the state in which you work with Rocketship, all individuals working at Rocketship will be required to comply with applicable state law tuberculosis testing requirements. The Human Resources Department will provide employees with all such requirements.

Immigration Compliance

Rocketship will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, Rocketship will not check the employment authorization status of current employees or applicants who were not offered positions unless required to do so by law.

Rocketship shall not in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Rocketship shall not allow a federal immigration enforcement agent to enter any nonpublic areas of Rocketship without a judicial warrant, nor voluntarily give consent to an agent to access, review or obtain employee records without a valid subpoena or judicial warrant. If a search of employee records are authorized by a valid subpoena or judicial warrant, Rocketship may give employees notice of the inspection both before and after it has occurred as required by law.

Teaching Credentials

All Rocketship teachers and instructional School Leaders must either possess or be in the process of obtaining the appropriate teaching credentials for their position, and maintain their teaching credentials in current, valid, and in good standing status throughout their employment, per applicable Rocketship charter authorizer requirements and applicable state and federal law.

As an employee, you are responsible for understanding and complying with the standards that apply to your position. Employees must provide the Human Resources Department with copies of new and/or renewal documents, as well as any documentation related to any potential disciplinary actions relating to their credential, promptly upon receipt or as requested. Failure to meet or uphold credentialing requirements may result in adverse employment action, up to and including termination, at the discretion of the Human Resources Department and Regional Leadership.

Mandated Reporting

Any Rocketship employee **who observes, reasonably suspects, or becomes aware that a child has been subjected to abuse or neglect must report the known or suspected child abuse or neglect to the appropriate child protective agency immediately, or as soon as practically possible.** Reporting should be made by telephone, followed by the preparation of a written report concerning the suspected abuse and/or neglect which should be sent to the child protective agency to which the report was made as required by law. See the attached Addenda for the mandated reporting policies applicable to each state in which Rocketship operates.

In addition, employees are also encouraged to immediately report known or reasonably suspected abuse or neglect to the Principal so that Rocketship may conduct an investigation as applicable and ensure appropriate actions are taken to protect the safety of the student. Employees who report suspected abuse to their Principal or other Rocketship employee **must still file a report with the relevant child protective agency and cannot delegate or rely on any other employee to make this report**.

Rocketship will provide access to annual training on the mandated reporting requirements as required by law.

Please refer to the state law addendum for the state in which you work for specific Mandated Reporter requirements.

By acknowledging receipt of this Handbook, employees acknowledge they are mandated reporters and are certifying that they have knowledge of and will comply with their state's mandated reporting laws.

Professional Boundaries: Staff/Student Interaction Policy

Rocketship recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. The following professional boundary standards apply to staff members, contractors, volunteers, and all individuals interacting with students.

No Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples provide guidance for school personnel:

A. Examples of PERMITTED actions
   1. Stopping a student from fighting with another student;
   2. Preventing a pupil from committing an act of vandalism;
   3. Defending yourself from physical injury or assault by a student;
   4. Forcing a pupil to give up a weapon or dangerous object;
   5. Requiring an athletic team to participate in physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills; and
   6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions
   1. Hitting, shoving, pushing, picking up, grabbing, or physically restraining or redirecting a student as a means of control or punishment, to include any other form of rough handling;
   2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment; and
   3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Rocketship prohibits the use of restraint or seclusion except in an emergency circumstance. 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. Any restraint or seclusion may only be applied by properly Crisis Prevention Institute (CPI) trained and certified school personnel using authorized techniques.

Acceptable and Unacceptable Staff/Student Behavior

This policy sets expectations for appropriate boundaries in staff-student interactions.

It is each staff member's obligation to avoid situations that could be perceived as inappropriate and/or that might prompt suspicion of inappropriate behavior by parents, students, colleagues, or school leaders. One viable standard for staff to apply when uncertain is to ask: "Would I be engaged in this conduct if my family, the student's family, or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" refers to professional standards of behavior in staff-student interactions. Trespassing the boundaries of a student/teacher relationship will be

deemed a violation of this policy and such conduct will be subject to disciplinary measures including the possibility of immediate termination of employment.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have engaged in inappropriate or questionable behavior, or any behavior that appears to violate Rocketship policy regarding student/staff interactions,, they must immediately report the matter to the Principal and/or the Human Resources Department. All reports will be kept as confidential as possible consistent with a thorough and objective investigation, and to the extent permitted or required under applicable law. It is the duty of the Principal to investigate and thoroughly report the situation. Employees must also report to the Principal any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse, including. any incident in which a student engages in improper communications with the employee. Such reports should include a summary of the student's communication, as well as the time, date, and method of communication. If abuse is suspected, employees must immediately report the suspected abuse as mandated reporters pursuant to the Rocketship Child Abuse & Neglect Reporting Policy.

Examples of Specific Unacceptable Staff/Student Interactions and Behaviors

The following is not an exhaustive list of examples, but is intended to be illustrative of unacceptable forms of behaviors and interactions, and therefore violations of Rocketship policy:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

a. Giving gifts to an individual student that are of a personal and intimate nature.
b. Kissing of any kind between staff and students.
c. Any type of unnecessary physical contact with a student in a private situation.
d. Intentionally being alone with a student away from school.
e. Making sexually inappropriate comments.
f. Making sexual jokes.
g. Seeking emotional involvement with a student for your benefit.
h. Telling stories that are sexually oriented.
i. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
j. Having a personal relationship with a student so that a reasonable person may suspect inappropriate behavior.
k. Communicating with students in an inappropriate manner, including but not limited to using an aggressive/threatening tone or profanity, mocking students, or engaging in any form of name-calling or use of inappropriate nicknames.
l. Remarks about the physical attributes or development of anyone.
m. Excessive attention toward a particular student.
n. Sending emails, text messages or letters to students.
o. Communicating with students via social networking accounts (including, but not limited to, Facebook, X, Twitter, LinkedIn, Instagram, SnapChat, WhatsApp, Kik, and Tumbler).

Acceptable and Recommended Staff/Student Behaviors

a. Getting parents' written consent for any after-school activity.
b. Obtaining formal approval to take students off school property for activities such as field trips or competitions.

c. Messages to students through the Rocketship sponsored Clever platform provided that the messages to students must be very professional and pertaining to school activities or classes. Communication must be limited to school technology. (*Regular emails, texts, instant messages, direct messages are not permissible.*)
d. Keeping the door open when alone with a student.
e. Keeping reasonable physical space between you and your students.
f. Stopping and correcting students if they cross your own personal boundaries.
g. Keeping parents informed when a significant issue develops about a student.
h. Keeping after-class discussions with a student professional and brief.
i. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
j. Involving your supervisor if conflict arises with the student.
k. Informing the Human Resources Department about situations that have the potential to violate Rocketship policy.
l. Making detailed notes about an incident that could evolve into a more serious situation later or could violate Rocketship policy.
m. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
n. Asking another staff member to be present if you will be alone with any type of special needs student.
o. Asking another staff member to be present when you must be alone with a student after regular school hours.
p. Giving students praise and recognition without touching them.
q. High fives, fist bumps, and handshakes with reasonable and appropriate strength/force.

Violations of this policy may result in disciplinary action, including immediate termination of employment.

<u>Student Discrimination and Harassment</u>

Discrimination and harassment of students by employees are prohibited. Employees who suspect a student may have experienced discrimination and/or harassment are obligated to immediately report their concerns to the Principal, other appropriate Rocketship manager or leader, or the Human Resources Department.

Allegations of discrimination, harassment, or retaliation against a student by an employee or other adult will be promptly investigated. As mandated reporters, any Rocketship employee who knows of or suspects child abuse or neglect must also report their knowledge or suspicion to the appropriate authorities, as required by law, and in accordance with Rocketship's Child Abuse and Neglect policy.

Rocketship shall take appropriate disciplinary action against employees who have engaged in discrimination or harassment of students, up to and including termination of employment.

Retaliation against anyone involved in the complaint process is a violation of Rocketship policy and acts of retaliation may result in disciplinary action, up to and including termination. The initiation of a good faith complaint of discrimination, harassment, or retaliation will not be grounds for disciplinary or other retaliatory action, even if the allegations cannot be substantiated or the employee was mistaken about aspects of the complaint. Any individual who makes a complaint that is demonstrated to be intentionally false may be subject to discipline, up to and including termination.

Sexual Harassment of Students

Sexual harassment of students includes any unwelcome verbal, written, electronic, and/or physical conduct that may be considered sexual in nature. Examples of prohibited conduct include but are not limited to:

- Sexually charged physical, verbal, or nonverbal conduct;
- Grooming a student to establish an inappropriate relationship;
- Engaging in sexually oriented conversations; requesting a date, sexual contact, or any other form of sexual activity;
- Engaging in sexually charged conversations including those regarding the sexual problems, preferences, or fantasies;
- Inappropriate hugging, kissing, excessive touching or any other physical contact that could reasonably be construed as sexual in nature;
- Suggestions that a romantic relationship is desired;,
- Physical contact that would reasonably be construed as sexual in nature;
- Threatening or enticing students to engage in sexual behavior in exchange for grades or other school-related benefit;
- Requests for sexual favors; and/or
- Any other conduct of a sexual nature that creates an intimidating, threatening, hostile or offensive educational environment.

Any sexual or romantic relationship between a student and a Rocketship employee is strictly prohibited and an offense that is, among other things, reportable to child protective services and other law enforcement authorities. Moreover, sexual harassment of students by employees will result in appropriate disciplinary action up to and including termination from employment and referral to appropriate law enforcement authorities where required by law.

Rocketship employees who observe and/or learn of any conduct, action or suspected action that violates this policy, must report the conduct to their supervisor and/or Rocketship leadership. In addition, Rocketship employees are encouraged to observe their duties as mandatory reporters if they learn of any violation of this policy, and to file a report with the applicable child protective service agency in their region.

THE WORKPLACE

Employment Status Classifications

Rocketship employees may be classified as regular full-time, regular part-time, temporary, or intern.[1]

Eligibility for various employee benefits is determined by employment status classifications and the terms of the benefits and insurance programs and plans in accordance with federal and state law.

Regular full-time employees are those hired on a full-time basis that are regularly scheduled to work at least thirty (30) hours per week. Regular full-time employees are eligible for all Rocketship-sponsored employee benefits, subject to individual plan requirements for eligibility.

Regular part-time employees are those hired on a part-time basis that are regularly scheduled to work less than thirty (30) hours per week. Regular part-time employees are not eligible to participate in Rocketship-sponsored benefits, other than those required by applicable law.

Temporary employees are those hired for either a special project, on an as-needed basis, for seasonal work, or any other kind of work with the understanding that such work will be completed within a specified period of time, usually not to exceed three (3) months. Temporary employees are generally not eligible for Rocketship-sponsored benefits, other than those required by applicable law. Temporary employees do not become regular employees as a result of the passage of time or by working in excess of the period originally expected or designated. An employee can change from temporary to regular status only if advised of such a change in writing by the Human Resources Department.

Interns are individuals engaged for a limited duration primarily for training, educational experience or academic credit pursuant to an academic program. Interns are not eligible for Rocketship-sponsored benefits, except as required by applicable law.

Exempt v. Nonexempt Status

Rocketship also classifies employees as exempt or non-exempt in accordance with applicable state and federal laws.

Employees will be notified of classification as exempt or nonexempt at their time of hire, at the time their job duties or position changes, or otherwise as appropriate.

[1] There are certain workers who perform services for Rocketship that are not employees. For example, Staffing agency workers are those who are employed by a staffing agency and perform work for Rocketship through their staffing agencies. Staffing agency workers are not eligible for any Rocketship employee benefits, although the staffing agency may provide such individuals with benefits. The term "staffing agency" refers to any third-party company that a) employs a worker who performs work for Rocketship, and b) is responsible for paying the worker's wages, benefits (if applicable), employer related taxes, and other expenses as applicable.

Similarly, Rocketship may, from time to time, engage independent contractors through contracts with sole proprietors or independently owned small businesses to provide services and perform work for Rocketship. Such independent contractors are not eligible for any Rocketship employee benefits and they are not employees of Rocketship.

Exempt employees are employees who have been classified by Rocketship as exempt from minimum wage and overtime pay requirements. Most exempt employees are compensated on a salary basis, and their salary is compensation for all hours worked each week, rather than for a fixed number of hours per week.

Non-exempt employees are employees who have been classified by Rocketship as non-exempt and who are NOT exempt from minimum wage and overtime pay requirements. Non-exempt employees are eligible to receive overtime pay for hours worked in excess of 40 hours in a given workweek, or as otherwise required by applicable state law.

These classifications do not guarantee employment for any specified period of time. Rather, employment at Rocketship remains at-will irrespective of position classification.

Meal and Rest Periods

It is Rocketship's policy to comply with all laws regarding meal and rest periods. Please refer to the state law addendum for the state in which you work for state-specific meal and rest period requirements.

Unless otherwise provided by state law, all nonexempt employees working at least five (5) hours are provided with a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. A nonexempt employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Rocketship mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Nonexempt employees are prohibited from combining meal and rest period time.

Nonexempt employees should take all meal periods provided under this policy. During meal periods, Rocketship will relieve nonexempt employees of all duties, and will not exercise control over employees' activities. Nonexempt employees are free to spend their meal and rest period time as they choose and are free to leave the worksite. No supervisor or manager may impede or discourage employees from taking meal or rest periods provided under this policy.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees are required to document the start/end time of their meal periods, as well as certify they have taken their rest periods, on their time records each day, and ensure that their time is accurately and timely submitted by the deadline of each payroll period. Any employee who believes that they were not provided meal and rest periods that comply with this policy must immediately inform the Human Resources Department or another member of management.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affect Rocketship's ability to serve its students, implement its educational program, maintain adequate and minimum staffing requirements for student safety. Moreover, absenteeism and tardiness disrupt consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone their supervisor as soon as possible but no later than one-half (1/2) hour before the start of the workday (unless it is an emergency and thus impossible to do so, in which case the employee must call as soon as possible thereafter). Unless extenuating circumstances exist, if an employee is absent from work longer than one (1) day, they are expected to keep their supervisor sufficiently informed of the situation and advise their supervisor of each scheduled day on which they will not report to work, unless they are on an approved leave of absence.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including termination of employment. Each situation of absenteeism, tardiness or early departure will be evaluated on a case-by-case basis. Even one unexcused absence or tardiness may be considered excessive, depending upon the circumstances.

Unless there are extraordinary circumstances, an absence for three (3) consecutive work days without notification to Rocketship will be considered and recorded as a voluntary resignation from employment due to job abandonment.

Based on its experience in operating schools, Rocketship has determined that more than 3 staff member absences on the same day negatively affects Rocketship's ability to implement its educational program and disrupts consistency in students' learning. Due to the need to be fully staffed at each school campus in service of our students, with the exception of cases involving illness, no more than three (3) staff members from the same school campus should be approved for PTO for the same school day(s). Of those three (3) approved absences on the same day, no more than two (2) requests can be from staff members from the same grade level. If a situation arises where more than 4 staff members request PTO, the requests beyond 3 will need to be approved by both the Principal and the employee's direct manager. PTO requests in this circumstance will be approved in the order in which they were received in Workday unless otherwise required by federal or state law.

Timecards/Records

By law, Rocketship is obligated to keep accurate records of the time worked by nonexempt employees. All nonexempt employees are required to utilize Rocketship's timecard system on a daily basis.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, and in and out for lunch and for midday absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to Rocketship premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their timecards Employees may only record hours actually worked and must never overstate, estimate, or round time beyond what was worked. If an employee forgets to mark their timecard or makes an error on the timecard, the employee must contact their supervisor to make the correction and such correction must be approved by both the employee and their supervisor. When employees receive their paychecks, they should verify immediately that their working time was recorded accurately and that they were paid correctly for all hours worked.

Nonexempt employees must report all time worked and not work any time that is not pre-authorized by their supervisors. Employees may not record time for work not actually performed. This includes: starting work early, finishing work late, working during an unpaid meal or rest break, or performing any other work without authorization by a supervisor. Unauthorized work must be reported, but will be paid if worked. Engaging in continuous or repeated unauthorized work time, even if recorded accurately, may result in disciplinary action up to and including termination.

Nonexempt employees who fail to accurately record their work hours as required under this policy will be paid for all hours worked, but may be subject to disciplinary action for repeated violations of policy, including the possibility of termination of employment.

Employees may not enter or record hours worked on behalf of their coworkers. Any employee who violates any aspect of this policy may be subject to disciplinary action up to and including possible termination.

It is a violation of Rocketship's policy for anyone to instruct or encourage another employee to work "off the clock," to incorrectly report hours worked, or to alter another employee's time records. If any employee is directed or encouraged to incorrectly report hours worked, or to alter another employee's time records, they should report the incident immediately to the Human Resources Department.

Remote Work: (Applies to NeST staff and any other employees who have appropriate manager written pre-approval for hybrid or remote work.)

As our workforce continues to operate with some employees fulfilling their job responsibilities at locations other than Rocketship's campuses and offices (typically their home) as their primary business site, the following policy applies. The requirements noted here are designed to ensure productivity, professionalism, and to prevent disruptions to the workday, projects, collaborations, and/or virtual meetings. .

Working remotely is not a guaranteed universal employee benefit and it is not possible to offer to all employees, as the requirements of some positions are not suited to such arrangements. Employees may be advised by the Company to work remotely. In addition, an employee may make a request to work remotely due to circumstances that may warrant working remotely. An employee's previous job performance may be considered in determining whether the employee may be permitted to work remotely. Rocketship reserves the right to withdraw approval for remote work at any time, if, in its sole discretion, Rocketship determines that remote work is not serving Rocketship business needs and/or in situations where Rocketship suspects and/or determines the existence of policy violation(s), performance concerns, abuse of arrangement, and/or due to business or role specific needs.

Note: If your role requires in-person attendance, you must obtain written pre-approval from your supervisor and through the Human Resources Department before working remotely. If you have questions about the approval process, please contact your direct supervisor or the Human Resources Department. Failure to obtain pre-approval or comply with this policy may result in disciplinary action, up to and including termination of employment.

General Expectations

- Remote employees are expected to be available and communicative during scheduled work hours applicable to the time zone into which they were hired, including promptly attending all meetings and calls. Any changes to the agreed-upon schedule must be reviewed and approved by the supervisor in advance.
- Remote employees are responsible for ensuring that remote work is done in a manner that does not compromise the quality of their work, productivity, or relationships with colleagues. It is essential that the employee is proactive and effective in communication with fellow employees and management regarding status updates, deadlines, meetings, deliverables, and obligations. The employee must be accessible via phone and email during work hours. Rocketship work rules and other policies apply equally to remote work.
- Consumption of alcohol, intoxicants, and drugs that impair ability to work during work hours is strictly prohibited.
- Employees should seek a quiet and distraction-free working space that allows them to perform their job duties without interruption.
- Employees are expected to maintain their workspace in a safe manner, free from safety hazards and to immediately report any work-related injuries that occur while working remotely.
- Employees may not use remote work to provide dependent care, perform personal errands, or engage in non-work activities during scheduled work hours.
- Employees approved for remote work are expected to perform their duties from their designated primary work location and the state/region of residence at the time of hire. *If an employee relocates to another state/region/location, they must notify the Human Resources Department and the Payroll Department, and update their employee records and Workday within thirty (30) days of their relocation to ensure the correct payroll withholdings are being made and that Rocketship is making any expense reimbursements required under federal, state and local laws.*
- Remote employees who plan to travel for personal, non-business reasons and wish to continue working during that time must notify their supervisor in advance and obtain written approval to work remotely from another location. For international travel, please see *International Travel and Use of Rocketship Public School Assets* policy.

International Travel and Use of Rocketship Assets

Working from or accessing Rocketship systems while traveling internationally is strongly discouraged and should occur only when circumstances make it unavoidable. Due to data security, legal, and operational risks, team members may not access Rocketship assets while traveling internationally without prior written approval from both a NET leader and the Vice President of Technology. Requests for approval must be submitted in advance of travel and include travel dates, destination(s), duration, and business justification.

When approval is granted, team members are required to comply with all security protocols and guidance provided by the Technology Team to protect Rocketship data and systems. This may include limitations on system access, required security measures, or alternative work arrangements. All approvals are granted on a case-by-case basis and do not constitute ongoing or future authorization. Please be advised that even with approval, access is not guaranteed. Security protocols in non-US jurisdictions, foreign internet service providers, and local infrastructure may inhibit remote access. Additionally, connectivity may be inconsistent or unreliable; therefore, the Technology Team cannot offer support for international connectivity

issues or troubleshoot external networks. Any additional costs incurred to support international access is the responsibility of the employee.

Team members who travel internationally and access Rocketship systems without the required approvals may be subject to disciplinary action, up to and including termination of employment. Rocketship reserves the right to determine appropriate action based on the circumstances of the violation. Compliance with this policy is required to safeguard organizational data and ensure adherence to applicable security and legal requirements.

School Cancellation, Late Start, and Early Dismissal

Rocketship's School Cancellation, Late Start, and Early Dismissal Policy covers procedures for closing school due to weather conditions and other hazardous conditions; the procedure for notifying families of school closure; work requirements and compensation implications for exempt and nonexempt staff members during school closures; and implications of school closure on the Annual Calendar in each region. The portion of the policy addressing work requirements and compensation implications is excerpted below:

> *If school is closed for an entire day due to severe weather in the area, neither students nor staff will be expected to come to school unless otherwise notified by the Principal due to a critical need at the site. This includes all teachers, School Leaders, and support staff. Exempt staff members will be expected to work remotely during severe weather closures and will be compensated as usual. Nonexempt staff members who were already scheduled to work during a severe weather closure will be compensated as usual for their scheduled work hours. When practical, a nonexempt staff member's manager may assign them work to complete remotely. All staff members should check with their managers for details on where and how to complete their work during severe weather closures.*
>
> *If school is closed for a reason other than severe weather (i.e., water damage at Rocketship site), students will not be expected to come to school but staff may be asked to report to work, or to work remotely or at an alternative site. All school staff members should check with their manager for details on where and how to complete their work during non-severe weather closures. Exempt staff members will be compensated as usual, and nonexempt staff members will be compensated for their scheduled work hours or as otherwise required under applicable law.*
>
> *If school remains open but an employee is unable to safely report to school due to extreme circumstances, the employee's manager has the discretion to approve an employee's request to work remotely or from another location under limited circumstances.*

Staff Dress Code

Rocketship believes that employees serve as role models. They should therefore maintain professional standards of dress, grooming and personal hygiene whether they are working onsite or remotely. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress, grooming and personal hygiene.

Rocketship encourages employees, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. The dress at Rocketship is typically business attire and/or business casual. Accordingly, all staff shall adhere to the following standards of dress, grooming and personal hygiene:

1. Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in dresses or skirts that are no higher than three (3) inches above the knee. Rocketship staff generally may not wear the following: flip-flops, gym shoes, denim, jogging suits. Clothes should fit properly and not be too tight or too baggy.
2. Head coverings, including hats of any kind, except those worn for cultural, religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. Requests for an exception to this policy require prior approval and must be granted by the Human Resources Department.
3. Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are generally not permitted, except on designated casual dress days, customarily on Fridays. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
4. Skirts and dresses should be no higher than three (3) inches above the knee.
5. All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage. For example, midriffs should be covered and tops must have sleeves (cap, short, or long).
6. Clothing or jewelry with logos that depict and/or promote gangs, alcohol, tobacco, sex, violence, drugs, illegal activities, profanity, obscenity or otherwise violate the Policy Prohibiting Harassment, Discrimination or Retaliation are not permitted.
7. Appropriate shoes must be worn at all times. Appropriate shoes are defined as shoes that are closed toed, for safety, and shoes that you can easily stand in for prolonged amounts of time.
8. Employees should exercise good grooming and hygiene habits. Hair styles, facial hair, make-up and fingernails should reflect a clean and professional image. Facial hair should be trimmed and groomed, and nails should be cleaned.
9. Employees are asked to be sensitive to those in the workplace when it comes to fragrances and odors. Individuals may have allergies and sensitivities, therefore please be conservative as you apply fragrances and other body products and in your use of air fresheners, incense or other artificial scent products. This also includes odors left on your body, hair or clothing from smoking or use of tobacco products or off-duty use of lawful cannabis products. You may be asked to discontinue use of a product or use a milder scent or bathe or change into clothes that are not disruptive to the work environment.
10. Body odor, bad breath, and lingering cigarette or marijuana smoke may be offensive or trigger sensitivities for coworkers and do not reflect a professional image to our students and other visitors to Rocketship. Employees should take the necessary precautions to prevent such odors with regular bathing and clothes washing (including outerwear and coats), use of deodorant, and good dental and personal hygiene.

Employees are required to observe these rules and to comply with a supervisor's directions concerning these rules. If an employee's poor hygiene or odor (whether from too much scented products or from smoking or other odors) is an issue, the supervisor should discuss the issue with the employee in private and identify the concerns to be corrected. In the event that an employee disagrees with a supervisor's direction regarding appropriate attire, grooming or hygiene under these rules, the employee is still required to obey the supervisor's direction, until such time that the disagreement is resolved by management or Human Resources.

Violation of these rules is subject to discipline, up to and including termination.

Employees may consult their supervisor or the Human Resources Department if they have questions as to what constitutes appropriate attire, grooming or personal hygiene.

Religious, Medical and Disability Accommodations: Nothing in this policy is intended to prevent employees from wearing a hair or facial hair style that is consistent with their cultural, ethnic or racial heritage or identity. Rocketship will reasonably accommodate exceptions to this personal appearance, grooming and hygiene policy if required due to an employee's sincerely held religious beliefs or practices, medical condition or disability. Employees who need such accommodation should contact their supervisor and/or the Human Resources Department. This policy will be interpreted to comply with applicable local, state or federal laws.

Staff Children at Work

To minimize workplace distraction and health/safety risks, staff members who have children who are not Rocketship students are generally prohibited from bringing their children to school campuses or other Rocketship facilities during the work day. However, Rocketship understands that there may be rare circumstances in which a staff member needs to bring their child(ren) to work.

Staff members may only bring a non-Rocketship child to work if the following conditions are met:

- The child accompanies the staff member on a very short-term basis (i.e., one or two days), not on a regular or ongoing schedule (i.e., every Tuesday, or for a two-week period).
- The child is not afflicted with a contagious illness or condition (i.e., child staying home from their own school with the flu or head lice).
- The child is school-aged.
- The staff member is able to fully perform all of their job duties.
- The staff member notifies the manager and that manager agrees in writing (email is sufficient).
- The child is not causing distraction to Rocketship students or staff members.
- The staff member signs the, Liability Waiver for On-Site Employee Children, a written waiver of liability for any harm caused by or to the child while on the Rocketship premises during the workday.

If a staff member is not able to meet all of the above conditions, the staff member's manager may, on a case-by-case basis, make an exception for that staff member's child to be at work, depending on the specific circumstances. The staff member's manager must first obtain approval from their manager prior to making an exception to any of the above conditions.

Note that in certain cases, older children may be able to be on campus as a Rocketship volunteer. In those cases, the child must follow the requirements and procedures for becoming a Minor Volunteer as set forth in Rocketship's Volunteer Clearance Policy.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. Moreover, employees should work to avoid situations that might create even the appearance of impropriety.

The term "actual or potential conflict of interest" describes any circumstance that would or would appear to cast doubt on an employee's ability to act with total objectivity with regard to

Rocketship's best interests. All employees are expected to avoid any action or involvement which would, or would appear to, in any way compromise their actions on behalf of Rocketship.

Examples of activities that constitute an actual or potential conflict of interest include, but are not limited to, the following:

- For an employee to conduct business on behalf of Rocketship with their family member, domestic or romantic partner, co-resident, or a business organization in which such person has a significant association or interest, which could give rise to an actual or potential or perceived conflict of interest.
- To serve in an advisory, consultative, technical, or managerial capacity for any entity that is not affiliated with Rocketship which does significant work with or performs similar functions as Rocketship. Employees wishing to serve on boards of directors for other charter school networks must first obtain written approval of both their supervisor and the Human Resources Department to ensure there is no conflict of interest.
- Using proprietary or confidential Rocketship information for personal gain or to Rocketship's detriment.
- Using Rocketship property or labor for personal reasons.
- Acquiring any interest in property or assets of any kind for the purpose of selling or leasing it to Rocketship.
- Committing Rocketship to give its financial or other support to any outside activity or organization.

An employee involved in any relationships or situations which would, or would appear to, constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Human Resources Department for a determination about whether a potential or actual conflict exists. Failure to adhere to this guideline, including failure to disclose any conflicts or to seek an exception, may result in discipline, up to and including termination.

The Human Resources Department will immediately and fully disclose the material facts of the actual or potential conflict of interest to the SVP Human Resources, who shall then work with the Rocketship General Counsel and/or the Rocketship Chief Executive Officer and/or other Network Executive Team members as appropriate, to determine next steps.

If it is determined that an actual or potential conflict exists, Rocketship will determine an appropriate plan to mitigate the actual or potential conflict of interest on Rocketship.

Employment of Family; Personal Relationships in the Workplace

There may be occasions when members of the same family, or individuals in a romantic/sexual relationship, or certain platonic living arrangements (e.g., supervisor and staff member reporting to that supervisor), are concurrently employed by Rocketship and/or seeking employment with Rocketship. These situations raise concerns of conflict of interest, favoritism, sexual harassment and the appearance of impropriety.

The Human Resources Department shall have the authority and responsibility for mitigating the impact in the workplace of such relationships. Rocketship reserves the right to take whatever action is necessary in its discretion to address the situation, which may include no hire, reassignment of responsibilities, recusal from decision-making, completion of a Consensual Relationship Acknowledgement or other appropriate measures .

As a general rule, Rocketship will not hire or retain individuals in familial, romantic/sexual, or certain platonic living (e.g., supervisor and staff member reporting to that Supervisor) relationships:

1. Where one would have the authority or practical power to supervise, appoint, remove, or discipline, or determine the compensation of the other.
2. Where one would be responsible for reviewing/evaluating the work of the other.
3. Where other circumstances exist, even if there is no supervisory responsibility, which would place the individuals in a situation of actual or reasonably foreseeable conflict between Rocketship's interest and their own or that would pose difficulties for supervision, security, safety, or morale.

Applicants who are denied employment to a particular position for one of the foregoing reasons may be considered for other vacant positions for which they may be qualified when and if such positions are available.

For purposes of these provisions, "supervisory employee" or "supervisor" means any employee, regardless of job description or title, having authority in the interest of Rocketship to hire, transfer, suspend, promote, discharge, assign, reward or discipline other employees using independent judgment.

An applicant for a position with Rocketship must disclose any relationship to the Human Resources Department and the position's Hiring Manager upon submitting an application. If two (2) or more employees have (or develop) a familial relationship as described above, it is the responsibility of both employees to promptly disclose this relationship to the Human Resources Department.

Employees who violate this policy, including the reporting requirement, will be subject to disciplinary action up to and including termination of employment.

Familial Relationships

Individuals who are related in the following manner are considered to have a familial relationship for the purposes of this policy: spouse, domestic partner, child, stepchild, foster child or ward, parent, stepparent, foster parent or guardian, grandparent or grandchild, brother or sister, uncle or aunt, cousins, nephew or niece, or in-laws including father, mother, daughter, son, brother or sister.

An applicant for a position with Rocketship must disclose a familial relationship to the Human Resources Department and the position's Hiring Manager upon submitting an application. If two (2) or more employees have (or develop) a familial relationship as described above, it is the responsibility of the employees to promptly disclose this relationship to the Human Resources Department.

Romantic and/or Sexual Relationships

This section of the policy addresses consensual romantic and/or sexual relationships between employees or involving employees and current parents.

Employees in romantic and/or sexual relationships are not permitted to be in the chain of supervision of one another. If such a relationship arises between a supervisor and an employee,

the supervisor is required to disclose the relationship to the Human Resources Department so that a change in reporting structure of the individuals involved or transfer of location within Rocketship can occur. Under no circumstance may the supervisor participate in activities or decisions that may reward or disadvantage the employee or employees with whom they are involved, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments or discipline.

Similarly, and to ensure Rocketship is able to effectively manage all employee interactions in the workplace, employees who enter into romantic and/or sexual relationships with co-workers who are not their supervisor are also required to disclose the relationship to the Human Resources Department.

Relationships between employees and parents of current students raise conflict of interest issues, and should be avoided. Among other things, such relationships may raise serious concerns about unfair treatment or favoritism towards students. Employees must disclose any romantic and/or sexual relationships with parents of current students to the Human Resources Department and the employee's manager. All pertinent facts will be reviewed and documented. The Human Rights Department will determine whether a conflict exists. Depending on the nature of the conflict, appropriate measures will be taken to mitigate the related impact. Even if Rocketship waives a potential conflict of interest, any disruption to the educational environment will result in termination. Failure to disclose a romantic and/or sexual relationship with a parent will result in discipline up to and including termination of employment.

Platonic Living Relationships

Where possible, employees in the chain of supervision of one another should not cohabitate. While Rocketship recognizes that co-workers may choose to cohabitate, this arrangement must not compromise the chain of supervision or workplace integrity.

If such a situation arises, it is the responsibility of all involved employees to disclose this situation to the Human Resources Department and the supervisory employee's management. Rocketship will work closely with the supervisor and supervisory employee's management to determine the appropriate action in this case. Under no circumstances may the supervisor participate in activities or decisions that may reward or disadvantage the employee or employees with whom they live, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments or discipline.

Failure to comply with this policy, including its disclosure obligations, will result in discipline, including immediate termination.

Confidential Information

Student Information

All employees must comply with all student confidentiality obligations under the Family Educational Rights and Privacy Act (FERPA), any applicable state student records laws, and as otherwise provided by Rocketship policies. All information relating to students, personal information, schools attended, addresses, contact numbers, academic progress, disciplinary files, and other student records and information are confidential in nature, and may not be shared with or distributed to unauthorized parties. Likewise, all records concerning students' special education services are also protected by FERPA and shall be kept strictly confidential and

maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including termination.

Employee Information

Rocketship's policy is to safeguard personal employee information, (e.g., personnel files, personal health information, leave of absence files, social security numbers, etc.), in its possession to ensure confidentiality of such private information. Rocketship will cooperate with and provide access to personnel records when required by law or when we determine that disclosure is necessary, permissible, and in the best interest of Rocketship, our students and/or our employees. Employees who wish to inspect their personnel records may do so as is permitted by state law applicable to your work location.

Nothing in this Handbook prohibits an employee from communicating with any governmental authority or making a report in good faith and with a reasonable belief of any violations of law or regulation to a governmental authority, or disclosing information which the employee acquired through lawful means in the course of employment to a governmental authority in connection with any communication or report, or from filing, testifying or participating in a legal proceeding relating to any violations, including making other disclosures protected or required by any whistleblower law or regulation to the Department of Labor, or any other appropriate government authority.

Rocketship Official Media Accounts

All public-facing accounts that represent Rocketship are managed and maintained by the Rocketship Marketing and Communications Department. Input and contributions from all Rocketship employees are encouraged. To ensure that Rocketship communicates with the media in a consistent, timely and professional manner about matters related to Rocketship, employees should notify the Rocketship Marketing and Communications Department that they have been contacted by the media whenever they are asked to speak on behalf of Rocketship so that Rocketship knows that a media inquiry has been made. **Do not respond to media inquiries on Rocketship's behalf without prior written authorization of the Rocketship Marketing and Communications Department**. This rule does not prevent employees from speaking with the media, but without authorization to do so, an employee must make clear that they are not speaking on behalf of Rocketship.

Rocketship employees should not set up websites, blogs, or social media pages or identities that appear to officially represent Rocketship as an organization or any of its schools. Note that school campuses are only allowed to create and maintain school social media sites in accordance with Rocketship's School Social Media Policy, below.

When students enroll in Rocketship, their parents/guardian submits a signed media release that indicates whether or not they permit Rocketship to use photos of their children in official public materials. To help the Rocketship Marketing and Communications Department ensure that photographs used by Rocketship depict only students with signed, affirmative media releases, employees are asked to identify the students in photos they submit to the Rocketship Marketing and Communications team for publication.

Social Media

Rocketship respects the rights of its employees and understands that employees' non-work hours are their own. Rocketship also acknowledges the value of social media as a powerful tool to

communicate about the organization and to advocate for Rocketship's mission. However, employees should be mindful that their social media activity, even if done off premises and while off-duty could impact the workplace, and some readers may mistakenly view an employee as a spokesperson for Rocketship. With that in mind, Rocketship has adopted this social media policy to clarify the expectations and regulations employees should be aware of when using social media.

For purposes of this Policy, "social media activity" includes all types of posts and other communications on the internet, including but not limited to, posts on social networking sites, such as Facebook and LinkedIn; blogs and other on-line journals and diaries; bulletin boards and chat rooms; microblogging, such as X (formerly Twitter); and posts of photographs, video or audio on media-sharing sites, such as YouTube, Snapchat, Instagram, TikTok, or Flickr. "Social media activity" also includes permitting, or failing to remove, posts by others where the employee can control the content of posts, such as on a personal page or blog.

Employee Behavior

Rocketship employees should exercise discretion when using social media sites.

Expectations and regulations around employee behavior – including those covered in the Rocketship Standards of Conduct, Rocketship Policy Prohibiting Harassment, Discrimination, and Retaliation, Rocketship Staff/Student Interaction policies, or any other Rocketship policy or procedure – apply also to an employee's online and social media behavior. In addition, employees should be mindful that their activities online can reflect negatively on the organization as a whole.

Specifically, Rocketship employees should all be aware of the following guidelines when using social media:

- Rocketship strongly encourages all employees to carefully review the privacy settings on their personal social media and networking sites. What you believe is private in the digital world is often easily searchable and shareable, and has a real possibility of becoming public even without one's knowledge or consent.
- If social media postings on behalf of Rocketship are part of your job, your use of social media is subject to the specific terms, conditions and restrictions established by Rocketship and by law, including respecting copyrights, trademarks and privacy rights of students and others, and complying with all laws and regulations governing the posting of social media content such as the Federal Trade Commission's requirements for posting "promotional content."
- Rocketship owns all postings or other social media communication that you create as an approved part of your job, such as blogs, tweets, and LinkedIn posts, as well as all Rocketship social media accounts. Employees have no expectation of privacy when making social media postings on behalf of Rocketship or while using Rocketship's systems or accounts.
- Employees may not participate in personal social media account postings during working hours or by using Rocketship's systems. This does not apply if social media postings on behalf of Rocketship are part of your job.
- When posting about Rocketship on personal social media sites, employees should make clear that they are not representing Rocketship. To do so, we request that employees include a phrase such as "views are my own and do not represent my employer" on their social media websites or blogs.
- Do not "friend," "follow," or otherwise create a digital relationship with a student. If a

Rocketship elementary school student has an account on social media such as Facebook, Instagram or TikTok, they are most likely breaking the terms of service for that website, which generally prohibit accounts for minors under the age of 13.

- Do not post pictures/video of or identifiable information about a Rocketship student on a personal social media site unless (1) the student is related to you, or (2) you obtain explicit written permission from the child's parent/guardian to post this content. (Note: the Rocketship Media Release form does not cover posting images of students on Rocketship employees' personal social media accounts; separate written permission must be obtained for such usage.)
- Employees must not share any personal, disciplinary, academic, health-related, or any other confidential information about any student on a social media website. Student information is safeguarded by FERPA. (See also: Rocketship Pupil Records Notice, Rocketship Discipline Policy).

Any violations of this Social Media policy are subject to disciplinary action, including immediate termination.

Responsibility for School Equipment

Rocketship may issue employees certain equipment to assist in the performance of their job duties. Employees must keep this equipment accounted for, in working order/repair, and take all reasonable precautions to prevent loss or damage to such School equipment. Employees will be held financially responsible for the replacement cost of any item that is lost or damaged as a result of their gross negligence, willful misconduct, or dishonesty, or simply not returned, to the fullest extent permitted by applicable state law. Failure to comply with this policy may also result in disciplinary action, up to and including termination from employment.

Asset Replacement

Rocketship is not responsible and cannot be held liable for any personal property that is lost or stolen on school grounds. This policy applies to staff, students, families, and other visitors on campus or in School offices.

Technology and Cybersecurity Use Policy

Rocketship's Technology Products

To better serve families and students and provide employees with the best tools to do their jobs, Rocketship provides to employees access to one or more forms of electronic media and services; including, without limitation, computers, email, internal electronic bulletin boards, and wireless broadband services for the Internet and/or an Intranet, related hardware and software, and all of the system's contents (the Products).

Rocketship encourages the use of the Products because they can make communication more efficient and effective and because they are valuable sources of information about funders, vendors, technology, and education services. However, all Employees should remember that products provided by Rocketship are Rocketship property and their purpose is to facilitate and support Rocketship's operations. All Products are subject to access and review by Rocketship at its discretion, and employees should have no expectation of privacy concerning their use of the Products. All employees have the responsibility to use the Products in a professional, ethical, and lawful manner.

To ensure that all employees act responsibly, this Technology and Cybersecurity Use Policy has been established to regulate use of the Products. The Policy is not intended to cover every possible situation. Instead, it is designed to express Rocketship' philosophy and set forth general principles when using the Products.

Rocketship has established clear guidelines and requirements for the secure use of mobile devices to access School data, systems, and networks. This policy aims to ensure the security and confidentiality of student, employee and school information, safeguard school assets, and ensure compliance with relevant federal, state and local laws, regulations, and industry standards.

Personal Use

The Products are primarily for business use to assist employees in the performance of their jobs. Limited and occasional, or incidental use of the Products for personal/nonbusiness purposes is understandable and acceptable, but all such use must be done in a manner that does not negatively affect the Products' use for their business purposes. However, employees are expected to demonstrate a sense of responsibility and not abuse this privilege.

Access to Employee Communications

- Rocketship may, at its sole discretion, monitor Employee communications directly for any lawful purpose and in accordance with applicable law, and will routinely do so for the following purposes:
    - Optimum technical management of Rocketship's information resources.
    - Detecting patterns of use that indicate employees are violating Rocketship policies or engaging in illegal activities.

Employees should not assume that any electronic communications made using Rocketship Products are private. Accordingly, if they have sensitive personal information to transmit, they are advised to use other means.

Rocketship reserves the right to inspect any and all files, data, or information stored on the Rocketship network, electronic systems or on individual Rocketship-owned computers or other electronic storage media in order to ensure compliance with Rocketship policies and applicable law, for purposes of legal proceedings, to investigate misconduct, to locate information, or for any other business purpose. Further, subject to applicable legal requirements, Rocketship has the right to inspect and provide any such files, data, or information to third parties and/or federal, state or local authorities for purposes of complying with any federal, state or local laws, and for purposes of responding to subpoenas and/or if legally required to do so by judicial or governmental order or in a judicial or governmental proceeding.

No employee may access another employee's computer, computer files, or electronic mail messages without prior authorization from the employee, or Rocketship's Chief Legal Officer and VP of Technology.

Employees should not use personal email accounts for Rocketship-related communications. Such communications should only take place via the employee's Rocketship email account. By using a personal email account to conduct Rocketship business, employees consent to providing access to Rocketship for legitimate business purposes, such as to investigate allegations of policy violations or to implement a litigation hold. Rocketship will, in its discretion, ask for access to your

personal email account so that Rocketship may inspect those communications for these or other legitimate business purposes. Upon request, an employee must provide their password.

Hardware and Software Requirements

- **Device Compatibility**: All devices must meet the minimum hardware and software requirements established by Rocketship's IT department. These requirements include, but are not limited to, specifications for operating systems, memory, storage, and processing power.
- **Operating Systems and Updates**: All devices must run approved operating systems and have the latest security patches and updates installed. Users are responsible for installing updates promptly. Failure to do so may result in restricted access to School systems.
- **Authorized Software**: Only Rocketship-approved software may be installed on Rocketship-owned devices. No unauthorized software is permitted. BYOD users must ensure that their devices are free of malware and other security threats and must install School-approved security software as required.
- **Single Sign On**: Rocketship utilizes OKTA SSO for both authentication and identity provisioning.
- **Device Encryption**: Full-disk encryption must be enabled on all devices to protect data in case of loss or theft. This includes, but is not limited to, School-owned and BYOD devices.
- **Password Protection**: Strong passwords or passphrases must be used to protect all devices and accounts from unauthorized access. Passwords must meet School complexity requirements and must be changed regularly. Biometric authentication may be used in conjunction with passwords where available, but does not replace the password requirement.
- **VPN**: While RSED is committed to providing secure and reliable network access for all work-related activities, we must maintain strict control over our network infrastructure to ensure data security and regulatory compliance. The unauthorized use of Virtual Private Network (VPN) software introduces significant security risks and compromises the integrity of the RSED network environment. Therefore, the installation or use of any third-party VPN application is strictly prohibited on RSED-owned laptops. This prohibition extends to the use of any VPN technology while on RSED property, including school and administrative facilities, to protect our sensitive data.
- Employees should contact the system administrator if they have any IT questions. Requests for assistance or questions should be sent to the IT ticketing system.

<u>Security/Appropriate Use</u>

- Employees must respect the confidentiality of other individuals' electronic communications. Except in cases in which explicit authorization has been granted by Rocketship management, employees are prohibited from engaging in, or attempting to engage in:
    - Monitoring or intercepting the files or electronic communications of other employees or third parties;
    - Hacking or obtaining access to systems or accounts they are not authorized to use;
    - Use of other people's log-ins or passwords; or,
    - Breaching, testing, or monitoring computer or network security measures.

No email or other electronic communications can be sent that attempt to hide the identity of the sender or represent the sender as someone else.

Electronic media and services are not to be used in a manner that is likely to cause network congestion or significantly hamper the ability of other people to access and use the system (e.g., downloading large video files).

Artificial Intelligence (AI) Acceptable Use Policy

While Rocketship recognizes the emerging benefits of properly utilizing Artificial Intelligence (AI) and machine learning (ML) tools, and large language models (LLMs) to assist with various work-related projects, Rocketship must prioritize and balance school, employee and student privacy, security and confidentiality obligations, as well as student and family expectations and requirements and our responsibilities as professional educators to set an example for our students, when using such tools.

Because the degree of risk inherent in using AI/ML/LLM tools varies based on the type of work performed and the type of AI/ML/LLM tool used, Rocketship has adopted the following protocols to guide use of such resources.

The Rocketship AI Champion Working Group

The Rocketship AI Champion Working Group is responsible for:

- Reviewing and approving AI/ML/LLM tools and approved uses of such tools
- Maintaining the list of approved AI tools and permitted uses
- Revoking approval of tools or use cases when appropriate
- Receiving and addressing questions, concerns, or reported issues related to AI use

Approved AI/ML/LLM Tools
Only AI/ML/LLM tools that have been reviewed and approved by the Rocketship AI Champion Working Group may be used for work-related purposes. Use of Rocketship-approved generative AI/ML/LLM tools will be allowed while performing work for Rocketship, provided such tools are only used for approved purposes and consistent with all other Rocketship policies. From time to time, the Rocketship AI Champion Working Group may publish a list of approved AI/ML/LLM tools. **Employees may not use personal or non-Rocketship licensed and managed versions of any AI/ML/LLM tools for Rocketship work.**

The Rocketship AI Champion Working Group has vetted and approved the following LLMs for use by Rocketship staff: **Only Rocketship licensed and managed versions of Gemini, ChatGPT, and Claude. Employees may not use personal or non-Rocketship licensed versions of any AI/ML/LLMs for Rocketship work**.

The lists of approved AI tools and use cases will be reviewed at least annually. Rocketship expressly reserves the right to change, modify, or delete the technologies in this list without prior notice. Staff may contact the Rocketship AI Champion Working Group to confirm the full list of available tools, which may have been updated since this policy's enactment.

Approval Process for AI/ML/LLM Tool Use
Rocketship staff may also request consideration and approval of additional AI tools. All requests to procure, develop, access, or use new AI/ML/LLM tools must be submitted to the Rocketship AI Champion Working Group for review and approval prior to procurement and use.

Step 1: Employees wishing to use generative AI/ML/LLM tools must inform their [manager/director/etc.] in writing how the AI/ML/LLM tools will be used. Managers must approve or deny requests in writing prior to the employee's use of the AI/ML/LLM tool and may do so after consideration of Rocketship policies, legal requirements or other business or educational reasons. **Managers do not have final authority to approve AI/ML/LLM tools or use cases independently; All final approvals must be granted by the Rocketship AI Champion Working Group.**

Step 2: Following manager review and approval, all requests to procure, develop, access, or use any AI/ML/LLM tool, or any new use must be submitted to the Rocketship AI Champion Working Group for final review and approval prior to use. Approval will depend on the specific situation and on the work being performed.

Use of Rocketship-Approved AI Tools

School email addresses, credentials or phone numbers can be used to create an account with these technologies, with the pre-approval of the Rocketship AI Champion Working Group.

All AI-generated content must be reviewed for accuracy before relying on it for work purposes. If a reliable source cannot be found to verify factual information generated by the AI/ML/LLM tool, that information cannot be used for work purposes.

A few examples of acceptable uses may include:

- For general-knowledge questions meant to enhance your understanding on a work-related topic.
- Use of prompts in the public domain or which do not include non-public information such as "articles about ___".
- To brainstorm ideas related to projects you are working on.
- To create formulas for Excel spreadsheets or similar programs.
- To develop or debug code, to be verified before deployment.
- To draft an email or letter.
- To summarize online research or to create outlines for content projects to assist in full coverage of a topic. Only content written by employees may be included in a final product.

In general, and unless in conflict with applicable law, examples of unacceptable uses of AI/ML/LLM tools and prohibited conduct include:

- Using any directly copied text created by an AI/ML/LLM tool in final work products of any kind without thoughtful and thorough review, verification, testing and discernment to ensure the final work product is of high quality and original text.
- Failing to properly cite an AI/ML/LLM tool when used as a resource.
- Using AI/ML/LLM tools, without express and properly recorded consent of all parties, to record images, video, audio, conversations, meetings and/or create notes of interactions, conversations, or meetings.
- Certain limited, on-line platform Rocketship meetings may be recorded if Rocketship protocols are met. In such case, in order to record on-line platform meetings using AI/ML/LLM tools (e.g., Zoom, Google Meet, etc.), Employees must first provide advance, full disclosure of the intended recording/note-taking to all involved parties, and obtain consent to the use of the AI/ML/LLM tool from all participants in the

conversation/meeting (e.g., via the Zoom "this meeting is recorded" sign-on acknowledgment feature).
- Using AI/ML/LLM personal technology tools such as Smart Glasses (e.g., Meta Glasses), Smart Phones, AI-powered hardware devices (e.g. Pocket, etc.) or any other AI-powered tech tool to record students, other staff members, third parties, conversations, or meetings.

Employees having any uncertainty about whether certain information is appropriate to input into or for use of an AI/ML/LLM tool, should default to not using such information in the prompt and to not using the AI/ML/LLM tool under the circumstances. Ask yourself: Would everyone in the room consent to disclosure of this information? Would a student's parents consider this information confidential or sensitive? Each employee is ultimately responsible for anything that they share or disclose through use of an AI/ML/LLM tool.

Any violation of this policy may result in disciplinary action, up to and including termination of employment.

Electronic Recording Policy

Rocketship strictly limits the use of electronic recording on its campuses and at Rocketship-sponsored events. Rocketship utilizes fixed security cameras on school campuses for safety, security, and operational purposes, including the protection of students, staff, and visitors and the investigation of safety incidents. Electronic surveillance conducted by Rocketship, including audio recording, visual recording, or both, may be used only where deemed necessary for these purposes. Audio or visual recording (e.g., Using Smart Phones, AI glasses, etc.) for any other purpose is prohibited to the fullest extent permitted by law.

Prohibited Electronic Recording

In accordance with applicable federal and state laws, Rocketship does not record and does not consent to the recording of private oral communications occurring in locations where individuals have a reasonable expectation of privacy. Rocketship will not install surveillance devices in areas where there is a reasonable expectation of privacy, including but not limited to restrooms.

With the limited exception of authorized recordings openly taken during the course of a student Individualized Education Program (IEP) Meeting, employees are strictly prohibited from creating, initiating, or using any hidden or unauthorized audio or video recording equipment in any Rocketship classroom, office, campus location, virtual meeting or Rocketship-sponsored off-site meeting space. This prohibition applies regardless of purpose and includes the recording of meetings, conversations, or interactions without express authorization and required legal consent.

In addition, employees must comply with Rocketship's Artificial Intelligence (AI) Acceptable Use Policy before using any AI-enabled technology that has the capability or is used with the intent to record, transcribe, analyze, summarize, or generate content from meetings or interactions during any Rocketship meeting, school event, or function, whether conducted in person or virtually.

Except during designated school events open to the Rocketship community, such as school performances, graduations, or similar events, employees, parents, and visitors are expected to refrain from taking photographs or making audio or video recordings of students or staff without prior written consent from the student's parent or guardian. If an image or recording of a student

is captured, individuals are strongly discouraged from posting such content on personal social media accounts. Unauthorized recording or distribution could violate federal or state privacy laws. Employees authorized to post content to official Rocketship social media accounts must do so in compliance with Rocketship Social Media Policy.

Legal Exceptions and Protected Rights

Nothing in this policy is intended to restrict or prohibit recording that is expressly permitted or required by law in elementary school settings. This includes, but is not limited to, the lawful recording of Individualized Education Program (IEP) meetings, recordings made as a reasonable accommodation for an individual with a disability, recordings required by court order, or recordings otherwise mandated by applicable law or regulation.

For any recording created or maintained by Rocketship that is subject to the Family Educational Rights and Privacy Act (FERPA), parents or guardians may retain certain rights to inspect and review such recordings, and challenge the content through applicable hearing procedures.

Notification

Rocketship provides notice on school campuses where fixed security cameras or other electronic surveillance equipment are in use. Visitors with questions or concerns regarding electronic surveillance should be instructed to contact Rocketship's Business Operations Manager for their school.

Personal Business

Rocketship's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail and deliveries directed to their home address and limit personal telephone calls to an absolute minimum. Employees may not use Rocketship materials, time or equipment for personal projects.

Solicitation and Distribution

Rocketship seeks to create a work environment free of unnecessary disruptions so that employees can focus on their responsibilities to students. Solicitation, circulation and distribution of materials by non-employees are prohibited on Rocketship property at any time.

Any requests from outside persons or organizations to sell merchandise, solicit contributions, distribute literature, arrange displays or use Rocketship facilities should be referred to the Human Resources Department for enforcement of this policy.

SAFETY

Health and Safety

Rocketship is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with Rocketship's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the

Human Resources Department any potential health or safety hazards, and all injuries or accidents.

In the event of a crisis, pandemic or natural disaster significantly affecting the health and safety of staff and students, Rocketship will issue supplemental policies and guidelines that staff will be expected to follow to ensure a safe work environment.

Security Protocols

Rocketship has developed guidelines to help maintain a secure workplace.

- Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas.
- Report any suspicious persons or activities to the Principal and/or Office Manager immediately.
- Employee desks or offices should be secured at the end of the day. When an employee is called away from their work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible.
- The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Principal when keys are missing or if security access codes or passes have been breached.

Identification Badge Requirements

All Rocketship Network Support employees must wear their Rocketship identification badge when visiting School campuses within the organization.

If an identification badge is lost or stolen, employees must obtain a replacement immediately. Lost or stolen cards must be reported to the Human Resources Department immediately. Failure to wear an identification badge or excessive loss or damage to identification badges can lead to disciplinary action.

Upon termination, employees will be required to return identification badges to the Human Resources Department.

Campus Access Restrictions

All visitors, including those invited by employees, are required to enter any school facility through the main entrance and sign in or report to the main office. All visitors to the school are required to sign in via our visitor management system, VisitU, either with their application or identification card. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on Rocketship premises should immediately direct them to the building office or contact the administrator in charge.

Employees whose employment has been involuntarily terminated and are not a parent are prohibited from accessing any area of any Rocketship campus. Any former employee who is also a parent of a current Rocketship student shall have their access limited consistent with access afforded to other parents and family visitors. Violations of this policy, including causing disruption on any Rocketship campus, shall be reported to law enforcement as applicable.

Occupational Safety

Rocketship is committed to the safety of its students, families, employees, vendors, contractors, and the public, and to providing a clear safety goal for management. To promote the concept of a safe workplace, Rocketship maintains Violence, Injury and Illness Prevention Programs.

The prevention of accidents is the responsibility of every Rocketship supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures.

Rocketship provides various forms of professional development and training to its employees. Rocketship will provide appropriate safety training to employees as required by applicable laws and regulations. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of Rocketship that accident prevention shall be considered of primary importance in all phases of operation and administration. Rocketship's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce Rocketship safety and health rules, practices and procedures could result in disciplinary action up to and including termination of employment.

Accident/Incident Reporting

If an accident or injury should occur on the job, employees must immediately notify their manager and/or the Human Resources Department no matter how minor the incident may seem. Any manager who receives such notice shall immediately notify the Human Resources Department to ensure that proper notifications are made. Such notification will enable Rocketship to obtain the necessary emergency medical attention for the injured employee and also assist Rocketship to begin processing paperwork necessary to comply with workers' compensation laws and preserve any right an employee may have to workers' compensation benefits. Also, if any Rocketship property (e.g., equipment) is involved in the incident, employees must include reference to the Rocketship property in their report and retain that property for inspection by insurance carriers and/or investigators. Failure to immediately report workplace injuries and/or accidents may result in disciplinary action, up to and including termination of employment.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. All employees should know the local emergency numbers such as 911. In addition, when possible and safe, employees should report any emergency by calling management.

Substance Abuse

Rocketship is committed to promoting safety and employee health in the workplace and to creating a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees can adversely affect the workplace health, safety, and productivity and can damage public confidence and trust in Rocketship.

To further its interest in avoiding accidents, to promote and maintain safe and efficient working conditions for its employees, and to protect its students, schools, property, equipment, and

operations, Rocketship has established this policy concerning the use of alcohol and drugs. As a condition of continued employment with Rocketship, each employee must abide by this policy.

Definitions

For purposes of this policy:

- "Illegal drugs or other controlled substances" mean any drug or substance that (a) is not legally obtainable; (b) is legally obtainable but has not been legally obtained; or (c) has been legally obtained but is being sold or distributed unlawfully. "Legal drug" means any drug, including any prescription drug or over-the-counter drug, that has been legally obtained and that is not unlawfully sold or distributed.
- "Abuse of any legal drug" means the use of any legal drug (a) for any purpose other than the purpose for which it was prescribed or manufactured; (b) in a quantity, frequency, or manner that is contrary to the instructions or recommendations of the prescribing physician or manufacturer; or (c) by a person other than the person for whom it was prescribed.
- "Possession" means that an employee has the substance on their person or otherwise under their control.
- "Reasonable suspicion" includes a suspicion that is based on specific personal observations such as an employee's manner, disposition, muscular movement, appearance, behavior, speech or breath odor; a pattern of abnormal behavior; information provided to the Human Resources Department, the Principal or a supervisor by an employee, by law enforcement officials, by a security service, or by other persons believed to be reliable and credible or independently corroborate; or a suspicion that is based on other surrounding circumstances. Although reasonable suspicion testing does not require certainty, mere "hunches" are not sufficient.

Prohibited Conduct

The prohibitions of this section apply whenever the interests of Rocketship may be adversely affected, including any time an employee is:

- On Rocketship premises, except in accordance with Rocketship' Alcohol on Campus Policy.
- Conducting or performing Rocketship business, regardless of location.
- Operating or responsible for the operation, custody, or care of Rocketship equipment or other property.
- Responsible for the safety of others in connection with, or while performing, Rocketship-related business.

Alcohol: The following acts are prohibited and will subject an employee to discipline, up to and including immediate discharge:

- The unauthorized use, possession, purchase, sale, manufacture, distribution, transportation, or dispensation of any beverage or medicine containing alcohol.
- Being under the influence of alcohol while engaged in work for Rocketship or on Rocketship premises.

Illegal Drugs: The following acts are prohibited and will subject an employee to discipline, up to and including immediate discharge:

- The use, possession, purchase, attempted purchase, sale, attempted sale, conveyance, manufacture, distribution, transportation, transfer, cultivation or dispensation of any illegal drug or other controlled substance, including marijuana.
- Being under the influence of any illegal drug or other controlled substance, including marijuana.

Prescription Drugs: This policy prohibits:

- Not following the dosing directions of a legal drug.
- The use, purchase, sale, manufacture, distribution, transportation, dispensation, or possession of any legal prescription drug in a manner inconsistent with law and/or Rocketship policies.
- Working while impaired by the use of a legal drug whenever such impairment might endanger the safety of the employee or some other person, pose a risk of significant damage to Rocketship property or equipment; or substantially interfere with the employee's job performance or the efficient operation of the Rocketship' business or equipment.

Nothing in this policy is intended to prohibit the customary and ordinary purchase, sale, use, possession, or dispensation of over-the-counter drugs or other substances, so long as those drugs or other substances are used in accordance with the dosing instructions and that activity does not violate any law or result in an employee being impaired by the use of such drugs or substances in violation of this policy.

Drug Free Awareness Program

Rocketship has established a Drug-Free Awareness Program that is designed to inform employees about the dangers of drug abuse in the workplace and to help ensure that employees are familiar with this policy and with the disciplinary actions that can result from a violation of this policy. From time to time, employees will be requested to attend one of the sessions of the Drug-Free Awareness Program. During each such session, employees will be given current information about available programs offering counseling and rehabilitation.

Managers and supervisors should be attentive to the performance and conduct of those who work with them and should not permit an employee to work in an impaired condition or to otherwise engage in conduct that violates this policy. When management has reasonable suspicion to believe that an employee or employees are working in violation of this policy, prompt action will be taken.

Drug Testing

- Reasonable Suspicion Testing: If Rocketship has reasonable suspicion that the employee is working in an impaired condition or otherwise engaging in conduct that violates this policy, the Principal or the Human Resources Department will gather all information, facts, and circumstances leading to the reasonable suspicion. The Principal or the Human Resources Department will promptly prepare a written report of the circumstances which formed the basis to warrant drug testing. The report should include the appropriate dates and times of reported drug-related instances, reliable/credible sources of information, rationale leading to the test, and the action taken. The employee will be asked about any observed behavior and offered an opportunity to give an explanation. If the employee is

unable to credibly or adequately explain the behavior, they may be asked to take a drug test in accordance with the procedures outlined below or as otherwise required under applicable law. If the employee refuses to cooperate with the administration of the drug test, the refusal will be handled in the same manner as a positive test result where permissible under applicable law.

- Accident or Unsafe Practice Testing: Rocketship is committed to providing a safe work environment. It also has a legitimate interest in determining the cause of serious accidents so that it can undertake appropriate corrective measures. Post-accident drug testing can provide invaluable information in furtherance of that interest. Accordingly, employees may be subject to testing when, based upon the circumstances of the accident, their actions are reasonably suspected of having caused or contributed to an accident that meets the following criteria:
    - The accident results in a death or personal injury requiring hospitalization; or
    - The accident results in damage to property estimated to be in excess of $10,000.
- If an employee is suspected of having caused or contributed to an accident meeting the above criteria, the supervisor will present the facts leading to this suspicion to the Principal or the Human Resources Department for approval. Once approval has been obtained and arrangements made for testing, the supervisor will prepare a written report detailing the facts and circumstances that warranted the testing.
- Procedures for Drug Testing: Rocketship will refer the applicant or employee to an independent, National Institute on Drug Abuse (NIDA)-certified medical clinic or laboratory, which will administer the test. Rocketship will pay the cost of the test and reasonable transportation costs to the testing facility. The employee will have the opportunity to alert the clinic or laboratory personnel (including a medical review officer) to any prescription or non-prescription drugs that they have taken that may affect the outcome of the test. All drug testing will be performed by urinalysis and according to all applicable laws. The clinic or laboratory will inform Rocketship as to whether the applicant passed or failed the drug test. If an employee fails the test, they will be considered to be in violation of this policy and will be subject to discipline including immediate termination of employment to the extent permitted by applicable laws.
- Acknowledgment and Consent: Any employee subject to testing under this policy will be asked to sign a form acknowledging the procedures governing testing, and consenting to (1) the collection of a urine sample for the purpose of determining the presence of alcohol or drugs, and (2) the release to Rocketship of medical information regarding the test results. Refusal to sign the agreement and consent form, refusal to submit to the drug test or providing a sample that is deemed by the testing clinic to be substituted, tampered with or adulterated, will result in the revocation of an applicant's job offer, or will subject a current employee to discipline up to and including termination of employment where permissible under applicable law.

- Confidentiality: All drug testing-records will be treated as confidential.
- Cooperation: Employees are expected to cooperate with Rocketship's investigation of possible violations of this policy. To the extent permissible under applicable law, refusal to cooperate with an investigation under this policy will result in disciplinary action, up to and including termination of employment.
- Counseling and Rehabilitation: Employees who voluntarily seek help for drug or alcohol abuse (self-referral) by contacting the Human Resources Department will be provided an opportunity to pursue counseling and rehabilitation. Rocketship will make available to these employees information about counseling and rehabilitation services. An employee

who is receiving counseling and/or treatment for drug or alcohol abuse may use available PTO, sick leave, or, if eligible, family and medical leave. Health insurance often covers the costs of such services, but costs not covered must be paid by the employee. The employee cannot return to work until released by a treatment provider to do so, and upon receiving a negative result on a return-to-work drug and/or alcohol test (as appropriate for that individual). In addition, the employee may be asked to submit to follow-up testing for a period following the return to work.

- An employee's decision to seek help voluntarily will not be used as a basis for disciplinary action, although the individual may be reassigned, given work restrictions or placed on leave, as appropriate. A request for help is considered voluntary only if it is made before the employee is asked to submit to any drug or alcohol test or is discovered to have otherwise violated this policy.
- Inspections: Rocketship reserves the right to inspect and/or search an employee and the employee's possessions while on School premises, if there is a reason to believe that Illegal Drugs or Alcohol may be present. This includes an employee's work area, desk, locker, personal possessions and vehicle, and any items contained therein.

Any violation of this policy may result in disciplinary action, up to and including immediate termination of employment (or not being hired, in the case of applicants). To the extent that an individual engages in unlawful conduct on Rocketship premises, Rocketship may contact appropriate law enforcement and the person may be subject to criminal prosecution.

Alcohol on Campus

Rocketship strictly prohibits alcohol on school campuses at all times during the instructional school year. This includes times when students are not on campus (i.e., evenings, weekends, or holidays). Alcohol is not to be stored in staff rooms on campus at any time.

However, Rocketship recognizes that schools may encounter rare and limited situations in which it would be appropriate to consume limited amounts of alcohol on campus as part of a Rocketship sponsored social event (i.e., development events with community partners). In such cases, alcohol may be permitted on campus in very limited circumstances outside of the instructional school year (i.e., during summer break or before a new campus opens to students), provided that the following circumstances are met:

- Both the Principal and the Human Resources Department provide advance written approval of the event and the list of attendees.
- All alcohol is removed from the campus following the event.
- All staff members act responsibly and professionally and abide by all applicable school and network conduct policies and rules.

If an employee wishes to give another employee alcohol as a gift (i.e., before the holidays or a birthday) during the instructional school year, the exchange must take place off-campus.
The Human Resources Department must be promptly notified of any violations of this policy. Rocketship reserves the right to prohibit any School campus from permitting the consumption of alcohol under any circumstances if an employee is found to have violated this policy or otherwise engaged in conduct that would be deemed inappropriate by a reasonable person in light of the circumstances.

Off-Campus Event Alcohol Consumption Policy at Rocketship Sponsored Events

In certain limited circumstances, Rocketship may permit employees to consume alcoholic beverages at certain specified employer-sponsored, off-campus events, provided such consumption is lawful, limited, and conducted responsibly. Alcohol service at these events will be limited through the use of drink tickets or other controlled distribution methods. Employees are strictly prohibited from bringing outside alcohol to Rocketship sponsored events.

Employees who choose to consume alcohol at these limited events are solely responsible for their own behavior and decisions. While representing Rocketship, employees must not operate a vehicle under the influence of alcohol, violate any applicable laws, or engage in conduct that could harm themselves, others, or Rocketship's reputation. Employees are expected to exercise caution, professionalism, and good judgment at all times and to act within the scope of the policies articulated in this Handbook.

Managers and supervisors attending these events are expected to model appropriate behavior, abide by the policies of this Handbook, and to reasonably monitor the environment for any visible issues or risks. However, responsibility for compliant and appropriate conduct ultimately resides with each individual employee.

Violations of this policy may result in disciplinary action, up to and including termination of employment.

Smoke Free Environment

Rocketship's offices and schools are smoke-free environments. Smoking, including e-cigarettes and vapor products, is not allowed anywhere on Rocketship premises. It is the responsibility of each staff member to adhere to this rule, and to inform all guests of Rocketship's non-smoking policy.

First Aid and CPR Certification

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 has taken the following steps to support student safety.

<u>First Aid Kits</u>

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.

<u>CPR</u>

All Principals are to be certified in adult and pediatric CPR and First Aid and recertified prior to expiration of certificates. These records will be kept at the Rocketship site and schools should provide copies of these certificates to the Human Resources Department.

Opportunities for adult and pediatric CPR and First Aid training will be offered to all 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. Schools may also offer training to all support staff and volunteers.

Weapons and Firearms

Rocketship prohibits any weapons, imitation firearms, and/or dangerous objects of any kind in school buildings, on school grounds, school vans, vehicles, buses, at off-campus school-related and/or school sponsored activities, and/or on any property leased and/or owned by Rocketship. Any weapon identified and/or found will be immediately reported and turned over to the appropriate law enforcement authorities. In the case of a firearm, it is irrelevant that the person has a license or permit or that the firearm has no ammunition in it.

The only exception to this policy is for law enforcement and official school security personnel actively carrying out policing duties on campus and as required by applicable state or local law.

Violence in the Workplace

Rocketship is committed to providing a safe, violence-free workplace. In this regard, Rocketship strictly prohibits employees, vendors, students, visitors, independent contractors or anyone else on Rocketship premises or engaging in a Rocketship-related activity from behaving in a violent or threatening manner. Moreover, Rocketship seeks to prevent workplace violence before it begins and reserves the right to address certain behaviors, even in the absence of violent behavior. Rocketship believes that prevention of workplace violence begins with recognition and awareness of potential early warning signs and has established procedures within the Human Resources Department for responding to any situation that presents the possibility of violence.

Workplace Violence Defined

Workplace violence is any intentional conduct that is sufficiently severe, abusive or intimidating to cause an individual to reasonably fear for their own personal safety or the safety of their family, friends coworkers, students, and/or property such that employment conditions are altered or a hostile, abusive or intimidating work environment is created for one or more employees.

Workplace violence does not refer to work environment arguments or debates that are zealous or impassioned, provided there is no resort to any form of coercion. Discussions about sporting activities, popular entertainment or current events are not considered work-related violence when there is no threat of violence being directed to the work environment or any individual connected with it. Rather, workplace violence refers to behavior that demonstrates an intention to engage in violence, condones violence in our work environment, or targets any individual with acts or threats of violence.

Reporting

If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, vendor, student, visitor, independent contractor or anyone else, they should notify the Human Resources Department immediately.

Further, employees should notify the Human Resources Department if any restraining order is in effect, or if a potentially violent non-work-related situation exists that could result in violence in the workplace.

Investigation

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. All employees are required to cooperate with such investigations. In appropriate circumstances, Rocketship will inform the reporting individual of the results of the investigation.

To the extent possible, Rocketship will maintain the confidentiality of the reporting employee and of the investigation. Rocketship may, however, need to disclose results in appropriate circumstances, for example, in order to protect individual safety. Rocketship will not tolerate retaliation against any employee who reports workplace violence.

Corrective Action and Discipline

If Rocketship determines that actual or threat of workplace violence has occurred, Rocketship will take appropriate corrective action and will impose discipline on offending employees. The appropriate discipline will depend on the particular facts but may include written or oral warnings, probation, re-assignment of responsibilities, suspension, or termination of employment. If the violent behavior is that of a non-employee, Rocketship will take appropriate action to bar the individual, including notifying law enforcement.

Criminal Charge or Conviction

Employees are required to immediately notify Rocketship if they are charged with, arrested for, or convicted of any criminal offense. Notification must occur no later than five (5) calendar days from the date of the charge, arrest, or conviction. Failure to provide timely notification is a violation of this policy.

Conditions that automatically preclude employment or continued employment at Rocketship include, but are not limited to, conviction of a sexual offense, or any felony offense involving violence, harm to children, or other conduct inconsistent with the mission and safety standards of Rocketship for children. Other felony convictions, and misdemeanor convictions, will be reviewed on a case-by-case basis to determine whether the individual should be disqualified from the job position, consistent with applicable law.

Violation of this policy—including failure to disclose as required—may result in disciplinary action, up to and including immediate termination of employment. Rocketship reserves the right to make referrals to law enforcement or regulatory agencies as appropriate.

Investigations/Searches

Rocketship reserves the right to conduct investigations, including searches for any lawful purpose, such as monitoring, compliance with rules concerning the safety of employees, security of Rocketship and individual property, drugs and alcohol, and possession of other prohibited items. Rocketship also reserves the right to conduct a routine inspection or search at any time without notice for Rocketship property on Rocketship premises.

“Rocketship premises” includes all premises and locations owned or leased by Rocketship or under the control of Rocketship, including parking lots, lockers, and storage areas, as well as the items contained therein.

Routine searches or inspections for Rocketship property may include an employee's office, desk, file cabinet, closet, computer files, voice mail, electronic mail, or similar places where employees may store Rocketship property or Rocketship-related information, whether or not the places are locked or protected by access codes and/or passwords. Employees do not have a reasonable expectation of privacy with respect to their access and use of any Rocketship-owned property. Because an employee's personal possessions cannot be shielded from a routine search for Rocketship property, all employees are encouraged to refrain from bringing into the workplace

any item of personal property that they do not wish to reveal to Rocketship. Employees are required to cooperate with such investigations.

An employee's consent to an interview and/or search is a condition of continued employment, and refusal to consent will result in discipline, up to and including termination of employment. In appropriate situations, Rocketship may contact law enforcement.

EMPLOYEE WAGES AND BENEFITS

Payroll Withholdings

As required by law, Rocketship shall withhold Federal Income Tax, State or Local Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

- Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims on their W-4 and the gross pay amount.
- State or Local Income Tax Withholding: The same factors which apply to federal withholdings apply to state or local withholdings.
- Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by Rocketship.
- State Disability Insurance (SDI): Certain states maintain funds which may be used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs in accordance with applicable law. Rocketship may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, with remaining amounts withheld from a final check, or any other options as may be permitted by applicable state law. Rocketship also reserves the right to exercise any and all other legal means to recover any additional amounts owed. Rocketship shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the pay stub. If an employee does not understand the deductions, they should ask the Human Resources Department to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Human Resources Department. Employees may update their W-4 forms through the Workday platform by logging into their Workday accounts and submitting a revised form through that system.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and provided to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis in compliance with the federal Fair Labor Standards Act (FLSA) and **applicable state and local wage and hour laws, including those that apply to remote employees working outside of Rocketship's primary locations.** The applicable rules will follow the state in which the employee **regularly performs their work.** Exemption status will be indicated in the employee's job description. Generally, teachers and administrators are considered exempt.

Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in

calculating overtime for nonexempt employees. Rocketship will attempt to distribute overtime evenly and accommodate individual schedules.

All overtime work must be previously authorized by a supervisor. Rocketship provides compensation for all overtime hours worked by nonexempt employees in accordance with applicable law as follows:

State	Policy
California	Employment beyond eight (8) hours in any workday or more than six (6) days in any workweek must be compensated as overtime at not less than both of the following: ● One and one-half (1½) times the employee's regular rate of pay for all hours worked in excess of eight (8) hours up to and including twelve (12) hours in any workday, and for the first eight (8) hours worked on the seventh consecutive day of work in a workweek provided the employee has worked on all of the preceding six (6) days in the same workweek. ● Double the employee's regular rate of pay for all hours worked in excess of twelve (12) hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. ● Employment beyond forty (40) hours in any workweek will be compensated at not less than one and one-half (1½) times the employee's regular rate of pay.
Tennessee Wisconsin Washington, DC	● Employment beyond forty (40) hours in any workweek must be compensated at not less than one and one-half (1½) times the employee's regular rate of pay.

For purposes of calculating overtime for nonexempt employees, the workweek is defined as starting at 12:00 a.m. on Sunday and ends at 11:59 p.m. the following Saturday. The workday is defined as the twenty-four (24) hour consecutive period beginning at 12:00 a.m. each day and ending twenty-four (24) hours later at 11:59 p.m.

Only those hours that are actually worked are added together to determine an employee's overtime pay. Compensated holidays, PTO, and sick leave for example, are not hours worked and, therefore, are not counted in making overtime calculations.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to exempt employees.

Paydays

Employees generally will be paid on the 15th and last day of each month. Any exceptions will be included in the state law addendum applicable to the employee's work location. Employees may elect to have their paychecks deposited directly into their own bank account, or sent to them by mail. Employees may view their paychecks online via Workday. When employees receive their paychecks, they should verify immediately that their working time was recorded accurately and that they were paid correctly for all hours worked.

The employee is responsible for ensuring that the Human Resources Department has their most up-to-date address on file. Rocketship does not provide paycheck advances to employees.

Expense Reimbursement

All employees are eligible for expense reimbursement, provided that the expenses are consistent with this policy, documented with receipts, approved by their manager and represent a reasonable and appropriate use of Rocketship funds.

Expenses must also be in compliance with IRS, state, and/or granting/funding agency regulations.

This policy applies ONLY to employees. Expense reimbursements for job candidates are governed by the Interview Day Expense Reimbursement Guidelines policy.

Please refer to the full Employee Travel and Expense Reimbursement policy guidelines related to specific expenses. If employees have any questions about specific expenses, please contact the Rocketship Finance Department. For information on personal cell phone reimbursement, please consult the Rocketship Cell Phone Reimbursement Policy.

Wage and Hour Complaint Procedure and Safe Harbor

Rocketship makes every effort to ensure employees are paid correctly. Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to Rocketship's attention, any necessary corrections will be promptly made. Employees should review pay stubs each pay period to make sure the pay stubs are correct. If an employee believes a mistake has occurred (including any improper deductions, under-reported hours of work, or other errors) or has questions, please speak with your direct supervisor and submit a payroll JIRA ticket immediately. Any reported concerns will be investigated and if there is merit to the concern, it will be corrected as soon as possible.

Subject only to those deductions specifically authorized by the FLSA, most exempt employees will receive a predetermined salary each work week, without regard to the number of hours or days worked or variations in the quantity or quality of their work. It is Rocketship policy to comply with the salary basis requirements of the Fair Labor Standards Act (FLSA) and applicable state law. Any exempt employee who believes that Rocketship has made an improper deduction or has paid you less than your full salary for any work in which you performed work should report the concern to the Human Resources Department immediately for investigation. Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, the employee will be promptly reimbursed for any improper deduction made.

If you are a supervisor, manager or other leadership team member, and any employee raises concerns with you about their pay, you must report this to the Human Resources Department. Failure to report could result in discipline up to and including termination of employment.

Rocketship will not engage in or tolerate retaliation of any kind against any employee for raising a wage payment concern. If you believe there has been a violation of this policy, contact the Human Resources Department immediately.

Wage Attachments and Garnishments

Under normal circumstances, Rocketship will not voluntarily assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as wage garnishments, assignments, levies, wage deduction orders or judgments that require Rocketship, by law, to respond to requests for wage information or to withhold part of an employee's earnings in their favor. Employees will be informed when Rocketship receives a wage garnishment, assignment, levy, wage deduction order or judgment.

Employee Benefits

Rocketship offers a package of employee benefit programs for eligible employees. These plans are specifically defined in legal documents, including insurance contracts, policies and summary plan descriptions. If employees are offered employee benefits, and if a question arises about the nature and extent of plan benefits or if there is a conflict in language, the formal language of the plan documents govern, not the informal wording of this Handbook. Plan documents, if applicable, are available for employees' inspection. Rocketship's designated employee-benefit-plan administrators reserve the right to determine eligibility, interpretation and administration of issues related to benefits offered by Rocketship.

Employee benefits may vary according to the position and status of the employee.

Eligible employees will receive plan information upon hire and/or periodically as required by law. To receive certain employee benefits, eligible employees may be required to meet participation requirements and pay required premiums and other contributions. The details of available employee benefits will change over time. Rocketship reserves the right to modify or discontinue its benefits at any time to the extent permitted by law.

Rocketship's benefits programs as of the date of the Handbook are listed below. Eligibility is dependent on many factors, including the employee's employment status (e.g., number of hours regularly worked each week).

- Health Insurance
- Dental Insurance
- Vision Insurance

Employees may contact the Human Resources Department for benefits information

PERSONNEL EVALUATION AND RECORD KEEPING

Performance Evaluation

Rocketship is committed to providing employees with meaningful feedback on their work to support professional growth and ensure job duties are performed to the highest standard. To that end, Rocketship employees will generally receive a formal performance evaluation at least once each year, with additional evaluations or feedback sessions conducted as deemed necessary by leadership.

Performance evaluations will consider an employee's overall effectiveness in fulfilling their job responsibilities, as well as their conduct, professionalism, and alignment with Rocketship's mission and values. Feedback may also take into account collaboration, leadership, and contributions to the broader school or organizational culture.

Employees should understand that a positive performance evaluation, while a valuable indicator of effectiveness, does not guarantee a salary increase, bonus, promotion, or continued employment. All employment with Rocketship remains at-will, and any decision regarding compensation, promotion, or continued employment will be made at Rocketship's sole discretion, based on a variety of factors including but not limited to performance, organizational needs, and budgetary considerations.

Failure by Rocketship to conduct a scheduled evaluation does not alter, limit, or impair the at-will nature of employment. Employees are nevertheless encouraged to actively seek feedback from supervisors and to use performance evaluations as an opportunity for professional development and goal-setting.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. Employees are responsible for promptly notifying the Human Resources Department of any changes that must be reflected in their personnel records. Such changes include, but are not limited to: change in address, telephone number, marital status, number of dependents, and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable Rocketship to maintain accurate records and contact employees as needed.

Employees have the right to inspect documents in their personnel file, in accordance with applicable law, generally in the presence of a Rocketship representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file, subject to applicable state law requirements, including any limits on frequency of requests or costs for copies. Employees may add comments to any disputed item in the file.

Rocketship will comply with all applicable federal, state, and local regulations regarding access to and the contents of an employee's personnel file. Rocketship will restrict disclosure of personnel files to authorized individuals within Rocketship. A request for information contained in the personnel file must be directed to the Human Resources Department. Only the Human Resources Department, its designee, or the Legal Team, is authorized to release information about current or former employees in accordance with applicable law.. Disclosure of information to outside sources will be limited to those with a legitimate business need or legal entitlement to such information (e.g., pursuant to a valid subpoena, court order, discovery, etc.). Rocketship will

respond to requests from authorized law enforcement, regulatory bodies, or local, state, or federal agencies conducting official investigations, in accordance with applicable law.

Workday is the official system of record for all Rocketship employee personnel data. Employees are responsible for reviewing their Workday records periodically and ensuring accuracy of their personal and employment-related information.

BREAKS/HOLIDAYS, PTO AND LEAVES

School Breaks/Holidays

There are three (3) established school breaks and a variety of state, regional, and Federal holidays during the year for which Regular, Full Time employees may receive pay, if eligible as specified below.

School breaks and paid holidays are not considered Paid Time Off (PTO) and are not paid out upon termination of employment. These breaks are scheduled in accordance with the academic calendar and are not accrued or taken at the employee's discretion. Exempt employees who elect or are required to perform work during school breaks or holidays will not receive additional compensation, but may receive additional PTO at the discretion of the Human Resources Department.

Please refer to the current Annual Calendar for your state/region for the most updated list of approved holidays for the current school year.

In general, Rocketship breaks are outlined below and are subject to change at any time upon notice.

1. Winter Break: Winter Break is a limited period (the approximate length of which is shown below) during the winter when Rocketship schools are not in session. All eligible employees receive pay for the Winter Break period although the days designated as Winter Break, and for which pay is received, are different depending on staff classification.

2. Spring Break: Spring Break is a one (1) week period in which Rocketship schools are not in session. Only school-based Instructional/Non-Instructional Staff, school Administrative Staff, and Regional NeST teams receive pay during the Spring Break period.

3. Summer Breaks: Summer Break is a limited period during the summer when Rocketship schools are not in session. Certain school-based staff receive compensation based on their job classification. Specifically, returning exempt school-based Instructional Staff (e.g., Full-time Teachers, Education Specialists, etc.) and Administrative Staff (e.g., Principals, Assistant Principals, Office Managers, etc.) in good standing receive pay during the school summer break as defined by the school's academic calendar, and as communicated by the region's Executive Director in accordance with their job classification..

4. Federal Holidays: Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving,

Religious Holidays/Observances

Rocketship will reasonably accommodate an employee's need for time off due to known religious holidays or observances consistent with applicable law. Such accommodations will be made in a way as to not cause undue hardship to Rocketship. Requests for accommodations must be made to the employee's supervisor and the Human Resources Department with at least two (2) weeks' notice. Rocketship shall determine whether it can reasonably accommodate the request given work demands and the employee's job duties at the time of the need for time off. If the employee does not have any accrued, but unused PTO, the additional time off will be unpaid.

Paid Time Off (PTO)

Eligible employees, as defined below, may accrue PTO per pay period and are required to use this time to be paid for not attending work for any purpose including rest, relaxation, illness/sickness, any other personal necessity reason, or any reason covered under an applicable mandatory paid sick leave or mandatory paid time off law.

Exempt employees must use PTO time off in at least two (2) hour increments unless smaller increments are permitted under applicable law. Nonexempt employees may use PTO time off in partial days as measured by hours taken. Employees may not "borrow" against time that has not yet been accrued.

PTO - All Employees

The following policies apply to PTO-eligible NEST staff members only.

- Eligibility -
  - Regular, Full-Time - Each regular, full-time employee begins earning/accruing PTO beginning on date of hire.
  - Part-Time - Employees who are regularly scheduled to work a minimum of thirty (30) hours per week accrue PTO on a pro rata basis, based on the number of hours they are scheduled to work, (e.g., an employee scheduled to work 30 hours per week, at a 75% full-time basis, would earn 75% of the full-time accrual).
  - Temporary and Part-Time (Under 30 Hours) - Temporary employees, and part-time employees who are regularly scheduled to work less than thirty (30) hours per week do not accrue PTO.
  - Leave of Absence - Employees do not accrue PTO during leaves of absence.
  - Summer Time - In order to be eligible to accrue PTO during the summer, hourly employees must be both scheduled and actively working during the summer break.
- Approval Process - PTO requests must be submitted through the employee's Workday portal and approved by the employee's direct manager.
- Zero PTO Balance - Once an employee's PTO accrual balance runs out, absences will be deemed unexcused and will be subject to the attendance policy.
- Termination of Employment - Upon termination of employment for any reason, all accrued but unused PTO will be paid out.
- Policy Changes - This policy may be changed at any time upon notice.

PTO for School-based Instructional/Non-Instructional Staff

The following policies apply to PTO-eligible school-based Instructional/Non-Instructional Staff members only.

- Covered Roles - Staff whose assigned work location is a school campus/site, including positions in the following job categories such as Teacher, School Leader, Instructional Support, and Non-Instructional Support.
- PTO Accrual - Regular, full-time employees will accrue ten (10) days of PTO per year (which begins July 1) at a minimum rate of 3.34 hours per semi-monthly pay period, depending on years of service. Note: Nonexempt employees do not accrue PTO during Summer Break if they are not scheduled and actively working for Rocketship during the Summer Break.

- Maximum PTO Accrual - An employee may not have a balance of more than fifteen (15) days (or 120 hours). Once this maximum is reached, PTO is capped and the PTO accrual will stop, and will recommence once the balance drops below maximum.
- End of School Year PTO Balance - Any remaining accrued but unused PTO balance in excess of two days (16 hours) remaining on June 30 of each year will be paid out, as taxable compensation at the employee's then-current hourly rate, no later than one (1) month following June 30. The balance, not to exceed two days, will roll over to the following year's PTO bank. This annual payout ensures that employees are fully compensated for earned PTO and is not considered a forfeiture of earned wages. PTO balances will reset following the payout, and employees will begin accruing PTO again in the new academic year, subject to applicable accrual limits and state law.

PTO for Network Support Staff

The following policies apply to PTO-eligible Network Support Staff members only, including both national and regional network staff.

- PTO Accrual - Regular, full-time employees will accrue PTO at a rate based on their years of employment with Rocketship as shown below.

Calendar Year of Service	Annual Rate of Accrual
Date of hire through third year of employment	15 days (120 hours) per year, accrued at a rate of 5 hours per semi-monthly pay period.
After the third year of employment through the seventh year of employment	20 days (160 hours) per year, accrued at a rate of 6.67 hours per semi-monthly pay period
After the seventh year of employment	25 days (200 hours) per year, accrued at a rate of 8.33 hours per semi-monthly pay period

*When moving to the next tier of PTO accrual, the new accrual rate will take effect in the pay period following the 3-year anniversary date and 7-year anniversary date, respectively.

- Maximum PTO Accrued - An employee may not have a balance of more than 1.5 times the then-current annual rate of accrual (for example, an employee with 5 full years of service may accrue a balance of up to 30 days of PTO (20 days per year times 1.5). Once this maximum is reached, the PTO accrual will stop, and will recommence in the next pay period after the balance drops below maximum.

- End of Year PTO Balance - Employee's end of year PTO balance will be carried over to the following school year.

Black-Out Days

The regional instructional calendar designates certain days as "black-out" days. These include, but are not limited to, instructional days before or after a long weekend or holiday break, as well as key events such as Family Conferences, Data Days, Testing, and PD days. PTO requests for black-out days will be denied unless for the employee has a reasonable accommodation, reasons

permitted under a mandatory paid sick leave or mandatory paid time off law or there is an extenuating circumstance, in which case approval will be at the Principal's discretion.

Sick Leave

Eligible employees, as defined below, are granted sick leave and may voluntarily elect to use this time to be paid for not attending work. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist an immediate family member (i.e., children, parents, spouses/domestic partners) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave for any reason covered under an applicable mandatory paid sick leave law including to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking suffered by the employee or an immediate family member.

Eligibility - Any employee who is not eligible for PTO (e.g., temporary full-time, temporary part-time, regular part-time scheduled and working less than thirty (30) hours per week), may accrue sick leave in accordance with state and local laws. Please see your Region's Addendum for the specific accrual in your region.

Excess Time Off - Time off in excess of the then-existing sick leave balance will be unpaid time off.

Accrual/Termination of Employment - Unused sick leave does not carry over from year to year. Upon termination of employment for any reason, sick leave will not be paid out.

Rocketship Parental Leave Pay Benefit

Rocketship complies with applicable federal, state, and local family and parental leave pay benefit laws. Employees who qualify for paid, state parental leave benefits under such laws may receive benefits in accordance with the applicable statute and state benefit program(s).

Rocketship also offers a Rocketship Parental Leave Pay (RPLP) benefit that is intended to ensure that eligible employees receive at least four weeks of full-time paid leave for the purpose of caring for the employee's newborn child or a child placed with the employee for adoption or foster care.

- In states where there are no applicable statutes and/or state paid benefit programs, the RPLP Benefit may be provided as a standalone benefit with Rocketship providing a full four weeks of full-time paid leave to eligible employees.

- In states where there are applicable statutes and/or state paid benefit program(s), the RPLP Benefit shall work in conjunction with the state benefit as follows: If an employee is receiving a partial wage replacement benefit during the leave, RPLP shall be used as a supplement to the partial wage replacement benefit unless otherwise prohibited by law. Accordingly, Rocketship shall supplement the first four weeks of the state paid benefit (depending on the employee's location) to gross up the total compensation between the state paid benefit and the Rocketship supplement to the equivalent of full-time pay for those four weeks. In no case shall the four weeks of total compensation between the state paid benefit and the RPLP Benefit exceed an employee's regular full time pay for those four weeks.

- Regular, full-time employees working more than 30 hours per week are eligible for the supplemental benefits after 180 days of employment with Rocketship. Benefit entitlements vary by region and role; see the appendix for the state in which you work.

- Employees should contact the HR team or Rocketship's leave administrator to determine their specific Parental Leave Pay benefit.

RPLP under this policy must be applied for and taken within twelve (12) months of the child's birth, adoption, or placement in foster care. Receipt of RPLP under this policy will not be included in the calculation of overtime pay.

Rocketship reserves the right to request reasonable documentation to support eligibility for RPLP.

Family and Medical Leave

This policy explains how Rocketship complies with the federal Family and Medical Leave Act (FMLA) which requires Rocketship to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated under applicable law) of FMLA leave in any twelve (12) month period for the purposes enumerated below. Additional state-specific family and medical leave requirements are included in the state law addendum applicable to the state in which you work.

Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by Rocketship for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where Rocketship has at least fifty (50) employees within seventy-five (75) miles, as of the date the leave is to commence.

Events That May Entitle an Employee To FMLA Leave

The twelve (12) weeks (or twenty-six (26 where indicated under applicable law) workweeks where indicated under applicable law) FMLA leave includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by Rocketship, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by Rocketship's separate pregnancy disability policy).
    a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits them to the facility with the expectation that they will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, child, or parent with a serious health condition.

4. When an employee is providing care to a spouse, child, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care.

5. For any “qualifying exigency” because the employee is the spouse, child, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for anyone, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working days.

2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, child, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

3. The “twelve-month period” in which twelve (12) weeks of FMLA leave is defined as a “rolling” 12-month period measured backward from the date an employee wishes to commence FMLA leave.

4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, Rocketship’s business activity has temporarily ceased for some reason and the employee is generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days Rocketship’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially

takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

5. Rocketship may limit to 4 workweeks during a 24-month period the aggregate number of family leave workweeks to which the family members are entitled to take simultaneously.

Pay during FMLA Leave

1. Federal FMLA leave is unpaid. Subject to state or local law, an employee on FMLA leave because of their own serious health condition must use all accrued paid sick leave and PTO at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, Rocketship and the employee may agree to have School-provided paid leave, (such as PTO or sick time); to be used after any partial wage replacement benefits have been exhausted or as a supplement to the partial wage replacement benefit unless otherwise prohibited by law.

2. Subject to state or local law, an employee on FMLA leave for childcare or to care for a spouse, parent, or child with a serious health condition must use any or all accrued sick leave and PTO at the beginning of any otherwise unpaid FMLA leave.

3. Subject to state or local law, an employee on FMLA leave because of the birth, adoption, or placement of a foster child must use all available paid parental leave benefits, accrued sick time and PTO before any portion of the leave may be taken unpaid.

4. If an employee has exhausted their sick leave and PTO, leave taken under FMLA shall be unpaid leave.

5. The receipt of sick leave, PTO, or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick leave and PTO (as applicable) accrue during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began, at which point accrual will cease.

Health Benefits

The health benefits of employees on FMLA leave will continue during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period.

Any premiums paid by the employee will continue to be deducted from their pay where possible. If an employee is unable to pay their premiums as a payroll deduction because part or all of their leave is unpaid, then the employee will be required to reimburse Rocketship for their portion of the premiums within 60 days of their return from leave or termination of employment if the employee does not return after leave.

Seniority

An employee on FMLA/ leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same length of tenure they had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA leave because of their own or a family member's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by Rocketship or Rocketship's third-party administrator. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of Rocketship's request for certification) may result in a delay or denial of the leave request until such certification is provided.

2. Rocketship or its third party administrator will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. Rocketship or its third party administrator may contact the employee's health care provider to authenticate a certification and/or to seek clarification.

3. If Rocketship has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, Rocketship may request a second opinion by a health care provider of its choice (paid for by Rocketship).

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Recertification also may be required if the circumstances in the original certification have changed significantly or Rocketship receives information that casts doubt on the stated reasons for leave or validity of the certification. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. An employee may request FMLA leave by calling the Human Resources Department and HR will place the employee in contact with the leave experts at Sparrow (sparrow.com). Sparrow will have a Rocketship portal that Rocketship employees will use to manage their leave application process and management.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement for foster care or adoption, or any planned medical treatment for the employee or their qualifying family member or the planned medical treatment for a serious injury or illness of a covered servicemember. If 30 days' notice is not practicable, such as because of a lack of knowledge of approximately when leave will be required to begin, a change in circumstances, or a medical emergency, notice must be given either the same day the employee becomes aware of the need or the next business day.. Failure to provide such notice may be grounds for delay or denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Rocketship's operations. If an employee has not consulted with their supervisor or the Human Resources Department prior to scheduling medical treatment, HR may initiate discussions with the employee and request that the employee make arrangements which do not unduly disrupt operations, subject to the approval of the healthcare provider.

4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be

taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee, a family member, or a covered servicemember, the employee may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

Status Reports During Leave

For the duration of leave, unless informed of a different schedule, an employee is required to maintain periodic contact, as directed, with both the Human Resources Department and the third party leave service administrator, Sparrow (sparrow.com) to provide updates as to the status of their circumstances. Failure to maintain contact and provide required information in a timely fashion might affect the employee's leave and/or employment status.

Return to Work

1. Under most circumstances, employees will be reinstated to the same position they held at the time of the leave or to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. However, employees have no greater right to reinstatement than if they had been continuously employed rather than on leave. For example, if an employee would have been laid off if they had not gone on leave or, if the employee's position was eliminated during the leave, then the employee will not be entitled to reinstatement.

2. Before an employee will be permitted to return from FMLA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.

3. If an employee can return to work with limitations, Rocketship will initiate the interactive process to determine whether there is a reasonable accommodation that will permit the employee to perform the essential functions of their position without causing an undue hardship to Rocketship

Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without Rocketship's written permission. An employee who accepts such employment without Rocketship's written permission will be deemed to have resigned from employment at Rocketship. For the purposes of this policy, self-employment is considered other employment.

Availability of Leave as a Reasonable Accommodation Under the ADA

Rocketship is committed to providing reasonable accommodations to qualified employees with disabilities, consistent with the ADA and applicable state laws. In certain circumstances, a period of leave, whether continuous or intermittent, may be considered a reasonable accommodation, even if the employee is not eligible for other types of leave or has exhausted available leave benefits. Employees requesting an accommodation under the ADA should follow the procedures outlined in the Reasonable Accommodation policy.

No Retaliation

Rocketship will not interfere with, restrain, or deny the exercise of any right provided under the FMLA. Rocketship will also not discharge or discriminate against any person for opposing any practice made unlawful by the FMLA or for the person's involvement in any proceeding under or relating to the FMLA. If you feel that you have been retaliated or discriminated against due to your assertion of FMLA-protected rights, participation in an FMLA-related proceeding or any other reason, you should immediately contact your supervisor or the Human Resources Department.

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against Rocketship. FMLA does not affect any federal or state law prohibiting discrimination, or supersede any State or local law which provides greater family or medical leave rights. For additional information: 1-866-4US-WAGE (1-866-487-9243); www.wagehour.dol.gov.

Industrial Injury Leave (Workers' Compensation)

Rocketship operates in accordance with applicable state laws, and provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury no matter how minor to the Human Resources Department;
- Seek medical treatment and follow-up care if required; and
- Complete a written Employee's Claim Form and return it to the Human Resources Department

Employees who need to take time off from work due to a workers' compensation illness or injury may also be eligible for a leave of absence under Rocketship's leaves of absence or Reasonable Accommodation policy. Employees should consult with the Human Resources Department for additional information.

Employees who are ready to return to work following a workers' compensation-related leave of absence must supply a certification from a health care provider confirming the employee's ability to return to work.

It is Rocketship's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. Rocketship, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to Rocketship's operations.

- If an employee is injured on the job, they are to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical

systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries, no matter how minor, must be promptly reported to the Human Resources Department and to Kendra Preston, Manager of Benefits, who is the individual responsible for reporting to Rocketship's workers' compensation insurance carrier. An employee may choose to be treated by their personal physician at their own expense, but they are still required to go to Rocketship's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost work time, the employee must have a medical release from Rocketship's approved medical facility before returning to work.

- Rocketship reserves the right to require drug/alcohol testing along with any medical treatment provided to the employee if Rocketship, in its sole discretion, determines that the circumstances surrounding the job-related injury warrant such testing.

Military Leave of Absence

Military Leave

Rocketship shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

An employee on military leave who elected health care coverage under Rocketship's health care plan prior to the start of a leave will retain that coverage for the first 30 days of any military leave at the rates the employee paid immediately prior to the start of the leave. After 30 days of leave, the employee may elect to continue their health care coverage, including coverage for dependents, for up to 24 months, under USERRA. If this continuation coverage is elected, the employee will be required to pay the entire cost of such coverage, which may be up to 102% of the full premium amount for that coverage. Employees also may be entitled to coverage under COBRA for up to 18 months of a military leave. COBRA coverage runs concurrently with any continuation coverage under USERRA, and the employee is entitled to only one form of continuation coverage. The employee is responsible for all premium payments attributable to the employee; failure to pay such premiums will result in cancellation of coverage.

The following rules apply to an employee who seeks reinstatement after completing a period of service in the uniformed services.

- For uniformed service that is Less than 31 Days or fitness for duty examinations: The employee must return to work at the beginning of the first regularly scheduled work period that starts on the first full day after release from service, following reasonable travel time home, plus an eight-hour rest period.

- For uniformed service that is more than 30 days, but less than 181 days: An employee must seek reinstatement within 14 days of release from uniformed service if the employee's service was greater than 30 days but less than 181 days.

- For uniformed service that is more than 180 days: An employee must seek reinstatement within 90 days of release from uniformed service if the employee's service was greater than 180 days.

In case of Injury or illness - If an employee is hospitalized, convalescing, or recovering from an injury or illness incurred or aggravated during uniformed service, the periods for seeking reinstatement may be extended for a period of up to two years, unless seeking reinstatement after expiration of that period is impossible or unreasonable due to no fault of the employee.

Reinstatement

An employee returning from leave who properly seeks reinstatement according to the requirements of USERRA and applicable state law will be entitled to be reinstated as follows:

If uniformed service is less than 91 days: The employee will be returned to the position they would have held if there had been continuous employment if the employee is qualified to perform the required duties of that position ("escalator position"). If the employee is not qualified to perform the required duties of the escalator position, Rocketship will make reasonable efforts to qualify the employee for that position. If the employee is not qualified for the escalator position after these reasonable qualification efforts are made, the employee will be reinstated to the position the employee held immediately prior to starting the leave.

If uniformed service is greater than 90 days: The employee will be returned to the escalator position. If the employee is not qualified to perform the required duties of the escalator position, Rocketship will make reasonable efforts to qualify the employee for that position. If the employee is not qualified for the escalator position after these reasonable efforts are made, the employee will be returned to the position they held immediately prior to taking a leave, or a position of like status, pay, and seniority.

Employees with Disabilities: An employee who has a disability that is incurred in, or aggravated during, uniformed service is entitled to receive reasonable accommodations in the performance of the escalator position. If the employee is not qualified for the escalator position even with the consideration of reasonable accommodations, the employee will be reemployed in a position of equivalent seniority, status and pay for which the employee could become qualified or is qualified after reasonable accommodation. If the employee cannot meet the qualifications of this second position even with the consideration of reasonable accommodations, Rocketship will reemploy the employee in a position that is the nearest approximation in terms of seniority, status, and pay to the second position, with reasonable accommodations.

Prompt reinstatement will vary depending on the amount of time the employee has been out on military leave. Prompt reinstatement may require a delay in employment of up to two weeks following the date the employee seeks reinstatement. Only in unusual circumstances will this period exceed two weeks.

An employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave period.

Additionally, if an employee fails to seek reinstatement within the timeframes discussed above, Rocketship will apply its normal work rules regarding absence from employment without notice or permission.

Employees who are reinstated after uniformed service that lasts between 30-180 days will not be discharged except for cause for a period of six months following reinstatement. Employees who are reinstated after uniformed service that lasts more than 180 days will not be discharged except for cause for a period of one year following reinstatement.

For purposes of this section of the policy, "cause" means: (1) with respect to employee conduct, that it is reasonable to discharge the employee for the conduct in question, the employee had notice, which was express or can be fairly implied, and the conduct would constitute cause for discharge; and (2) with respect to other reasons for termination of employment, such as a position elimination or a layoff, that there are legitimate, nondiscriminatory reasons for the action.

An employee who was absent from work while fulfilling their covered service obligation under the USERRA or applicable state law shall be credited, upon their return to Rocketship, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Bereavement Leave

Full Time employees may be granted up to five (5) work days per school year without loss of pay due to a death of an individual who is related to the employee by blood, marriage, adoption, or domestic partnership (parent, spouse, domestic partner, son/daughter, sister/brother, aunt/uncle, parent-in-law, son/daughter-in-law, brother/sister-in-law, grandparent, grandchild). If an employee leaves early on the day they are notified of the death, the remainder of the day is not counted as bereavement leave. Part Time employees may receive up to five (5) days of prorated (at their regularly scheduled hours) unpaid bereavement leave for the same related individuals.

The employee and their manager should agree on how much time is needed up to five (5) workdays for bereavement leave. The basis for this decision should take into account the employee's relationship to the deceased, travel distance, and involvement in funeral arrangements.

Additional time taken off beyond five (5) workdays must be approved by the employee's manager and the employee must use their PTO. Employees may be asked to provide documentation in support of their bereavement leave. Time off under this policy will run concurrently with any leave required under any applicable state or local law that also provides for paid or unpaid leave for a reason covered under this policy.

Jury Duty or Witness Leave

Unless otherwise provided by state law, Rocketship will provide employees unpaid time off as required by law to serve on a jury or to appear in court in compliance with a subpoena or court order as a witness. Exempt employees who work any portion of a workweek in which they also serve on jury duty will receive their full salary for that workweek. Rocketship will comply with all state laws regarding pay for jury leave.

All employees are required to provide reasonable advance notice of the need for time off due to jury duty or witness leave. Employees are required to report to work each day or portion of a day they are not performing jury duty or serving as a witness. Rocketship reserves the right to request that the employee furnish written verification from the court as proof that the employee served jury duty or as a witness. Failure to provide written verification may be grounds for disciplinary action.

Voting Time Off

Rocketship encourages all employees to fulfill their civic responsibilities and to vote in official public elections. Generally, working hours are such that an employee will have ample time to cast a vote before or after the work shift. If an employee does not have sufficient time to vote, however, that employee should discuss the matter with a supervisor. If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Employees may request enough time off at either the beginning or end of a scheduled shift to have sufficient time to vote in an official state-sanctioned election while polls are open. When possible, an employee requesting time off to vote shall give the Principal at least two (2) days' notice. Employees also are reminded and encouraged to take advantage of the opportunities that may be available in their local jurisdiction to vote early or by mail. Rocketship will comply with all applicable state and municipal voting time laws.

Discretionary Personal Leave of Absence

Rocketship recognizes that special situations may arise where an employee must leave their job temporarily. At its discretion, Rocketship may grant employees discretionary personal leaves of absence upon formal request, and only after evaluation by Rocketship. Any discretionary personal leaves of absence must be approved in advance and in writing by both the Rocketship SVP Human Resources and the employee's manager.

The granting of a discretionary personal leave of absence always presumes the employee will return to active work by a designated date or within a specific period. At the end of the leave period, the employee may be reinstated to their original or equivalent position with equivalent pay, seniority and benefits, if practicable and/or to the extent required under applicable law. However, Rocketship cannot guarantee job reinstatement. If an employee does not return from leave as planned, the employee's employment may be terminated.

An employee must use all PTO available to them at the time their discretionary personal leave begins. Once PTO is exhausted, any remaining days of approved discretionary personal leave will be unpaid. This policy describes general unpaid discretionary leave and does not apply to FMLA/new parent or other forms of leave which are discussed in separate policies.

<u>Eligibility</u>

In general, an employee must have worked at Rocketship for twelve (12) months or longer to be considered for discretionary personal leave.

<u>Requesting and Taking Discretionary Personal Leave</u>

An employee must submit a request for discretionary personal leave no less than two (2) weeks before the intended start of the discretionary personal leave period. The employee must submit this request to their supervisor and the Human Resources Department. The employee's supervisor and the Human Resources Department must approve the request for personal leave.

The Human Resources Department has the right to ask the employee for supporting documentation before considering and granting an employee a discretionary personal leave of absence. If the employee does not provide this supporting documentation by the established deadline, the employee's request for discretionary personal leave may be denied.

Time Limit

In general, discretionary personal leave shall not exceed thirty (30) calendar days in a rolling twelve (12) month period. When an employee goes on discretionary personal leave under this policy, there is no guarantee of reinstatement to the same position.

Benefits During Discretionary Personal Leaves

If the employee taking a discretionary personal leave is currently covered under a Rocketship insurance plan, health benefits coverage may remain in force during the leave of absence, provided the employee pays the appropriate premiums. If an employee fails to return from a leave and employment is terminated, the employee's benefits will be terminated.

PTO does not accrue during a leave of absence.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a doctor's return to work authorization. If employees need further information regarding Leaves of Absence, they should be sure to consult the Human Resources Department.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Discipline and Standards of Conduct

Rocketship expects all employees to live out Rocketship's Core Characteristics, and to behave professionally and responsibly as a member of the Rocketship team. Employees should familiarize themselves with Rocketship's Mission, Vision, Values and Core Characteristics.

The following conduct is prohibited and will not be tolerated by Rocketship. This list of prohibited conduct is illustrative only and applies to all employees of Rocketship. This list is not intended to be comprehensive or limit Rocketship's right to impose discipline for other conduct it deems inappropriate. Other types of conduct that threaten security, personal safety, employee welfare and Rocketship's operations also may be prohibited. These standards apply to all employees whenever they are on Rocketship property or conducting Rocketship business. Further, the specification of this list of conduct in no way alters the at-will employment relationship.

Consistent with the at-will employment relationship, Rocketship may impose discipline whenever it determines it is necessary or appropriate. Discipline may take various forms, including but not limited to verbal counseling, written warnings, suspension, demotion, or termination. The form of discipline imposed will depend on the circumstances of each case; therefore, discipline will not necessarily be imposed in any particular sequence. Moreover, if Rocketship determines it is appropriate, an employee's employment may be terminated at any time, for any or no reason, with or without cause, and with or without prior notice.

The following is an illustrative, not exhaustive, list of unacceptable conduct:

1. Failure to become familiar with and follow all Rocketship policies, regulations, administrative procedures, and other reasonable directions given by Rocketship leadership, as well as applicable law as it relates to the employee's conduct and performance of job duties.
2. Unsatisfactory job performance
3. Conviction of a criminal act including committing a sexual offense or felony.
4. Failure to immediately report (within 5 days) a criminal charge or conviction to the Human Resources Department.
5. Using or possessing firearms, weapons or explosives of any kind on school premises..
6. Violations of the policies against harassment, discrimination and retaliation.
7. Provoking a physical fight or engaging in physical fighting on school premises.
8. Violations of the workplace violence policy.
9. Violations of the drug and alcohol policy.
10. Failure to maintain appropriate and professional relationships with students, parents and families, other Rocketship employees and contractors, visitors and community members. Rocketship employees are expected to act in a sensitive, tolerant, and intelligent manner to set a positive example for students.
11. Failure to properly supervise students. Students should be under assigned adult supervision at all times during school and during any school activity.
12. Failure to give full attention to duties including engaging in non-work activities that distract from duties (e.g., being on the phone, on social media, texting, online shopping, etc.)
13. Failure to protect the safety, health, and general welfare of all students.
14. Use of profanity, violent, vulgar, abusive or threatening language at any time on School premises and/or in the presence of students.

15. Discourteous treatment towards employees, students, parents, or families at any time, including but not limited to engaging in condescending, inattentive, or dismissive behavior.
16. Dishonesty.
17. Involvement in situations that could prompt suspicion by parents, students, and co- workers or that could make parents, students, or co-workers uncomfortable. (See also: Student/Staff Interaction Policy).
18. Tampering with or falsifying any report or record, or submitting a falsified report or employment record, including, but not limited to, personnel, attendance, doctor's notes, leaves of absence, or production reports or records, specifically including applications for employment and timecards.
19. Completing the timecard of another employee or permitting or arranging for another employee to complete the timecard.
20. Insubordination, or refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority unless unsafe or contrary to School policies or procedures.
21. Refusal to speak to supervisor or other employees or failing to cooperate with an investigation.
22. Failure to care for, properly use, and protect Rocketship property. Employees may not remove or use Rocketship property without authorization, and should return all Rocketship property upon request.
23. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
24. Failure to keep all student/personnel records, medical information, disciplinary decisions, and other sensitive information confidential as directed by applicable law, Rocketship policies, and the employee's supervisor.
25. Failure to maintain the confidentiality of any proprietary information relative to Rocketship (any information developed, compiled and/or used by Rocketship and its employees in the course of business that is not available to the public).
26. Failure to attend all mandatory staff meetings and professional development sessions called by their School Leader and/or Rocketship Leadership, unless otherwise excused.
27. Failure to disclose romantic, familial, platonic living situations, and other possible conflicts of interest to the Rocketship Human Resources Department, per the Employment of Family/Personal Relationships in the Workplace Policy and the Conflict of Interest Policy.
28. Excessive absenteeism or tardiness.
29. Violation of the Rocketship staff dress code.
30. Sleeping during work hours.
31. Working remotely, out-of-country without prior written authorization.
32. Conducting personal business during work hours or using Rocketship property to do so.
33. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees.
34. Failure to possess or maintain the credential/certificate required of the position.
35. Failure to submit all required reports or paperwork at the time requested.
36. Failure to provide a doctor's note or medical certification as required by law and/or Rocketship policy to substantiate an absence.
37. Inefficiency, including deliberate restriction of output, carelessness or unnecessary waste of time or material, neglect of job, duties or responsibilities.

Nothing in this policy or any other Rocketship policy shall prohibit or restrict employees from: (i) making any disclosure of relevant and necessary information or documents in any action, investigation, or proceeding as required by law or legal process, including with respect to possible

violations of law; (ii) participating, cooperating, or testifying in any action, investigation, or proceeding with, or providing information to, any governmental agency or legislative body, any self-regulatory organization; or (iii) communicating about wages, work hours, or other terms and conditions of employment or otherwise engaging in activity protected by the National Labor Relations Act.

Off-Duty Conduct

While Rocketship does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with Rocketship's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect Rocketship. Illegal or immoral off-duty conduct by an employee that adversely affects Rocketship's legitimate business interests or the employee's ability to perform their work will not be tolerated.

Other Employment

We are in service to our Rocketeers during our work time. Accordingly, while employed by Rocketship, employees are expected to devote their full energies and work time to their Rocketship jobs.

Employees are expected to devote their full professional time, attention, and effort to their duties with Rocketship during working hours. Accordingly, employees may not engage in work for another employer or in any self-employment during their Rocketship scheduled working hours.

In addition, individuals employed in full-time positions with Rocketship are prohibited from simultaneously holding another full-time job or position, whether with another employer or through self-employment. Any outside employment must not interfere with the employee's performance, availability, or obligations to Rocketship, and may be subject to prior review or approval in accordance with Rocketship policy.

The following types of additional employment elsewhere are prohibited to the extent permissible under applicable law:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at Rocketship. If you are employed full-time at Rocketship, you are expected to work full-time hours during the expected .
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with Rocketship.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with Rocketship.
- Additional employment that requires the employee to conduct work or related activities on Rocketship's property during working hours and/or to use School facilities and/or equipment.

Employees who wish to engage in additional employment that may create an apparent, potential, or real conflict of interest must submit a written request to Rocketship's Human Resources Department explaining the details of the additional employment. If the additional employment is authorized, Rocketship assumes no responsibility for it. Rocketship shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any

time.

Termination of Employment

Should it become necessary for an employee to terminate their employment with Rocketship, employees should notify the Human Resources Department regarding their intention as far in advance as possible. At least two (2) weeks' notice is requested whenever possible.

When an employee terminates their employment (voluntary or involuntary), Rocketship will pay out all earned but unused PTO pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

Internal Complaint Review

Rocketship encourages open communication and provides employees with opportunities to raise work-related concerns. Employees are expected to first discuss concerns with their immediate manager, who may be able to resolve the matter. If the issue is not resolved or if the employee believes it is inappropriate to address with their manager, concerns may be raised directly with the Human Resources Department or another member of management at any time.

Rocketship will make reasonable efforts to maintain confidentiality of the complaint during this process; however, confidentiality cannot be guaranteed when disclosure is necessary to review, investigate, take corrective action, or comply with law or policy.

Specific complaints of harassment, discrimination, or retaliation must be addressed in accordance with Rocketship's Policy Prohibiting Harassment, Discrimination, and Retaliation.
Employees will not be penalized or retaliated against for raising concerns in good faith.

ACKNOWLEDGEMENT AND RECEIPT

I acknowledge that I have received and read a copy of Rocketship's Employee Handbook (Handbook) and, if available, the State Addendum for the state in which I work (Addendum). I understand that the Handbook and Addendum set forth the terms and conditions of my employment with the Rocketship as well as the duties, responsibilities and obligations of employment with the Rocketship. I understand that Rocketship has provided me various alternative channels to raise concerns of violations of this Handbook and Rocketship policies, and encourages me to do so promptly so that the Rocketship may effectively address such situations, and I understand that nothing herein interferes with any right to report concerns, make lawful disclosures, or communicate with any governmental authority regarding potential violations of laws or regulations. I agree to abide by and be bound by the rules, policies and standards set forth in the Handbook and applicable Addendum.

I acknowledge that, except where required otherwise by applicable state law, my employment with the Rocketship is at-will, meaning that it is not for a specified period of time and that the employment relationship may be terminated at any time, with or without cause, and, with or without notice, by me or the Rocketship. I further acknowledge that only the CEO of Rocketship has the authority to enter into a written agreement that alters the fact that my employment with Rocketship is at-will. Any such agreement must be in writing and signed by the CEO of Rocketship, and approved by the Rocketship Board. I acknowledge that neither the Handbook nor this Acknowledgment form constitutes a contract of employment, express or implied, or a guarantee of employment for any specific duration.

I further acknowledge that the Rocketship reserves the right to revise, delete and add to the provisions of the Handbook and Addendum, but that all such revisions, deletions or additions must be in writing. No oral statements or representations can change the provisions of the Handbook or Addendum. Furthermore, the Rocketship's policy of at-will employment can only be changed as stated in the prior paragraph. I agree to review and familiarize myself with any revisions, deletions, or additions to the Handbook or State Addendum that may be issued in the future.

I understand and acknowledge that nothing in this Handbook or in any other document or policy is intended to prohibit me from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission, National Labor Relations Board, or any other federal, state or local agency charged with the enforcement of any laws.

I also understand and acknowledge that nothing about the policies and procedures set forth in this Handbook should be construed to interfere with any employee rights provided under state or federal law.

I further acknowledge that I have received, read, and understand Rocketship's Equal Employment Opportunity (EEO) Policy and Policy Prohibiting Harassment, Discrimination, and Retaliation and any additional policies prohibiting discrimination, harassment, and sexual harassment in the Addendum for the state in which I work. I agree to comply with these policies.

I acknowledge that I have been provided access to the Handbook and applicable State Addendum electronically and understand how to access them for future reference.

I understand that if I feel I have been subject to discrimination, harassment, or retaliation for conduct that may violate Rocketship's EEO Policy and Policy Prohibiting Harassment, Discrimination, and Retaliation, or any additional policies on anti-discrimination, harassment, sexual harassment, or retaliation in the State Addendum for the state in which I work, or if I am aware of such conduct, I should immediately report the matter to my immediate supervisor, the Human Resources Department, my next level supervisor, or any other leadership team member or member of management.

I acknowledge that, if I am a non-exempt employee, I was "on-the-clock" (i.e., I recorded my time or made sure I was clocked in) when reviewing the Handbook and State Addendum (if applicable) and signing the Acknowledgement forms.

I have read, understand, and agree to the above statements.

Signature: _____ Date: _____

Name (Printed_____

[TO BE PLACED IN EMPLOYEE'S PERSONNEL FILE]

Your Employee Rights Under the Family and Medical Leave Act

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons. The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees.

Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if **all** of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location.

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management.

How do I request FMLA leave?

Generally, **to request FMLA leave you must**:

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do not have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You **must also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer may request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress.

What does my employer need to do?

If you are eligible for FMLA leave, your **employer must**:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, your **employer must notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit **dol.gov/fmla** to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

SCAN ME

WH1420 REV 04/23

ADDENDA TO EMPLOYEE HANDBOOK

State Law Addenda: Policies by State

This Employee Handbook, accompanied by the state law addenda, contains the employment policies and practices of Rocketship in effect at the time of publication.

Rocketship reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook or to the state law addendum applicable to an employee's work location will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

CALIFORNIA ADDENDUM

This California Addendum ("Addendum") to the Rocketship Handbook is applicable to all School employees regularly working in California. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Handbook and shall apply as required by California or applicable local law.

Important Note: This Addendum, along with the Handbook, is a general guideline and is not a contract nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Handbook affects the at-will employment relationship described in the Handbook. Just as any employee has the right to end their employment with Rocketship at any time, for any reason or no reason, Rocketship has the right to terminate an employee's employment at any time, for any reason or no reason, with or without notice or cause. The relationship between Rocketship and each of its employees is at-will.

Rocketship reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.
Employees who have questions regarding the provisions of this Addendum or the Handbook should discuss them with the Human Resources Department.

Equal Employment Opportunity

Rocketship is an equal opportunity employer. In accordance with applicable law, we prohibit discrimination and harassment against employees, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns and volunteers based on their: race (including traits associated with race, such as hair texture and protective hairstyles), religious creed, color, national origin, citizenship status, ancestry, physical disability (including HIV/AIDS) or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex and gender (including pregnancy, childbirth, lactation and related medical conditions), gender identity and gender expression (including transgender individuals who are transitioning, have transitioned, or are perceived to be transitioning to the gender with which they identify), age (40 and over), sexual orientation, Civil Air Patrol status, military and veteran status, an individual's reproductive health decisions and any other consideration protected by federal, state or local law (collectively referred to as "Protected Characteristics"). Rocketship also prohibits discrimination and harassment on the basis of any combination of Protected Characteristics and on the basis of any perception that a person has or is associated with someone who has one or more Protected Characteristics.

For purposes of this policy, discrimination on the basis of "national origin" also includes discrimination against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States, as well as discrimination based upon any of the following: an individual's or individual's ancestors' actual or perceived physical, cultural or linguistic characteristics associated with a national origin group ; marriage to or association with individuals of a national origin group; tribal affiliation; membership in or association with an organization identified with or seeking to promote the interests of a national origin group; attendance or participation in schools, churches, temples, mosques or other religious institutions generally used by persons of a national origin group; or a name that is associated with a national origin group. An

employee's or applicant for employment's immigration status will not be considered for any employment purpose except as necessary to comply with federal, state or local law.
Rocketship allows employees to self-identify their gender, name and/or pronoun, including gender-neutral pronouns. Rocketship will use an employee's gender or legal name as indicated on a government-issued identification document, only as necessary to meet an obligation mandated by law. Otherwise, Rocketship will identify the employee in accordance with the employee's current gender identity and preferred name.

Rocketship will not tolerate discrimination or harassment based upon these characteristics or any other characteristic protected by applicable federal, state or local law. Rocketship also does not retaliate or otherwise discriminate against applicants or employees who request a reasonable accommodation for reasons related to disability or religion. Our commitment to equal opportunity employment applies to all persons involved in our operations and prohibits unlawful discrimination and harassment by any employee, including supervisors and co-workers.

Anti-Harassment/Discrimination/Retaliation

(For employees working in California, this policy replaces the policy provided in the main Handbook.)

Rocketship is committed to providing a work environment free of sexual or any form of prohibited harassment, discrimination or retaliation based on any Protected Characteristics. In furtherance of this commitment, Rocketship provides harassment and discrimination training to its employees. Supervisors are required, as a condition of employment in such position, to complete at least two hours of sexual harassment training every two years. New supervisors must complete the sexual harassment training within six months of assuming a supervisory position. Non-supervisory employees must complete at least one hour of sexual harassment training every two years.

Rocketship maintains a strict policy prohibiting sexual harassment and harassment against employees, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns or volunteers based on any legally-recognized basis, including, but not limited to: race (including traits associated with race, such as hair texture and protective hairstyles), religious creed, color, national origin, ancestry, citizenship status, physical disability (including HIV/AIDS) or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex and gender (including pregnancy, childbirth, lactation and related medical conditions), gender identity and gender expression (including transgender individuals who are transitioning, have transitioned, or are perceived to be transitioning to the gender with which they identify), age (40 or over), sexual orientation, Civil Air Patrol status, military and veteran status, an individual's reproductive health decisions or any other consideration protected by federal, state or local law. c. Rocketship also prohibits discrimination and harassment on the basis of any combination of Protected Characteristics and on the basis of any perception that a person has or is associated with someone who has or is perceived to have one or more Protected Characteristics.

For purposes of this policy, discrimination on the basis of "national origin" also includes harassment against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States and based on any of the following: an individual's or individual's ancestors' actual or perceived physical, cultural or linguistic characteristics associated with a national origin group; marriage to or association with individuals of a national origin group; tribal affiliation; membership in or association with an organization identified with or seeking to promote the interests of a national origin group; attendance or participation in schools, churches, temples, mosques or other religious institutions generally used by persons of a

national origin group; or a name that is associated with a national origin group. All such harassment is prohibited.

This policy applies to all persons involved in our operations, including coworkers, supervisors, managers, temporary or seasonal workers, agents, clients, vendors, customers, or any other third party interacting with Rocketship ("third parties") and prohibits harassing conduct (as defined in this policy) by any employee or third party of Rocketship, including nonsupervisory employees, supervisors and managers. If such harassment occurs on Rocketship's premises or is directed toward an employee or a third party interacting with Rocketship, the procedures in this policy should be followed.

Sexual Harassment Defined

Sexual harassment includes unwanted sexual advances, requests for sexual favors or visual, verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made a term or condition of employment; or
- Submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment also includes various forms of offensive behavior based on sex and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct: leering; making sexual gestures; displaying sexually suggestive objects or pictures, cartoons, posters, websites, emails or text messages.
- Verbal conduct: making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about an employee's body or dress.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature; graphic verbal commentary about an individual's body; sexually degrading words to describe an individual; suggestive or obscene letters, notes or invitations.
- Physical conduct: touching, assault, impeding or blocking movements.
- Retaliation for reporting harassment or threatening to report sexual harassment.

An employee may be liable for harassment based on sex even if the alleged harassing conduct was not motivated by sexual desire. An employee who engages in unlawful harassment may be personally liable for harassment even if Rocketship had no knowledge of such conduct.

Other Types of Harassment

Harassment on the basis of any legally Protected Characteristic, as identified above, is prohibited. Prohibited harassment may include behavior similar to the illustrations above pertaining to sexual harassment. This includes conduct such as:

- Verbal conduct including threats, epithets, derogatory comments or slurs based on an individual's Protected Characteristics;

- Visual conduct, including derogatory posters, photographs, cartoons, drawings or gestures based on an individual's Protected Characteristics; and
- Physical conduct, including assault, unwanted touching or blocking normal movement because of an individual's Protected Characteristics.

Abusive Conduct Prevention

It is expected that Rocketship and persons in the workplace perform their jobs productively as assigned, and in a manner that meets all of management's expectations, during working times, and that they refrain from any malicious, patently offensive or abusive conduct including but not limited to conduct that a reasonable person would find offensive based on any of the protected characteristics described above. Examples of abusive conduct include repeated infliction of verbal abuse, such as the use of malicious, derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the intentional sabotage or undermining of a person's work performance.

Complaint Procedure.

Any employee who believes that they have been harassed, discriminated against, or subjected to retaliation or abusive conduct, by an employee, contract worker, customer, vendor or anyone else who does business with Rocketship, or who is aware of such behavior against others, should immediately report such conduct to their supervisor, any other member of management or Human Resources so that the matter can be promptly investigated. Employees may provide a verbal or written report. If an employee alleges that their supervisor or any other manager has engaged in harassing conduct or conduct that is otherwise believed to violate this policy, the employee must report the alleged conduct to Human Resources – reporting directly to the offending supervisor is not sufficient. Employees are not required to make a complaint directly to their immediate supervisor. Supervisors must immediately report any complaints of misconduct to the Director of Human Resources who will attempt to resolve issues internally. Failure of a supervisor to adhere to these guidelines could result in personal liability.

Do not allow an inappropriate situation to continue by not reporting it, regardless of who is creating the situation. No employee, contract worker, customer, vendor or other person who does business with this organization is exempt from the prohibitions in this policy.

All complaints of prohibited harassment or discrimination will be investigated timely, objectively, fairly and thoroughly by impartial, qualified personnel. Rocketship expects all employees to fully cooperate with any investigation conducted by Rocketship into a complaint of prohibited harassment, discrimination or retaliation, or regarding the alleged violation of any other School policies. Rocketship will maintain confidentiality surrounding the investigation to the extent possible and to the extent permitted under applicable federal and state law. The complaint process will be documented and tracked for reasonable progress and will be closed in a timely manner. Appropriate options for remedial actions and resolutions will be considered. Upon completion of the investigation, Rocketship will communicate its conclusion as soon as practical. If at the end of the investigation misconduct is found, appropriate remedial measures will be taken commensurate with the severity of the offense, up to and including termination of employment. If Rocketship determines that this policy has been violated, remedial action will be taken. Appropriate action will also be taken to deter any such conduct in the future.

The federal Equal Employment Opportunity Commission (EEOC) and the California Civil Rights Department (CRD) will accept and investigate charges of unlawful discrimination or harassment at no

charge to the complaining party. Information may be located by visiting the agency website at www.eeoc.gov or https://calcivilrights.ca.gov. **The CRD Sexual Harassment Prevention Training may be accessed here: https://calcivilrights.ca.gov/shpt**

Retaliation Prohibited.

Retaliation is prohibited against any person by another employee or by Rocketship for using Rocketship's complaint procedure, reporting prohibited discrimination or harassment or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Please contact a member of the Human Resources Department if you have any questions about this policy or require further information on the subject of sexual or other harassment or discrimination.

Hours of Work and Payroll Practices

Pay Periods and Paydays.

Rocketship's paydays are the 15th of each month and the last day of each month. The payroll period begins at 12:00 a.m. Sunday and ends the second Saturday thereafter at 11:59 p.m. You will be paid by check or direct deposit on the above-mentioned payday. If the regular payday falls on a School holiday, you will be paid on the last business day before the holiday.

Working Hours.

Exempt employees are paid for all hours worked, regardless of number, by their salaries. This means that when exempt employees need to work beyond their usual scheduled workday, there is no additional "overtime" compensation. Exempt full-time employees are expected to typically work at least an eight (8) hour workday, and longer, if necessary.

Nonexempt employees will be scheduled to work according to the needs of Rocketship, which will be communicated to them in advance. Non-exempt employees will be paid one and one-half times their regular rate of pay for all hours worked in excess of 40 hours in any workweek, for all hours worked in excess of eight hours up to and including 12 hours in any workday and for the first eight hours worked on the seventh consecutive day of work in a workweek. Additionally, employees will be paid double their regular rate of pay for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight hours on the seventh consecutive day of work in a workweek. Paid time off such as sick pay, holiday pay and vacation pay will not count toward hours worked for the purpose of determining overtime pay.

Rest and Meal Periods.

Meal and Rest Periods: Employees working more than five (5) hours in a work period are provided with a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the work period to start within the first five hours of work, unless they have elected to waive a meal period in accordance with Rocketship's policy and state law. . A Under certain circumstances, employees can voluntarily elect to waive a meal period, provided the employee and Rocketship mutually consent to the waiver in writing. Non-exempt employees who work more than ten (10) hours in a day are entitled to a second

unpaid, duty-free 30-minute meal period to start within the first 10 hours of work. Because meal periods are unpaid, non-exempt employees must record the start and stop times of their meal periods.

Non-exempt employees are also authorized and permitted to take a ten (10) minute rest period for every four (4) hours or major fraction thereof worked which should be scheduled towards the middle of each work period as practicable. Employees are prohibited from combining meal and rest period time. Employees may not accumulate rest periods or use rest periods as a basis for starting work late, leaving work early, or extending a meal period.

Employees are entitled, encouraged, and expected to take all meal periods provided under this policy. During meal periods, Rocketship will relieve employees of all duty and will not exercise control over employees' activities. Employees are free to spend their meal and rest period time as they choose and are free to leave the worksite but must be sure to return to work at the completion of the period. No supervisor or manager may impede or discourage employees from taking meal or rest periods provided under this policy.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees are required to document the start/end time of their meal periods, as well as certify they have taken their rest periods, on their time records each payroll period. Any employee who believes that they were not provided meal and rest periods that comply with this policy must immediately inform the Human Resources Department or another member of management.

Wage and Hour Complaint Procedure.

If any employee, exempt or non-exempt, has questions about deductions from their pay, believes they have been subjected to improper deductions or believes that the amount paid does not accurately reflect the employee's total hours worked or salary, they should report such concerns immediately to Human Resources. Such concerns will be investigated and if merited, will be immediately corrected. Rocketship will not retaliate against any employee for raising a good faith concern, or for cooperating in an investigation, even if the concerns do not reveal any errors or wrongdoing, and will not permit others to retaliate against such an employee.

Reimbursement of Business-Related Expenses

Under California law, employees are entitled to be reimbursed for all expenses they necessarily incur in the performance of their work duties. If Rocketship provides the employee with necessary equipment (for example, a cellular phone or laptop), the employee's use of their/their personal device is not reimbursable, because it was not necessary for the employee to use their/their own device. If you have a question about the use of personal property in connection with your job duties, please see Human Resources. Out-of-pocket expenses incurred by employees must be necessary and reasonable and reimbursement for such expenses should be promptly requested, using Rocketship's expense reimbursement process. Please refer to Rocketship's Employee Travel and Expense Reimbursement Policy and Cell Phone Reimbursement Policy for details and requirements for expense reimbursement. Such policies will be applied in full compliance with California law.

Personnel Files

California employees may receive, or may authorize a third-party to view or receive, a copy of the employee's personnel file and/or payroll records by submitting a written request to your Human Resources Team. The Human Resources Team will make the contents available within the time required by law, from the date of receipt of the written request. California employees may obtain the

pay scale for their current position by making a written request to Human Resources.

Substance Abuse—Supplement to Policy

Rocketship is committed to providing its employees with a safe and productive working environment. In keeping with this commitment, Rocketship maintains a strict policy against the use of alcohol, marijuana and the unlawful use of drugs in the workplace.

Consequently, you may not consume, use, possess, sell, purchase or transfer alcohol, marijuana or illegal drugs at any time while on Rocketship' premises or while using Rocketship vehicles or equipment, or at any location during work time. Also, you may not report to work with illegal drugs or alcohol in your bodily system. "Illegal drug" means any drug that is not legally obtainable or that is legally obtainable but has not been legally obtained. It includes prescription drugs not being used for prescribed purposes or by the person to whom it is prescribed or in prescribed amounts. It further includes any substance a person holds out to another as an illegal drug. Employees will not be in violation of this policy if they have non-psychoactive marijuana metabolites. Unless otherwise limited by state law, Rocketship prohibits the use of marijuana and marijuana products. Rocketship will take disciplinary action, up to and including termination, where the employee is impaired at work due to the use of medical or recreational marijuana or if marijuana or marijuana products are brought onto Rocketship property or in Rocketship-provided vehicles.

Any violation of this policy will result in disciplinary action, up to and including immediate termination of employment.

Employees are expected to cooperate with Rocketship' investigation of possible violations of this substance abuse policy. As part of this cooperation, you must report to your supervisor or the Human Resources Department, or other management personnel, any known or suspected violations of this policy. Refusal to cooperate with an investigation conducted under this policy will result in disciplinary action, up to and including termination of employment. Any testing done pursuant to such an investigation will be conducted in accordance with applicable law.

If you feel you have developed an addiction to, dependence upon or problem with alcohol or drugs, legal or illegal, you are strongly encouraged to seek assistance before a violation of this policy occurs. Any employee who requests time off to participate in a rehabilitation program will be reasonably accommodated. However, you may not avoid disciplinary action, up to and including immediate termination, by entering a rehabilitation program after a violation of this policy is suspected or discovered.

Paid Time Off (PTO) Policy

In addition to the information provided in the main Handbook, the following conditions apply to a California employee's use or accrual of PTO. Although Rocketship will make reasonable efforts to accommodate requests in scheduling PTO, except as otherwise required by law, all PTO not for reasons covered by a mandatory paid sick leave or paid time off law is scheduled subject to Rocketship's business needs and may be postponed when business needs require. With proper advance notice, Rocketship reserves the right to require employees to use accrued PTO at times designated by Rocketship.

No PTO is earned when you are on any unpaid leave of absence. PTO may be used only if it has been earned. Employees will be paid for PTO at their regular straight time rate of pay or base salary for the

approved PTO period. PTO days are not considered hours worked for purposes of calculating overtime. Employees may elect to use PTO at the beginning of an otherwise unpaid FMLA or CFRA leave period.

If a paid holiday falls within an employee's PTO period, the day will be treated as a holiday and not a PTO day.

State Benefits for Paid Family Care and Medical Leave

If you are on an approved leave of absence or an approved reduced work schedule to care for a family member (child, spouse, registered domestic partner, parent, parent-in-law, grandparent, grandchild or sibling) who is seriously ill and requires care or to bond with a new child during the first 12 months after the child's birth or after the placement of a child for adoption or foster care with the employee, you may apply for paid family leave benefits with the California Employment Development Department (EDD).

Paid family leave benefits are provided by the State of California and if approved, provide partial income replacement to an eligible employee. The paid family leave benefit offered by the state does not guarantee that you will be eligible to take a leave of absence or reduced work schedule. You must meet any applicable criteria specific to such leaves or reduced work schedules. You must follow the procedures in the Family Care and Medical Leave or Unpaid Leave of Absence policies in the main Employee Handbook to request a leave or reduced work schedule.

You are responsible for filing your claim and other forms promptly and accurately with the EDD. A claim form may be obtained from any office of the EDD by telephone, letter or in person or you can request a form from the EDD's website – www.edd.ca.gov .

If you plan an extended absence to care for a family member or bond with a new child, please notify Human Resources so that we may provide you with further information regarding this benefit.

Pregnancy Disability Leave and Accommodation

If you are disabled by pregnancy, childbirth or related medical conditions (including medical conditions relating to lactation), you are eligible to take a pregnancy disability leave ("PDL"). For purposes of this policy, employees are "disabled by pregnancy" when, in the opinion of their health care provider, they cannot work at all or are unable to perform any one or more of the essential functions of their job or to perform them without undue risk to themselves, the successful completion of their pregnancy or other persons as determined by a health care provider. The term "disabled" also applies to certain pregnancy-related conditions, such as severe morning sickness or the need to take time off for prenatal or postnatal care, bed rest, postpartum depression and the loss or end of pregnancy (among other pregnancy-related conditions that are considered to be disabling).

Employees who are affected by pregnancy may also be eligible to transfer to a less strenuous or hazardous position or to less strenuous or hazardous duties, if such a transfer is medically advisable and can be reasonably accommodated.

Employees are "affected by pregnancy" if they are pregnant or have a related medical condition and their health care provider has certified that it is medically advisable for the employee to temporarily transfer or to receive some other accommodation. Rocketship will provide a temporary transfer to a less-strenuous or -hazardous position or duties or other accommodation to an employee affected by

pregnancy if: the employee requests a transfer or other accommodation; the request is based upon the certification of a health care provider as "medically advisable"; and the transfer or other requested accommodation can be reasonably accommodated pursuant to applicable law. No additional position will be created, and Rocketship will not terminate another employee, transfer another employee with more seniority, or promote or transfer any employee who is not qualified to perform the new job as a part of the accommodation process.

Examples of reasonable accommodations include: (1) modifying work schedules to provide earlier or later hours; (2) modifying work duties, practices or policies; (3) providing time off; (4) providing furniture (such as stools) and modifying equipment and devices; and (5) providing additional break time for lactation or trips to the restroom. If time off or a reduction in hours is granted as a reasonable accommodation, Rocketship will consider the reduced hours/time off as pregnancy disability leave and deduct those hours from an employee's four-month leave entitlement.

Duration of Leave: An employee is entitled to up to four months (17⅓ weeks) of PDL while the employee is disabled by pregnancy, childbirth or related medical condition. For purposes of this policy, "four months" means time off for the number of days the employee would normally work within the four calendar months following the commencement date of taking a pregnancy disability leave. For a full-time employee who works five eight-hour days per week, or 40 hours per week, "four months" means 693 hours of leave entitlement, based on 40 hours per week times 17⅓ weeks.

Employee Notice Requirements: To be approved for PDL, a temporary transfer, or other reasonable accommodation you must provide sufficient notice so Rocketship can make appropriate plans – 30 days advance notice if the need for is foreseeable, otherwise as soon as practicable if the need is an emergency or unforeseeable.

Medical Certification: An employee is required to obtain a certification from their health care provider of their need for PDL, or the medical advisability of an accommodation or a transfer. Upon request, the Human Resources Department will provide you with a medical certification form that you can take to your doctor. As a condition of an employee's return from PDL, Rocketship requires the employee to obtain a release to return to work from their health care provider stating she is able to resume their original job duties.

Leave is Unpaid: PDL leave is unpaid. Rocketship encourages the use of any available sick time during any unpaid portion of PDL. Moreover, at the employee's option, the employee may use any accrued paid time off as part of their PDL before taking the remainder of their leave on an unpaid basis. The use of any paid leave will not extend the duration of the employee's PDL. Rocketship encourages employees to contact the EDD regarding eligibility for state disability insurance for the unpaid portion of their leave.

Leave *Concurrent* with Federal Family and Medical Leave and *Consecutive* with California Family Rights Act: If an employee is eligible for leave under the federal Family and Medical Leave Act or California Family Rights Act, PDL and FMLA or CFRA leave will run concurrently. Employees should refer to the family and medical leave policies in this Handbook for additional information.

Return to Work: If the employee and Rocketship have agreed upon a definite date of return from the leave of absence or transfer, the employee will be reinstated on that date if they notify Rocketship that they are able to return on that date. If the length of the leave of absence or transfer has not been established, or if it differs from the original agreement, the employee will be returned to work within

two business days, where feasible, after notifying Rocketship of their readiness to return.

Before employees will be allowed to return to work in their regular job following a leave of absence or transfer, they must provide Human Resources with a certification from their health care provider that they can safely perform all of the essential duties of the position, with or without reasonable accommodation. If employees do not provide such a release prior to or upon reporting for work, they will be sent home until a release is provided. This time before the release is provided will be unpaid. Employees will be returned to the same position upon the conclusion of their leave of absence or transfer unless the position ceases to exist. In cases where the employee's position no longer exists, Rocketship will provide a comparable position on the scheduled return date or within 60 calendar days of that return date. However, employees will not be entitled to any greater right to reinstatement than if they had not taken the leave.

To the extent required by law, some extensions beyond an employee's pregnancy disability leave entitlement may be granted when the leave is necessitated by an employee's injury, illness or "disability" as defined under the Americans with Disabilities Act and/or applicable state or local law.

Rocketship will not discriminate or retaliate against employees because they request or make use of leave, a transfer or other accommodations in accordance with this policy. This policy does not limit a pregnant employee's rights under any other policy or laws protecting gender, pregnancy and childbirth, or health conditions related to pregnancy or childbirth

Continuation of Health Insurance Benefits: Employees who participate in Rocketship's group health insurance plan shall continue to participate in the plan while on PDL under the same terms and conditions as if they were working. Employees should make arrangements with Human Resources for payment of their share of the insurance premiums. Benefit continuation under PDL is distinct from benefit continuation for employees who also take birth bonding leave under the CFRA.

Lactation Accommodation

Employees have the right to request lactation accommodation. Rocketship will provide a reasonable amount of break time for any employee who desires to express breast milk each time the employee has need to express milk . If possible, the break time should run concurrently with the employee's normally scheduled rest or break times. Any break time to express breast milk that does not run concurrently with your normally scheduled break time is unpaid for non-exempt employees. Employees will be relieved of all work-related duties during any unpaid break. When unpaid breaks or additional time are required, employees should work with their supervisor regarding scheduling and reporting the extra break time.

For lactation breaks when an employee is working at a physical location of Rocketship, a private (shielded from view and free from intrusion from co-workers and the public) lactation location will be provided and located close to your work area. The lactation location will comply with standards in accordance with state law. In addition, a refrigerator suitable for storing milk in close proximity to your workspace will be provided. If a refrigerator cannot be provided, Rocketship will provide another cooling device suitable for storing milk, such as an employer-provided cooler. A room or other location identified for lactation may also be used for other purposes . However, during times when an employee is using the location for lactation purposes, that use will take precedence over all other uses. Employees who have questions or concerns related to lactation room scheduling conflicts should contact their supervisor or Human Resources. Any non-exempt employee who is not provided with a break as requested to express milk, should immediately contact Human Resources.

Lactation is considered a pregnancy-related condition under California law.

Employees who desire lactation accommodations should contact Human Resources to request accommodations. If Rocketship cannot provide break time or a location that complies with this Lactation Accommodation policy, the employee requesting the accommodation will be notified in writing.

Rocketship prohibits discrimination or retaliation against employees who exercise their rights to lactation accommodation, including those who request time to express milk at work and/or who lodge a complaint related to the right to lactation accommodation. If you believe you have been denied reasonable break time or adequate space to express milk, or have otherwise been denied your rights related to lactation accommodation, you have the right to file a complaint with the Labor Commissioner.

Leaves of Absence

While regular attendance is crucial to maintain business operations, Rocketship recognizes that, for a variety of reasons, employees may need time off from work. Rocketship has available several types of leaves of absence. Some are governed by California law and others are discretionary. Unless otherwise provided for in the applicable leave policy or state law, the following guidelines apply to leaves of absence under Rocketship policy. For all planned leaves you must submit a request at least 30 days in advance whenever feasible; in case of an emergency, the request should be made as soon as you become aware of the need for leave. All leaves must have the approval of Rocketship management.

All requests for a leave of absence will be considered in light of their effect on Rocketship and its work requirements, as determined by Rocketship management, which reserves the right to approve or deny such requests in its sole discretion, unless otherwise required by law. You must provide a certification from your healthcare provider to support a leave for medical reasons. Failure to provide the required certification to Rocketship in a timely manner may result in delay or denial of leave. If you fail to return to work on the first workday following the expiration of an authorized leave and have not requested an extension, you will be deemed to have voluntarily resigned from Rocketship. If you are requesting an extension of a leave, you must request such extension and have it approved before the expiration of the currently approved leave.

While Rocketship will make a reasonable effort to return you to your former position or a comparable position following an approved leave of absence, there is no guarantee that you will be reinstated to your position, or any position, except as required by law.

All leaves are generally unpaid.

Use of PTO and/or paid sick leave during an otherwise unpaid leave will not extend the period of an approved leave of absence.
Holidays that fall during a leave of absence will not be paid.

Family and Medical Leave

FMLA and CFRA

Rocketship will grant family and medical leave in accordance with the requirements of applicable federal and state law in effect at the time the leave is granted. Although the federal and state laws have different names, Rocketship refers to the federal Family and Medical Leave Act (Fed-FMLA) and the

California Family Rights Act (CFRA) collectively as "FMLA Leave." In any case, employees will be eligible for the most generous benefits available under applicable law.

Employee Eligibility

To be eligible for FMLA Leave, employees must: (1) have been employed by Rocketship for a total of at least 12 months (not necessarily consecutive); (2) have worked at least 1,250 hours during the previous 12 months immediately prior to the start of the leave; and (3) (Fed-FMLA only) have worked at a location where at least 50 employees are employed by Rocketship within 75 miles of the employee's worksite, as of the date the leave is requested. Eligibility requirements may differ for employees who have been on a protected military leave of absence. If employees are unsure whether they qualify for FMLA Leave, they should contact Human Resources.

Reasons for Leave

Federal and state laws allow FMLA Leave for various reasons. Because employees' legal rights and obligations may vary depending upon the reason for the FMLA Leave, it is important to identify the purpose or reason for the leave. Fed-FMLA leave and CFRA leave run concurrently except for the following reasons: to care for a child without regard to age or dependency status, registered domestic partner, a child of a registered domestic partner, parent-in-law, grandparent, grandchild, sibling or designated person (CFRA only), incapacity due to pregnancy or prenatal care as a serious health condition (Fed-FMLA only), qualifying exigency leave as defined under the FMLA (Fed-FMLA only), qualifying exigency leave as defined under the CFRA (CFRA only) and military caregiver leave (Fed-FMLA only). Additionally, CFRA coverage for an employee's own serious health condition that also constitutes a disability under the California's Fair Employment and Housing Act (FEHA) is separate and distinct from FEHA protections. If the employee cannot return to work at the expiration of the CFRA leave, Rocketship will engage the employee in the interactive process to determine whether an extension of the leave would be a reasonable accommodation under the FEHA.

FMLA Leave may be used for one of the following reasons:

- The birth, adoption or foster care of an employee's child within 12 months following birth or placement of the child (Bonding Leave);
- To care for an immediate family member (spouse, child, parent and for CFRA Leave: registered domestic partner, child of a registered domestic partner, grandparent, grandchild, sibling or designated person) with a serious health condition (Family Care Leave);
- An employee's inability to work because of a serious health condition (Serious Health Condition Leave);
- A "qualifying exigency," as defined under the FMLA, arising from a spouse's, child's or parent's "covered active duty" as a member of the military reserves, National Guard or Armed Forces or as defined under the CFRA, related to the covered active duty or call to covered active duty of an employee's spouse, domestic partner, child, or parent in the Armed Forces of the United States (Qualifying Exigency Leave); or
- To care for a spouse, child, parent or next of kin (nearest blood relative) who is a "Covered Servicemember" (Military Caregiver Leave).

Definitions

"Child," for purposes of Bonding Leave and Family Care Leave, means a biological, adopted or foster child; a stepchild; a legal ward; or a child of a person standing in loco parentis, and for Fed-FMLA only, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical

disability, at the time that FMLA Leave is to commence. "Child," for purposes of Qualifying Exigency Leave and Military Caregiver Leave, means a biological, adopted or foster child; stepchild; legal ward; or a child for whom the person stood in loco parentis, and who is of any age.

"Parent," for purposes of this policy, means a biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the person. This term includes a parent-in-law for CFRA leave only. For Qualifying Exigency Leave taken to provide care to a parent of a deployed military member, the parent must be incapable of self-care as defined by the FMLA.

“Designated Person,” for purposes of this policy means any individual related by blood or whose association with the employee is the equivalent of a family relationship. Employees may identify a designated person at the time they request CFRA leave. Employees are limited to one designated person per 12-month period.

"Covered Active Duty" means (1) in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and (2) in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty (or notification of an impending call or order to active duty) in support of a contingency operation as defined by applicable law.

"Covered Servicemember" means (1) a member of the Armed Forces, including a member of a reserve component of the Armed Forces, who is undergoing medical treatment, recuperation or therapy; is otherwise in outpatient status; or is otherwise on the temporary disability retired list, for a serious injury or illness incurred or aggravated in the line of duty while on active duty that may render the individual medically unfit to perform their military duties; or (2) a person who, during the five years prior to the treatment necessitating the leave, served in the active military, Naval or Air Service, and who was discharged or released under conditions other than dishonorable (a "veteran" as defined by the Department of Veteran Affairs), and who has a qualifying injury or illness incurred or aggravated in the line of duty while on active duty that manifested itself before or after the member became a veteran.

"Spouse" means a husband or wife. Husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state. For purposes of CFRA leave, a spouse includes a registered domestic partner or same-sex partners in marriage.

"Key employee" means a salaried Fed-FMLA Leave eligible employee who is among the highest paid 10 percent of all the employees employed by the employer within 75 miles of the employee's worksite at the time of the Fed-FMLA leave request.

"Serious health condition" means an illness, injury, impairment or physical or mental condition that involves either:

- Inpatient care (including, but not limited to, substance abuse treatment) in a hospital, hospice or residential medical care facility, including any period of incapacity (that is, inability to work, attend school or perform other regular daily activities) or any subsequent treatment in connection with this inpatient care; or
- Continuing treatment (including, but not limited to, substance abuse treatment) by a health care provider that includes one or more of the following:
    - A period of incapacity (that is, inability to work, attend school or perform other regular daily activities due to a serious health condition, its treatment or the recovery that it requires) of more than three consecutive calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves treatment two or more times via an in-person visit to a health care provider, or at least one visit to a health care provider that results in a regimen of continuing treatment under the supervision of the health care provider.
    - Any period of incapacity due to pregnancy or prenatal care (under the Fed-FMLA, but not the CFRA).
    - Any period of incapacity or treatment for incapacity due to a chronic serious health condition that requires periodic visits to a health care provider, continues over an extended period of time and may cause episodic incapacity.
    - A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective, such as Alzheimer's, a severe stroke and the terminal stages of a disease.
- Any period of absence to receive multiple treatments (including any period of recovery) by a health care provider either for (a) restorative surgery after an accident or other injury; or (b) a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment.

"Serious injury or illness" in the case of a current member of the Armed Forces, National Guard or Reserves is an injury or illness incurred by a covered servicemember in the line of duty on active duty (or that preexisted the member's active duty and was aggravated by service in the line of duty on active duty) in the Armed Forces that may render the person medically unfit to perform the duties of their office, grade, rank or rating. In the case of a covered veteran, "serious injury or illness" means an injury or illness that was incurred in the line of duty on active duty (or existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty) and that manifested itself before or after the member became a veteran.

"Qualifying exigency" for Fed-FMLA is defined by the Department of Labor and for CFRA is defined by the California Unemployment Insurance Code and generally includes events related to short-notice deployment, military ceremonies, support and assistance programs, changes in childcare, school activities, financial and legal arrangements, counseling and post-deployment activities. Qualifying Exigency Leave may also be used to spend up to 15 days with military members who are on short-term, temporary, rest and recuperation leave during their period of deployment.

Length of Leave

If the reason for leave is common to both Fed-FMLA and CFRA and, therefore, running concurrently, the maximum amount of FMLA Leave will be 12 workweeks in any 12-month period. If the reason for leave is not common to both Fed-FMLA and CFRA and, therefore, not running concurrently, then an eligible employee may be entitled to additional leave under applicable law.

The applicable "12-month period" utilized by Rocketship is a rolling 12-month period measured backward from the date an employee uses their FMLA leave. Under this method the 12-month period is measured backward from the day the employee uses any FMLA leave.

The maximum amount of Fed-FMLA Leave for an employee wishing to take Military Caregiver Leave will be a combined leave total of 26 workweeks in a single 12-month period. A "single 12-month period" begins on the date of the employee's first use of such leave and ends 12 months after that date. If both spouses work for Rocketship and are eligible for leave under this policy, under the Fed-FMLA, the spouses will be limited to a total of 26 workweeks off between the two when the leave is for Military Caregiver Leave only or is for a combination of Military Caregiver Leave, Bonding Leave and/or Family Care Leave taken to care for a parent.

To the extent required by law, leave beyond an employee's FMLA Leave entitlement will be granted when the leave is necessitated by an employee's work-related injury or illness, a pregnancy-related disability or a "disability" as defined under the Americans with Disabilities Act (ADA) and/or the Fair Employment and Housing Act (FEHA). When the reason for CFRA leave was the employee's serious health condition, which also constitutes a "disability" under the FEHA and the employee cannot return to work at the conclusion of the CFRA leave, Rocketship will engage in an interactive process to determine whether an extension of leave would constitute a reasonable accommodation under the FEHA.

Intermittent or Reduced Schedule Leave

Under some circumstances, employees may take FMLA Leave intermittently, which means taking leave in blocks of time or reducing the employee's normal weekly or daily work schedule. An employee may take leave intermittently or on a reduced schedule whenever it is medically necessary to care for the employee's child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, registered domestic partner or designated person with a serious health condition or because the employee has a serious health condition. The medical necessity of the leave must be determined by the health care provider of the person with the serious health condition.

Intermittent or reduced schedule leave may also be taken for absences where the employee or their family member is incapacitated or unable to perform the essential functions of the job because of a chronic serious health condition, even if the person does not receive treatment by a health care provider.

Leave due to military exigencies may also be taken on an intermittent basis.

Leave taken intermittently may be taken in increments of no less than one hour. Employees who take leave intermittently or on a reduced work schedule basis for planned medical treatment must make a reasonable effort to schedule the leave so as not to unduly disrupt Rocketship's operations. Please contact Human Resources prior to scheduling medical treatment. If FMLA Leave is taken intermittently or on a reduced schedule basis due to planned medical treatment, we may require employees to transfer temporarily to an available alternative position with an equivalent pay rate and benefits, including a part-time position, to better accommodate recurring periods of leave.

If an employee using intermittent leave or working a reduced schedule finds it physically impossible to start or stop work mid-way through a shift in order to take CFRA leave and is therefore forced to be absent for the entire shift, the entire period will be counted against the employee's CFRA entitlement. However, if there are other aspects of work that the employee is able to perform that are not physically

impossible, then the employee will be permitted to return to work, thereby reducing the amount of time to be charged to the employee's CFRA entitlement.

CFRA leave for Bonding Leave does not have to be taken in one continuous period of time, but the minimum duration is two weeks. However, Rocketship will grant a request for CFRA leave lasting less than two weeks' twice during the 12-week period. Bonding Leave must be concluded within one year of the birth or placement of the child.

Notice and Certification

Bonding, Family Care, Serious Health Condition and Military Caregiver Leave Requirements

- Employees are required to provide:
    - When the need for the leave is foreseeable, 30 days' advance notice or such notice as is both possible and practical if the leave must begin in fewer than 30 days (normally this would be the same day the employee becomes aware of the need for leave or the next business day);
    - When the need for leave is not foreseeable, notice within the time prescribed by Rocketship's normal absence reporting policy, unless unusual circumstances prevent compliance, in which case notice is required as soon as is otherwise possible and practical;
    - When the leave relates to medical issues, a completed Certification of Health Care Provider form within 15 calendar days (for Military Caregiver Leave, an invitational travel order or invitational travel authorization may be submitted in lieu of a Certification of Health Care Provider form);
    - Periodic recertification (as allowed by law); and
    - Periodic reports during the leave.

In addition to other notice provisions, employees requesting leave for CFRA qualifying reasons must respond to any questions designed to determine whether an absence is potentially qualifying for leave under this policy. Failure to respond to permissible inquiries regarding the leave request may result in denial of CFRA leave protections. Similarly, an employee or the employee's spokesperson may be required to provide additional information needed to determine whether a requested leave qualifies for Fed-FMLA protections. An employee's failure to adequately explain the reason for the leave may result in the denial of Fed-FMLA protections.

Certification forms are available from Human Resources. At Rocketship's expense, we may require a second or third medical opinion regarding the employee's own serious health condition or the serious health condition of an employee's family member for Fed-FMLA purposes and, for CFRA purposes , the employee's own serious health condition. In limited cases, we may require a second or third opinion regarding the injury or illness of a Covered Servicemember. Employees are expected to cooperate with Rocketship in obtaining additional medical opinions that we may require.

When leave is for planned medical treatment, employees must try to schedule treatment so as not to unduly disrupt Rocketship's operation. Please contact Human Resources prior to scheduling planned medical treatment.

If an employee does not produce the certification as requested, the FMLA leave will not be protected.

Recertification After Grant of Leave

In addition to the requirements listed above, if an employee's Fed-FMLA leave is certified, Rocketship may later require medical recertification in connection with an absence that the employee reports as qualifying for Fed-FMLA leave. For example, Rocketship may request recertification if (1) the employee requests an extension of leave; (2) the circumstances of the employee's condition as described by the previous certification change significantly (e.g., employee absences deviate from the duration or frequency set forth in the previous certification; employee's condition becomes more severe than indicated in the original certification; employee encounters complications); or (3) Rocketship receives information that casts doubt upon the employee's stated reason for the absence. In addition, Rocketship may request recertification in connection with an absence after six months have passed since the employee's original certification, regardless of the estimated duration of the serious health condition necessitating the need for leave. Any recertification requested by Rocketship will be at the employee's expense.

In addition to the requirement listed above, a recertification under the CFRA may only be requested at the expiration of the time period in the original certification for time off for the employee's own serious health condition.

If an employee does not produce the recertification as requested, the leave will not be CFRA protected.

Qualifying Exigency Leave Requirements

Employees are required to provide:

- As much advance notice as is reasonable and practicable under the circumstances;
- A copy of the covered servicemember's active duty orders when the employee requests leave and/or documentation (such as Rest and Recuperation leave orders) issued by the military setting forth the dates of the servicemember's leave; and
- A completed Certification of Qualifying Exigency form within 15 calendar days, unless unusual circumstances exist to justify providing the form at a later date.

Certification forms are available from Human Resources.

Failure to Provide Notice or Certification and to Return from Leave

Absent unusual circumstances, failure to comply with these notice and certification requirements may result in a delay or denial of the leave. If an employee fails to return to work at the leave's expiration and has not obtained an extension of the leave, Rocketship may presume that the employee does not plan to return to work and has voluntarily terminated their employment.

Compensation During Leave

Generally, FMLA Leave is unpaid. However, employees may be eligible to receive benefits through state-sponsored programs or Rocketship's sponsored wage-replacement benefit programs. Employees may also choose to use accrued vacation and sick leave, to the extent permitted by law and Rocketship's policy. If employees elect to have wage-replacement benefits and accrued paid leave integrated, the integration will be arranged such that employees will receive no greater compensation than their regular compensation during this period. Rocketship may require employees to use accrued vacation to cover some or all of FMLA Leave. However, Rocketship will only require employees to use accrued vacation, if the FMLA leave is otherwise unpaid. FMLA leave is not unpaid if the employee is receiving state disability insurance, short or long term disability payments pursuant to an employer

provided plan, or is receiving Paid Family Leave through the state. The use of paid benefits will not extend the length of FMLA Leave.

Benefits During Leave

Rocketship will continue making contributions to employees' group health benefits during their leave on the same terms as if the employees had continued to actively work. This means that if employees want their benefits coverage to continue during their leave, they must also continue to make the same premium payments that they are now required to make for themselves or their dependents. Employees taking leave for a reason that is common to both Fed-FMLA and CFRA and, therefore, leave is running concurrently, will generally be provided with group health benefits for a 12-workweek period. When employees take leave for a reason that is not common to both Fed-FMLA and CFRA and, therefore, leave is running consecutively, Rocketship will continue the employee's health insurance benefits for up to a maximum of 12 workweeks in a 12-month period during each applicable leave. Employees taking Military Caregiver Leave may be eligible to receive group health benefits coverage for up to a maximum of 26 workweeks. In some instances, Rocketship may recover premiums it paid on an employee's behalf to maintain health coverage if the employee fails to return to work following FMLA Leave.

An employee's length of service will remain intact, but benefits such as vacation and sick leave may not accrue while on an unpaid FMLA Leave.

Job Reinstatement

Under most circumstances, employees will be reinstated to the same position they held at the time of the leave or to an equivalent position with equivalent pay, benefits and other terms and conditions of employment. If an employee becomes unqualified during CFRA leave as a result of not attending a necessary course, or renewing a license, the employee will be given a reasonable opportunity to fulfill those conditions upon returning to work. Further, Rocketship may grant an employee's request to work a different shift, in a different or better position, or in a different location, that is better suited to the employee's personal needs upon returning from CFRA leave. Rocketship will also consider a reasonable accommodation under the FEHA if the employee is returning from CFRA leave for their own serious health condition. However, employees have no greater right to reinstatement than if they had been continuously employed rather than taken leave. For example, if an employee would have been laid off or their position would have been eliminated even if they had not gone on leave, then the employee would not be entitled to reinstatement. However, if an employee has been replaced or the employee's position was restructured to accommodate the employee absence, the employee is entitled to reinstatement.

Prior to being allowed to return to work, an employee wishing to return from a Serious Health Condition Leave must submit an acceptable release from a health care provider that certifies the employee is able to resume work. For an employee on intermittent or reduced schedule FMLA Leave, such a release may be required up to once every 30 days if reasonable safety concerns exist regarding the employee's ability to perform their duties, based on the serious health condition for which the employee took the intermittent or reduced schedule leave.

For Fed-FMLA purposes only, key employees may be subject to reinstatement limitations in some circumstances. If employees are considered a "key employee," those employees will be notified of the possible limitations on reinstatement at the time the employee requests a leave of absence, or when leave begins, if earlier.

Confidentiality

Documents relating to medical certifications, recertifications or medical histories of employees or employees' family members will be maintained separately and treated as confidential medical records, except that in some legally recognized circumstances, the records (or information in them) may be disclosed to supervisors and managers, first aid and safety personnel or government officials.

Fraudulent Use of FMLA Leave Prohibited

An employee who fraudulently obtains FMLA Leave from Rocketship is not protected by the Fed-FMLA's or the CFRA's job restoration or maintenance of health benefits provisions. In addition, Rocketship will take all available appropriate disciplinary action against an employee due to such fraud.

Nondiscrimination

Rocketship takes its FMLA Leave obligations very seriously and will not interfere with, restrain or deny the exercise of any rights provided by the Fed-FMLA or the CFRA. We will not terminate or discriminate against any individual for opposing any practice or because of involvement in any proceeding related to the Fed-FMLA or CFRA. If an employee believes that their Fed-FMLA or CFRA rights have been violated in any way, they should immediately report the matter to Human Resources.

California Paid Sick Leave

Eligibility: Rocketship provides paid sick leave to temporary employees, and part-time employees who are regularly scheduled to work less than thirty (30) hours per week and who work for Rocketship in California. **For employees who work in California and who are eligible for sick time under any other applicable sick time/leave law or ordinance or policy, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other applicable sick time/leave law or ordinance or policy**.

Amount: All employees will begin to accrue up to 5 workdays or 40 hours whichever is more of paid sick leave on July 1 of each year (or on their hire date, if after July 1). Unused paid sick leave under this policy will not be paid at separation. However, if you are rehired within one year, your unused sick leave time will be reinstated.

Usage: Paid sick leave may be used in a minimum increment of two (2) hours for each use. All employees may use up to five (5) workdays or forty (40) hours of paid sick leave in any year.

Paid sick leave may be used for the following reasons:

1) For diagnosis, care, or treatment of an existing health condition of, or preventive care for, an employee or an employee's family member.
2) To serve on an inquest jury or jury trial.
3) To appear in court to comply with a subpoena or other court order as a witness in any judiciary proceeding.
4) The employee or the employee's family member is a victim (as defined below) and attending judicial proceedings related to that crime, including, but not limited to, any delinquency proceeding, a post-arrest release decision, plea, sentencing, postconviction release decision, or any proceeding where a right of that person is an issue. For purposes of this reason for use only, a "victim" means a person against whom a violent felony, serious felony, and/or felony theft or embezzlement is committed. Additionally, it includes a person who suffers direct or threatened

physical, psychological, or financial harm due to the commission or attempted commission of the following crimes or delinquent acts: vehicular manslaughter while intoxicated; felony child abuse likely to produce great bodily harm or a death; assault resulting in the death of a child under eight years old; felony domestic violence; felony physical abuse of an elder or dependent adult; felony stalking; solicitation for murder; a serious felony; hit-and-run causing death or injury; felony driving under the influence causing injury; or sexual assault.

5) For an employee or the employee's family member who is a victim of a qualifying act of violence and time off is needed to:

    a) Obtain or attempt to obtain any relief (e.g., a temporary restraining order, restraining order or other injunctive relief) to help ensure the health, safety or welfare of the victim, their child, or a family member;
    b) Seek, obtain, or assist a family member to seek or obtain, medical attention for or to recover from injuries caused by a qualifying act of violence;
    c) Seek, obtain, or assist a family member to seek or obtain, services from a domestic violence shelter, program, rape crisis center, or victim services organization as a result of a qualifying act of violence;
    d) Seek, obtain, or assist a family member to seek or obtain, psychological counseling or mental health services related to an experience of a qualifying act of violence;
    e) Participate in safety planning and take other actions to increase safety from future qualifying acts of violence;
    f) Relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or daycare;
    g) Provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
    h) Seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
    i) Prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
    j) Seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this policy, a "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime against the employee or their family member: (a) domestic violence; (b) sexual assault; (c) stalking; or (d) an act, conduct, or pattern of conduct that includes any of the following: in which an individual causes bodily injury or death to another individual; in which an individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or in which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice: Notice to your supervisor may be given orally or in writing. If the need for paid sick leave is foreseeable, the teammate must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the teammate must provide notice of the need for the leave as soon as practicable.

Payment: Eligible employees will receive payment for paid sick leave, at the same wage as the teammate normally earns during regular work hours unless otherwise required by applicable law, by the next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Enforcement & Retaliation: Retaliation or discrimination against an employee who requests paid sick days or uses paid sick days, or both, is prohibited, and teammates may file a complaint with the Labor Commissioner against an employer who retaliates or discriminates against the employee.

Reproductive Loss Leave

Employees with at least 30 days' service will be granted up to five (5) days of unpaid leave following a reproductive loss, which includes a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction. Employees may use a maximum of twenty (20) days of leave under this policy per twelve-month period, which is determined on a calendar year (January – December). Leave under this policy must be taken within three (3) months of the reproductive loss event. For a reproductive loss event that spans multiple days, the event is deemed to occur on the final day of the event. If an employee is on, or chooses to go on, a leave of absence under state or federal law (including California Family Rights Act leave or pregnancy disability leave), either prior to or immediately following a reproductive loss event, the employee must complete reproductive loss leave within three months of the end date of the other leave. Employees may take leave under this policy on nonconsecutive days. Leave under this policy is unpaid, but Employees may use any available paid sick leave, vacation, or PTO. Leave under this policy is available upon request to Human Resources. All information provided by an employee regarding the need for leave under this policy will be kept confidential.

Workers' Compensation Leave

Any employee who is unable to work due to a work-related injury or illness and who is eligible for Workers' Compensation benefits will be provided an unpaid leave for the period required. The first 12 weeks will be treated concurrently as a family and medical leave for eligible employees. Group health benefits will be maintained for covered employees during leave to the extent required by law.

Jury Duty Leave

U.S. citizens have a civic obligation to provide jury duty service when called. You will be granted a leave of absence without pay for this purpose, provided you give your manager reasonable advance notice. Please bring in your jury duty notice as soon as you receive it so that appropriate arrangements can be made to cover your duties. You are required to call in or report for work on those days or parts of days when your presence in court is not required. Different compensation rules may apply to exempt employees. For further information, contact Human Resources.

Witness Duty Leave

If you are required by law to appear in court as a witness, you may take unpaid time off for such purpose provided you give your manager reasonable advance notice. Written evidence such as a subpoena must be provided. For further information, contact Human Resources.

Leave for Victims of Violence

Unpaid time off is available to victims of a qualifying act of violence. "Qualifying act of violence" means domestic violence, sexual assault , stalking , or an act, conduct, or pattern of conduct in which a third party causes bodily injury or death to another individual; exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death. Rocketship will also provide time off to any employee who is the victim or the family member of a victim so they can attend judicial proceedings related to that crime. For an employee seeking time off to attend judicial proceedings under this policy, a "victim" also includes a person against whom a violent felony, serious felony, and/or felony theft or embezzlement is committed. Additionally, it includes a person who suffers direct or threatened physical, psychological, or financial harm due to the commission or attempted commission of the following crimes or delinquent acts: vehicular manslaughter while intoxicated; felony child abuse likely to produce great bodily harm or a death; assault resulting in the death of a child under eight years old; felony domestic violence; felony physical abuse of an elder or dependent adult; felony stalking; solicitation for murder; a serious felony; hit-and-run causing death or injury; felony driving under the influence causing injury; and sexual assault.

Employees should give Rocketship reasonable notice of the need for leave, unless advance notice is not feasible. When an unscheduled absence occurs, Rocketship may require the employee to provide written certification of the need for time off. Any of the following will be considered sufficient certification: a police report indicating the employee or the employee's family member was a victim; a court order protecting or separating the employee or the employee's family member from the perpetrator of the qualifying act of violence, or other evidence from a court or prosecuting attorney that the employee or the employee's family member has appeared in court; documentation from a licensed medical professional, domestic violence counselor, sexual assault counselor, victim advocate, licensed health care provider or counselor that the employee or the employee's family member was undergoing treatment or seeking or receiving services directly related to the qualifying act of violence; or any other form of documentation that reasonably verifies that the qualifying act of violence occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for an authorized purpose.

Additionally, an employee who is a victim or has a family member who is a victim may take time off for any of the following reasons: (1) to seek or obtain, or assist a family member to seek or obtain, medical attention for injuries caused by a qualifying act of violence; (2) to seek or obtain, or assist a family member to seek or obtain, services from a domestic violence shelter, program, rape crisis center or victim services organization or agency as a result of a qualifying act of violence; (3) to seek or obtain, or assist a family member to seek or obtain, psychological counseling or mental health services related to an experience of a qualifying act of violence; (4) to participate in safety planning and take other actions to increase safety from future qualifying acts of violence; (5) to relocate or engage in the process of securing a new residence due to the qualifying act of violence (this includes securing temporary or permanent housing or enrolling children in a new school or childcare); (6) to provide care to a family member who is recovering from injuries caused by a qualifying act of violence; (7) to seek or obtain, or assist a family member to seek or obtain, civil or criminal legal services in relation to the qualifying act of violence; (8) to prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; and (9) to seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

If the reason for the leave is also covered by the federal Family and Medical Leave Act (FMLA) and/or the California Family Rights Act (CFRA), the leave pursuant to this policy and FMLA/CFRA will run concurrently. The total length of leave under this policy is limited to 12 weeks.

Rocketship will not discriminate or retaliate against any employee because of the employee's or the employee's family member's status as a victim, if the employee provides Rocketship notice of such status, Rocketship has actual knowledge of such status, or the employee takes or requests leave in accordance with this policy.

Bone Marrow and Organ Donation Leave

Rocketship will provide paid time off to employees for bone marrow or organ donation. You may take up to thirty (30) business days in a one-year period for the purposes of organ donation and up to five (5) business days in a one-year period for the purposes of bone marrow donation. An additional unpaid leave of up to 30 business days in a 12-month period may be granted to an employee donating an organ.

To be eligible, employees must have been employed with Rocketship for 90 continuous days immediately preceding the commencement of leave. You are asked to provide reasonable advance notice of the need for leave, and Rocketship may request documentation to confirm that the leave was used for donation purposes and the donation was medically necessary. You will be required to use accrued PTO or paid sick leave during such leave, to the extent allowed by law. Upon return from leave you will generally be returned to your former position or a comparable position, as required by law. Bone marrow/organ donation leave is independent from and does not run concurrently with leave under the FMLA and CFRA leave. Employees are protected against retaliation for participating in this leave of absence.

School Visitation Leave: Family- School Partnership Act

California employees who are Parents, guardians, stepparents, foster parents, grandparents, or an employee who stands in loco parentis to a child may take off up to 40 hours each calendar year as School Visitation Leave. Such leave can be taken to participate in Rocketship activities of the employee's child in a licensed child care facility or grades K-12. The hours that may be taken in any one calendar month to participate in school activities may not exceed eight. School Visitation Leave can also be taken to address the following child care provider or school emergencies: Rocketship or child care provider has requested the child be picked up or has an attendance policy, excluding planned holidays, that prohibits the child from attending or requires the child be picked up; behavioral or discipline problems; natural disasters; or closure or unexpected unavailability of Rocketship or child care provider, excluding planned holidays.

School Visitation Leave is unpaid. Employees must use available accrued PTO during this leave. Reasonable advance notice must be provided. Documentation from Rocketship or licensed child care provider verifying your attendance may also be requested.

Parents or guardians are also entitled to unpaid time off, upon reasonable notice, when required to appear at their child's school because the child has been suspended for certain offenses related to the disruption of school activities or the use of obscenities, vulgarity or profanity.

Leave for Voluntary Emergency Workers

If you are a registered volunteer firefighter, reserve peace officer, or emergency rescue personnel who intends to perform emergency duty during work hours, please alert your supervisor so Rocketship is

aware of the fact that the teammate may have to take time off to perform emergency duty. In the event any teammate needs to take time off for this type of emergency duty, a supervisor must be notified before leaving work. All time off for these purposes is unpaid.

Registered volunteer firefighters, reserve peace officers or emergency rescue personnel are eligible to take temporary unpaid leaves of absence for fire or law enforcement training not to exceed 14 days per calendar year.

Civil Air Patrol Leave

Rocketship will not discriminate against an employee for membership in the Civil Air Patrol. Additionally, Rocketship will not retaliate against an employee for requesting or taking Civil Air Patrol leave.

Rocketship will provide not less than 10 days per year of leave but no more than 3 days at a time to teammates who are volunteer members of the California Wing of the Civil Air Patrol. Employees must have been employed by Rocketship for at least 90 days immediately preceding the commencement of leave, and must be duly directed and authorized by a political entity that has the authority to authorize an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must request leave with as much notice as possible in order to respond to an emergency operational mission of the California Wing of the Civil Air Patrol.

Literacy Leave

Employees may be permitted to take unpaid leave to participate in an adult education program for literacy assistance. If employee needs time off to attend such a program, they should inform their direct supervisor or Human Resources and make a request. Rocketship will make reasonable accommodations for the employee by providing unpaid time off or an adjusted work schedule, provided the accommodation does not impose an undue hardship on Rocketship. Rocketship will make reasonable efforts to safeguard the privacy of the employee's enrollment in an adult education program.

Military Spouse Leave

Employees who work an average of at least 20 hours per week may take up to 10 days of unpaid leave when a spouse (or registered domestic partner) returns on leave from military duty under certain circumstances. To qualify for leave, the military spouse or domestic partner (the "military member") must be a member of the Armed Forces of the United States, the National Guard or Reserves, who is returning from deployment during a period of military conflict. If the military member is in one of the Armed Forces of the United States, then the member must also have been deployed to an area designated as a combat theater or combat zone by the President of the United States. In addition, employees must provide notice of the intention to take leave within 2 business days of receiving official notice that the military member will be returning on leave and provide written documentation certifying that the military member will be on leave from deployment.

This time off is unpaid; however, employees may use any accrued PTO during this leave. This leave does not affect any other leave-of-absence rights employees may otherwise have under other state or federal laws. Additionally, employees who take this leave are protected by law from retaliation for requesting or taking this leave.

Rehabilitation Leave

Employees who voluntarily wish to enter and participate in an alcohol or drug rehabilitation program may be provided with unpaid time off for Rehabilitation Leave, provided it does not impose an undue hardship on Rocketship. Any requests for Rehabilitation Leave must be prior to any violation of Rocketship' internal drug and alcohol policies. An employee may use accrued sick time or vacation/PTO time during Rehabilitation Leave.

Rocketship' support for treatment and rehabilitation does not obligate Rocketship to employ any person who violates Rocketship' drug and alcohol abuse policy or who, because of current use of drugs or alcohol, is unable to perform their duties or cannot perform the duties in a manner that would not endanger the employee's own health or safety or the health or safety of others.

Voting Leave

Rocketship encourages all employees to fulfill their civic responsibilities and to vote in official public elections. Most employees' schedules provide sufficient time to vote either before or after working hours.

Any employees who do not have sufficient time outside of working hours to vote in a statewide public election, while the polls are open, may take up to two hours off from work, without loss of pay. Any additional time off will be without pay. Employees must take the time off at the beginning or end of their regular work schedule, whichever allows the most free time for voting and the least amount of time off from work, unless mutually agreed otherwise.

Employees must provide at least two working days' notice of the need for leave when, on the third working day prior to the election day, the employee knows or has reason to believe they will need time off to vote on election day. Otherwise, employees must give reasonable notice of the need to have time off to vote.

Election Officer Leave

Rocketship will not terminate, suspend or otherwise discriminate against employees who miss work to serve as an election officer on Election Day.

Time off under this policy will be unpaid.

Rocketship asks that employees provide reasonable advance notice of the need for time off to serve as an election official, so that the time off can be scheduled to minimize disruption to normal work schedules.

Proof of having served as an election official may be required.

State of Emergency Leave

Rocketship will not take or threaten to take adverse action against any employee for refusing to report to, or leaving, a workplace or worksite within an area covered by the State of Emergency or impacted by an emergency condition because the employee has a reasonable belief that the workplace or worksite is unsafe or prevent any employee from accessing their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety.

"Emergency condition" means the existence of either of the following but does not include a health pandemic: (i) conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or (ii) an order to evacuate a workplace, a worksite, a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

Opportunity to Work

This policy applies to eligible employees working in Rocketship locations in San Jose, California. Before hiring additional employees, subcontractors, or temporary service or staffing agency employees to work in a San Jose location, Rocketship will offer additional available hours of work to existing non-exempt, part-time employees at the same San Jose location who, in the Rocketship' good faith and reasonable judgment, have the skills and experience to perform the work. Rocketship will use a transparent and nondiscriminatory process to distribute the hours of work among existing eligible employees. Rocketship is not required to offer such hours to any employee whose acceptance of such hours would require the employee to be compensated at an overtime or other premium rate of pay. Rocketship will administer this policy in a manner that is intended to comply with the San Jose Opportunity to Work Ordinance. Rocketship will not tolerate retaliation against any employee for exercising rights available under this policy.

Mandated Reporter Obligations

In California, certain professionals are required to report known or suspected child abuse or neglect. This policy applies to all Rocketship employees, volunteers, contractors, and Governing Board members (collectively referred to as "mandated reporters" herein). A mandated reporter must make a report to a "child protective agency" such as the Department of Family and Children's Services and local law enforcement whenever, in their professional capacity and within the scope of employment or service, they have 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 mandated reporters 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 their 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 a mandated reported, 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 eighteen [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 their 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 their capabilities, such as being employed for long hours and/or in a job which is dangerous or beyond their 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 non-physical 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.
(4) 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.
(5) 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 Rocketship 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 inform them. REMEMBER, reporting the information to the Principal or any other person shall not be a substitute for your making a mandated report to one of the agencies specified above.
    (b) However, when two (2) or more persons who are mandated reporters jointly have knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report and written report may be made by a single member of the team. Any member of a team who has knowledge that the member designated to report failed to do so must thereafter make the report themselves.
(6) Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.
(7) 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.
(8) 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.
(9) No supervisor or administrator may impede or inhibit a report or subject the reporting person to any sanction.

(10) 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.
(11) In the event a civil action is brought against a mandated reporter as a result of a required or authorized report, they may present a claim to the State Board of Control for reasonable attorney's fees incurred in the action if they prevail in the action or the court dismisses the action.
(12) Failure to report suspected abuse is a misdemeanor punishable by imprisonment or fine or both.

Training

Rocketship will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to all individuals who are mandated reporters. Mandated reporter training will also be provided to all qualifying individuals beginning their service at Rocketship midyear. Independent contractors are required to complete their own training. 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. Training will also be provided on the prevention of abuse, including sexual abuse and assault, of children on School grounds, by School personnel and volunteers, or in School-sponsored programs.

All individuals required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of the start of each school year or within the first six (6) weeks of that individual beginning service for the School. Rocketship will maintain documentation of all completed training.

Professional Boundaries: Adult/Student Interaction Policy – Additional CA Requirements

The "Professional Boundaries: Staff/Student Interaction Policy" found in the main Rocketship Education Employee Handbook applies to all California employees **and** to all Rocketship volunteers, contractors, and Governing Board members **(**collectively referred to as **"Adults"** herein**).** In addition, in compliance with California law, the following additional requirements apply to all Adults:

1. The term "boundaries" is defined as acceptable professional behavior by an adult while interacting with a student, whether during school hours or outside of school hours, including through social media platforms, messaging, and other forms of communication that do not otherwise include a student's parent/guardian.
2. Professional boundaries apply not only between students and staff, volunteers, contractors, and Board members, but also among and between students, and among and between adults employed, volunteering, or under contract with Rocketship. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment.
3. All facilities/areas under Rocketship control shall be effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.
4. Unacceptable conduct also includes the following:
    a. Communication with students via an employee's personal accounts such as email, text message, and/or social media.
    b. Engaging in any electronic, digital, or social media communication with a student that is not School-related.

c. Any form of grooming behavior, including conduct designed to build secrecy or inappropriate trust.

5. All adults are required to document and report to Rocketship any interaction with a student that may cross boundaries set forth in this policy, including any electronic communication.

Tuberculosis Testing

All employees of Rocketship must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination, at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with Rocketship and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to Rocketship will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

DISTRICT OF COLUMBIA ADDENDUM

This District of Columbia Addendum ("Addendum") to the Rocketship Handbook is applicable to all School employees regularly working in the District of Columbia. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Handbook and shall apply as required by District of Columbia or applicable local law.

Important Note: This Addendum, along with the Handbook, is a general guideline and is not a contract nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Handbook affects the at-will employment relationship described in the Handbook. Just as any employee has the right to end their employment with Rocketship at any time, for any reason or no reason, Rocketship has the right to terminate an employee's employment at any time, for any reason or no reason, with or without notice or cause. The relationship between Rocketship and each of its employees is at-will.

Rocketship reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Handbook should discuss them with the Human Resources Department.

Equal Employment Opportunity Policy

In addition to the categories protected under federal laws and as set forth in the Handbook, it is the policy of Rocketship to prohibit discrimination, harassment or retaliation against an employee based on all categories protected under District of Columbia laws or ordinances including race, color, religion, sex (including pregnancy, childbirth or related medical conditions, breastfeeding and reproductive health decisions), national origin, disability, age (18 and over), personal appearance, sexual orientation, gender identity or expression, marital status, family responsibilities, matriculation (e.g., being enrolled in a college or university or in a business, nursing, professional, secretarial, technical or vocational school), political affiliation, genetic information (including family medical history), lawful use of tobacco products, source of income, place of residence or business, unemployment status, homeless status or status as a victim or the family member of a victim of domestic violence, a sexual offense or stalking.

Pregnancy Accommodation

In addition to the pregnancy accommodations provided in accordance with the federal Pregnant Workers Fairness Act, as described in the Handbook, Rocketship will provide employees and applicants for employment with reasonable accommodations for pregnancy, physical recovery from childbirth or related health conditions in accordance with District of Columbia law. A reasonable accommodation will be provided unless the accommodation would impose an undue hardship on Rocketship's business operations.

Reasonable accommodations may include but are not limited to: more frequent or longer breaks; time off for pre-birth complications or to recover from childbirth; the acquisition or modification of equipment or seating; the temporary transfer to a less strenuous or hazardous position; other job restructuring, such as light duty or a modified work schedule; avoidance of heavy lifting; relocation of

the employee's work area; or the availability of private, non-bathroom space for the expression of breast milk.

Employees who take leave or are provided a temporary transfer as an accommodation under this policy will be reinstated to their original job or to an equivalent position with equivalent pay, accumulated seniority and retirement, benefits and other applicable service credits upon their notification to Rocketship of their intent to return to work or when the employee's need for a reasonable accommodation ends.

Rocketship may require that employees provide a certification from their health care provider regarding the medical advisability of a reasonable accommodation.

Rocketship will not take adverse employment actions against employees or applicants because they request or use reasonable accommodations in accordance with this policy.

Employees who have questions about this policy or who wish to request a reasonable accommodation under this policy should contact the Human Resources Department.

Lactation Accommodation

Rocketship will provide reasonable daily breaks to accommodate an employee desiring to express breast milk for the employee's child. If possible, nursing mothers should take time to express breast milk during their regular meal and/or rest breaks. If the break time cannot run concurrently with the meal and/or rest breaks already provided to the employee, the break time will be unpaid for nonexempt employees. Where these additional breaks are required, employees should work with their supervisor regarding scheduling.

Rocketship will make reasonable efforts to provide employees with the use of a private, secure and sanitary room in close proximity to the work area, other than a bathroom or toilet stall, for employees to express milk. The location may include a childcare facility in close proximity to the employee's work location. Employees should discuss with their supervisor or the Human Resources Department regarding the location to express their breast milk and for storage of expressed milk and to make any other arrangements under this policy.

Rocketship strictly prohibits discrimination against or harassment of employees because they are breastfeeding mothers and/or request or take breaks in accordance with this policy.

Accommodations and Protections for Victims of Domestic Violence, Sexual Assault or Stalking

Rocketship will make reasonable safety accommodations for employees who are the victim or family member of a victim of domestic violence, a sexual offense or stalking when such accommodation is necessary to ensure that person's security and safety, unless providing the accommodation would impose an undue hardship on Rocketship.

For purposes of this policy, a covered family member includes a spouse or domestic partner; the parents of a spouse; children, including foster children and grandchildren; spouses of children; parents; brothers and sisters; the spouses of brothers and sisters; a child who lives with an individual and for whom the individual permanently assumes and discharges parental responsibility; and a person with whom the individual shares or has shared, for not less than the preceding 12 months, a mutual

residence and with whom the individual maintains a committed relationship as defined in the Health Care Benefits Expansion Act of 1992.

Reasonable accommodations may include but are not limited to a transfer; reassignment; modified work schedule; leave; change in work telephone number; change in work email address; change in workstation; installed locks; assistance in documenting domestic violence, a sexual offense or stalking that occurs in the workplace, or the implementation of another safety procedure in response to actual or threatened domestic violence, sexual offense, or stalking.

Confidentiality

Rocketship will maintain the confidentiality of information that is provided by the employee and related to an employee's status as a victim or family member of a victim of domestic violence, a sexual offense or stalking. Rocketship will not disclose such information unless it is:

- Requested or voluntarily authorized in writing by the employee;
- Ordered by a court or administrative agency or otherwise required by applicable federal or state law;
- Provided to a law enforcement agency;
- Necessary to protect other employees from imminent harm; or
- Necessary to provide reasonable accommodation for the victim (to the extent necessary).

Rocketship will notify the employee in the event of a disclosure made for one of the reasons described above.

No Retaliation or Discrimination

Rocketship will not retaliate or otherwise take unlawful discriminatory action against an employee because the employee:

- Attended, participated in, prepared for, or requested leave to attend, participate in or prepare for a criminal, civil or administrative proceeding relating to domestic violence, stalking or a sexual offense of which the employee or employee's family member was a victim, including meeting with an attorney or law enforcement officials;
- Sought physical or mental health treatment or counseling for domestic violence, a sexual offense, or stalking of which the employee or employee's family member was a victim; or
- Experienced a disruption of the workplace or threat to employment related to domestic violence, a sexual offense or stalking of which the employee or employee's family member was the victim.

Employees may also be entitled to paid time off for reasons related to being a victim or family member of a victim of domestic violence, a sexual offense or stalking and should consult with the Human Resources Department for additional information.

Employees who have questions about this policy or who wish to request reasonable accommodation under this policy should contact the Human Resources Department.

D.C. Paid Sick and Safe Leave

Rocketship will comply with the requirements of the District of Columbia Accrued Sick and Safe Leave Act (the "Law") applicable to employees working in Washington, D.C. **This policy will apply to**

temporary employees, and part-time employees who are regularly scheduled to work less than thirty (30) hours per week in Washington, D.C.

In Washington, D.C., eligible employees will accrue paid sick leave benefits that may be used:

- For the employee's own illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee;
- To care for a family member (spouse, domestic partner, parent, child, parent-in-law, son- or daughter-in-law, sibling or sibling's spouse, person in a committed relationship with the employee and sharing the employee's residence for at least 12 months) with an illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee's family member; or
- For reasons related to the employee or their family member being a victim of domestic violence, sexual assault or stalking.

Eligible employees in Washington, D.C., will accrue paid sick leave at a rate of one (1) hour of paid sick leave for every 37 hours worked up to a maximum of seven (7) days of leave per calendar year. Employees begin accruing leave upon the start of employment. Accrued but unused paid sick leave will carry over from one year to the next, but will not be paid out upon termination or resignation of employment. However, if you are rehired within one year, your unused sick leave time will be reinstated.

When the need for sick leave is foreseeable, an employee requesting such leave shall provide Rocketship with at least 10 days' advance written notice of the intention to take leave, including the expected duration of the absence. Employees must make a reasonable effort to schedule leave in a manner that does not unduly disrupt Rocketship' operations. If the need for leave is unforeseeable, the employee must provide notice of their intent to take leave by the beginning of the first day of leave, or as soon as practicable, or within 24 hours of the onset of an emergency, whichever is sooner. Rocketship may require verification of the need for leave, consistent with applicable law.

Employees who take sick and safe leave for 3 or more consecutive days may be required to provide reasonable certification of the need for leave, including, for example, a signed document from a health care provider, a police report, a court order or a signed statement from a victim or witness advocate or domestic violence counselor. Where Rocketship' existing leave policies provide different certification requirements, the requirement that is least onerous for the employee will be used.

Rocketship will not interfere with, restrain or deny an employee's use of leave under this policy. Further, employees are protected from retaliation for requesting or taking leave available under this policy, for raising a complaint or concern about this policy, or for filing or cooperating in the investigation of a complaint under this policy. If you believe you have been retaliated against in violation of this policy, please contact Human Resources.

Paid Family Leave

All eligible Washington, D.C. employees (full or part-time) are entitled to claim benefits under the District of Columbia Uniform Paid Leave Act ("UPLA") for a period during which they do not perform their regular and customary work following the occurrence of a qualifying event.. This benefit is administered by the District of Columbia Department of Employment Services ("DOES") and an employee should apply through the DOES on line portal. Eligibility and benefits are determined solely by DOES and <u>not</u> by Rocketship.

Under the UPLA, an eligible employee may receive the following benefits:

- 12 weeks to bond with a new child;
- 12 weeks to care for a family member with a serious health condition; and
- 12 weeks to care for a worker's own serious health condition.
- 2 weeks prenatal leave

Pursuant to the UPLA, bonding leave includes:

- The birth of a child;
- The placement of a child from adoption or foster care into their household; or
- The placement of a child into their household that they legally assume and discharge parental responsibility over.

Some, but not all, UPLA leave also may be covered by Fed-FMLA and DCFMLA, if applicable. Leave that qualifies under these policies runs concurrently and will be subject to the requirements of the Fed-FMLA, DC FMLA and UPLA policies. Employees will not receive more than the maximum leave available under those leave laws.

Employees may be eligible for Rocketship paid leave benefits in addition to those provided under the UPLA. Where applicable, these Rocketship paid leave benefits will first run concurrently with the leave entitlements under the UPLA, DCFMLA, and Fed-FMLA.

Where time off qualifies as UPLA and DCFMLA leave, employees can choose, but are not required, to use available vacation, paid sick leave or other paid time off during some or all of the leave. For purposes of this District of Columbia UPLA, a "family member" means: (i) a biological, adopted, foster or step child (including a child of a domestic partner); a legal ward; or someone to whom an employee acts as parent; (ii) a biological, foster or adopted parent, a parent-in-law, a stepparent, a legal guardian or other person who acted as a parent to the employee when the employee was a child; (iii) a domestic partner or spouse; (iv) a grandparent; or (v) a sibling.

Employees must, to the extent practicable, provide advance written notice to Rocketship of their need to use UPLA. When the need for leave is foreseeable, employees seeking UPLA must provide at least 10 days advance written notice to Rocketship. If the need for leave is unforeseeable, employees must provide notice in writing, or verbally in exigent circumstances, before the scheduled start time for which the paid leave is being used. In the case of an emergency that prevents an employee from providing advance notice of the need for leave, the eligible employee, or another individual acting on the employee's behalf, must notify Rocketship of the need for UPLA within 48 hours of the emergency occurring. The notice should explain the type of qualifying leave requested (i.e., Family Leave, Medical Leave, Parental Leave or Pre-natal Leave), the expected duration of the UPLA, the expected start and end dates of the leave, and whether UPLA benefits will initially be used continuously or intermittently.

If notice is provided verbally, the employee or individual acting on behalf of the employee should also provide written notice of the need for leave as soon as practicable.

Rocketship will continue making contributions to employee group health benefits during UPLA on the same terms as if the employee had continued to actively work. This means that if employees are continuing to receive pay from Rocketship during UPLA, they must also continue to make the same premium payments that they are now required to make for themselves or their dependents. If no pay

is being received from Rocketship, the employee will be expected to repay the portion of the premiums for which they were responsible to Rocketship within 60 days of reinstatement.

If you believe you have experienced an event that may qualify for parental, family, or medical leave benefits, you can learn more about applying for benefits with the Office of Paid Family Leave at dcpaidfamilyleave.dc.gov.

Note, that the UPLA leave is not job protected leave. It is solely a benefit administered by DOES to qualifying employees. An employee may be entitled to job protected leave under other applicable law. It is unlawful for employees to provide intentionally false statements in order to obtain UPLA benefits, and employees who do so may be subject to disciplinary action, up to and including termination of employment.

No Retaliation

Rocketship takes its UPLA obligations very seriously and will not interfere with, restrain, or deny the exercise of any right protected under the UPLA. Rocketship will not discriminate or retaliate against any individual because that person uses or attempts to use UPLA. Rocketship will also not retaliate against any individual because they oppose any practice made unlawful by UPLA or give any information or testimony in connection with an inquiry or proceeding related to the UPLA. If an employee believes that their UPLA rights have been violated in any way, they should immediately report the matter to the Human Resources Department.

Employees may also contact the Human Resources Department with questions.

Family Medical Leave

We recognize that an employee may need to be absent from work for an extended period of time for family and/or medical reasons. Accordingly, Rocketship will grant time off to employees in accordance with the requirements of the federal Family and Medical Leave Act (Fed-FMLA) and the District of Columbia Family and Medical Leave Act (DC FMLA). Where both the Fed-FMLA and DC FMLA apply, the leave provided by each will count against the employee's entitlement under both laws and must be taken concurrently. An employee who is eligible for leave under only one of these laws will receive benefits in accordance with that law only.

The following policy addresses employee rights under the DC FMLA. Employees should refer to the Handbook for additional detail regarding the Fed-FMLA. All questions concerning this policy should be directed to the Human Resources Department.

DC FMLA Leave Entitlement and Eligibility

Employees who have been employed by Rocketship for at least 12 consecutive or non-consecutive months (including any holiday, sick or personal leave) in the seven years preceding a leave request, worked for at least 1,000 hours during the 12-month period immediately preceding a leave request and work in the District of Columbia are entitled to 16 workweeks of unpaid family leave and 16 workweeks of unpaid medical leave within a 24-month period.

For purposes of this policy, a "**serious health condition**" means a physical or mental illness, injury, or impairment that involves inpatient care in a hospital, hospice, or residential health care facility, or continuing treatment or supervision at home by a health care provider or other competent individual.

Terms of Family Leave

Family leave may be used for the birth of a child of the employee, the placement of a child with the employee for adoption or foster care, placement of a child with the employee for whom the employee permanently assumes and discharges parental responsibility or for the care of a family member who has a serious health condition.

For purposes of this policy, a "family member" includes: (1) a person to whom the eligible employee is related by blood, legal custody or marriage (including same-sex marriage); (2) foster child; (3) a child who lives with an eligible employee and for whom the employee permanently assumes and discharges parental responsibility; or (3) a person with whom the employee shares or has shared, within the last year, a mutual residence and with whom the employee maintains a committed relationship. A "child" includes a person under the age of 21, a person, regardless of age, who is substantially dependent on the employee due to a physical or mental disability or a person under the age of 23 who is a full-time student at an accredited college or university. A "committed relationship" is a domestic partnership (as defined in section 2(4) of the Health Care Expansion Act of 1992; D.C. Official Code § 32-701(4)).

If two family members are employed by Rocketship, Rocketship may limit the total number of family leave workweeks to which in the aggregate the family members are entitled during the 24-month period to 16 workweeks. Rocketship may also limit the number of workweeks to which family members may take family leave simultaneously during the 24-month period to four workweeks.

The entitlement to family leave expires 12 months after the birth or placement of the child with the employee.

Employees must provide timely notice to their supervisor, either 30 days prior to the commencement of the leave or as soon as possible prior to the date on which the employee wishes the leave to begin if the leave was not foreseeable. If an emergency prevents the employee from notifying Rocketship until the first day of leave, the employee must notify Rocketship no later than two business days after the absence begins. In addition, employees must make a reasonable effort to schedule planned medical treatment in a manner that does not disrupt School operations.

When an employee's covered family member has a serious health condition, leave may be taken intermittently when medically necessary. With approval, family leave may be taken on a reduced leave schedule, during which time the 16 workweeks of family leave may be taken over a period not to exceed 24 consecutive workweeks.

Family leave is unpaid unless the employee elects to substitute paid time off, including paid sick leave, if applicable. The use of paid time off or paid sick leave will count towards the employee's 16 workweeks of family leave entitlement, however, such time will not extend the leave time beyond 16 workweeks.

Terms of Medical Leave

If an employee becomes unable to perform the functions of his or her position because of a serious health condition, he or she will be entitled to medical leave for the time that he or she is unable to perform the functions, except that the leave must not exceed 16 workweeks during any 24-month period. This leave may be taken intermittently when medically necessary.

If an employee takes leave because of their own health condition, Rocketship may request that the employee temporarily transfer to an available alternative position which better accommodates the recurring leave and has equivalent pay and benefits.

If the need for medical leave is foreseeable, employees must provide reasonable prior notice and make a reasonable effort to schedule planned medical treatment in a manner that will not disrupt School operations.

Medical leave is unpaid except that employees may elect to substitute paid medical or sick leave and, with approval, may substitute accrued vacation, personal or compensatory time for any part of the unpaid medical leave. The use of paid time off will count towards the employee's 16 workweeks of medical leave entitlement.

Alternative Employment in Lieu of Leave

Rocketship may agree to allow alternative employment in lieu of leave for the duration of the employee's serious health condition. Any period of alternative employment will not count against the 16 weeks of family or 16 weeks medical leave to which the employee is entitled. When an employee who agreed to alternative employment becomes able to perform the duties of the original position, the employee will be restored to that original position or an equivalent position with equivalent employment benefits, pay, seniority and other terms and conditions of employment.

Medical Certification

Leave taken due to the serious health condition of an employee or covered family member must be supported by a certification from a health care provider. Employees seeking medical leave must submit the certification within 15 days of receiving an eligibility letter. If Rocketship has reason to doubt the validity of the certification provided by the employee, Rocketship may require a second opinion from a health care provider approved by Rocketship and at Rocketship expense. If the employee's health care provider and the health care provider providing the second opinion do not agree, Rocketship may require a third opinion, also at Rocketship's expense, performed by a mutually agreeable health care provider who will make the final determination.

Rocketship may require recertification on a reasonable basis and, before permitting the employee to return, may require the employee to provide medical certification that he or she is able to return to work.

Benefits and Reinstatement

During family or medical leave, employees are entitled to the continuation of available group health benefits under the same terms and conditions as if the employee had not taken leave. In other words, the employee must continue to pay their portion of premium contributions during the leave. Employees are not entitled to accrue any seniority or employment benefits during leave.

Upon return from leave, an employee usually will be restored to their prior position or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment. An employee has no greater right to continued employment or reinstatement than if the employee had been continuously employed. For example, employment may be terminated in conjunction with a layoff or job elimination during a leave of absence the same as if the employee was not on leave.

Certain highly compensated employees may be denied reinstatement if necessary to prevent substantial economic injury to Rocketship's operations.

Confidentiality

Documents relating to medical certifications or recertifications of employees or employees' family members will be kept confidential.

Fraudulent Use of DC FMLA Prohibited

An employee who fraudulently obtains leave under this policy may be subject to disciplinary action.

Nondiscrimination/Anti-Retaliation

Rocketship will not interfere, restrain or deny the exercise of any rights provided under this policy. If an employee believes that their leave rights have been violated in any way, they should immediately report the matter to the Human Resources Department.

Emancipation Day Leave

Employees are entitled to one day of unpaid leave each year on April 16, the District of Columbia's Emancipation Day. An employee who wishes to take this day of unpaid leave must notify Rocketship at least 10 calendar days in advance of April 16.

Voting Leave

Upon request, Washington, D.C. employees are permitted to take up to two (2) hours of paid leave from their scheduled working hours to vote. Employees must submit a request for leave in a reasonable time in advance of the date the employee wishes to vote. Rocketship may specify the hours during which the employee takes paid leave to vote, including requiring the employee to vote during the early voting period instead of on Election Day or to vote at the beginning or end of the employee's working shift. Rocketship will not interfere with, restrain or deny any attempt to take leave under this policy, nor retaliate against any employees for requesting or taking paid leave to vote.

School Activities Leave

Rocketship will grant Washington, D.C. employees who are parents, guardians, aunts, uncles, grandparents, step-parents, legal guardians or custodians of school-age children up to twenty-four (24) hours of unpaid leave during any 12-month period to attend or participate in a school-related event (including a full day off to participate in school related Emancipation Day activities) in which the employee's child is a participant or a subject. When possible, ten (10) calendar days' advance notice is required. Employees may use accrued paid time off for this purpose. Leave may be denied if it would unduly disrupt Rocketship' business.

Jury Duty Leave

Eligible Washington, D.C. employees are entitled to up to five (5) days paid leave for grand jury or petit jury duty in the Superior Court of the District of Columbia, less any fees received from the court. Any additional or other time off under this policy will be without pay, except that exempt employees will not incur any reduction in pay for a partial week's absence due to jury duty. Rocketship will not deprive an employee of employment, threaten or otherwise coerce an employee with respect to employment because the employee receives a summons, responds to a summons, serves as a juror or attends court for prospective jury service.

Mandated Reporter Obligations

Personnel Required to Make a Report: Pursuant to DC Code §4-1321.02(b), all school officials, teachers, nurses, coaches, social service workers, mental health professionals, and other Rocketship staff members are required to report abuse and neglect in accordance with Section II of this policy. As an employee of a Rocketship school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

When Must You Report?

Rocketship personnel described in the Section above must make a report when they know or suspect that a child known to them in their professional or official capacity has been or is in immediate danger of being suspected of any of the following:

Mental Injury

Harm to a child's psychological or intellectual functioning due to another individual's acts or omissions.

Physical Abuse

Physical harm or threatened harm to a child, other than by accident, perpetrated by another individual.

Physical assault

Any physical contact with another person without their consent.

Neglect

Harm or threatened harm to a child's health or welfare due to a parent or caregiver's failure to provide adequate food, shelter, clothing, medical care, or access to education.

Sexual Abuse

Sexual contact or sexual penetration with a child.

Sexual Exploitation

Allowing, permitting, or encouraging a child to engage in prostitution or to be depicted in a sexual act.

Sexual Assault

Illegal sexual contact that usually involves force or that is inflicted upon a person who is incapable of giving consent (because of age or physical or mental incapacity).

Exposure to illegal drug-related activity

Ingestion of illegal drugs due to guardian's negligence or regular exposure to illegal drug-related activity in the home.

Exposure to domestic violence

Witnessing physical, sexual, and/or psychological abuse to an individual perpetrated by that individual's current or former intimate partner.

Additionally, personnel must make a report when they know or suspect that a student has been injured by a bullet, knife, or other sharp object. Personnel must also report any suspected corporal punishment committed by another staff member. Reports must be made immediately upon learning of the suspected abuse or neglect. Personnel must make a report when they suspect a student is being subjected to abuse or neglect, even if they are not conclusively sure. Personnel cannot be punished or disciplined for the good faith filing of a report required by the mandated reporter law or for cooperating with an investigation.

Procedures for Reporting

Reports must be made to either the D.C. Metropolitan Police Department (MPD) or the Child and Family Services Agency (CFSA) at (202)671-SAFE (7233).

After making a report to MPD or CFSA, personnel must notify the Principal so that they can fulfill their legal obligation to also file a report (described below). Personnel must refrain from investigating the suspected abuse themselves, including any questioning of the suspected victim, abuser, or witnesses. If a staff member believes that someone else has already reported the alleged abuse or neglect, they must still file a report with MDP or CFSA. Notifying the Principal or other school personnel does not satisfy a staff member's legal obligation to file a report. Pursuant to DC Code § 4-1321.02(b), both the person who initially suspects the abuse or neglect and the Principal (or a designee of the Principal) must report each suspected instance of abuse or neglect.

Consequences for Failing to File a Report

The penalty under DC law for failing to make a report is a fine of up to $300 or imprisonment for up to ninety (90) days, or both.

TENNESSEE ADDENDUM

This Tennessee Addendum ("Addendum") to the Rocketship Handbook is applicable to all School employees regularly working in Tennessee. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Handbook and shall apply as required by Tennessee or applicable local law.

Important Note: This Addendum, along with the Handbook, is a general guideline and is not a contract nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Handbook affects the at-will employment relationship described in the Handbook. Just as any employee has the right to end their employment with Rocketship at any time, for any reason or no reason, Rocketship has the right to terminate an employee's employment at any time, for any reason or no reason, with or without cause. The relationship between Rocketship and each of its employees is at-will.

Rocketship reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Handbook should discuss them with Human Resources.

Equal Employment Opportunity

As set forth in the Handbook, Rocketship is committed to equal employment opportunity and to compliance with federal antidiscrimination laws. Rocketship complies with Tennessee law, which prohibits discrimination and harassment against any employees or applicants for employment based on race (including hair texture and protective hairstyles (e.g., braids, locs and twists)), creed, color, religion, sex, age (40 and over), disability (including physical, mental or visual or use of a guide animal), national origin, ancestry, lawful, off-duty use of tobacco products, affiliation or refusal to affiliate with a union or other employee organization, or membership in the Tennessee National Guard. Rocketship will not tolerate discrimination or harassment based upon these characteristics or any other characteristic protected by applicable federal, state or local law.

Pregnancy Accommodation

In addition to the pregnancy accommodations provided in accordance with the federal Pregnant Workers Fairness Act, as described in the Handbook, Rocketship will provide employees and applicants with a reasonable accommodation for medical needs arising from pregnancy, childbirth or related medical conditions, unless doing so would impose an undue hardship on Rocketship's business, consistent with Tennessee law.

Reasonable accommodations include, but are not limited to: making existing facilities readily accessible and usable; providing more frequent, longer or flexible breaks; providing access to a private place other than a bathroom stall to express breast milk; modifying a food or drink policy; modifying seating or, if the employee's job requires standing, allowing more frequent opportunities to sit; providing assistance with manual labor and/or limits on lifting; allowing a temporary transfer to a vacant position; providing job restructuring or light duty, if available; acquiring or modifying equipment, devices or an employee's work station; modifying work schedules; and allowing flexible scheduling to accommodate prenatal visits.

Unless Rocketship does so or would do so for other classes of employees who need a reasonable accommodation, accommodation under this policy does not include hiring new employees that Rocketship would not have otherwise hired; terminating any employee, transferring any employee with more seniority or promoting any employee who is not qualified to perform the job; creating a new position; compensating an employee for break time that would not otherwise be compensated; or constructing a permanent, dedicated space for expression of breast milk.

Rocketship may request that an employee seeking any of the following accommodations under this policy provide written certification from a health care professional: (1) temporary transfer to a vacant position; (2) job restructuring; (3) light duty; or (4) an accommodation requiring time away from work. During the time when an employee is making good faith efforts to obtain medical certification, Rocketship will not take adverse action against the employee related to their need for an accommodation and will engage in a good faith interactive process to determine if a reasonable accommodation can be provided, absent undue hardship.

Rocketship will not take adverse action against an employee because they request or use reasonable accommodations in accordance with this policy . Employees with questions or concerns regarding this policy or who would like to request an accommodation should contact the Human Resource Department.

Lactation Accommodation

Rocketship will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child. If possible, nursing mothers should take time to express breast milk during their regular meal and/or rest breaks. If the break time cannot run concurrently with meal and/or rest breaks already provided to the employee, the break time will be unpaid for nonexempt employees. Where these additional breaks are required, employees should work with their supervisor regarding scheduling.

Rocketship will make reasonable efforts to provide employees with the use of a private location near the employee's work area, other than a toilet stall, for the employee to express milk. Employees should discuss with their supervisor or a Human Resources representative the location to express their breast milk and for storage of expressed milk and to make any other arrangements under this policy. Rocketship reserves the right to not provide additional break time or a private location if doing so would substantially disrupt their operations.

Employees should provide reasonable notice to Rocketship that they intend to take breaks for expressing breast milk upon returning to work. Rocketship will not demote, terminate or otherwise take adverse action against an employee who requests or makes use of the accommodations and break time described in this policy.

Meal Periods

Employees who work six (6) consecutive hours or more in a day will be provided with a thirty (30) minute unpaid duty-free meal break. Meal breaks will not be scheduled before or during the first hour of work. An exception to this policy may apply when the nature of an employee's position allows them ample opportunity to rest or take an appropriate break.

Overtime Pay

Rocketship provides compensation for all overtime hours worked by nonexempt employees in accordance with applicable law. Tennessee nonexempt employees will receive overtime for all hours worked beyond 40 in any work week at a rate of one and one-half (1.5) times the employee's regular rate of pay.

Paid Sick Leave

Eligibility: Rocketship provides paid sick leave to temporary employees, and part-time employees who are regularly scheduled to work less than thirty (30) hours per week and who work for Rocketship in Tennessee. **For employees who work in Tennessee and who are eligible for sick time under any other applicable sick time/leave law or ordinance or policy, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other applicable sick time/leave law or ordinance or policy**.

Amount: All employees will begin to accrue up to 5 workdays or 40 hours whichever is more of paid sick leave on July 1 of each year (or on their hire date, if after July 1). Sick leave accrues at a rate of 1 hour per 30 hours worked. Unused paid sick leave under this policy will not be paid at separation. However, if you are rehired within one year, your unused sick leave time may be reinstated.

Usage: Paid sick leave may be used in a minimum increment of two (2) hours for each use. All employees may use up to five (5) workdays or forty (40) hours of accrued paid sick leave in any year. In Tennessee, eligible employees will accrue paid sick leave benefits that may be used:

- For the employee's own illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee;
- To care for a family member (spouse, domestic partner, parent, child, parent-in-law, son- or daughter-in-law, sibling or sibling's spouse, person in a committed relationship with the employee and sharing the employee's residence for at least 12 months) with an illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee's family member; or
- For reasons related to the employee or their family member being a victim of domestic violence, sexual assault or stalking.

Notice: Notice to your supervisor may be given orally or in writing. If the need for paid sick leave is foreseeable, the teammate must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the teammate must provide notice of the need for the leave as soon as practicable.

Verification: Rocketship may require verification of the need for leave, consistent with applicable law. Employees who take sick and safe leave for 3 or more consecutive days may be required to provide reasonable certification of the need for leave, including, for example, a signed document from a health care provider, a police report, a court order or a signed statement from a victim or witness advocate or domestic violence counselor. Where Rocketship' existing leave policies provide different certification requirements, the requirement that is least onerous for the employee will be used.

Payment: Eligible employees will receive payment for paid sick leave, at the same wage as the teammate normally earns during regular work hours unless otherwise required by applicable law, by the next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours

worked for purposes of calculating overtime.

Enforcement & Retaliation: Retaliation or discrimination against an employee who requests paid sick days or uses paid sick days, or both, is prohibited.

Tennessee Paid Parental Leave for Eligible Employees Only

Certain Tennessee employees who qualify for Family Medical Leave Act (FMLA) leaves for the birth, stillbirth, or adoption of a newly placed minor child may be eligible for Tennessee Paid Parental Leave. Pursuant to Tenn. Code Ann. § 8-50-814, eligible employees may be entitled to:

- Six (6) paid workweeks of parental leave
- Following the birth, stillbirth, or adoption of a newly placed minor child.

For purposes of this Tennessee Paid Parental Leave, "eligible employee" means a teacher, principal, supervisor, or other individual required by law to hold a valid license of qualification for employment in the public schools of this state and who has been employed full time with a local education agency or public charter school for at least twelve (12) consecutive months.

An eligible employee who is granted parental leave pursuant to this section shall not be required to use the employee's sick, annual, or other leave for the parental leave taken.

Leave under this policy will run concurrently with any other leave to which the employee is entitled including, when applicable, FMLA. The parental leave granted pursuant to this section shall count toward the employee's leave required to be given by this state as an employer under FMLA (29 U.S.C. § 2601, et seq.) and § 4-21-408.

Employees should provide at least thirty (30) days' advance notice of the need for parental leave. If 30 days' notice is not feasible, the employee must provide notice as soon as reasonably possible.

Military Leave

In addition to the military leave rights set forth in the Handbook, Tennessee employees who are members of the Tennessee army and air national guard, the Tennessee state guard or the Civil Air Patrol and are on active state duty will be allowed an unpaid military leave of absence when ordered to duty or training in the service of the state of Tennessee, including the performance of duties in an emergency. Such employees are also entitled to reemployment under the same conditions as provided by the Uniformed Services Employment and Reemployment Rights Act (USERRA) to service members who are called to federal active service.

To be eligible for this leave and reemployment, employees must notify Rocketship of their intent to return to employment following military service in accordance with the following timing requirements:

- Individuals whose period of service was less than 31 days must report to work not later than the beginning of the first full regularly scheduled work period on the first calendar day following the completion of the period of service, safe transport to the individual's residence and an additional eight hour period, unless reporting for work within that time period is not reasonably practicable through no fault of the person, in which case the person must report for work as soon as reasonably practicable;
- Individuals whose period of service was more than 30 but less than 181 days must report to work not later than 14 days after completion of the period of service, unless reporting

for work within that time period is not reasonably practicable through no fault of the person, in which case the person must report for work as soon as reasonably practicable; and

- Individuals whose period of service was for more than 181 days must submit an application for reemployment within 90 days after the completion of the period of service.

Employees should provide advance notice of competent orders calling them to active state duty, unless it is impossible or unreasonable to do so under the circumstances of the person's call to duty.

Leave under this policy will be unpaid, except that exempt employees will not incur any reduction in pay for a partial week's absence.

Absence for ordered duty or military training will not result in loss of time, pay that is not specifically related to leave of absence time, regular leave or vacation time or in the impairment of efficiency rating.

Emergency Response Leave

Tennessee employees may take unpaid leave to act as a volunteer firefighter or a volunteer rescue squad worker in response to an emergency. Employees must notify Rocketship in advance that they are emergency responders and must give notice of the need for emergency leave as soon as practicable, including the probable length or duration of such leave. Rocketship may require employees to provide written verification of their need for such leave. Active volunteer firefighters may be eligible to take time off with pay, and without being required to use their accrued paid time off, if applicable, for their next scheduled work period within twelve (12) hours following such emergency or a fire call if the employee assisted in fighting the fire for more than four (4) hours the prior day or night.

Jury Duty Leave

Rocketship encourages all employees to fulfill their civic responsibilities and to respond to jury service summons or subpoenas, attend court for prospective jury service or serve as a juror. Under no circumstances will employees be terminated, threatened, coerced, or penalized because they request or take leave in accordance with this policy.

When employees receive a jury summons, they must show it to their supervisor on the next scheduled day of work. Verification from the court of having served may also be required.

Employees will be excused from work on any day that their jury service, including travel time, exceeds three hours. On days when jury service lasts three hours or less, employees will be required to report to work for the remainder of their work shift. Employees who work the night shift or hours preceding those in which court is normally held will be excused from work for the shift immediately preceding their first day of required jury service. Thereafter, employees will be excused from the next scheduled shift that occurs within a 24-hour period of jury service exceeding three hours.

Except for employees employed on a temporary basis for less than six months, Rocketship will pay an employee's usual compensation while they serve on and travel to jury duty, less the amount of compensation received for serving as a juror. Rocketship may request that employees provide a statement from the court showing the daily fees or compensation paid to the employee and the total amount of fees or compensation paid for all days served.

Voting Leave

If a Tennessee employee who is a registered voter does not have sufficient time outside of their working hours within which to vote in any election, they may take up to three (3.0) hours of time off without loss of regular pay to vote. The time off shall be either at the beginning or the end of the employee's workday, as Rocketship may designate, unless otherwise mutually agreed. An employee wishing to request this voting time leave must provide notice of their request by Noon on the day before the election to the Human Resources Department. Any employee who has three hours of non-working time before or after their regular shift while the polls are open is not eligible for voting leave. Tennessee employees are reminded and encouraged to take advantage of the availability of early voting or vote-by-mail opportunities in their local jurisdiction.

Employees who serve as part-time voting machine technicians appointed by the county election commission may take unpaid leave for the time required to perform their technical voting machine duties. Rocketship may require employees to provide written verification of the need for such leave.

Time Off on Veterans' Day

Rocketship will allow employees who are qualified veterans to take the entirety of Veterans' Day (November 11) off, so long as the employee gives at least one month's written notice of the intent to take time off on Veterans' Day and provides proof of their veteran status (e.g., a DD FORM 214 or other comparable certificate of discharge from the armed forces). For purposes of this policy, qualified veterans include former members of the armed forces of the United States and former or current members of a reserve or Tennessee national guard unit who were called into active military service of the United States.

The day off will be an unpaid holiday unless otherwise required by applicable law. Employees should contact their supervisor to make appropriate arrangements. Rocketship reserves the right to deny requested time off under this policy if the veteran employee's absence (either alone or in combination with other veteran employees' absences) would impact public health or safety or cause the Company significant economic or operational disruption.

Abusive Conduct Prevention Policy

Statement of Commitment, Values, and Purpose

Rocketship is firmly committed to a workplace atmosphere of respect, collaboration, openness, safety and equality, and free from abusive conduct. We strive to provide high quality education in a safe environment. All complaints of negative and inappropriate workplace behaviors will be taken seriously and followed through to resolution. Employees who file complaints will not suffer negative consequences for reporting others for inappropriate behavior.

This policy applies to any sponsored program, event or activity including but not limited to sponsored recreation programs and activities, as well as the performance by supervisors and employees of their employment related duties. The policy includes electronic communications by any employee as well.

Definition of Abusive Conduct

Abusive conduct includes acts or omissions that would cause a reasonable person, based on the severity, nature, and frequency of the conduct, to believe that an employee was subject to an abusive work environment, which can include but is not limited to:

- Repeated verbal abuse in the workplace, including derogatory remarks, insults, and epithets;
- Verbal, nonverbal, or physical conduct of a threatening, intimidating, or humiliating nature in the workplace; or
- The sabotage or undermining of an employee's work performance in the workplace.

A single act generally will not constitute abusive conduct, unless such conduct is determined to be severe and egregious.

Abusive conduct does **not** include:

- Disciplinary procedures in accordance with adopted policies of Rocketship;
- Routine coaching and counseling, including feedback about and correction of work performance;
- Reasonable work assignments, including teaching, classroom, student supervision and overtime assignments;
- Individual differences in styles of personal expression;
- Passionate, loud expression with no intent to harm others;
- Differences of opinion on work-related concerns; or
- The non-abusive exercise of managerial prerogative.

Employer Responsibility

Supervisors and others in positions of authority have a particular responsibility to ensure that healthy and appropriate behaviors are exhibited at all times and that complaints to the contrary are addressed in a timely manner. Supervisors will:

- provide a working environment as safe as possible by having preventative measures in place and by dealing immediately with threatening or potentially violent situations;
- provide good examples by treating all with courtesy and respect;
- ensure that all employees have access to and are aware of the abusive conduct prevention policy and explain the procedures to be followed if a complaint of inappropriate behavior at work is made;
- be vigilant for signs of inappropriate behaviors at work through observation and information seeking, and take action to resolve the behavior before it escalates; and
- respond promptly, sensitively and confidentially to all situations where abusive behavior is observed or alleged to have occurred.

Employee Responsibility

Employees shall treat all other employees with dignity and respect. No employee shall engage in threatening, violent, intimidating or other abusive conduct or behaviors. Employees are expected to assume personal responsibility to promote fairness and equity in the workplace and report any incidents of abusive conduct in accordance with this policy. Employees should cooperate with preventative measures introduced by supervisors and recognize that a finding of unacceptable behaviors at work will be dealt with through appropriate disciplinary procedures.

Retaliation

Rocketship prohibits retaliation against an employee for using the complaint procedure in this policy, reporting proscribed abusive conduct or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency.

Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Any employee who believes they have been subjected to retaliation in violation of this policy should immediately provide a written or verbal report to the Human Resources Department.
Complaint Process

Reporting

Employees: Any employee who feels they have been subjected to abusive conduct is encouraged to report the matter orally or in writing to a supervisor, including their supervisor, the next level of management, or to the Human Resources Department. Any employee seeking to file a complaint should ensure the complaint consists of details of each incident of abusive conduct including dates, times, locations and any witnesses.

Witnesses: An employee who witnesses or is made aware of behavior that may satisfy the definition of abusive conduct (as defined above) should report any and all incidents as set forth herein.

Supervisors: Supervisors must timely report known incidents involving workplace abuse, intimidation, or violence to the Human Resources Department. Supervisors and appointing authorities are required to take reasonable steps to protect the complainant, including, but not limited to, separation of employees involved.

Employees should also refer to the Internal Complaint Review Policy set forth in the main Employee Handbook.

Investigation & Corrective Action

Investigations of abusive conduct shall be conducted as soon as practicable and in accordance with the policies and practices of Rocketship. The investigation will be conducted thoroughly, objectively, with sensitivity, and with due respect for all parties. To the extent permitted by law, Rocketship will maintain the confidentiality of each party involved in an abusive conduct investigation, complaint or charge, provided it does not interfere with the ability to investigate the allegations or to take corrective action. The person complained against will be notified that an allegation has been made against them and informed of the investigative procedure.

In the event of a finding of abusive conduct, Rocketship will take immediate and appropriate corrective action. Remedies may be determined by weighing the severity and frequency of the incidences of abusive conduct and in accordance with existing disciplinary policies of Rocketship.

Weapons and Firearms, Violence in the Workplace Policies

To the full extent permissible under law, employees are prohibited from possessing or carrying weapons while on School property, in a School-owned vehicle, while performing School business.

Mandated Reporting Policy

In Tennessee, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee

of a Rocketship Education school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.

This "Mandated Reporter Policy" is intended to inform Rocketship Education employees of their responsibilities and rights under Tennessee Code Annotated, Title 37, Chapter 1, Part 4, as well as the procedures for complying with the statute.

What Types of Abuse Must Be Reported?

Under state law, child abuse is defined as any wound, injury, disability, or physical or mental condition that is of such nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the basis of available information, reasonable appears to have been caused by such. For practical purposes, the descriptions of abuse under the California section of this handbook also apply in Tennessee.

Possible indicators of abuse or neglect may include:

- The child has repeated injuries that are not properly treated or adequately explained.
- The child begins acting in unusual ways ranging from disruptive and aggressive behaviors to passive and withdrawn behaviors.
- The child acts in the role of parent toward their brothers and sisters or even toward their own parents.
- The child may have disturbed sleep (nightmares, bed wetting, fear of sleeping alone, needing a nightlight, etc.).
- The child loses their appetite, overeats, or may report being hungry.
- There is a sudden drop in school grades or participation in activities.
- The child may act in stylized ways, such as sexual behavior that is not normal for their age group.

Procedures for Reporting:

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform, by telephone or personally, the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.
2. In the Nashville Area, you can contact the: Department of Children's Services, Central Intake (877) 237-0004 or (877) 54ABUSE [(877) 542-2873] or Metro Nashville Police Department (615) 862-8600. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge
    a. It is the policy of Rocketship Education to report suspicion of abuse to the Principal of Rocketship, unless the Principal is the subject of the suspicion. REMEMBER, reporting the information to a supervisor, principal, coworker or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
    b. All mandated reporters with knowledge should make a report.
    c. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.
4. Reporting Abuse to Parents or Legal Guardians
    a. If a teacher, school official or other school personnel makes a report as required by this policy and has reasonable cause to assume that the abuse occurred on school grounds or while the child was under supervision or care of Rocketship (including transportation to and from school), the Principal or Assistant Principal shall verbally notify the parent or

legal guardian of the student that a report has been made. The Principal shall also provide other information relevant to the future well-being of the child while under the supervision or care of Rocketship to the parent or legal guardian within twenty-four (24) hours. Such notice shall not be sent to any parent or legal guardian if there is reasonable cause to believe that such parent or legal guardian may be the perpetrator or in any way responsible for the child abuse or child sexual abuse. If the Principal is the suspected abuser, the reporting person shall make efforts not to involve the suspect in the conversation with the parent or guardian.

b. Once notice is sent, the Principal shall provide to the parent or legal guardian all school information and records relevant to the alleged abuse or sexual abuse, if requested by the parent or legal guardian, provided such information is edited to protect the confidentiality and identity of the person who made the report, or other person whose life or safety may be endangered by the disclosure, and any information made confidential by federal law.

5. After reporting the suspected neglect and/or abuse to the authorities, the reporting person(s) shall promptly make a written summary of their report. One copy shall be retained in the Principal's office, unless the Principal is the suspected abuser, and the person making the report shall keep one copy. Nothing in the reporting procedures shall eliminate the staff member's legal responsibility to directly make a report to the authorities stated above.

What Should the Report Include?

A report of child abuse shall include, to the extent known, the following:

- The name, address and age of the child
- The name and address of the person(s) responsible for the care of the child
- The nature and extent of the abuse or neglect
- Any other pertinent information that may relate to the cause or extent of the abuse or neglect.

Immunity and Confidentiality

By law, the person reporting in good faith shall be immune from any civil or criminal action and their identity shall remain confidential except when the juvenile court determines otherwise.

Abuse and neglect reports are not part of the educational record and shall be maintained separately from the educational record in a secured location. They are not subject to the disclosure and other requirements of the Federal Education Rights and Privacy Act (FERPA).

Failure to Report

Any person who knowingly fails to make a report required by § 37-1-403 commits a Class A misdemeanor.

Making False Reports

Any person who either verbally or by written or printed communication knowingly and maliciously reports, or causes, encourages, aids, counsels or procures another to report a false accusation of child sexual abuse or false accusation that a child has sustained any wound, injury, disability or physical or mental condition caused by brutality, abuse or neglect commits a Class E felony.

WISCONSIN ADDENDUM

This Wisconsin Addendum ("Addendum") to the Rocketship Handbook is applicable to all Rocketship employees regularly working in Wisconsin. The policies and/or procedures in this Addendum shall modify or supplement those set forth on the same subject matter in the Handbook and shall apply as required by Wisconsin or applicable local law.

Important Note: This Addendum, along with the Handbook, is a general guideline and is not a contract nor intended to create an express or implied contract guaranteeing continued employment or other contractual rights of any kind. Further, neither this Addendum nor the Handbook affects the at-will employment relationship described in the Handbook. Just as any employee has the right to end their employment with Rocketship at any time, for any reason or no reason, Rocketship has the right to terminate an employee's employment at any time, for any reason or no reason, with or without cause. The relationship between Rocketship and each of its employees is at-will.

Rocketship reserves the right, in its sole discretion, to amend, modify, change, cancel, terminate or withdraw any or all of the policies, rules, benefits, sections and provisions of this Addendum at any time and for any or no reason with or without prior notice.

Employees who have questions regarding the provisions of this Addendum or the Handbook should discuss them with the Human Resources Department.

Equal Employment Opportunity

In addition to the categories listed in the Handbook, Wisconsin law prohibits discrimination and harassment against any employees or applicants for employment based on race, color, creed, national origin, ancestry, age (over 40), sex (including pregnancy, childbirth, maternity leave or related condition), marital status, sexual orientation, certain arrest or conviction records, military service, use or nonuse of lawful products outside of work, disability and genetic information. Rocketship also prohibits discrimination against an employee or applicant because that person declines to attend a meeting or participate in any communication about religious or political matters. Rocketship will not require an applicant or employee to submit to a lie detector test, except under limited circumstances and in accordance with applicable law.

Overtime Pay

Rocketship provides compensation for all overtime hours worked by nonexempt employees in accordance with applicable law. Wisconsin nonexempt employees will receive overtime for all hours worked beyond 40 in any work week at a rate of one and one-half (1.5) times the employee's regular rate of pay.

Personnel Files

Upon written request from an employee or the employee's designated representative, Rocketship will permit a Wisconsin employee to review documents maintained in their personnel file up to two (2) times per calendar year, subject to certain limited exceptions. Copies of the file's contents may be requested; however, Rocketship may charge the employee for the actual costs of duplicating the information.

If an employee disagrees with information in the personnel file and Rocketship and employee cannot reach an agreement about the removal or correction of the information in question, the employee may submit a written rebuttal that will be maintained in the personnel file.

Paid Sick Leave

Eligibility: Rocketship provides paid sick leave to temporary employees, and part-time employees who are regularly scheduled to work less than thirty (30) hours per week and who work for Rocketship in Wisconsin. **For employees who work in Wisconsin and who are eligible for sick time under any other applicable sick time/leave law or ordinance or policy, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other applicable sick time/leave law or ordinance or policy**.

Amount: All employees will begin to accrue up to 5 workdays or 40 hours whichever is more of paid sick leave on July 1 of each year (or on their hire date, if after July 1). Sick leave accrues at a rate of 1 hour per 30 hours worked Unused paid sick leave under this policy will not be paid at separation. However, if you are rehired within one year, your unused sick leave time may be reinstated.

Usage: Paid sick leave may be used in a minimum increment of two (2) hours for each use. All employees may use up to five (5) workdays or forty (40) hours of accrued paid sick leave in any year. In Wisconsin, eligible employees will accrue paid sick leave benefits that may be used:

- For the employee's own illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee;
- To care for a family member (spouse, domestic partner, parent, child, parent-in-law, son- or daughter-in-law, sibling or sibling's spouse, person in a committed relationship with the employee and sharing the employee's residence for at least 12 months) with an illness, injury or health condition;
- To obtain a medical diagnosis or preventative care for the employee's family member; or
- For reasons related to the employee or their family member being a victim of domestic violence, sexual assault or stalking.

Notice: Notice to your supervisor may be given orally or in writing. If the need for paid sick leave is foreseeable, the teammate must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the teammate must provide notice of the need for the leave as soon as practicable.

Verification: Rocketship may require verification of the need for leave, consistent with applicable law. Employees who take sick and safe leave for 3 or more consecutive days may be required to provide reasonable certification of the need for leave, including, for example, a signed document from a health care provider, a police report, a court order or a signed statement from a victim or witness advocate or domestic violence counselor. Where Rocketship' existing leave policies provide different certification requirements, the requirement that is least onerous for the employee will be used.

Payment: Eligible employees will receive payment for paid sick leave, at the same wage as the teammate normally earns during regular work hours unless otherwise required by applicable law, by the next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Enforcement & Retaliation: Retaliation or discrimination against an employee who requests paid sick days or uses paid sick days, or both, is prohibited.

Wisconsin Family Leave Act

Under the Wisconsin Family and Medical Leave Act ("WFMLA"), Wisconsin employees who have been employed for at least fifty-two (52) consecutive weeks and have worked at least 1,000 hours in the preceding 52-week period are eligible for unpaid leave for their own serious health condition, the serious health condition of a parent, child, or spouse, or the birth or adoption of a child. Specifically, the WFMLA allows eligible employees to take:

- Six (6) weeks leave for the birth or adoption of a child, to be taken within sixteen (16) weeks of the child's birth or adoption; and
- Two (2) weeks leave to care for the employee's own serious health condition or the serious health condition of the employee's parent, child, or spouse.

Leave taken under the federal Family and Medical Leave Act ("FMLA") runs concurrently with leave taken under the WFMLA to the extent both apply. However, an employee may be eligible for leave under the WFMLA, even if the employee is not eligible for or has exhausted leave under the federal FMLA.

See the Family Care and Medical Leave policy in the main Employee Handbook for additional provisions related to leave under the FMLA and WFMLA.

Employees taking leave under this policy must provide advance notice of the intended dates of leave, except in emergency circumstances. Rocketship may require certification of the need for leave under this policy, including written certification from a health care provider that identifies the probable duration of the leave. Rocketship will maintain an employee's existing benefit selections while on leave under this policy on the same terms as if the employee had continued to work.

Leave under this policy is unpaid. However, employees may substitute accrued paid leave for unpaid family and medical leave. No employee will be retaliated against for taking leave available under this policy. Rocketship will restore the employment of employees taking leave under this policy upon their return from leave in accordance with the requirements of Wisconsin law.

Military Leave

A Wisconsin employee who is a member of the National Guard, state defense forces, the Wisconsin Laboratory of Hygiene or the U.S. Armed Forces and who is ordered to report for active duty, active state service or to assist with an emergency may take an unpaid leave of absence for this service. An employee must notify Human Resources as soon as possible after learning of the need to take leave and Rocketship may require documentation to support the need for leave under this policy. No employee will be retaliated against for taking leave available under this policy.

Emergency Response Leave

Wisconsin employees may take unpaid leave to act as volunteer firefighters, emergency medical technicians, first responders or ambulance drivers for a volunteer fire department in response to an emergency. Employees who are members of the Civil Air Patrol may take unpaid leave to participate in emergency service operations for up to five (5) consecutive workdays and up to fifteen (15) days total in any calendar year. Employees must notify Rocketship in advance that they are an emergency responder or Civil Air Patrol member and must give notice of the need for leave as soon as practicable,

including the probable length or duration of such leave. Rocketship may require employees to provide written verification of their needed leave. No employee will be retaliated against for taking leave available under this policy.

Witness Leave

A Wisconsin employee may take unpaid leave to testify pursuant to a subpoena in criminal, children's code or juvenile justice code proceedings related to being a witness to a crime. Exempt employees will not incur any reduction in pay for a partial week's absence due to jury duty. Leave taken under this policy will be paid leave if the subpoena to testify is in a matter against Rocketship or involves the employee's employment at Rocketship. Employees must provide notice of the need for leave under this policy on the first business day after receiving the subpoena and Rocketship may require verification of the need for such leave. No employee will be retaliated against for taking leave available under this policy.

Voting Leave

Wisconsin employees who are registered voters may be eligible to take up to three (3) consecutive hours of unpaid time off to vote in any election. Employees must notify Rocketship before election day if they intend to take time off to vote, and . Rocketship reserves the right to designate what time the employee may take voting leave. Rocketship will not retaliate against any employee who exercises any rights consistent with this policy and applicable law.

Wisconsin employees are reminded and encouraged to take advantage of the availability of early voting or mail-in-voting opportunities in their local jurisdiction.

Elected Official Leave

Wisconsin employees acting as election officials may take unpaid time off for the 24-hour period of an election day in which the employee serves in an official election-related capacity. An employee seeking leave to act as an election official must provide at least seven (7) days' notice of the need for such leave and Rocketship may require written verification of the need for such leave. No employee will be retaliated against for taking leave available under this policy.

Bone Marrow / Organ Donation Leave

Wisconsin employees who have worked for Rocketship for at least fifty-two (52) consecutive weeks and at least 1,000 hours during that period, are eligible for up to six (6) weeks of unpaid leave in a 12-month period for the purpose of serving as a bone marrow or organ donor. The employee must provide written verification of the need for leave under this policy and the leave length permitted will be based on the period of time necessary for the employee to undergo the bone marrow or organ donation procedure to recover from the procedure. No employee will be retaliated against for taking leave available under this policy.

Weapons and Firearms, Violence in the Workplace Policies

Pursuant to Wis. Stat. §§ 948.605 and 948.61 , employees are prohibited from possessing or carrying firearms or dangerous weapons while on School property, in School-provided transportation, or at any School-sponsored or School-supervised activity, regardless of an employee's firearm licensee status, subject to limited exceptions.

Mandated Reporter Obligations

In Wisconsin, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. As an employee of a Rocketship Education school, or an employee of the Rocketship support office who has regular contact with children, you are a Mandated Reporter.

This "Mandated Reporter Policy" is intended to inform Rocketship Education employees of their responsibilities and rights under Wisconsin Stat. § 48.981, as well as the procedures for complying with the statute.

When Must You Report?

Wisconsin's reporting law requires a report to be made when a mandated reporter has a "reasonable cause to suspect" that a child seen by the person in the course of professional duties has been "abused or neglected," or when a mandated reporter has reason to believe that a child "has been threatened with abuse or neglect and that abuse or neglect of the child will occur." In addition, under Wis. Stat. § 175.32, mandated reporters must notify law enforcement if they have a good faith belief, based on a threat made by an individual seen by the person in the course of professional duties, that there is a serious and imminent threat to the health or safety of a student or school employee or the public. The language chosen in the Wisconsin mandatory reporting statutes was deliberate and was drafted to ensure that 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?

Pursuant to Wis. Stat. § 48.02(1) and (12g), "abuse" and "neglect" include: , an abused or neglected child is a child who has been subjected to:

- Physical injury that is inflicted on a child by other than accidental means
- Sexual intercourse or sexual contact
- Sex trafficking.
- Grooming for sexual activity.
- Exposing or causing a child to expose genitals, pubic area, or intimate parts.
- Permitting, allowing, or encouraging a child to engage in prostitution
- Sexual exploitation through pornography
- Emotional damage for which the child's parent, guardian or legal custodian has neglected, refused or been unable for reasons other than poverty to obtain the treatment necessary to remedy the harm
- Methamphetamine manufacture in a child's home, on the premises of a child's home, in a motor vehicle on the premises of a child's home, or where a reasonable person should have known that the manufacture would be seen, smelled, or heard by a child
- Failure, refusal or inability on the part of a parent, guardian, legal custodian, or other person exercising temporary or permanent control over a child for reasons other than poverty to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

Procedures for Reporting

1. The moment you have a reasonable cause to suspect abuse or neglect or the threat of abuse or neglect, you must immediately inform the county department, a licensed child welfare agency or the police department of the facts and circumstances contributing to a suspicion of abuse.
2. In the Milwaukee Area, you can contact the: Bureau of Milwaukee Child Welfare (BMCW) (414) 220-SAFE or Milwaukee Police Department/Sensitive Crimes (MPD) (414) 935-7405. If you feel that the child is in immediate danger, please dial 911.
3. Joint Knowledge
    a. It is the policy of Rocketship Education to report suspicion of abuse to the Principal of Rocketship, unless the Principal of Rocketship is the subject of the suspicion. REMEMBER, reporting the information to a Principal or any other person shall not be a substitute for making a mandated report to one of the agencies specified above.
    b. All mandated reporters who know or suspect abuse or that abuse has been threatened must make a report.
    c. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report. If a child has been taken from school by the Bureau of Milwaukee Child Welfare of the Milwaukee Police Department the Principal shall obtain the name and badge number of the person taking the child. If the administrator is contacted by the parent/legal guardian, the parent or legal guardian should be advised to contact the appropriate agency for further information, either BMCW or MPD.
4. In the case of peer sexual contact, the principal/designee shall NOT inform the parent or legal guardian as to the identity of the juvenile participant(s) in the incident. That information is confidential and shall be released only to the BMCW or the MPD. Parents/guardians should be referred to the appropriate agency. Protections and Immunity from Liability

    - All reports of suspected abuse or neglect are confidential. With few exceptions, as delineated in statute, no information that could be used to identify the reporter (e.g., place of employment, job title) can be shared. (*See* Wis. Stat. § 48.981(7)(a))
    - Anyone who, in good faith, reports suspected abuse or neglect is immune from both criminal and civil liability. (*See* Wis. Stat. § 48.981(4))
    - No person may be discharged, disciplined or otherwise discriminated against in regard to employment, or threatened with any such treatment, for making a report of suspected abuse or neglect in good faith. (*See* Wis. Stat. § 48.981(2)(e))

Consequences for Failing to File a Report

Any person who intentionally violates this section by failure to report as required may be fined or imprisoned or both. (*See* Wis. Stat. § 48.981(6)).

APPENDIX 24:
Rocketship Student Parent Handbook

ROCKETSHIP PUBLIC SCHOOLS

ROCKETSHIP PUBLIC SCHOOLS

Rocketship Alma Academy
Rocketship Brilliant Minds
Rocketship Delta Prep
Rocketship Discovery Prep
Rocketship Futuro Academy
Rocketship Fuerza Community Prep
Rocketship Los Sueños Academy
Rocketship Mateo Sheedy Elementary
Rocketship Mosaic Elementary
Rocketship Redwood City Prep
Rocketship Rising Stars Academy
Rocketship Sí Se Puede Academy
Rocketship Spark Academy

Manual para alumnos y padres

Ciclo lectivo 2026-2027

California

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		Rocketship Rising Stars			**Year of School Operation**								
			2027-28		**2028-29**		**2029-30**		**2030-31**		**2031-32**		
		ENROLLMENT AND ATTENDANCE ASSUMPTIONS											
		Enrollment											
Enrollment - TK		TK	60		60		60		60		60		
Enrollment - K		Kindergarten	112		112		112		112		112		
Enrollment - 1		1st Grade	112		112		112		112		112		
Enrollment - 2		2nd Grade	112		112		112		112		112		
Enrollment - 3		3rd Grade	112		112		112		112		112		
Enrollment - 4		4th Grade	112		112		112		112		112		
Enrollment - 5		5th Grade	0		0		0		0		0		
		Total Enrollment	**620**		**620**		**620**		**620**		**620**		
		Average Daily Attendance (%) - TK - 5th	95.8%		95.8%		95.8%		95.8%		95.8%		
		Average Daily Attendance (Total)	594		594		594		594		594		
		Free and Reduced Meals Students (%)	59.26%		59.26%		59.26%		59.26%		59.26%		
		Free and Reduced Meals Students (Enrollment)	367		367		367		367		367		
		Free and Reduced Meals Students (ADA)	352		352		352		352		352		
		English Language Learners (%)	32.90%		32.90%		32.90%		32.90%		32.90%		
		English Language Learners (Enrollment)	204		204		204		204		204		
		English Language Learners (ADA)	195		195		195		195		195		
		Number of School Days	180		180		180		180		180		
		REVENUE ASSUMPTIONS											
		State Funding											
		General Purpose Block Grant	$15,864		$16,354		$16,863		$17,388		$17,930		
		In Lieu of Property Tax	22.12%		22.12%		22.12%		22.12%		22.12%		
		Prop30 EPA	1.26%		1.22%		1.19%		1.15%		1.12%		
		Mandate Block Grant	$21		$21		$21		$21		$21		
		Lottery - Unrestricted	$190		$190		$190		$190		$190		
		Lottery - Restricted for Instructional Materials	$82		$82		$82		$82		$82		
		ASES and ELOP	$1,600,190		$1,600,190		$1,426,820		$1,426,820		$1,426,820		
		SB740 Facilities Subsidy (ADA)	$1,208		$1,208		$1,208		$1,208		$1,208		*Takes into account 75% of facility fee cap*
		SPED Revenue	$1,421		$1,421		$1,421		$1,421		$1,421		
		Federal Funding											
		Title I Consolidated	537		537		537		537		537		
		Title II	$0		$0		$0		$0		$0		
		Title III	$204		$204		$204		$204		$204		
		Title IV	$0		$0		$0		$0		$0		
		IDEA	$145		$145		$145		$145		$145		
		Fundraising / Other											
		STAFFING & COMPENSATION ASSUMPTIONS											
		School Staffing											
		Teachers per Grade											
		TK	3.00		3.00		3.00		3.00		3.00		
		K	3.00		3.00		3.00		3.00		3.00		
		1	3.00		3.00		3.00		3.00		3.00		
		2	3.00		3.00		3.00		3.00		3.00		
		3	3.00		3.00		3.00		3.00		3.00		
		4	3.00		3.00		3.00		3.00		3.00		
		5	-		-		-		-		-		
		STEAM Teacher	1.00		1.00		1.00		1.00		1.00		
		ISE	5.00		5.00		5.00		5.00		5.00		
		Required Teachers	**24.00**		**24.00**		**24.00**		**24.00**		**24.00**		
		Certificated Administrator FTEs											
		Principal	1.00		1.00		1.00		1.00		1.00		
		Assistant Principal	3.00		3.00		3.00		3.00		3.00		
		Total Certificated Administrator FTEs	**4.00**		**4.00**		**4.00**		**4.00**		**4.00**		
		Classified Staff FTEs											
		Office Manager	1.00		1.00		1.00		1.00		1.00		
		BOM	1.00		1.00		1.00		1.00		1.00		
		Enrichment Staff Coordinator	3.00		3.00		3.00		3.00		3.00		
		Tutors/ILSs	5.00		5.00		5.00		5.00		5.00		
		Classroom Assistant	3.00		3.00		3.00		3.00		3.00		
		Para-Professionals	10.00		10.00		10.00		10.00		10.00		
		Office Assistant	1.00		1.00		1.00		1.00		1.00		
		Support Staff	8.00		8.00		8.00		8.00		8.00		
		Other (Wellness, Care Corp, Los Dichos)	4.00		4.00		-		-		-		
		Total Classified Staff FTEs	**36.00**		**36.00**		**32.00**		**32.00**		**32.00**		
		Total Certificated FTEs	28.00		28.00		28.00		28.00		28.00		
		Total Classified FTEs	36.00		36.00		32.00		32.00		32.00		
		Total FTEs	**64.00**		**64.00**		**60.00**		**60.00**		**60.00**		
		Salaries	**Base Salary**										
		Principal	162,732		$162,732		$165,986		$169,306		$172,692		$176,146
		Assistant Principal	122,100		$122,100		$124,542		$127,033		$129,573		$132,165
		Teacher	86,549		$86,549		$88,280		$90,046		$91,847		$93,683
		ISE Teacher	83,535		$83,535		$85,206		$86,910		$88,648		$90,421
		Office Manager	96,929		$96,929		$98,867		$100,844		$102,861		$104,919
		BOM	107,316		$107,316		$109,463		$111,652		$113,885		$116,163
		Enrichment Staff C	45,390		$45,390		$46,298		$47,224		$48,168		$49,132
		Tutors/ILSs	50,229		$50,229		$51,233		$52,258		$53,303		$54,369
		Classroom Assistar	46,421		$46,421		$47,350		$48,297		$49,263		$50,248
		Para-Professional	49,136		$49,136		$50,119		$51,122		$52,144		$53,187
		Office Assistant	51,444		$51,444		$52,473		$53,522		$54,592		$55,684
		Ops Specialists	45,551		$45,551		$46,462		$47,391		$48,339		$49,306
		Nurse	77,141		$77,141		$78,683		$80,257		$81,862		$83,499
		Care Corp Coordin	75,944		$75,944		$77,463		$79,012		$80,592		$82,204
		Wellness Counselc	93,428		$93,428		$95,296		$97,202		$99,146		$101,129
		Wellness Counselc	16,569		$16,569		$16,900		$17,238		$17,583		$17,935
		Los Dichos Lead Pa	7,408		$7,408		$7,556		$7,708		$7,862		$8,019
		COLA	Yes		2%		2%		2%		2%		2%
		Benefits											
		Health Benefits Cost Per Employee			$10,347		$10,554		$10,875		$11,092		$11,314
		Workers Compensation			0.51%		0.51%		0.51%		0.51%		0.51%
		Medicare			1.45%		1.45%		1.45%		1.45%		1.45%
		Social Security / FICS - Classified Staff			7.65%		7.65%		7.65%		7.65%		7.65%
		Retirement - Certificated Staff (STRS)			19.10%		19.10%		19.10%		19.10%		19.10%
		403(b) Match			0%		0%		0%		0%		0%
		STATEMENT OF ACTIVITIES											

	2027-28	2028-29	2029-30	2030-31	2031-32		
State Revenue							
General Purpose Block Grant	7,219,177	7,445,965	7,681,199	7,924,244	8,174,979		
In Lieu of Property Tax	2,084,667	2,149,096	2,215,924	2,284,972	2,356,172		
Prop 30 EPA	118,792	118,792	118,792	118,792	118,792		
Mandate Block Grant	12,657	12,657	12,657	12,657	12,657		
Lottery	161,557	161,557	161,557	161,557	161,557		
State Lunch Reimbursements	230,142	230,142	230,142	230,142	230,142		
ASES and ELOP	1,600,190	1,600,190	1,426,820	1,426,820	1,426,820		
SB740 Facilities Subsidy	717,687	717,687	717,687	717,687	717,687		
Other State Funding	416,469	333,969	112,387	112,387	112,387		
SPED Revenue	844,301	844,301	844,301	844,301	844,301		
Total State Revenue	**13,405,640**	**13,614,357**	**13,521,466**	**13,833,559**	**14,155,494**		
Federal Revenue							
Title I Consolidated	189,083	189,083	189,083	189,083	189,083		
Title II	-	-	-	-	-		
Title III	39,809	39,809	39,809	39,809	39,809		
Title IV	-	-	-	-	-		
IDEA	89,900	89,900	89,900	89,900	89,900		
National School Lunch Program	227,645	227,645	227,645	227,645	227,645		
National School Lunch Program - Breakfast	86,729	86,729	86,729	86,729	86,729		
National School Lunch Program - Snack	42,352	42,352	42,352	42,352	42,352		
Medicaid Reimbursement	40,168	40,168	40,168	40,168	40,168		
Total Federal Revenue	**715,686**	**715,686**	**715,686**	**715,686**	**715,686**		
Other Grants & Fundraising							
Other Grants & Fundraising							
Other Fundraising and Donations	-	-	-	-	-		
Total Grants and Fundraising	**-**	**-**	**-**	**-**	**-**		
Other Revenue							
E-rate reimbursement	43,596	-	15,120	5,057	-		
Total Other Revenue	**43,596**	**-**	**15,120**	**5,057**	**-**		
Total Revenues	**14,164,921**	**14,330,042**	**14,252,271**	**14,554,301**	**14,871,179**		
	22,847	23,113	22,988	23,475	23,986		
Expenses							
Salaries							
Certificated Salaries						**Vacancy Rate**	
Principal	161,316	164,542	167,833	171,190	174,614	99.13%	
Assistant Principal	363,113	370,375	377,782	385,338	393,045	99.13%	
Teachers	1,630,125	1,662,728	1,695,982	1,729,902	1,764,500	99.13%	
ISE Teachers	414,041	422,322	430,768	439,384	448,171	99.13%	
Other (Regional ISE support, Wellness)	418,522	426,893	320,990	327,410	333,958		
Stipends & Bonuses	28,571	29,143	29,725	30,320	30,926		
PTO Payout	23,208	23,672	24,146	24,629	25,121		
Total Certificated Salaries	**3,038,896**	**3,099,674**	**3,047,227**	**3,108,172**	**3,170,335**		
Classified Salaries						**Vacancy Rate**	
Office Manager	96,929	98,867	100,844	102,861	104,919		
BOM	107,316	109,463	111,652	113,885	116,163		
Enrichment Staff Coordinator	134,985	137,685	140,439	143,248	146,112	99.13%	
Tutors/ILSs	248,959	253,939	259,017	264,198	269,482	99.13%	
Classroom Assistant	138,052	140,813	143,629	146,502	149,432	99.13%	
Office Assistant	51,444	52,473	53,522	54,592	55,684		
Para-Professionals	487,090	496,832	506,768	516,904	527,242	99.13%	
Support Staff (Incl. Hourly Staff & Lunch W	361,239	368,464	375,833	383,350	391,017	99.13%	
Other (Care Corp, Los Dichos)	83,352	85,019	(0)	(0)	(0)	99.13%	
Additional regional support	367,405	374,754	382,249	389,894	397,692	99.13%	
PTO Payout	16,492	16,822	17,159	17,502	17,852		
Total Classified Salaries	**2,093,264**	**2,135,129**	**2,091,112**	**2,132,934**	**2,175,593**		
Total Salaries	**5,132,160**	**5,234,804**	**5,138,339**	**5,241,106**	**5,345,928**		
Benefits							
Health Benefits	662,217	675,461	652,499	665,549	678,860		
Workers Compensation	26,064	26,585	26,112	26,634	27,167		
OASDI/Med/Alt	204,199	208,283	204,155	208,238	212,403		
Retirement - Certificated Staff (STRS)	570,539	581,950	571,731	583,166	594,829		
403(b) Match	878	895	913	931	950		
Unemployment Benefits	10,243	10,448	10,657	10,870	11,087		
Other Benefits	-	-	-	-	-		
Total Benefits	**1,474,139**	**1,503,622**	**1,466,067**	**1,495,389**	**1,525,296**		
Total Comp	**6,606,300**	**6,738,426**	**6,604,406**	**6,736,495**	**6,871,225**		
Books & Supplies							
Books and Curriculum	98,366	99,420	100,495	101,592	102,710		
Instructional Supplies	84,156	84,156	84,156	84,156	84,156		
Non-Instructional Supplies	229,052	229,052	229,052	229,052	229,052		
Software Programs (Administrative & Assessments)	59,110	60,292	61,498	62,728	63,983		
Student Computer Equipment	34,944	34,944	34,944	34,944	34,944		
Other Non-Capitalized Equipment & Furniture	32,484	32,484	32,484	32,484	32,484		
Total Books & Supplies	**538,112**	**540,348**	**542,629**	**544,956**	**547,329**		
Food Service							
Student Food Services	424,631	424,631	424,631	424,631	424,631		
Total Food Service	**424,631**	**424,631**	**424,631**	**424,631**	**424,631**		
Other Operating Expenses							
Other Operating Expenses							
Travel & Conferences	39,450	39,450	39,450	39,450	39,450		
Dues & Memberships	15,172	15,172	15,172	15,172	15,172		
Communications	56,722	56,973	57,228	57,488	57,754		
Insurance	67,724	69,078	70,460	71,869	73,307		
Utilities	166,005	169,325	172,712	176,166	179,689		
Copier Leases	8,256	8,256	8,256	8,256	8,256		
Facility Maintenance & Repairs	176,795	176,795	176,795	176,795	176,795		
Facility Lease Expense	1,286,735	1,286,735	1,286,735	1,286,735	1,286,735		
Total Other Operating Expenses	**1,816,860**	**1,821,785**	**1,826,808**	**1,831,932**	**1,837,158**		
Professional Services							
Professional Development	27,988	27,988	27,988	27,988	27,988		
SPED Consultants	459,000	468,180	477,544	487,094	496,836		
Other Consultants	66,292	67,618	68,971	70,350	71,757		
IT Support	41,466	42,295	43,141	44,004	44,884		
Custodial Services	111,967	114,206	116,490	118,820	121,196		
Health & Testing	8,865	9,042	9,223	9,408	9,596		
After School Program	1,009,027	1,029,207	1,049,792	1,070,787	1,092,203		
Substitutes	306,000	312,120	318,362	324,730	331,224		
Field Trips	86,747	86,747	86,747	86,747	86,747		
Other Operating Costs	137,803	137,841	137,880	137,919	137,959		
Authorizer Oversight	94,226	97,139	100,159	103,280	106,499		
SPED Admin Fee	28,095	28,095	28,095	28,095	28,095		
Network support fee	2,014,162	2,038,930	2,027,264	2,072,569	2,120,100		
Total Professional Services	**4,391,638**	**4,459,409**	**4,491,656**	**4,581,791**	**4,675,086**		
Capital Outlay	23,922	26,521	23,927	20,487	20,487		

			Interest			-	-	-	-	-		
		TOTAL EXPENSES				**13,801,463**	**14,011,119**	**13,914,057**	**14,140,291**	**14,375,915**		
		INCREASE/DECREASE OF NET ASSETS				**363,459**	**318,923**	**338,214**	**414,010**	**495,264**		

Unit 1000

	2027-28	2028-29	2029-30	2030-31	2031-32
a	***Enrollment & ADA***				
	Projected Enrollment by Grade				
	Transitional Kindergarten	60	60	60	60	60
	Kindergarten	112	112	112	112	112
	1st Grade	112	112	112	112	112
	2nd Grade	112	112	112	112	112
	3rd Grade	112	112	112	112	112
	4th Grade	112	112	112	112	112
	5th Grade	-	-	-	-	-
	Total	**620**	**620**	**620**	**620**	**620**
	Average Daily Attendance					
	ADA %	96%	96%	96%	96%	96%
	Total	**594**	**594**	**594**	**594**	**594**

	2027-28	2028-29	2029-30	2030-31	2031-32
	0	*0*	*0*	*0*	*0*
b	***Summary of Revenue Programs*** *(Thousands)*				
	State Revenue	$13,406	$13,614	$13,521	$13,834	$14,155
	Federal Revenue	$716	$716	$716	$716	$716
	Local Revenue	$44	-	$15	$5	-
	Philanthropy	-	-	-	-	-
	Total Revenues	**$14,165**	**$14,330**	**$14,252**	**$14,554**	**$14,871**
	State % of Revenues	*94.6%*	*95.0%*	*94.9%*	*95.0%*	*95.2%*
	Revenues per ADA	*$23,848*	*$24,126*	*$23,995*	*$24,504*	*$25,037*

	2027-28	2028-29	2029-30	2030-31	2031-32
	0	*0*	*0*	*0*	*0*
c	***State Revenues*** *(Thousands)*				
	LCFF - State Aid	$7,219	$7,446	$7,681	$7,924	$8,175
	In Lieu of Property Tax	$2,085	$2,149	$2,216	$2,285	$2,356
	Prop 30 EPA	$119	$119	$119	$119	$119
	Mandate Block Grant	$13	$13	$13	$13	$13
	California Lottery	$162	$162	$162	$162	$162
	State Lunch Reimbursements	$230	$230	$230	$230	$230
	After School Education and Safety Progra	$1,600	$1,600	$1,427	$1,427	$1,427
	SB740 Facilities Subsidy	$718	$718	$718	$718	$718
	Other State Funding	$416	$334	$112	$112	$112
	SPED State Revenue	$844	$844	$844	$844	$844
	Total State Revenue	**$13,406**	**$13,614**	**$13,521**	**$13,834**	**$14,155**

	2027-28	2028-29	2029-30	2030-31	2031-32
	0	*0*	*0*	*0*	*0*
d	***Federal Revenues*** *(Thousands)*				
	Title I Consolidated	$189	$189	$189	$189	$189
	Title III	$40	$40	$40	$40	$40
	IDEA	$90	$90	$90	$90	$90
	National School Lunch Program	$357	$357	$357	$357	$357
	Medicaid Reimbursement	$40	$40	$40	$40	$40
	Total Federal Revenue	**$716**	**$716**	**$716**	**$716**	**$716**

	2027-28	2028-29	2029-30	2030-31	2031-32
e	***Summary of Projected Expenses*** *(Thousands)*				
	Certificated Salaries	$3,039	$3,100	$3,047	$3,108	$3,170
	Classified Salaries	$2,093	$2,135	$2,091	$2,133	$2,176

Employee Benefits	$1,474	$1,504	$1,466	$1,495	$1,525
Total Compensation	**$6,606**	**$6,738**	**$6,604**	**$6,736**	**$6,871**
Books & Supplies	$538	$540	$543	$545	$547
Food Service	$425	$425	$425	$425	$425
Other Operating Expenses	$1,817	$1,822	$1,827	$1,832	$1,837
Professional Services	$4,392	$4,459	$4,492	$4,582	$4,675
Interest & Capital Outlay	$24	$27	$24	$20	$20
Total Non-Comp	**$7,195**	**$7,273**	**$7,310**	**$7,404**	**$7,505**
Total Expenses	**$13,801**	**$14,011**	**$13,914**	**$14,140**	**$14,376**
% Compensation	*48%*	*48%*	*47%*	*48%*	*48%*

f

	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**
	0	*0*	*0*	*0*	*0*
Instructional Staff Ratio					
Total Enrollment	620	620	620	620	620
Teachers	19	19	19	19	19
Tutors	5	5	5	5	5
Classroom Assistants	3	3	3	3	3
Special Education Teachers	5	5	5	5	5
Para-Professionals	10	10	10	10	10
Total Instructional Staff	**42**	**42**	**42**	**42**	**42**
Student : Instructional Staff Ratio	*15*	*15*	*15*	*15*	*15*

g

	2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**
	0	*0*	*0*	*0*	*0*
Staffing Model					
Instructional Staff					
Teachers					
Transitional Kindergarten	3.0	3.0	3.0	3.0	3.0
Kindergarten	3.0	3.0	3.0	3.0	3.0
1st Grade	3.0	3.0	3.0	3.0	3.0
2nd Grade	3.0	3.0	3.0	3.0	3.0
3rd Grade	3.0	3.0	3.0	3.0	3.0
4th Grade	3.0	3.0	3.0	3.0	3.0
5th Grade	-	-	-	-	-
STEAM Teacher	1.0	1.0	1.0	1.0	1.0
Special Education Specialists	5.0	5.0	5.0	5.0	5.0
Total Teachers	**24.0**	**24.0**	**24.0**	**24.0**	**24.0**
Tutors/Classroom Assistants/Para-Professionals					
Transitional Kindergarten	3.0	3.0	3.0	3.0	3.0
Kindergarten	1.0	1.0	1.0	1.0	1.0
1st Grade	1.0	1.0	1.0	1.0	1.0
2nd Grade	1.0	1.0	1.0	1.0	1.0
3rd Grade	1.0	1.0	1.0	1.0	1.0
4th Grade	1.0	1.0	1.0	1.0	1.0
5th Grade	-	-	-	-	-
Para-Professional	10.0	10.0	10.0	10.0	10.0
Tutors/Classroom Assistants/Para-Profe	**18.0**	**18.0**	**18.0**	**18.0**	**18.0**
Total Instructional Staff	**42.0**	**42.0**	**42.0**	**42.0**	**42.0**
Non-Instructional Staff					
School Leaders					
Principal	1.0	1.0	1.0	1.0	1.0

Assistant Principal	3.0	3.0	3.0	3.0	3.0
Total School Leaders	**4.0**	**4.0**	**4.0**	**4.0**	**4.0**
Other Non-Instructional Staff					
Office Manager	1.0	1.0	1.0	1.0	1.0
Business Operations Manager	1.0	1.0	1.0	1.0	1.0
Enrichment Coordinators	3.0	3.0	3.0	3.0	3.0
Part-time Support Staff (Est. as FTE)	9.0	9.0	9.0	9.0	9.0
Other (Wellness, Care Corp, Los Dichos)	4.0	4.0	-	-	-
Total Other Non-Instructional Staff	**18.0**	**18.0**	**14.0**	**14.0**	**14.0**
Total Non-Instructional Staff	**22.0**	**22.0**	**18.0**	**18.0**	**18.0**
Total Staffing	**64.0**	**64.0**	**60.0**	**60.0**	**60.0**

		2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**
		0	*0*	*0*	*0*	*0*
h	***Average Budgeted Salary by Position***					
	Instructional Positions					
	Teachers	$86,549	$88,280	$90,046	$91,847	$93,683
	Special Education Teachers	$83,535	$85,206	$86,910	$88,648	$90,421
	Tutors	$50,229	$51,233	$52,258	$53,303	$54,369
	Classroom Assistant	$46,421	$47,350	$48,297	$49,263	$50,248
	Paraprofessional	$49,136	$50,119	$51,122	$52,144	$53,187
	Non-Instructional Positions					
	Principal	$162,732	$165,986	$169,306	$172,692	$176,146
	Assistant Principal	$122,100	$124,542	$127,033	$129,573	$132,165
	Office Manager	$96,929	$98,867	$100,844	$102,861	$104,919
	Business Operations Manager	$107,316	$109,463	$111,652	$113,885	$116,163
	Enrichment Coordinators	$45,390	$46,298	$47,224	$48,168	$49,132
	Office Assistant	$51,444	$52,473	$53,522	$54,592	$55,684
	Ops Specialists	$45,551	$46,462	$47,391	$48,339	$49,306
	Care Corp Coordinator	$75,944	$77,463	$79,012	$80,592	$82,204
	Wellness Counselor	$93,428	$95,296	$97,202	$99,146	$101,129
	Wellness Counselor Intern	$16,569	$16,900	$17,238	$17,583	$17,935

		2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**
		0	*0*	*0*	*0*	*0*
i	***Employee Benefits*** *(Thousands)*					
	Medical / Dental / Vision	$662	$675	$652	$666	$679
	Workers' Compensation	$26	$27	$26	$27	$27
	Social Security / FICA / Medicare	$204	$208	$204	$208	$212
	STRS Retirement	$571	$582	$572	$583	$595
	403(b) Match	$1	$1	$1	$1	$1
	Unemployment Benefits	$10	$10	$11	$11	$11
	Total Benefits	**$1,474**	**$1,504**	**$1,466**	**$1,495**	**$1,525**

		2027-28	**2028-29**	**2029-30**	**2030-31**	**2031-32**
		0	*0*	*0*	*0*	*0*
j	***Books & Supplies*** *(Thousands)*					
	Curriculum	$98	$99	$100	$102	$103
	Instructional Supplies	$84	$84	$84	$84	$84
	Non-Instructional Supplies	$229	$229	$229	$229	$229
	Software Programs (Admin & Assessment	$59	$60	$61	$63	$64
	Student Computer Equipment	$35	$35	$35	$35	$35
	Other Non-Cap. Equipment & Furniture	$32	$32	$32	$32	$32

Total Books & Supplies	**$538**	**$540**	**$543**	**$545**	**$547**
Food Service *(Thousands)*					
Student Food Services	$425	$425	$425	$425	$425
Total Food Service	**$425**	**$425**	**$425**	**$425**	**$425**

k

	2027-28	2028-29	2029-30	2030-31	2031-32
	0	*0*	*0*	*0*	*0*
Other Operating Expenses *(Thousands)*					
Travel & Conferences	$39	$39	$39	$39	$39
Dues & Memberships	$15	$15	$15	$15	$15
Communications	$57	$57	$57	$57	$58
Insurance	$68	$69	$70	$72	$73
Utilities	$166	$169	$173	$176	$180
Copier Leases	$8	$8	$8	$8	$8
Facility Maintenance & Repairs	$177	$177	$177	$177	$177
Facility Lease Expense	$1,287	$1,287	$1,287	$1,287	$1,287
Total Other Operating Expenses	**$1,817**	**$1,822**	**$1,827**	**$1,832**	**$1,837**

l

	2027-28	2028-29	2029-30	2030-31	2031-32
	0	*0*	*0*	*0*	*0*
SB740 Impact *(Thousands)*					
SB740 Revenue	$718	$718	$718	$718	$718
Lease Expense	$1,287	$1,287	$1,287	$1,287	$1,287
SB740 Relief	*56%*	*56%*	*56%*	*56%*	*56%*
Net Lease Burden to School	*$569*	*$569*	*$569*	*$569*	*$569*

m

	2027-28	2028-29	2029-30	2030-31	2031-32
	0	*0*	*0*	*0*	*0*
Professional Services *(Thousands)*					
Professional Development	$28	$28	$28	$28	$28
SPED Consultants	$459	$468	$478	$487	$497
Other Consultants	$66	$68	$69	$70	$72
IT Support	$41	$42	$43	$44	$45
Custodial Services	$112	$114	$116	$119	$121
Health & Testing	$9	$9	$9	$9	$10
After School Program	$1,009	$1,029	$1,050	$1,071	$1,092
Substitutes	$306	$312	$318	$325	$331
Field Trips	$87	$87	$87	$87	$87
Other Services	$138	$138	$138	$138	$138
Authorizer Oversight	$94	$97	$100	$103	$106
SPED Admin Fee	$28	$28	$28	$28	$28
Network Support Fee	$2,014	$2,039	$2,027	$2,073	$2,120
Total Professional Services	**$4,392**	**$4,459**	**$4,492**	**$4,582**	**$4,675**

n

	2027-28	2028-29	2029-30	2030-31	2031-32
	0	*0*	*0*	*0*	*0*
Statement of Activities *(Thousands)*					
Revenues					
State Revenue	$13,406	$13,614	$13,521	$13,834	$14,155
Federal Revenue	$716	$716	$716	$716	$716
Local Revenue	$44	-	$15	$5	-
Grants & Fundraising	-	-	-	-	-
Total Revenues	**$14,165**	**$14,330**	**$14,252**	**$14,554**	**$14,871**
Expenses					

Certificated Salaries	$3,039	$3,100	$3,047	$3,108	$3,170
Classified Salaries	$2,093	$2,135	$2,091	$2,133	$2,176
Employee Benefits	$1,474	$1,504	$1,466	$1,495	$1,525
Books & Supplies	$538	$540	$543	$545	$547
Food Service	$425	$425	$425	$425	$425
Other Operating Expenses	$1,817	$1,822	$1,827	$1,832	$1,837
Professional Services	$4,392	$4,459	$4,492	$4,582	$4,675
Interest & Capital Outlay	$24	$27	$24	$20	$20
Total Expenses	**$13,801**	**$14,011**	**$13,914**	**$14,140**	**$14,376**
Increase/Decrease of Net Assets	**$363**	**$319**	**$338**	**$414**	**$495**
Beginning Cash Balance	$13,875	$14,262	$14,608	$14,970	$15,404
Ending Cash Balance	$14,262	$14,608	$14,970	$15,404	$15,920
Reserve Balance (% of Expenditures)	**103.3%**	**104.3%**	**107.6%**	**108.9%**	**110.7%**

Rocketship Rising Stars — Summary Cash Flow Projections

2027-28	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**13,874,681**	**13,576,972**	**12,926,511**	**13,099,266**	**13,369,394**	**13,679,268**	**13,672,653**	**13,721,294**	**13,754,919**	**14,081,934**	**14,199,629**	**14,129,812**
Total Receipts	940,393	608,873	1,313,964	1,411,337	1,451,082	1,134,593	1,189,850	1,174,833	1,468,223	1,258,903	1,071,391	1,141,479
Total Disbursements	(1,238,103)	(1,259,334)	(1,141,208)	(1,141,208)	(1,141,208)	(1,141,208)	(1,141,208)	(1,141,208)	(1,141,208)	(1,141,208)	(1,141,208)	(1,009,229)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(297,709)	(650,461)	172,755	270,128	309,873	(6,615)	48,642	33,625	327,014	117,695	(69,817)	132,250
Ending Cash Balance	**13,576,972**	**12,926,511**	**13,099,266**	**13,369,394**	**13,679,268**	**13,672,653**	**13,721,294**	**13,754,919**	**14,081,934**	**14,199,629**	**14,129,812**	**14,262,062**

2028-29	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**14,262,062**	**13,958,397**	**13,305,299**	**13,484,970**	**13,676,938**	**13,991,150**	**13,988,874**	**14,041,855**	**14,079,819**	**14,415,038**	**14,536,428**	**14,470,306**
Total Receipts	952,280	624,078	1,338,143	1,350,439	1,472,684	1,156,195	1,211,452	1,196,435	1,493,690	1,279,861	1,092,349	1,162,436
Total Disbursements	(1,255,945)	(1,277,176)	(1,158,471)	(1,158,471)	(1,158,471)	(1,158,471)	(1,158,471)	(1,158,471)	(1,158,471)	(1,158,471)	(1,158,471)	(1,025,237)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(303,665)	(653,098)	179,671	191,968	314,212	(2,276)	52,981	37,964	335,219	121,390	(66,122)	137,200
Ending Cash Balance	**13,958,397**	**13,305,299**	**13,484,970**	**13,676,938**	**13,991,150**	**13,988,874**	**14,041,855**	**14,079,819**	**14,415,038**	**14,536,428**	**14,470,306**	**14,607,506**

2029-30	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**14,607,506**	**14,319,406**	**13,681,642**	**13,874,051**	**13,948,866**	**14,284,913**	**14,304,471**	**14,379,287**	**14,356,490**	**14,713,026**	**14,855,582**	**14,810,626**
Total Receipts	960,520	632,087	1,342,963	1,225,370	1,486,602	1,170,113	1,225,370	1,127,758	1,507,091	1,293,111	1,105,599	1,175,686
Total Disbursements	(1,248,619)	(1,269,851)	(1,150,555)	(1,150,555)	(1,150,555)	(1,150,555)	(1,150,555)	(1,150,555)	(1,150,555)	(1,150,555)	(1,150,555)	(1,016,665)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(288,099)	(637,764)	192,408	74,815	336,047	19,558	74,815	(22,797)	356,536	142,556	(44,956)	159,021
Ending Cash Balance	**14,319,406**	**13,681,642**	**13,874,051**	**13,948,866**	**14,284,913**	**14,304,471**	**14,379,287**	**14,356,490**	**14,713,026**	**14,855,582**	**14,810,626**	**14,969,647**

2030-31	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**14,969,647**	**14,677,840**	**14,036,593**	**14,239,071**	**14,321,194**	**14,664,548**	**14,691,414**	**14,773,537**	**14,758,047**	**15,126,034**	**15,275,207**	**15,236,868**
Total Receipts	976,591	648,382	1,372,208	1,251,853	1,513,085	1,196,597	1,251,853	1,154,241	1,537,717	1,318,904	1,131,392	1,201,479
Total Disbursements	(1,268,397)	(1,289,629)	(1,169,731)	(1,169,731)	(1,169,731)	(1,169,731)	(1,169,731)	(1,169,731)	(1,169,731)	(1,169,731)	(1,169,731)	(1,034,203)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(291,807)	(641,247)	202,478	82,123	343,354	26,866	82,123	(15,489)	367,987	149,173	(38,339)	167,276
Ending Cash Balance	**14,677,840**	**14,036,593**	**14,239,071**	**14,321,194**	**14,664,548**	**14,691,414**	**14,773,537**	**14,758,047**	**15,126,034**	**15,275,207**	**15,236,868**	**15,404,144**

2031-32	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**15,404,144**	**15,109,110**	**14,464,383**	**14,677,837**	**14,768,088**	**15,119,571**	**15,154,565**	**15,244,816**	**15,237,455**	**15,617,842**	**15,774,431**	**15,743,508**
Total Receipts	993,652	665,190	1,402,859	1,279,656	1,540,887	1,224,399	1,279,656	1,182,044	1,569,792	1,345,994	1,158,482	1,228,569
Total Disbursements	(1,288,686)	(1,309,917)	(1,189,405)	(1,189,405)	(1,189,405)	(1,189,405)	(1,189,405)	(1,189,405)	(1,189,405)	(1,189,405)	(1,189,405)	(1,052,183)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(295,034)	(644,727)	213,454	90,251	351,483	34,994	90,251	(7,361)	380,387	156,589	(30,923)	176,387
Ending Cash Balance	**15,109,110**	**14,464,383**	**14,677,837**	**14,768,088**	**15,119,571**	**15,154,565**	**15,244,816**	**15,237,455**	**15,617,842**	**15,774,431**	**15,743,508**	**15,919,895**

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Tenga en cuenta que Rocketship puede promulgar políticas o procedimientos adicionales, complementarios o alternativos para adaptarse a cambios en las circunstancias, a asuntos relacionados con la salud pública o a modificaciones en la legislación o en las obligaciones de cumplimiento. Se espera que las familias cumplan con cualquiera de dichas políticas o procedimientos de la misma manera que con cualquier política y procedimiento mencionado en este manual. Las políticas que se indican en este manual están sujetas a una revisión continua y a la aprobación de la Junta.

ACERCA DE ROCKETSHIP

Rocketship Public Schools ("Rocketship") es una red sin fines de lucro de escuelas primarias chárter públicas o de inscripción abierta que se dedica a brindar igualdad de acceso a oportunidades para todos. Creemos en la posibilidad infinita del potencial humano, y en que todo alumno merece tener derecho a soñar, descubrir y desarrollarse hasta convertirse en su mejor versión.

Nuestra misión es catalizar un cambio transformador en las comunidades desatendidas a través de un modelo escolar escalable y sostenible que impulse el logro estudiantil, desarrolle educadores excepcionales y fomente una colaboración profunda con los padres. Las escuelas Rocketship brindan instrucción que cierra brechas en los alumnos de escuela primaria en California, Tennessee, Wisconsin y Washington D.C.

NUESTRA HISTORIA

La historia de Rocketship comenzó en San José, California, inspirada por el Padre Mateo Sheedy, un párroco con una visión audaz para su comunidad. Cuando descubrió que ninguno de los cientos de niños de su parroquia reunía los requisitos académicos para asistir a una universidad de primer nivel, se propuso crear un sistema educativo K-12 de gran calidad en vecindarios de bajos ingresos. Su visión se mantuvo viva tras su fallecimiento, cuando un grupo de educadores y miembros de la comunidad dedicados fundaron en conjunto la escuela primaria Rocketship Mateo Sheedy Elementary en 2006.

Los alumnos mostraron rápidamente sólidos resultados académicos, y las listas de espera crecieron. Quedó claro que la necesidad de educación primaria de alta calidad se extendía mucho más allá de un vecindario. Impulsada por la demanda de los padres y la organización de la comunidad, Rocketship comenzó a abrir nuevas escuelas en todo el país. Actualmente, la red opera 22 escuelas en California, Tennessee, Wisconsin y Washington D. C., y continúa creciendo con la visión original del Padre Sheedy de ampliar el acceso a una educación de excelencia para los alumnos de las comunidades desatendidas.

NUESTRA MISIÓN Y VISIÓN

En Rocketship Public Schools, creemos en la posibilidad infinita del potencial humano. Cada alumno merece tener el derecho a soñar, descubrir y crecer hasta convertirse en su mejor versión, y es nuestra responsabilidad y privilegio ayudar a que sea posible. A través de nuestra red sin fines de lucro de escuelas primarias chárter públicas o de inscripción abierta, impulsamos el logro estudiantil, desarrollamos educadores excepcionales y nos asociamos con los padres para permitir que las escuelas públicas de alta calidad prosperen en las comunidades a las que servimos.

Nuestra visión: acceso igualitario a oportunidades para todos.

Nuestra misión: catalizar un cambio transformador en las comunidades desatendidas a través de un modelo de escuela pública escalable y sostenible que impulse el logro estudiantil, desarrolle educadores excepcionales y fomente una colaboración profunda con los padres que permita que las escuelas públicas de alta calidad prosperen en su comunidad.

NUESTRO MODELO

El modelo de Rocketship se basa en tres pilares fundamentales:

Aprendizaje personalizado. Cada alumno tiene un conjunto único de necesidades, y Rocketship las satisface adaptando la instrucción, el contenido y el ritmo a su medida a través de una combinación cuidadosamente diseñada de instrucción en el aula con grupos grandes y pequeños, tecnología adaptativa y tutoría dirigida.

Desarrollo de talento. Los excelentes maestros y líderes conforman la base de las escuelas transformadoras. Rocketship invierte mucho en el crecimiento y desarrollo de cada educador y líder con el fin de garantizar que tengan un impacto profundo y duradero en los alumnos y las comunidades.

Poder comunitario. Los padres comprometidos son socios esenciales en la educación de sus hijos. Rocketship desarrolla padres líderes que se convierten en poderosos defensores de sus hijos y promotores de la educación pública de alta calidad en sus comunidades.

Desde el punto de vista de la instrucción, Rocketship utiliza un modelo de rotación distintivo e intencional, único en la educación primaria. En lugar de una experiencia de aula tradicional que sea igual para todos, los alumnos rotan entre Humanidades, STEM y un Laboratorio de aprendizaje, un espacio dedicado donde los alumnos interactúan con programas en línea adaptativos en matemáticas y lectoescritura, desarrollan habilidades tecnológicas y reciben tutoría dirigida en grupos pequeños. Este modelo está diseñado para brindar a cada Rocketeer el apoyo individualizado que necesita para crecer y alcanzar su máximo potencial.

INFORMACIÓN DE CONTACTO

ESCUELAS

Consulte el anexo de su escuela para obtener detalles sobre el recinto y la información de contacto.

SITIO WEB

El sitio web de Rocketship es www.rocketshipschools.org. En él puede encontrar información general sobre Rocketship, lo que incluye nuestro modelo educativo, nuestro equipo administrativo y otras escuelas que forman parte de nuestra red. El sitio web de Rocketship incluye, además, información de contacto del personal de la escuela específica para la escuela; recursos para padres, incluida una versión electrónica de este Manual; la Declaración de no discriminación de Rocketship, la política conforme al Título IX y los Procedimientos de queja e investigación conforme al Título IX; los calendarios escolares; y otros materiales informativos sobre la escuela.

ADMISIONES E INSCRIPCIÓN

Las escuelas Rocketship son escuelas chárter públicas. Las escuelas chárter o de inscripción abierta funcionan con independencia del distrito escolar local y deben contar con la aprobación de una entidad autorizadora local para poder abrir.

Las escuelas chárter son escuelas públicas que no cobran matrícula y están abiertas a cualquier alumno que quiera asistir. Permiten que los padres, las organizaciones y las comunidades restablezcan, reinventen y revitalicen nuestro sistema educativo público.

Rocketship no les tomará a los alumnos ninguna prueba o evaluación antes de su admisión e inscripción en Rocketship. Tampoco limitará la inscripción por motivos de raza, color, religión, nacionalidad, idioma, capacidad intelectual o atlética, indicadores de logros o aptitudes, o condición de alumno con necesidades especiales.

CALENDARIO Y ASISTENCIA

HORARIO ESCOLAR

Consulte el anexo de su escuela para obtener detalles sobre los horarios.

LANZAMIENTO

Cada campus de Rocketship comienza la jornada escolar con una actividad de lanzamiento, un período en el que todos los que forman parte de la escuela se reúnen para hablar sobre un objetivo común. Durante esta actividad de Lanzamiento se puede promover también un hábito estudiantil positivo específico, presentar un nuevo sistema de organización escolar, analizar el avance hacia los objetivos de aprendizaje y fomentar la cultura institucional y el sentido de pertenencia. Toda la escuela, incluido el personal, también puede aprender una canción o una coreografía en conjunto o celebrar los logros recientes de un alumno o un salón de clase en particular.

HORARIO DE ATENCIÓN

El personal de recepción se complace en ofrecer asistencia a nuestra comunidad Alentamos a las familias a llamar o enviar un correo electrónico a nuestro equipo con todas las solicitudes e inquietudes que tengan.

La recepción está cerrada los días en que los alumnos no tienen clases, como feriados, días de formación profesional del personal, días de conferencia para padres, vacaciones de invierno y receso de primavera.

Consulte el anexo de su escuela para conocer el horario de atención y la información de contacto de su escuela.

ASISTENCIA Y AUSENTISMO

Rocketship valora profundamente la presencia y la participación de todos los alumnos dentro de nuestra comunidad escolar. Si los alumnos se ausentan regularmente de la escuela, llegan tarde o se retiran antes, perderán experiencias de aprendizaje importantes y pueden atrasarse. Rocketship hace todo lo posible por colaborar con las

familias para garantizar que los alumnos lleguen a tiempo y asistan a clases todos los días.

Definiciones

Retraso. Se considerará que un alumno tiene un retraso si llega después del inicio de la jornada escolar, pero dentro de los 29 minutos de la hora de inicio.

Llegada tarde. Se considerará que un alumno llegó tarde si llega más de 30 minutos después del inicio de la jornada escolar.

Inasistencia injustificada. Un alumno tendrá una inasistencia injustificada si se ausenta o llega más de treinta (30) minutos tarde sin una justificación válida.

Ausencia. Se considerará que un alumno está ausente si falta a clase sin una justificación válida durante tres (3) días completos en un mismo ciclo lectivo, o si llega tarde o se ausenta por más de un período de 30 minutos durante el día lectivo sin una justificación válida en tres (3) ocasiones en un mismo ciclo lectivo, o cualquier combinación de estas alternativas. Se considerará nuevamente ausente a todo alumno a quien se haya declarado como tal una vez y que vuelva a ausentarse de la escuela sin justificación válida uno o más días, o llegue tarde uno o más días. Dichos casos deberán informarse al director ejecutivo o a la persona designada.

Ausencia habitual. La escuela considerará que un alumno falta a clase habitualmente si se informa que el alumno se ausenta tres (3) veces o más en el transcurso del mismo ciclo lectivo. Esto suele suceder cuando un alumno falta a clase sin una justificación válida durante cinco (5) días completos en un mismo ciclo lectivo, o si llega tarde o se ausenta por más de un período de 30 minutos durante el día lectivo sin una justificación válida en cinco (5) ocasiones en un mismo ciclo lectivo, o cualquier combinación de estas alternativas.

Ausencia sistemática. Se considerará que un alumno falta a clase de manera sistemática si se ausenta de la escuela sin una justificación válida durante el diez (10) por ciento o más de los días de clases en un mismo ciclo lectivo, desde la fecha de inscripción hasta la fecha actual.

Inasistencias y llegadas tarde justificadas e injustificadas
Se espera que todos los alumnos lleguen a tiempo y asistan la escuela todos los días.

Inasistencias justificadas

Será necesario notificar o presentar documentación adecuada para que la inasistencia, la llegada tarde o el retiro anticipado de un alumno en la escuela se anoten como justificados en su registro de asistencia. Dicha notificación debe presentarse dentro de las **24 horas** de la inasistencia del alumno.

Si Rocketship no recibe constancia dentro de este plazo, la inasistencia del alumno se considerará injustificada y no se podrá modificar. En los cuadros a continuación, se explica el tipo de notificación o documentación necesaria para justificar las inasistencias.

Motivo de la inasistencia	Documentación necesaria	Otras notas
Por una enfermedad personal, incluida una inasistencia por motivos de salud mental o conductual del alumno.	Aviso por escrito del padre, la madre o el tutor (menos de tres días consecutivos)	Si un alumno está enfermo durante más de dos días consecutivos, **se exigirá la presentación de un certificado médico a partir del tercer día.**
Para asistir a citas o tratamientos relacionados con la salud (es decir, médicos, dentales, optométricos, quiroprácticos).	Certificado firmado por el médico	
Asistencia a servicios funerarios o duelo por la muerte de un familiar inmediato o de alguien cercano	Aviso por escrito del padre, la madre o el tutor.	La inasistencia no puede superar los cinco días. "Familiar inmediato" hace referencia al padre, la madre o el tutor, el hermano o la hermana, el abuelo o la abuela o cualquier otro familiar que viva en la casa del alumno.
Un alumno que tenga un permiso para trabajar durante un período de no más de cinco (5) días consecutivos en las industrias de entretenimiento o afines podrá retirarse de la escuela durante dicho período por un máximo de cinco (5) ausencias por cada ciclo lectivo, sujeto a los requisitos previstos en la sección 48225.5 del Código de Educación (Education Code, EC).		
Para participar en una obra de una organización de artes escénicas sin ánimo de lucro dirigida a un público de alumnos de escuelas públicas.	Nota escrita del padre, la madre o el tutor	Por un máximo de hasta cinco (5) días por ciclo lectivo
Un alumno que tenga un permiso para trabajar durante un período de no más de cinco (5) días consecutivos en las industrias de		

entretenimiento o afines podrá retirarse de la escuela durante dicho período por un máximo de cinco (5) ausencias por cada ciclo lectivo, sujeto a los requisitos previstos en la sección 48225.5 del Código de Educación.		
Para participar en una obra de una organización de artes escénicas sin ánimo de lucro dirigida a un público de alumnos de escuelas públicas.	Nota escrita del padre, la madre o el tutor	Por un máximo de hasta cinco (5) días por ciclo lectivo
Por cualquiera de los siguientes motivos, si un familiar inmediato del alumno, o una persona que el padre, la madre o el tutor del alumno determine que tiene una relación tan cercana que se considera familiar directo, ha muerto: ● Para acceder a los servicios de una organización u organismo de servicios para víctimas. ● Para acceder a servicios de apoyo para el duelo. ● Para participar en la planificación de la seguridad o tomar otras medidas a fin de mejorar la seguridad del alumno o de uno de sus familiares inmediatos, o de una persona que el padre, la madre o el tutor del alumno determinen que tiene una relación tan cercana que se considera familiar inmediato, incluida, entre otras, la mudanza temporal o permanente.	Aviso por escrito del padre, la madre o el tutor.	Las inasistencias en virtud de esta sección no se justificarán durante más de tres (3) días por incidente, a menos que se extiendan según el caso a discreción del administrador de la escuela. “Familiar inmediato” hace referencia al padre, la madre o el tutor, el hermano o la hermana, el abuelo o la abuela o cualquier otro familiar que viva en la casa del alumno.
Piojos	Documentación escrita de la presencia de piojos	El regreso a la escuela queda sujeto a la presentación de una nota y una inspección en virtud de la Política contra los piojos de Rocketship.
Exclusión debido a cuarentena bajo la dirección de un funcionario de salud del condado o la ciudad.	Según lo que indique el departamento de	

	salud local.	
Para permitir que el alumno pase tiempo con un familiar inmediato que presta servicio en las fuerzas armadas.	Aviso por escrito del padre, la madre o el tutor. En caso de inasistencias más prolongadas, es posible que deba presentarse documentación adicional.	El familiar debe prestar servicio activo en las fuerzas armadas uniformadas y actualmente encontrarse desplegado o en licencia o haber regresado recientemente de una misión. La duración de la inasistencia se determinará a discreción del director.
Suspensión legal	Documentación sobre la suspensión conforme a la Política de suspensión y expulsión de Rocketship.	

Inasistencias injustificadas

Es posible que algunos tipos de inasistencias no se consideren justificadas, aunque se presente la documentación correspondiente. Estas incluyen, entre otras, asistir a citas no documentadas, faltar por enfermedad sin notificación previa a la escuela por parte de los padres, quedarse dormido, tener problemas con el automóvil, ausentarse de clases sin autorización, hacer mandados, cuidar niños y salir de vacaciones fuera de los recesos escolares programados. El director, en consulta con su supervisor, cuando sea necesario, tiene la facultad de determinar si una ausencia debe considerarse justificada o injustificada.

Notificación a los padres de inasistencias injustificadas

Rocketship procurará comunicarse con el padre, la madre o el tutor de un alumno el mismo día y cada vez que el alumno tenga una inasistencia injustificada, y dará seguimiento diario, según fuese necesario.

Tareas pendientes

A todo alumno que se ausente con justificación se le permitirá completar todas las tareas y pruebas que le quedaron pendientes durante la inasistencia justificada que puedan proporcionarse razonablemente, y recibirá todo el crédito correspondiente tras la finalización satisfactoria dentro de un plazo razonable. El maestro de la clase de la que un alumno se ausenta determinará qué pruebas y tareas son razonablemente equivalentes, pero no necesariamente idénticas, a aquellas que le quedaron pendientes durante la inasistencia justificada.

Salida de la escuela durante el día

Se espera que los padres o tutores hagan todo lo posible para programar citas después de la escuela. Sin embargo, si no es posible evitar una cita durante el día lectivo, el alumno deberá presentar al inicio de la jornada una nota firmada por su padre, madre o tutor, en la que se indique el motivo de la ausencia parcial, la hora de salida de la

escuela y la hora estimada de regreso. Si el alumno tiene una cita con el médico, deberá presentar un certificado médico al regresar. Siempre que fuese posible, se espera que los alumnos regresen a la escuela después de la cita.

Las salidas anticipadas por motivos que no están directamente relacionados con el alumno (por ejemplo, una cita de otro familiar) no se consideran justificadas en general, aunque el director puede considerarlas justificadas, a su discreción.

Los alumnos que se enfermen en la escuela deben presentarse en la oficina y permanecer en la escuela hasta que llegue su padre, madre o tutor o hasta que este dé permiso para que el alumno abandone el campus, de acuerdo con la Política de retiro de alumnos de Rocketship. Bajo ninguna circunstancia un alumno puede irse a su casa sin el permiso de su padre, madre o tutor.

Para contribuir a una organización segura y eficiente en la escuela, se les pide a las familias que participen en el proceso habitual de retiro. Salvo en caso de emergencia, los alumnos no podrán retirarse dentro de los 10 minutos previos al horario habitual de salida de la escuela.

Vacaciones
Rocketship contempla las vacaciones en su calendario escolar. Las vacaciones familiares deben planificarse en torno a esas fechas. Los alumnos que se toman vacaciones adicionales no tienen aseguradas las tareas de recuperación ni el crédito.

Llegadas tarde recurrentes
Las llegadas tarde recurrentes pueden someter a las familias a intervenciones.

Cuando un alumno acumula cinco (5) llegadas tarde (justificadas o injustificadas), se le pedirá a la familia que participe en una reunión en la escuela para repasar las expectativas de asistencia.

Cuando un alumno acumula diez (10) llegadas tarde (justificadas o injustificadas), se le pedirá a la familia que asista a una reunión con un directivo de la escuela y que firme un contrato de asistencia.

El director tiene la facultad de no aplicar el requisito de intervención en casos excepcionales, según las circunstancias. Si el padre, la madre o el tutor legal no se presenta o se niega a asistir a una reunión relacionada con la asistencia, pese a haber recibido el aviso con tiempo suficiente, se podrá implementar un plan de intervención. Se enviará o entregará una copia del contrato en el domicilio del alumno que consta en el registro.

Procedimientos por ausentismo

<u>Etapa 1</u> El alumno cumple con la clasificación de ausente. La Etapa 1 corresponde a tres (3) inasistencias o llegadas tarde injustificadas de más de 30 minutos.	Después de que un alumno haya acumulado tres (3) o más inasistencias o llegadas tarde injustificadas de más de 30 minutos, Rocketship notificará a su padre, madre o tutor sobre la condición de "ausente" del alumno, y se enviará al padre, la madre o el tutor el ***Primer aviso de ausentismo.*** La comunicación escrita del *Primer aviso de ausentismo* puede enviarse por correo postal o electrónico. No obligar al alumno a asistir a la escuela podría dar lugar a que se declare culpable al padre, la madre o el tutor de una infracción en virtud de la ley de California.

<u>Etapa 2</u> El alumno ha acumulado un total de seis (6) inasistencias o llegadas tarde injustificadas de más de 30 minutos.	Después de que un alumno haya acumulado seis (6) o más inasistencias o llegadas tarde injustificadas de más de 30 minutos, Rocketship notificará a su padre, madre o tutor sobre la condición de "ausente habitual" del alumno, y se enviará al padre, la madre o el tutor el ***Segundo aviso de ausentismo o de ausencias excesivas***. La comunicación escrita del *Segundo aviso de ausentismo o de ausencias excesivas* puede enviarse por correo postal o electrónico. El padre, la madre o el tutor también debe asistir a una reunión relativa a la asistencia con el equipo directivo de la escuela, que puede incluir al director, el administrador de la oficina u otros miembros del equipo directivo del campus. Rocketship notificará con al menos una (1) semana de antelación de la fecha de la reunión programada.
<u>Etapa 3</u> El alumno ha acumulado un total de nueve (9) inasistencias o llegadas tarde injustificadas de más de 30 minutos.	Después de que un alumno haya acumulado nueve (9) o más inasistencias o llegadas tarde injustificadas de más de 30 minutos, Rocketship notificará a su padre, madre o tutor sobre la condición de "ausente habitual" del alumno, y se enviará al padre, la madre o el tutor el ***Tercer aviso de ausentismo o de ausencias excesivas***. La comunicación escrita del Tercer aviso de ausentismo o de ausencias excesivas puede enviarse por correo postal o electrónico. El padre, la madre o el tutor debe asistir a una reunión relativa a la asistencia, y participar en ella, con el equipo directivo de la escuela, que puede incluir al director, el administrador de la oficina u otros miembros del equipo directivo del campus y los maestros del alumno para desarrollar un ***Plan de intervención en materia de asistencia.*** Rocketship notificará con al menos una (1) semana de antelación de la fecha de la reunión programada. El hecho de no presentarse a la reunión relativa a la asistencia, no mejorar la asistencia o no cumplir con los compromisos del ***Plan de intervención en materia de asistencia*** puede dar lugar a una derivación para que se tomen medidas adicionales.
<u>Etapa 4</u> El alumno ha acumulado un total de doce (12) inasistencias o llegadas tarde	Después de que un alumno haya acumulado doce (12) o más inasistencias o llegadas tarde injustificadas de más de 30 minutos, Rocketship notificará a su padre, madre o tutor sobre la condición de "ausente sistemático" del alumno, y se enviará al padre, la madre o el tutor el ***Aviso de la primera conferencia del equipo de revisión de asistencia escolar***

injustificadas de más de 30 minutos.	***(Student Attendance Review Team, SART)***. La comunicación escrita del *Aviso de la primera conferencia del equipo SART* puede enviarse por correo postal o electrónico. El padre, la madre o el tutor debe asistir a una reunión del ***equipo de revisión de asistencia escolar (SART)***. Un *equipo de revisión de asistencia escolar (SART)* está conformado por directivos escolares, maestros, coordinadores de CareCorps, miembros del equipo de bienestar y especialistas de educación especial o educación especial integrada (Integrated Special Education, ISE) (según corresponda) dedicados ayudar a las familias que atraviesan problemas de asistencia recurrentes y a abordar esos problemas. El plan de asistencia e intervención actual se revisará nuevamente y podría modificarse según sea necesario. El padre, la madre o el tutor y los miembros del equipo SART también firmarán un ***Contrato de intervención y asistencia***. Rocketship notificará con al menos una (1) semana de antelación de la fecha de la reunión programada. El hecho de no presentarse a la reunión relativa a la asistencia, no mejorar la asistencia o no cumplir con los compromisos del ***Contrato de intervención y asistencia*** dará lugar a una derivación para que se tomen medidas adicionales.
Etapa 5 El alumno ha acumulado un total de quince (15) inasistencias o llegadas tarde injustificadas de más de 30 minutos.	Después de que un alumno haya acumulado quince (15) inasistencias o llegadas tarde injustificadas o más de más de 30 minutos, Rocketship notificará a su padre, madre o tutor sobre la condición de "ausente sistemático" del alumno, y se enviará al padre, la madre o el tutor el ***Aviso de la segunda conferencia del equipo SART***. La comunicación escrita del *Aviso de la segunda conferencia del equipo SART* puede enviarse por correo postal o electrónico. El padre, la madre o el tutor debe asistir a una segunda reunión del equipo SART y a un taller obligatorio sobre asistencia escolar. Rocketship notificará con al menos una (1) semana de antelación de la fecha de la reunión o el taller programados. El *Contrato de intervención y asistencia* actual se revisará y podrá modificarse según el equipo SART lo considere apropiado a su entera discreción. El padre, la madre o el tutor y los miembros del equipo SART

	firmarán un ***Contrato de intervención y asistencia revisado***. El hecho de no presentarse a la reunión relativa a la asistencia, no mejorar la asistencia o no cumplir con los compromisos del ***Contrato de intervención y asistencia revisado*** dará lugar a una derivación para que se tomen medidas adicionales.
Etapa 6 El alumno ha acumulado un total de dieciséis (16) o más inasistencias o llegadas tarde injustificadas de más de 30 minutos.	Después de que un alumno haya acumulado dieciséis (16) o más inasistencias o llegadas tarde injustificadas de más de 30 minutos, Rocketship notificará a su padre, madre o tutor sobre la condición de "ausente sistemático" del alumno, y se enviará al padre, la madre o el tutor el ***Aviso para comparecer ante la Junta Regional de Revisión de Asistencia (Regional Attendance Review Board, RARB).*** La comunicación escrita del *Aviso para comparecer ante la RARB* puede enviarse por correo postal o electrónico. La Junta de Revisión de Asistencia Regional (RARB) se desempeña como la junta de revisión definitiva de Rocketship. Se encarga de revisar los asuntos relacionados con el ausentismo de los alumnos en la fase final del proceso interno de seguimiento. LA RARB puede incluir a los siguientes directivos escolares: subdirector de Apoyo Escolar, subdirector de CareCorps y director de escuelas, además de un administrador de CareCorps u otros miembros del equipo directivo regional o nacional. Es posible que se invite a organismos gubernamentales externos (por ejemplo, la oficina del fiscal de distrito, etc.) a esta reunión, a entera discreción de la RARB. El proceso de la RARB se centra en garantizar que la familia tenga claridad sobre las expectativas y consecuencias del incumplimiento de las normas y los compromisos de asistencia, como el riesgo de retención en el grado, elevación del caso a organismos gubernamentales externos, la baja forzosa, etc. El padre, la madre o el tutor debe asistir a una ***Audiencia de revisión de asistencia***. Se revisarán las etapas, las intervenciones y los contratos anteriores. El ***Contrato de intervención y asistencia revisado*** actual podría modificarse según sea necesario. El padre, la madre o el tutor y los miembros de la RARB firmarán el ***Contrato de intervención y asistencia final***. Rocketship notificará con al menos una (1) semana de antelación de la fecha de la reunión programada. El hecho de no presentarse a la reunión relativa a la asistencia, no mejorar la asistencia o no cumplir con los compromisos del ***Contrato de intervención y asistencia final*** dará lugar a otras consecuencias, como el

	riesgo de retención en el mismo grado, la baja forzosa u otras medidas administrativas.

Si un alumno acumula quince (15) inasistencias injustificadas consecutivas o más sin notificar a la escuela el motivo de dichas inasistencias y Rocketship no puede ponerse en contacto con el padre, la madre o el tutor del alumno después de hacer esfuerzos razonables y de buena fe, Rocketship retirará al alumno de la lista de cupos de la escuela y le dará la plaza de dicho alumno a alguien que esté en la lista de espera.

Estudio independiente
En el caso de ausencias prolongadas, el director puede ofrecer y organizar la modalidad de estudio independiente de acuerdo con los procedimientos y la Política de estudio independiente de Rocketship.

Eliminación de alumnos de la lista de cupos de Rocketship

Alumnos que no se presentan al inicio del ciclo lectivo

Si un alumno no se presenta a la escuela durante toda la primera semana del ciclo lectivo y la familia no notifica a Rocketship con anticipación, el alumno puede perder su plaza en la escuela y pasar al último lugar en la lista de espera. La pérdida de la plaza conforme a esta política no se considera una baja forzosa por parte de Rocketship.

Inscripción y asistencia de alumnos en otra escuela

Toda documentación que Rocketship reciba en relación con la inscripción y asistencia de un alumno en otra escuela pública o privada (por ejemplo, el informe del Sistema Longitudinal de Datos sobre el Desempeño de los Alumnos de California) se considerará evidencia de una cancelación **voluntaria** de la inscripción y no activará el Proceso de baja forzosa que se detalla a continuación.

En todas las comunicaciones previstas en este proceso, Rocketship usará la información de contacto facilitada por el padre, la madre o el tutor en el paquete de inscripción. Es responsabilidad del padre, la madre o el tutor facilitar a Rocketship cualquier información de contacto nueva.

Proceso de baja forzosa
Rocketship no dará de baja forzosamente a ningún alumno por ningún motivo, a menos que su padre, madre o tutor haya recibido un aviso por escrito de la intención de Rocketship de expulsar al alumno ("Aviso de baja forzosa"). El Aviso de baja forzosa debe entregarse al padre, la madre o el tutor no menos de cinco (5) días lectivos antes de la fecha de entrada en vigor de la cancelación de inscripción propuesta.

El aviso por escrito deberá ser en la lengua materna del alumno o de su padre, madre o tutor, o bien, si el alumno es un niño o joven en régimen de acogida o sin hogar, en la lengua materna del titular de los derechos educativos del alumno.

El Aviso de baja forzosa incluirá lo siguiente:

1. Los cargos contra el alumno
2. Una explicación de los derechos básicos del alumno, incluido el derecho a solicitar una audiencia antes de la fecha de entrada en vigor de la medida

3. El Aviso y formulario de queja sobre la inscripción del Departamento de Educación de California (California Department of Education, CDE)

La audiencia será coherente con los procedimientos de expulsión de Rocketship. Si el padre, la madre, el tutor o el titular de los derechos educativos del alumno solicita una audiencia, el alumno permanecerá inscrito y no se le podrá dar de baja hasta que Rocketship emita una decisión final. A los fines del presente documento, la "baja forzosa" comprende la cancelación de la inscripción, el retiro, la transferencia o la desvinculación del alumno, pero no incluye suspensiones ni expulsiones de conformidad con la política de suspensión y expulsión de Rocketship.

Cuando el padre, la madre o el tutor solicite una audiencia, Rocketship enviará un aviso de audiencia coherente con su proceso de audiencia de expulsión, en la que el alumno tendrá una oportunidad justa de presentar testimonios, pruebas y testigos, y de confrontar e interrogar a los testigos contrarios, así como el derecho a presentar un abogado o un defensor. El aviso de audiencia deberá ser en la lengua materna del alumno o de su padre, madre o tutor, o bien, si el alumno es un niño o joven en régimen de acogida o sin hogar, en la lengua materna del titular de los derechos educativos del alumno e incluirá una copia del proceso de audiencia de expulsión de Rocketship.

Si el padre, la madre o el tutor no responde al Aviso de baja forzosa, se cancelará la inscripción del alumno a partir de la fecha de entrada en vigor estipulada en dicho aviso. Si el padre, la madre o el tutor solicita una audiencia y no asiste en la fecha prevista, se cancelará la inscripción del alumno a partir de la fecha de la audiencia.

Si, como resultado de la audiencia, se cancela la inscripción del alumno, se enviará una notificación al último distrito escolar de residencia conocido del alumno en un plazo de treinta (30) días calendario.

La decisión de la audiencia de no cancelar la inscripción del alumno no impide que Rocketship recomiende algo similar en el futuro en caso de que el ausentismo del alumno continúe o se repita.

Derivación a organismos pertinentes o al fiscal de distrito del condado
La intención de Rocketship es identificar y eliminar todas las barreras que le impiden al alumno progresar, y Rocketship analizará todas las opciones posibles para abordar los problemas de asistencia de los alumnos con la familia. En el caso de las inasistencias injustificadas, Rocketship puede derivar a la familia a las agencias escolares o de servicios sociales correspondientes.

Si la asistencia de un alumno no mejora después de que se haya celebrado un contrato del equipo SART de acuerdo con los procedimientos anteriores, o si los padres o tutores no asisten a una reunión del equipo SART obligatoria, Rocketship notificará a la oficina del fiscal de distrito del condado, que, a su vez, podrá derivar el asunto para su procesamiento a través del sistema judicial. Se podrá derivar los casos de alumnos de doce (12) años o más al tribunal de menores para su resolución.

Política de no discriminación
Estas políticas se aplicarán de manera justa, uniforme y coherente, sin distinción alguna basada en las características enumeradas en la sección 220 del Código de Educación (discapacidad real o percibida, género, identidad de género, expresión de género, nacionalidad, raza u origen étnico, religión, orientación sexual, o cualquier otra característica contenida en la definición de delitos de odio establecida en la sección 422.55 del Código Penal, incluida la situación migratoria, el embarazo o la asociación con una persona que posea cualquiera de las características antes mencionadas).

COMUNICACIONES

Este año, todas las escuelas Rocketship utilizarán un sistema llamado Parent Square para enviar mensajes a las familias. Estos mensajes pueden incluir información sobre próximos eventos escolares, notificaciones de emergencia, problemas relacionados con la asistencia u otros problemas que la escuela considere importantes para que las familias estén al tanto. Los mensajes se enviarán por mensaje de texto, correo electrónico o llamadas telefónicas utilizando la información de contacto que usted proporcione al momento de la inscripción. Comuníquese con la escuela del menor si desea optar por no recibir estas comunicaciones.

CANCELACIÓN, INICIO TARDÍO Y RETIRO ANTICIPADO DE CLASES

En ocasiones excepcionales, Rocketship puede decidir modificar el horario habitual de la jornada escolar cerrando la escuela por un día, comenzando la jornada más tarde o permitiendo que los alumnos salgan más temprano en uno o varios campus debido a nieve, lluvia, condiciones climáticas adversas, desastres naturales u otras situaciones de emergencia. Rocketship reconoce que cerrar la escuela o acortar la jornada escolar es perjudicial para los alumnos, el personal y las familias, y solo tomará esta decisión cuando sea necesario para garantizar la seguridad de nuestra comunidad escolar. Siempre que fuese posible, Rocketship notificará con anticipación a las familias y al personal sobre la decisión o la posibilidad de implementar una jornada escolar más corta o cerrar la escuela.

OPERACIONES Y SEGURIDAD DEL CAMPUS

PROCEDIMIENTOS DE LLEGADA Y RETIRO

Transporte
Todos los padres y tutores son responsables de organizar el transporte de los alumnos desde y hacia la escuela. Además, los padres deben proporcionar la información de contacto de las personas autorizadas para recoger al alumno.

Consulte el anexo de su escuela para obtener más detalles sobre las instrucciones de ingreso y recogida de su escuela.

Recordatorios para padres y tutores para la llegada y el retiro

- Recuerde tratar al resto de las familias, los alumnos y los miembros del personal de Rocketship con cortesía y respeto en todo momento. No tome ninguna medida que pueda poner en peligro la salud o la seguridad de cualquier persona que se encuentre en el campus. Toda conducta conflictiva, irrespetuosa o poco segura al llegar o retirarse puede hacer que los padres o tutores pierdan el privilegio de estar en el campus de la escuela.
- NO se reúna con maestros o directivos de la escuela durante la hora de llegada y retiro; en su lugar, programe una cita.
- NO permita que su hijo esté en la acera afuera o cerca de nuestro campus. Usted DEBE ingresar al campus y dejar a su hijo en el área de ingreso designada.
- Excepto en contadas ocasiones, no se permite la presencia de animales en el campus durante el horario de ingreso y recogida. Si tiene un animal en su automóvil, este debe permanecer dentro del vehículo en todo momento mientras esté en el campus.
- Los alumnos solo pueden descender de los vehículos del lado del acompañante.

- Muestre su tarjeta Rocketship para retirar al alumno cuando lo recoja.
- Recuerde dejar el espacio correspondiente entre los automóviles para evitar colisiones.
- NO bloquee los accesos vehiculares mientras espera para ingresar a la rotonda.
- Si necesita estacionar su vehículo, hágalo solamente en los espacios de estacionamiento designados de Rocketship o en lugares públicos donde esté legalmente permitido. Evite estacionar u obstaculizar en una propiedad residencial o comercial privada.
- NO hable por teléfono ni envíe mensajes de texto durante este período de ingreso y egreso de la escuela. Necesitamos poder comunicarnos con usted para la seguridad de todas las familias, los alumnos, el personal y los visitantes de Rocketship.

SALIDA DE LOS ALUMNOS

Rocketship hará todo lo posible para garantizar que el retiro de los alumnos se lleve a cabo de manera segura cuando salgan de la escuela todos los días. Al comienzo del año, los padres o tutores deben hacer lo siguiente:

- Asegurarse de haber completado correctamente los formularios de inscripción y registro, y de haber ingresado toda la información obligatoria en PowerSchool sobre los adultos que son padres, tutores o están autorizados a retirar a los alumnos.
- Completar la tarjeta Rocketship que deberán mostrar al retirar al alumno.
- Presentar una identificación gubernamental al recoger al alumno.
- Completar una Tarjeta de contacto en caso de emergencias que incluya los nombres de las personas con las que pueden ponerse en contacto en caso de emergencia si no se consigue contactar al padre, la madre o el tutor.

Si el padre, la madre, el tutor u otra persona autorizada olvida llevar la tarjeta PikMyKid de Rocketship para retirar al alumno, deberá anunciarse en la recepción y obtener una nueva tarjeta o un pase temporal.

Tarjeta de retiro de Rocketship
Al comienzo del ciclo lectivo, los padres o tutores reciben una tarjeta de retiro de Rocketship con el número de retiro del alumno. Al retirar al alumno, su padre, madre o tutor (u otra persona autorizada) debe mostrarle esta tarjeta al personal de la escuela junto con una identificación gubernamental actual para poder recoger al niño. Si pierde su tarjeta de retiro de Rocketship, deberá recordar el número de retiro del alumno y mostrar su identificación en la recepción para obtener un pase temporal y así poder recoger al niño.

Tarjetas de contacto en casos de emergencia
Al comienzo del ciclo lectivo, los padres o tutores deberán completar y presentar una tarjeta de contacto de emergencia para que quede guardada en los archivos de la escuela. Se pedirá a los padres o tutores que incluyan los nombres de las personas con las que pueden ponerse en contacto en caso de emergencia si no es posible contactar al padre, la madre o el tutor. Cualquier persona que figure como Contacto de emergencia también será considerada autorizada por el padre, la madre o el tutor del alumno para retirarlo de la escuela, a menos que el padre, la madre o el tutor indique lo contrario. En cualquier momento durante el año, los padres o tutores pueden solicitar la actualización de la tarjeta de contacto en caso de emergencia. Al hacerlo, todas las versiones anteriores de la tarjeta se anulan.

Autorización de personas para recoger a un niño
Los padres o tutores pueden entregar una autorización a Rocketship para que otras personas retiren a un alumno

completando la sección “Autorización de retiro” de la Tarjeta de contacto en caso de emergencia.

Los padres o tutores deberán incluir el nombre, el número de teléfono y la relación con el alumno de cada persona a la que deseen permitir que lo retire. El padre, la madre o el tutor puede actualizar esta sección “Autorización de retiro” en cualquier momento en la recepción de la escuela. El personal de Rocketship puede pedir a las personas autorizadas que se identifiquen cuando recojan al alumno de la escuela.

La política general de Rocketship prohíbe que menores de edad retiren a los alumnos. La única excepción es que los padres o tutores pueden autorizar a Rocketship para que permita que un familiar menor de edad (de entre 14 y 18 años) retire al alumno completando el formulario de “Autorización de retiro” y un formulario de Exención de responsabilidad por retiro por parte de un menor de edad. Se deberá imprimir una copia adicional de la Tarjeta de retiro para el retiro del alumno con el familiar menor de edad, y el familiar menor de edad deberá presentar esta autorización todos los días que retire al Rocketeer. También será necesario presentar una identificación adecuada.

Rocketship reconoce que habrá situaciones en las que una persona que no figura en la Tarjeta de contacto en casos de emergencia deba recoger al alumno de la escuela. En estos casos poco frecuentes, el padre, la madre o el tutor deberá llamar a la escuela para informar al personal que autoriza que otra persona recoja al alumno ese día. Si una persona que no figura en el formulario de la tarjeta de contacto en casos de emergencia viene a recoger al alumno, y el padre, la madre o el tutor aún no se ha comunicado con la escuela, la escuela deberá hablar con el padre, la madre o el tutor por teléfono antes de dejar que el alumno se retire. Además, siempre que fuese posible, los padres o tutores deben darle a la persona autorizada una nota firmada en la que indique su deseo de que esa persona recoja al alumno el día en cuestión.

Retiro de emergencia
En caso de un retiro de emergencia, los padres o tutores deben esperar las instrucciones de los directivos de la escuela antes de acercarse al campus a recoger al menor. Los directivos de la escuela les brindarán a los padres o tutores información actualizada sobre el proceso de retiro a través del sistema de llamadas automatizadas. Los padres o tutores deben tener en cuenta que el lugar y los procedimientos de retiro podrían no ser los mismos que en un día normal. Los padres o tutores deben estar preparados para presentar una identificación con foto al recoger a un alumno después de una emergencia en el campus.

Protección de los alumnos
Rocketship es responsable de proteger la salud y la seguridad de sus alumnos mientras se encuentran en las instalaciones de la escuela. Si Rocketship tiene algún motivo para sospechar que la salud o la seguridad de un alumno podría estar en riesgo si lo retira una persona que no sea su padre, madre o tutor, aunque esa persona esté autorizada a hacerlo, la escuela tiene derecho a mantener al alumno en el campus y comunicarse con el padre, la madre, el tutor u otro contacto de emergencia válido.

RECOGIDA TARDÍA

El objetivo de Rocketship es que la salida de los alumnos sea segura, eficiente y responsable. Aunque entendemos que, a veces, las emergencias familiares pueden provocar un retraso al recoger a un alumno de la escuela, no hacerlo a tiempo sistemáticamente supone una carga excesiva para el personal de la escuela, es costoso para la institución y afecta las rutinas diarias de nuestros alumnos.

Notificación a la escuela
Se espera que los padres o tutores organicen debidamente la recogida de los alumnos durante su horario de retiro designado todos los días. No obstante, entendemos que pueden surgir situaciones impredecibles que podrían hacer que el padre, la madre o el tutor de un alumno lo recoja tarde un día determinado (por ejemplo, por problemas con el automóvil, tránsito, asuntos del trabajo, etc.). En estos casos, solicitamos que el padre, la madre o el tutor se comunique con la escuela por teléfono para informar al personal que retirará tarde al alumno ese día. Incluso si el padre, la madre o el tutor ha notificado a la escuela que su hijo será recogido tarde, el padre, la madre o el tutor deberá completar un Informe de incidente de recogida tardía cuando llegue para recoger al menor.

Recogida tardía
Si un alumno queda en el campus después del horario de retiro y su padre o madre no ha notificado a la escuela, el personal de la escuela intentará llamar al padre, la madre o el tutor del alumno. Si la escuela no puede comunicarse con el padre, la madre o el tutor, también podrá ponerse en contacto con las personas que figuran en la tarjeta de contacto en caso de emergencia del alumno.

El padre, la madre o el tutor (o la persona autorizada) que venga a recoger a un alumno después de finalizado el período de retiro deberá completar un Informe de incidente por recogida tardía antes de abandonar el campus. Estos informes se archivarán en la escuela como constancia del motivo por el que se recogió tarde al alumno ese día.

Recogida extremadamente tardía
Si un alumno sigue en el campus más de una hora después de finalizado el período de retiro y los miembros del personal no han podido comunicarse con su padre, madre o tutor, el personal de Rocketship se comunicará con las personas que figuran en la tarjeta de contacto en caso de emergencia del alumno. Si el personal no puede comunicarse con el padre, la madre o el tutor del alumno ni con las personas que figuran en la tarjeta de contacto en caso de emergencia, el director o la persona designada pueden comunicarse con las autoridades locales (es decir, la policía o los organismos locales de protección de menores). El director o la persona designada pueden entregar al niño a una persona autorizada del organismo local de protección de menores o del departamento de policía.

Recogida tardía recurrente, frecuente y sistemática
Si a un alumno lo recogen tarde con frecuencia, el personal de la escuela solicitará una reunión con el padre, la madre o el tutor para determinar la causa y aplicar intervenciones de apoyo.

Rocketship aplicará una serie progresiva de intervenciones para las familias que retiren tarde a los alumnos de manera reiterada, según se detalla a continuación:

Recogida tardía (cada caso)	El padre, la madre o el tutor (o la persona autorizada) que recoge al alumno deberá completar un Informe de incidente por recogida tardía antes de abandonar el campus.
Recogida tardía recurrente (tres casos)	El padre, la madre o el tutor deberá asistir a una reunión con un directivo de la escuela para revisar los informes de incidentes por recogida tardía, además de llegar a un acuerdo verbal y planificar para evitar recoger tarde al alumno en el futuro. El director de la escuela podrá derivar a la familia a servicios locales de consejería o a recursos relacionados con el

	ausentismo.
Recogida tardía frecuente (seis casos)	Se enviará una carta al padre, la madre o el tutor del alumno en la que se especificará la fecha, hora y ubicación en las que se celebrará una reunión con un directivo de la escuela. El padre, la madre o el tutor debe asistir a una reunión con un directivo de la escuela y firmar un acuerdo para recoger al alumno a tiempo.
Recogida tardía sistemática (más de seis casos)	El padre, la madre o el tutor pueden estar sujetos a asistir a un taller de intervención con el personal de la escuela, incluidos, entre otros, el director, el administrador de Operaciones Comerciales y el administrador de la oficina. En algunos casos, Rocketship también puede comunicarse con el Servicio de Protección de Menores, a discreción del director.

La serie progresiva de intervenciones mencionada antes no reemplaza ni retrasa ninguna notificación obligatoria a las autoridades policiales o a los organismos de protección de menores locales. En algunos casos, Rocketship también puede comunicarse con los organismos locales de protección de menores, a discreción del director o de la persona designada.

ACCESO AL CAMPUS Y VISITANTES

Rocketship se esfuerza por crear campus que sean acogedores para las familias, los voluntarios y los miembros de la comunidad, a la vez que garantiza un entorno seguro para los alumnos y el personal. A los fines de esta política, se entiende por "campus" a todo el establecimiento cubierto y al aire libre, incluidos los edificios de la escuela, las aceras, los estacionamientos, los accesos vehiculares, las áreas de juegos y los patios internos.

Rocketship prohíbe los siguientes elementos en los edificios de la escuela, en el predio escolar, en los autobuses escolares o en las actividades fuera del campus relacionadas con la escuela o patrocinadas por esta, salvo cuando los utilicen las autoridades policiales y el personal autorizado o, de otro modo, cuando así lo establezca la ley. Esta no es una lista exhaustiva, y Rocketship se reserva el derecho de prohibir cualquier elemento que el personal considere inseguro o, de otro modo, inapropiado.

- Armas, incluidas, entre otras, cualquier arma real o imitación de lo siguiente:
    - Armas de fuego
    - Cualquier otro tipo de pistola o dispositivo de proyectiles
    - Cuchillos
    - Hojas de afeitar
    - Pistolas de electrochoque (Taser/Stun)
    - Gas pimienta o aerosol de defensa contra osos
- Tabaco/alcohol
- Drogas ilícitas
- Fuegos artificiales o explosivos
- Otros elementos que el personal de la escuela pueda considerar que son peligrosos

Puntos de acceso al campus y procedimientos de registro de visitantes
Cuando haya alumnos en el edificio, un miembro del personal de Rocketship supervisará tanto la recepción como los accesos controlados a cada campus. Todas las puertas que conducen a los edificios de la escuela deben permanecer cerradas con llave en todo momento, y solo los miembros autorizados del personal podrán abrirlas. Todos los visitantes deben usar la entrada principal para entrar y salir de la escuela, excepto en casos de incendio o emergencia. Cada visitante debe cumplir con el siguiente procedimiento de registro de visitantes.

Antes de poder acceder al edificio de la escuela, todos los visitantes deben presentarse en el puesto de seguridad donde se verificará su identificación, se hará un control en el registro de delincuentes sexuales y deberán cumplir con cualquier otra medida de seguridad (por ejemplo, hojas de registro de ingreso y egreso) que la escuela haya implementado. La escuela informará a los visitantes cualquier seguimiento específico que pueda ser necesario en caso de que no puedan presentar una identificación válida o que tengan antecedentes de delitos sexuales.

Pautas generales sobre las visitas

- Todos los visitantes (incluidos los miembros del personal regional y nacional de Rocketship) deben registrarse e identificarse a través de VisitU con su identificación vigente emitida por el gobierno ante el personal de seguridad de forma inmediata al ingresar a cualquier edificio o predio escolar, siempre que haya alumnos en el establecimiento. Las escuelas deberán facilitar una hoja de registro de visitantes para los eventos que se lleven a cabo en el campus.
- A las personas identificadas como delincuentes sexuales registrados se les negará el ingreso y serán remitidas a la administración escolar. Un padre o tutor que sea un delincuente sexual registrado debe comunicarse con la administración escolar con anticipación para coordinar cualquier visita aprobada, e inclusive debe indicar las fechas y horas en que estará en el campus para recoger al alumno.
- El director o la persona designada puede negarse a registrar a un visitante si tiene fundamentos razonables para suponer que dicha persona porta un elemento peligroso o prohibido, o si considera que su presencia o sus acciones podrían alterar el funcionamiento de la escuela, a los alumnos, maestros u otros empleados; o que la presencia del visitante podría causar daños a la propiedad; o que la presencia del visitante podría dar lugar a la distribución o el uso de sustancias ilegales o controladas.
- No se permitirá el ingreso al campus a visitantes disfrazados, a menos que exista un acuerdo previo con la administración de la escuela.
- Después de registrarse en la recepción, los visitantes que no sean empleados de Rocketship recibirán una credencial de VisitU que deben exhibir en todo momento mientras estén en el campus. Si un miembro del personal de soporte de la red Rocketship olvida su credencial, deberá registrarse en VisitU y obtener un pase de visitante en la recepción.
- Además, todos los visitantes deben firmar su salida al abandonar el campus.
- El director o la persona designada puede retirar el consentimiento para que una persona permanezca en el campus, siempre que exista un fundamento razonable para suponer que su presencia en el predio escolar podría interferir o interfiere en el desarrollo pacífico de las actividades escolares, que podría alterar o altera el funcionamiento de la escuela, a sus alumnos, maestros u otros empleados, o que presenta un riesgo para las personas que forman parte de la comunidad escolar.
- El director o la persona designada puede solicitar que un visitante que no se haya registrado, o cuyos privilegios de registro hayan sido denegados o revocados, abandone de inmediato el predio escolar. Cuando se indique a un visitante que debe retirarse, el director o la persona designada deberá informarle que, si vuelve a ingresar a la escuela sin reunir los requisitos establecidos, se podrá notificar a

las autoridades policiales y que se le podrá acusar de un delito menor.

Excepciones de identificación de los servicios de protección de menores y trabajadores sociales

En el caso poco común de una situación de emergencia o una investigación activa en la que un representante de un organismo estatal o local de servicios de protección de menores no tenga una identificación con foto estándar emitida por el gobierno (p. ej., una licencia de conducir) para el sistema VisitU, el director o un directivo de la escuela designado puede, a su discreción, basarse en la identificación oficial del organismo estatal de dicha persona para aprobar un método alternativo de verificación de identidad y seguridad. Esto puede incluir verificar las credenciales del organismo del funcionario, el número de placa o el cotejo de su identidad con la oficina regional del organismo. Esta excepción se limita estrictamente al personal gubernamental autorizado que cumpla funciones oficiales relacionadas con el bienestar infantil.

Cómo coordinar una visita al campus

Rocketship da la bienvenida a los familiares en nuestras escuelas. Los padres y tutores son bienvenidos a participar en actividades patrocinadas por la escuela, previa invitación. Además, los padres o tutores pueden reunirse con el maestro u otro miembro del personal de la escuela del alumno y asistir a reuniones relacionadas con este agendando una cita en un horario en el que no se dictan clases.

Todas las solicitudes de visitas a la escuela u observaciones en el aula, ya sean por parte del padre, la madre o el tutor o de un tercero, deben ser organizadas con antelación y aprobadas a discreción del director o la persona designada.

Las observaciones del programa de educación especial actual o propuesto del alumno se organizarán de acuerdo con las políticas de la sección “Apoyo estudiantil y educación especial” de este manual.

Rocketship se reserva el derecho de limitar, retrasar o reprogramar cualquier visita al aula. Es posible que no se puedan atender las visitas sin cita previa o para el mismo día.

Conducta del visitante

Se espera que todos los visitantes, independientemente de su motivo para estar en el campus, actúen de acuerdo con todas las reglas, políticas, estándares de conducta y normas de Rocketship mientras se encuentren en las instalaciones de la escuela. Durante las visitas a la escuela, Rocketship espera que todos los padres o tutores y otros visitantes participen exclusivamente en actividades directamente relacionadas con el fin de su visita. Si un visitante se comporta de manera conflictiva o muestra una conducta amenazante o inapropiada hacia cualquier persona dentro del campus de Rocketship, el director de la escuela o la persona designada podrá, a su criterio, hacer lo siguiente:

- Solicitar al visitante que abandone el campus.
- Retirar el consentimiento para que el visitante permanezca en el campus.
- Solicitar apoyo al Oficial de Recursos Escolares (SRO) o a los departamentos de policía locales.

Algunos ejemplos de comportamiento conflictivo, amenazante o inapropiado pueden incluir, entre otros, los siguientes:

- Alterar el entorno o las operaciones escolares en cualquier espacio del campus escolar.

- Comprometer o amenazar con comprometer la salud, la seguridad o el bienestar de los alumnos o del personal.
- Usar intimidación, lenguaje ofensivo o expresar amenazas hacia el personal, los alumnos u otros miembros de la comunidad escolar.
- Portar un arma en el campus, aunque tenga licencia o autorización para hacerlo.
- Interactuar de manera inapropiada con un alumno que no es su hijo o el menor a su cargo.
- Grabar o monitorear a los alumnos, al personal o a los miembros de la comunidad escolar sin su consentimiento previo, lo que incluye, entre otros, video, fotografía, audio, dispositivos remotos de "escucha" y toma de notas habilitada por IA de cualquier tipo.
- Negarse a cumplir con las políticas de la escuela.
- No adoptar ni respaldar los valores de Rocketship y las normas de la comunidad.

Esta política también se aplica a la conducta durante los programas virtuales (es decir, clases virtuales, eventos, etc.). A las personas que aparezcan en un evento virtual con un alumno de Rocketship y cuya conducta viole esta política se les pedirá u obligará a abandonar la programación virtual y podrían ser objeto de acciones legales.

Merodeo
Los visitantes, incluidos los padres o tutores y los niños que no sean alumnos de la escuela, no tienen permitido merodear en el predio escolar, lo que incluye en el estacionamiento y fuera de los edificios de la escuela. Esto se aplica a los hijos de los miembros del personal que asisten a otra escuela. El estacionamiento solo debe utilizarse para dejar y recoger alumnos y para participar en actividades escolares oficiales.

Se espera que todos los visitantes, incluidos los padres y los tutores, las personas autorizadas y los alumnos abandonen el campus al concluir la actividad escolar o los asuntos escolares oficiales.

Negativa a abandonar el campus
Cualquier persona que se niegue a retirarse después de que el director o la persona designada se lo soliciten o que ingrese al campus de la escuela (incluidos los edificios de la escuela, las aceras, los estacionamientos, los accesos vehiculares, las áreas de juegos y los patios internos) sin la debida autorización, de acuerdo con los Procedimientos de registro de visitantes, podrá quedar sujeta a las leyes penales locales por ingreso indebido y violación de propiedad.

La negativa continua a cumplir con las indicaciones puede llevar a Rocketship a retirar el consentimiento para que la persona permanezca en el campus. El director o la persona designada pueden solicitar la asistencia de la policía para exigir el cumplimiento de una solicitud de abandonar cualquier campus de Rocketship o para iniciar cualquier otra acción legal.

Retiro del consentimiento para que una persona permanezca en el campus
Rocketship reconoce que podrían surgir situaciones en las que podría ser necesario negarle a una persona el acceso a uno de sus campus. En esos casos, el director de la escuela o sus supervisores pueden emitir un Aviso de exclusión. Los Avisos de exclusión cumplirán con todos los requisitos establecidos por las leyes estatales correspondientes y, como mínimo, incluirán lo siguiente:

- El nombre de la persona a la que se le restringe el acceso.
- El o los campus de la escuela a los que la persona tiene restringido el acceso.

- Los motivos por los cuales se le restringe el acceso a la persona.
- La fecha en la que se implementa la restricción y, si es relevante, se la retira.
- El nombre del director o la persona designada de la escuela que emite el aviso o la carta.

Mientras dure el retiro de la autorización, es responsabilidad de la persona sujeta a la restricción acatar los términos del Aviso de exclusión emitido. Rocketship se reserva el derecho de solicitar la aplicación legal de un Aviso de exclusión.

Es responsabilidad del director, del administrador de Operaciones Comerciales, del administrador de la oficina y del guardia de seguridad escolar:

- Exigir la verificación de la identificación con fotografía el 100 % del tiempo para garantizar que no ingresen al edificio personas sujetas a una restricción.
- Documentar y mantener los procedimientos de recogida e ingreso y guardar cualquier documentación relacionada con el Aviso de exclusión en la recepción.
- Comunicarse con el departamento de policía local si una persona se vuelve agresiva o se niega a cumplir con las políticas o los protocolos de la escuela.

VIGILANCIA ELECTRÓNICA Y GRABACIÓN POR PARTE DE TERCEROS

Vigilancia administrada por la escuela
La vigilancia electrónica puede utilizarse en los campus de Rocketship cuando la administración de Rocketship lo considere necesario. El uso de vigilancia electrónica en nuestras escuelas tiene como único fin controlar robos, garantizar la seguridad de los alumnos y el personal de Rocketship y facilitar la identificación de las personas que se comportan de manera conflictiva o cometen un delito. Rocketship cumplirá con las leyes vigentes con respecto a la grabación electrónica. Los registros de vigilancia electrónica son propiedad de Rocketship y no se consideran registros educativos sujetos a la Ley de Derechos Educativos y Privacidad Familiar (Family Educational Rights and Privacy Act, FERPA), a menos que se mantengan y utilicen en relación con un procedimiento disciplinario (por ejemplo, una audiencia de expulsión), que muestren la violación de una ley local, estatal o federal, que muestren a un alumno siendo lesionado, atacado, victimizado, enfermo o que esté teniendo una emergencia de salud, o que muestren a un alumno como el enfoque específico de la foto o el video, o que, de otro modo, contengan información de identificación personal en el registro educativo de un alumno. No se facilitarán los registros de vigilancia electrónica de Rocketship a los padres, tutores ni a ningún otro tercero, a excepción de las autoridades policiales durante una emergencia en curso o una situación crítica, o como respuesta a una citación u orden judicial válida.

Requisito de consentimiento de ambas partes de California
En California, se necesita el consentimiento de ambas partes antes de grabar una conversación en un área donde una persona tendría una expectativa razonable de privacidad. Este requisito legal se aplica a todos los miembros de la comunidad de Rocketship, incluidos alumnos, padres, personal y visitantes. Rocketship cumplirá con las leyes aplicables en materia de grabación electrónica y espera que todos los miembros de la comunidad cumplan con las leyes estatales y federales aplicables en materia de grabación electrónica y protección de la privacidad.

Dispositivos personales de grabación y monitoreo
Cualquier dispositivo con monitoreo de audio remoto, capacidades de "escucha" o funciones de grabación no autorizadas (por ejemplo, AngelSense, dispositivos inteligentes especializados como relojes o herramientas de toma de notas con IA) representa riesgos significativos en la privacidad para los alumnos, el personal y otros miembros de la comunidad escolar.

El uso de cualquier dispositivo de grabación o transmisión de audio o video en vivo está estrictamente prohibido en el campus, excepto donde esté explícitamente autorizado por Rocketship. El permiso para que un alumno lleve o utilice dicho dispositivo debe ser revisado y aprobado formalmente por el equipo del IEP o 504 del alumno para determinar su necesidad como una adaptación requerida, y/o debe ser aprobado por escrito por el Director Ejecutivo Regional.
Cualquier uso aprobado de dichos dispositivos estará sujeto a protocolos estrictos para garantizar la privacidad de los otros alumnos, el personal y los miembros de la comunidad escolar.

Visitantes en general y grabación en el campus
Rocketship solicita que, salvo durante eventos escolares designados (como obras de teatro, graduaciones y otras actividades abiertas a la comunidad de Rocketship), los padres y otros visitantes en el campus se abstengan de tomar fotografías o hacer grabaciones de audio o video de los alumnos y el personal sin obtener primero el consentimiento por escrito del padre del alumno. En caso de que un padre o visitante del campus registre una imagen de un alumno, Rocketship solicita que la persona se abstenga de publicarla en una cuenta personal de redes sociales. Grabar (es decir, grabar video, audio, notas habilitadas por IA de cualquier tipo) o fotografiar a los alumnos, al personal y a los miembros de la comunidad escolar sin su conocimiento o consentimiento previo es intrusivo, infringe la Política de visitantes y acceso al campus de Rocketship y puede infringir las leyes de privacidad estatales o federales.

CUSTODIA FAMILIAR

Rocketship hará todo lo posible para garantizar el cumplimiento de los acuerdos legales de custodia.

Para los fines de esta política, Rocketship respetará las siguientes definiciones:

> ***Orden judicial***. Una orden emitida por un tribunal que establece los derechos de custodia de las partes.
>
> ***Custodia física compartida***. Significa que cada uno de los padres/tutores tendrá períodos considerables de custodia física. Los padres compartirán la custodia física conjunta de manera tal que se garantice que el menor tenga contacto frecuente y continuo con ambos padres/tutores.
>
> ***Custodia física absoluta.*** Significa que un niño vivirá y estará bajo la supervisión de uno de los padres/tutores, sujeto a la facultad del tribunal de disponer visitas.
>
> ***Custodia legal compartida***. Significa que ambos padres/tutores compartirán el derecho y la responsabilidad de tomar decisiones relacionadas con la salud, la educación y el bienestar de un niño.
>
> ***Custodia legal absoluta***. Significa que uno de los padres/tutores tendrá el derecho y la responsabilidad de tomar decisiones relacionadas con la salud, la educación y el bienestar de un niño.

Padre o madre sin custodia. Es un padre o una madre que no tiene la custodia física (compartida o absoluta) del menor, de conformidad con una orden judicial.

Titular de los derechos educativos. Significa cualquiera de los siguientes:

- Padre o madre biológico(a)
- Tutor legal
- Padre o madre adoptivo(a)
- Otro adulto designado por el tribunal
- Cualquier adulto a quien se le asignen los derechos educativos mediante un documento firmado, fechado y notariado por el titular de los derechos educativos (no designado por el tribunal)

Registros de custodia
Rocketship procura mantener registros de custodia precisos y actualizados de todos los alumnos. ***Es responsabilidad del padre, la madre o el tutor de un alumno proporcionar al administrador de la oficina de Rocketship las órdenes judiciales o acuerdos legalmente vinculantes vigentes y precisos relacionados con los derechos de custodia del menor.*** Las órdenes judiciales actualizadas deben entregarse al administrador de la oficina lo antes posible. Toda la documentación proporcionada a la escuela se mantendrá confidencial y solo los miembros del personal tendrán acceso a ella cuando fuese necesario.

En ausencia de una orden judicial válida, firmada y fechada que indique lo contrario, Rocketship supondrá que los padres biológicos separados o divorciados de un niño tienen la custodia legal y física compartida del menor.

Los padrastros, padres adoptivos, tutores, cuidadores designados por el tribunal y defensores o cuidadores no designados por el tribunal que no sean los padres biológicos deben presentar un comprobante de tutela legal, orden judicial o evidencia legalmente exigible de sus derechos antes de que puedan tomar decisiones educativas en relación con un alumno.

Salida de los alumnos
Cualquier padre, madre o tutor que tenga la custodia física de un niño o derechos de custodia específicos otorgados por medio de una orden judicial que se extienda a horas extracurriculares puede recoger al alumno de la escuela y autorizar a Rocketship a que permita que cualquier otra persona lo recoja, siempre que dichos arreglos sean coherentes con los términos de la política de Rocketship y la orden judicial.

En caso de que se modifiquen los términos de una orden judicial en el transcurso del ciclo lectivo, es responsabilidad de los padres/tutores proporcionar al administrador de la oficina una copia de la orden judicial más reciente con la mayor celeridad posible.

En cualquier momento, el padre, la madre o el tutor que tenga custodia física puede agregar personas en la sección "Autorización de retiro" de la tarjeta de contacto en casos de emergencia.
Rocketship no le negará al padre o la madre el ejercicio de sus derechos parentales, a menos que se le presente una orden judicial válida. Si uno de los padres no desea permitir que el otro o el tutor tenga derecho a retirar al niño de la escuela o visitarlo en el establecimiento, Rocketship debe recibir una orden judicial válida que limite los derechos del otro padre.

Derechos de los padres sin custodia

Inspección de expedientes

Todos los padres, independientemente de los derechos de custodia, tienen derecho a inspeccionar las copias de los expedientes educativos del menor, aunque no pueden modificarlas, a menos que una orden judicial limite específicamente los derechos de los padres en este sentido. Cualquier inspección de expedientes debe realizarse de acuerdo con las políticas de expedientes estudiantiles de Rocketship y la ley FERPA, según se indica en la Notificación de derechos y garantías.

Visitas en la escuela

Los padres que no tengan la custodia física **no pueden** retirar a sus hijos del aula ni visitarlos en la escuela sin el consentimiento del padre o la madre que tiene derechos de custodia o una orden judicial. Rocketship no permite que las visitas ordenadas por el tribunal se lleven a cabo en la escuela.

Neutralidad de Rocketship en las disputas de custodia

Es política de las escuelas Rocketship tener una posición imparcial durante las disputas por la custodia entre los familiares de un alumno de Rocketship. Por este motivo, los maestros, administradores y miembros del personal escolar de Rocketship deben abstenerse de tomar cualquier medida que pueda considerarse adversa para el padre, la madre o un familiar del alumno. Estas acciones incluyen, entre otras, redactar cartas de apoyo para cualquier procedimiento contencioso, testificar en un proceso de custodia y entregar documentos judiciales a alguna de las partes.

Además, Rocketship tomará medidas para cumplir con las órdenes judiciales o los acuerdos legalmente vinculantes que presenten los padres o tutores. Rocketship no será responsable ni participará en el monitoreo o el cumplimiento de las obligaciones o responsabilidades parentales establecidas por una orden judicial (por ejemplo, enviar un mensaje para recordar a un padre o una madre los días designados para retirar al alumno).

EXPEDIENTES ESTUDIANTILES

Consulta de expedientes estudiantiles

Para consultar los expedientes estudiantiles, los padres o tutores deben presentar una solicitud por escrito al director o la persona designada de la escuela. Luego, la escuela programará una cita para darle al padre, la madre o el tutor acceso a los expedientes. Se pueden entregar copias, previa solicitud. A solicitud, deben mostrarse los expedientes de comportamiento de un alumno a su padre, madre o tutor legal en presencia de una persona calificada para explicar e interpretar tales expedientes.

Divulgación de expedientes estudiantiles a terceros

Se prohíbe el acceso de terceros a los expedientes confidenciales de los alumnos sin el consentimiento actual por escrito del padre, la madre o el tutor del alumno, una excepción de la ley FERPA vigente o una orden judicial válida. El consentimiento firmado por el padre, la madre o el tutor del alumno debe estar fechado dentro del plazo de un año a partir de la solicitud de divulgación de los expedientes estudiantiles.

Para obtener más información sobre las leyes federales y estatales con respecto a la privacidad de los alumnos, consulte la Notificación de derechos en virtud de la ley FERPA (Acceso a los expedientes estudiantiles) y la Notificación de derechos en virtud de la Enmienda para la protección de los derechos de los alumnos (Protection of Pupil Rights Amendment, PPRA) que se incluyen en la sección “Políticas, notificaciones de derechos y garantías” de este manual.

VOLUNTARIOS Y ACOMPAÑANTES

Rocketship da la bienvenida a los familiares y miembros de la comunidad en nuestras escuelas. Siempre estamos agradecidos por los voluntarios y acompañantes que pueden dedicar tiempo a asistir y participar en las actividades patrocinadas por la escuela. Para mantener un entorno seguro para todos los alumnos, el personal y nuestra comunidad y cumplir con las leyes locales, Rocketship realiza verificaciones de antecedentes de los voluntarios y acompañantes, según se describe a continuación.

Se espera que los voluntarios o acompañantes sigan las instrucciones del personal de Rocketship durante su voluntariado. Se espera que los voluntarios y acompañantes sigan todas las políticas de Rocketship y se comporten como modelos a seguir para nuestros Rocketeers (que incluye, por ejemplo, usar un lenguaje adecuado, vestirse adecuadamente para una audiencia estudiantil, respetar los derechos de privacidad de los alumnos, etc.). Los voluntarios o acompañantes que tengan una conducta conflictiva o infrinjan las políticas y expectativas de Rocketship no podrán volver a participar como voluntarios o acompañantes en el futuro.

Los voluntarios y acompañantes también deben firmar el Código de conducta para voluntarios.

Verificaciones de antecedentes penales obligatorias

Todos los posibles voluntarios o acompañantes que puedan interactuar con alumnos sin supervisión o aquellos que prestarán servicios de manera regular y continua durante más de diez (10) horas por semana deben someterse a una verificación de antecedentes penales. Esto incluye a las personas que planean ofrecerse como voluntarios en las aulas con regularidad y aquellas que desean acompañar a los alumnos en las excursiones. Todos los posibles voluntarios o acompañantes que puedan interactuar con alumnos sin supervisión o aquellos que prestarán servicios de manera regular y continua durante más de cinco (5) horas por semana deben someterse a una verificación de antecedentes penales. Los voluntarios o acompañantes que deban someterse a una verificación de antecedentes penales deben hacerlo a través del Departamento de Justicia de Wisconsin. La verificación de antecedentes incluirá huellas dactilares y una comprobación de antecedentes penales a nivel nacional. Los posibles voluntarios que tengan contacto directo con niños no podrán comenzar a hacer el voluntariado en un entorno sin supervisión hasta que Rocketship haya recibido los resultados de la verificación de antecedentes penales y sean considerados satisfactorios de acuerdo con esta política.

Las personas que solo tendrán contacto supervisado con los alumnos no están obligadas a someterse a una verificación de antecedentes completa. A los fines de esta política, “supervisado” significa estar bajo supervisión directa y continua de un miembro del personal de Rocketship.

Autorización en virtud de la ley Meghan

En California, de conformidad con la sección 35021 del EC, las personas que tengan la obligación de registrarse como delincuentes sexuales tienen prohibido trabajar como voluntarios en escuelas. Por lo tanto, Rocketship buscará los nombres de todos los posibles voluntarios y acompañantes en una base de datos para obtener información sobre cualquier delito sexual pasado. Si la búsqueda no arroja información objetable, se considerará que el voluntario o acompañante ha recibido la autorización legal en virtud de la ley Meghan.

Descalificación de voluntarios o acompañantes potenciales y actuales

Rocketship revisará los resultados de las verificaciones de antecedentes completadas y decidirá si una persona reúne los requisitos para desempeñarse como voluntario o acompañante.

Entre otros motivos, las personas no podrán participar como voluntarias o acompañantes si fueron condenadas por un delito grave o violento, según lo dispuesto en la ley estatal o federal, o si fueron obligadas a registrarse como delincuentes sexuales, de acuerdo con la ley estatal o federal. Rocketship se reserva el derecho de descalificar a los voluntarios o acompañantes actuales o potenciales, a su discreción.

Si un voluntario o acompañante es condenado por un delito que lo descalifica después de haberse realizado la verificación de antecedentes penales, la persona debe notificarlo a Rocketship dentro de los siete (7) días posteriores a la condena.

Requisitos para voluntarios menores de edad

Los voluntarios menores de edad SOLO se desempeñan en funciones con supervisión que no les permitan estar solos con los alumnos de Rocketship o supervisarlos. Los voluntarios menores de edad no pueden asistir a excursiones escolares, ya sea como acompañantes o invitados. El director de la escuela donde el voluntario menor de edad desea hacer el voluntariado tiene discreción para aceptar o rechazar a un posible voluntario menor de edad. Quienes deseen convertirse en voluntarios menores de edad deben satisfacer los siguientes requisitos:

- Una Solicitud de voluntariado firmada por el voluntario menor de edad y por su padre, madre o tutor.
- Un contrato de comportamiento (que puede solicitarse al administrador de la oficina) firmado por el voluntario menor de edad, su padre, madre o tutor y un directivo de la escuela donde el voluntario menor de edad se ofrecerá como voluntario.

Examen de detección de tuberculosis

Todos los voluntarios que se ofrezcan como voluntarios en un aula Rocketship durante al menos 10 horas al mes deberán completar un cuestionario para la detección de síntomas de tuberculosis. Un profesional de la salud privado examinará los resultados del cuestionario y las personas con resultados positivos en el examen de detección de síntomas tendrán que someterse a otra evaluación antes de volver a ser voluntarias en dicha función. Solo los voluntarios con resultados negativos en el examen de detección de síntomas tendrán autorización para continuar su voluntariado en un aula de Rocketship durante más de diez horas al mes. Los voluntarios que no estén obligados a completar el Cuestionario para la detección de síntomas o que no lo completen solo podrán desempeñarse en esa función 9 horas de clase o menos al mes o una cantidad ilimitada de horas fuera del aula. Todos los procedimientos de Rocketship cumplirán con los requisitos de los exámenes de detección de tuberculosis promulgados por el Departamento de Salud Pública local.

EXCURSIONES ESCOLARES

Las excursiones escolares son paseos fuera del campus que el personal de Rocketship diseñó para complementar el plan de estudios y ofrecer experiencias enriquecedoras para los alumnos. Valoramos estas oportunidades de enriquecimiento y nos esforzamos por garantizar que estas experiencias sean seguras, organizadas y eficientes de principio a fin.

Autorizaciones por escrito

Los alumnos deben presentar una autorización por escrito firmada por su padre, madre o tutor para poder ir a la excursión escolar.

El director, el subdirector o la persona designada que supervisa la excursión escolar revisará las autorizaciones por escrito para ir a la excursión con anticipación para confirmar que sigan la plantilla oficial correspondiente y que tienen la firma del padre, la madre o el tutor del alumno. No se permiten las autorizaciones verbales para participar en excursiones escolares.

Solo los alumnos de Rocketship que hayan presentado un certificado de permiso para ir a la excursión escolar válido podrán asistir a la excursión. Los maestros deben llevar todas las autorizaciones por escrito durante el viaje y conservarlas en los expedientes después de la finalización de la excursión escolar.

Rocketship ofrecerá actividades educativas alternativas a aquellos alumnos que no quieran asistir a una excursión o un paseo escolar específicos. Se les avisará con antelación a los padres o tutores cualquier próxima excursión o paseo escolar, y tendrán la opción de retirar su permiso para que el alumno asista a esa salida.

Acompañantes

Los acompañantes deben contar con la aprobación de antemano según la Política de voluntarios y acompañantes de Rocketship. Los acompañantes no pueden llevar a otros niños (por ejemplo, hermanos de alumnos que asisten a la excursión) sin contar con el permiso previo del director. Los acompañantes no pueden llevar a otros familiares, amigos o mascotas a las excursiones escolares.

Transporte

Se espera que todos los miembros del personal de Rocketship (incluidos los maestros o directivos de la escuela) y los padres acompañantes estén junto a los alumnos en todos los transportes proporcionados para una excursión, a menos que reciban la aprobación previa por escrito del director de la escuela para coordinar un transporte alternativo. Si se necesita transporte para una excursión escolar, Rocketship se encargará de proporcionarlo. En caso de que los miembros del personal o los padres conducen un vehículo para ir a una excursión escolar, deberán hacerlo conforme a la Política de conductores para padres y miembros del personal de Rocketship.

Retiro después de excursiones escolares

Después de una excursión, los alumnos regresarán a la escuela y podrán retirarse de acuerdo con los procedimientos habituales. Se espera que todos los acompañantes y alumnos regresen a la escuela y participen en el retiro. En casos excepcionales, los alumnos pueden retirarse del lugar en el que se lleva a cabo una excursión escolar con un padre, una madre o un tutor que actúe como acompañante; sin embargo, esto está sujeto a la discreción del director o subdirector que supervisa la excursión escolar. Si un alumno necesita que lo recojan temprano de una excursión escolar debido a una enfermedad u otra circunstancia excepcional, podrán retirarlo del lugar en el que se lleva a cabo la excursión siempre que el personal encargado de la supervisión se comunique con el padre, la madre o el tutor del alumno y esta persona recoja al alumno o designe a una persona autorizada mayor de 18 años para hacerlo. Cualquier persona autorizada debe presentar una identificación válida antes de retirarse con el alumno. Los miembros del personal que supervisan la excursión escolar deben comunicarse con el administrador de la oficina de la escuela para asegurarse de que se haya documentado debidamente el retiro del alumno ese día.

Comportamiento del alumno
Durante toda la excursión o paseo escolar, los alumnos están bajo la responsabilidad de Rocketship, y todas las expectativas y políticas de Rocketship siguen aplicándose.

Se podrá excluir de una excursión escolar a los alumnos como medida disciplinaria de acuerdo con la Política de medidas disciplinaria para alumnos de Rocketship.

Medicamentos en excursiones escolares
El director, el subdirector o la persona designada revisarán la lista de la excursión escolar con el personal de la escuela adecuado para identificar a los alumnos que asisten a la excursión y toman medicamentos regularmente o necesitan acceder a los medicamentos durante la excursión. El director, el subdirector o la persona designada se asegurarán de que un miembro del personal que asista a la excursión escolar lleve el medicamento del alumno y esté debidamente capacitado para ayudar al alumno con la administración del medicamento y registrarla de acuerdo con la Política de administración de medicamentos de Rocketship.

Gastos de excursiones escolares y paseos
Rocketship puede cobrar un cargo por las excursiones o los paseos escolares de conformidad con la sección 35330 del Código de Educación. Sin embargo, Rocketship se esforzará por lograr que las excursiones escolares se mantengan asequibles para las familias de todos los alumnos. En ningún caso se impedirá que un alumno participe en la excursión o el paseo escolar debido a la falta de fondos suficientes. De acuerdo con la sección 35330(b) del Código de Educación, Rocketship coordinará las actividades de los grupos de servicio comunitario para suministrar fondos a los estudiantes que lo necesiten.

Elegibilidad para asistir a excursiones escolares
Los alumnos deben cumplir con los criterios de elegibilidad de la escuela para asistir a una excursión escolar. Es posible que los alumnos que se ausentan sistemáticamente, según se define en la política de Asistencia y ausentismo de Rocketship, no sean elegibles para asistir a excursiones o paseos escolares. Cuando sea adecuado, se modificarán los criterios para adaptarse a la discapacidad del alumno o la necesidad de la familia conocida.

COMIDAS EN LA ESCUELA

California ha implementado el programa Universal Meals (Comidas Universales), que **les permite a todos nuestros alumnos desayunar y almorzar gratis todos los días**. Rocketship también participa en la disposición 2 de la Ley Nacional de Almuerzos Escolares, que también les permite a todos nuestros alumnos desayunar y almorzar gratis todos los días.

Desayuno
Nuestra escuela participa en el programa de desayuno universal, lo que significa que cada alumno que asista a la escuela recibirá una comida. Hay estudios que han demostrado que los alumnos que desayunan tienen más energía, se desempeñan mejor en la escuela y comen de manera más saludable durante todo el día. Los alumnos *no* están obligados a comer el desayuno que ofrece la escuela.

Alergias y restricciones alimentarias
Si el alumno tiene una alergia o restricción alimentaria conocida, los padres o tutores deben informar al personal de la escuela. En algunos casos, es posible que se puedan adaptar los almuerzos de Rocketship a las necesidades

alimentarias de un niño, pero será necesario presentar un certificado médico. Los padres o tutores deben trabajar con el administrador de Operaciones Comerciales de la escuela para hacer los arreglos en estas circunstancias.

En virtud de la ley de California, las escuelas están obligadas a almacenar epinefrina de emergencia para que el personal capacitado pueda usar en cualquier persona que sufra o se crea razonablemente que está sufriendo una reacción anafiláctica. Para obtener más información, consulte la Política de administración de medicamentos de Rocketship.

Si el alumno tiene una restricción alimenticia por motivos religiosos o familiares, como veganismo o vegetarianismo, notifique al administrador de Operaciones Comerciales de la escuela. En algunos casos, puede ser posible adaptar la restricción alimentaria de un niño en los pedidos de almuerzo Rocketship.

Rocketship se compromete a garantizar la seguridad de todos nuestros alumnos, empleados y familias. Se alienta a los padres a recordarles a los alumnos que no compartan alimentos con otras personas para prevenir posibles reacciones alérgicas o problemas de alimentación.

Comida traída de casa y alimentos de proveedores externos
Rocketship se asocia con nuestro proveedor local de alimentos para ofrecerles a nuestros Rocketeers comidas saludables todos los días. Los alumnos pueden traer sus propios alimentos de casa para el almuerzo o como refrigerio, pero no se permite la comida chatarra en el campus. Rocketship no tiene equipos para calentar o enfriar alimentos que se traen de casa, así que se debe planificar en consecuencia. Además, Rocketship no puede recibir ni distribuir los alimentos que servicios de entrega de terceros entreguen a los alumnos en el campus.

En un esfuerzo por mantener nuestras instalaciones en óptimas condiciones, no se permite mascar chicle en el campus. Pedimos que los alumnos mantengan todos los productos de chicle guardados dentro de sus mochilas mientras estén en la escuela.

Alimentos que se recomiendan:
- Ensaladas
- Bastones de zanahoria y apio
- Rodajas de manzana
- Frutas y verduras frescas
- Granos integrales
- Refrigerios saludables

Consulte el anexo de su escuela para obtener más información sobre las políticas alimentarias específicas, incluidos los elementos prohibidos y las pautas para celebraciones.

Agua
Rocketship les permite a los alumnos, maestros y empleados llevar y transportar botellas de agua en la escuela. Es posible que se restrinja el ingreso de botellas de agua a bibliotecas, laboratorios informáticos, laboratorios de ciencias y otros lugares donde se considere peligroso beber agua. Rocketship se reserva el derecho de restringir ciertos tipos de botellas de agua que pueden llevarse a la escuela.

Rocketship alentará el consumo de agua a través de actividades promocionales y educativas y de carteles que se centren en los beneficios de beber agua y destaquen las estaciones de llenado de botellas de agua que se encuentren en el campus.

INFORMACIÓN ACADÉMICA

PLAN DE ESTUDIOS

Los alumnos recibirán un plan de estudios completo que incluye lectura, escritura, desarrollo del idioma inglés, matemáticas, ciencia y tecnología y estudios sociales. Asimismo, tomarán cursos de educación física y desarrollo en áreas como arte, música, teatro o jardinería.

El plan de estudios de Rocketship sigue todos los estándares de desempeño estatales obligatorios respecto de lo que los alumnos deben saber y ser capaces de hacer en cada nivel de grado. Esto incluye los Estándares Estatales Básicos Comunes en lengua y literatura inglesa, desarrollo del idioma inglés y matemáticas.

Los maestros utilizarán evaluaciones regulares para medir el progreso de los alumnos hacia el dominio del plan de estudios. Rocketship impartirá los exámenes estatales obligatorios para los grados aplicables.

Utilizamos el conocimiento sobre las habilidades de los alumnos para dar forma a la enseñanza de toda la clase, el trabajo en grupos reducidos y la tutoría en grupos reducidos. Mediante el uso de datos individuales de los alumnos, la enseñanza puede orientarse a satisfacer mejor sus necesidades individuales.

Los maestros les darán a los alumnos y sus padres comentarios continuos sobre el desempeño de los alumnos. Los maestros enviarán a menudo tareas a casa para que los padres o tutores las firmen, y se comunicarán con ellos si observan una baja significativa en el desempeño académico o una habilidad específica que necesite práctica adicional tanto en la escuela como en el hogar. Los padres o tutores también recibirán regularmente informes de progreso y libretas de calificaciones. No dude en comunicarse con cualquiera de los maestros del alumno para consultar sobre su progreso en cualquier momento.

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TAREAS PARA EL HOGAR

Los padres y los alumnos pueden esperar recibir tareas la mayoría de las noches entre semana. La tarea es una forma importante para que los alumnos practiquen habilidades que forman parte del plan de estudios y desarrollen el hábito de la responsabilidad. Las investigaciones han demostrado que los alumnos que constantemente hacen sus tareas tienen más probabilidades de tener éxito en la universidad. A fin de preparar a nuestros alumnos para el éxito, cuando se les asigne una tarea, se verificará que la hayan hecho.

Si la tarea se encuentra incompleta (esto incluye una parte faltante de una pregunta, una sección o la firma de los padres) y no tiene justificación previa, se le puede asignar al alumno tutoría o ayuda con la tarea a su llegada por la mañana.

INTEGRIDAD ACADÉMICA

La responsabilidad es un valor fundamental para Rocketship. Creemos que asumir la responsabilidad del propio aprendizaje es fundamental para el éxito de un alumno y el desarrollo de su carácter. Para apoyar esto, Rocketship se comprometió a evaluar con precisión el aprendizaje de los alumnos a fin de brindarles la instrucción individualizada más efectiva. Para mantener este estándar, esperamos que todo el trabajo estudiantil, incluidas tareas, proyectos y evaluaciones, sea el trabajo original del propio alumno.

Pedimos a los padres y tutores que apoyen el desarrollo académico de su hijo asegurándose de que la asistencia que se brinde en casa no sustituya el propio esfuerzo del alumno. Aunque se fomenta la colaboración cuando un maestro lo indique, no se permite el uso de recursos externos no autorizados, asistencia externa o herramientas habilitadas con IA para completar las tareas.

En caso de que un alumno entregue un trabajo que no sea suyo, la escuela generalmente tratará el incidente como una oportunidad de aprendizaje. Los maestros colaborarán con la familia para revisar la tarea y brindarán la oportunidad de "volver a realizarla" para que el alumno pueda demostrar sus conocimientos reales. Se abordarán los casos de deshonestidad académica reiterada de acuerdo con la Política de expectativas de comportamiento y disciplina de Rocketship.

RETENCIÓN, PROMOCIÓN Y ACELERACIÓN

El modelo de enseñanza de Rocketship está diseñado para individualizar el plan de aprendizaje de cada alumno, reconociendo las diferencias individuales y apoyando el crecimiento académico y social. Al momento de la inscripción, los alumnos generalmente se ubican en el siguiente nivel de grado consecutivo. Las escuelas Rocketship no suelen tomar decisiones inmediatas para que los alumnos nuevos repitan o salten un grado. En cambio, se los evalúa objetivamente después de la inscripción para determinar necesidades específicas. La retención en el grado se considera únicamente en circunstancias poco frecuentes y excepcionales o cuando lo exigen las leyes estatales o locales.

Si desea obtener un desglose detallado de los criterios, los plazos y los procedimientos referidos a la promoción y la ubicación de grado, consulte la Política completa de retención y aceleración educativa de Rocketship en California.

EXÁMENES ESTATALES

Rocketship tomará anualmente pruebas estatales requeridas a los grados que corresponda (p. ej., la Evaluación del Desempeño y Progreso Escolar de California [California Assessment of Student Performance and Progress, CAASPP]) Sin perjuicio de cualquier otra disposición legal, se concederá la solicitud por escrito de un padre o tutor a los funcionarios de la escuela chárter para eximir a su hijo de cualquier parte o de la totalidad del programa CAASPP. Previa solicitud, los padres tienen derecho a obtener información sobre el nivel de desempeño del alumno en cada evaluación académica estatal a la que el niño se someta.

ENCUESTA PARA NIÑOS SANOS DE CALIFORNIA

Rocketship les hará la Encuesta para niños sanos de California (California Healthy Kids Survey, CHKS) a los alumnos de quinto grado cuyo padre, madre o tutor otorgue permiso por escrito. La CHKS es una encuesta anónima y confidencial sobre el ambiente y la seguridad escolar, el bienestar de los alumnos y la resiliencia de los jóvenes que le permite a Rocketship recopilar y analizar datos sobre los comportamientos y los riesgos para la salud de los jóvenes a nivel local, la conexión con la escuela, el ambiente escolar, los factores de protección y la violencia escolar.

APOYO ESTUDIANTIL Y EDUCACIÓN ESPECIAL

EDUCACIÓN ESPECIAL Y ACTIVIDADES DE "CHILD FIND"

Estamos convencidos de que todos los alumnos pueden aprender y se les debe garantizar la igualdad de oportunidades para convertirse en miembros contribuyentes del entorno académico y de la sociedad. Rocketship ofrece educación pública gratuita y adecuada a los alumnos con discapacidades, de conformidad con los mandatos estatales y federales. Rocketship ofrece instrucción de educación especial y servicios relacionados de acuerdo con la Ley de Mejora de la Educación para Individuos con Discapacidades (Individuals with Disabilities in Education Improvement Act, IDEA), los requisitos del Código de Educación y las políticas y procedimientos aplicables. Los servicios están disponibles para alumnos de educación especial inscritos en Rocketship. Ofrecemos programas y servicios educativos de primera calidad para todos nuestros alumnos de acuerdo con las necesidades que evaluamos de forma individual. Rocketship colabora con el alumno, sus padres o tutores, los maestros y otros organismos para satisfacer adecuadamente las necesidades educativas de cada alumno.

De conformidad con la ley IDEA y la ley estatal pertinente, Rocketship es responsable de identificar, localizar y evaluar a los niños inscritos en Rocketship que tengan discapacidades conocidas o sospechadas para determinar si existe una necesidad de educación especial y servicios relacionados. Esto incluye a los niños con discapacidades que no tienen hogar o son jóvenes en régimen de acogida.

Rocketship cuenta con sistemas que ayudan a la escuela a determinar si un alumno puede tener una discapacidad. Estos incluyen un formulario específico de "Child Find" que los padres completan al momento de la inscripción en una escuela Rocketship. Esto también incluye un equipo de estudio del alumno (Student Study Team, SST), o proceso previo a la derivación, en el que los equipos escolares analizan datos para identificar a los alumnos con dificultades académicas, sociales o conductuales, y desarrollan intervenciones para ayudarlos. Rocketship ofrece otras intervenciones basadas en evidencia para los alumnos que las necesitan, entre las que se incluyen instrucción diferenciada en el aula e intervenciones complementarias en el laboratorio de aprendizaje y el aula. Los equipos escolares supervisan el progreso de cada niño que recibe servicios de intervención para identificar a los alumnos que no responden a dichas intervenciones. A los alumnos que no responden adecuadamente a las intervenciones previas a la derivación se los deriva para que reciban un nivel de apoyo más intensivo, que puede incluir una evaluación formal para determinar si el alumno es apto para recibir servicios de educación especial como niño con discapacidad.

Rocketship no le negará a ningún alumno la inscripción, ni lo desalentará a inscribirse, únicamente debido a una discapacidad. Si cree que su hijo puede ser elegible para recibir servicios de educación especial, comuníquese con el maestro de su aula o con un directivo de la escuela en el establecimiento.

ADAPTACIONES PARA LOS ALUMNOS Y SECCIÓN 504

Rocketship reconoce su responsabilidad legal de garantizar que a ninguna persona calificada con una discapacidad se la excluya de la participación, se le nieguen los beneficios o se la discrimine en virtud de su discapacidad de un programa de Rocketship. Cualquier alumno que haya sido identificado como una persona con un impedimento físico o mental que limita considerablemente una actividad vital importante califica para recibir adaptaciones por parte de Rocketship. El padre, la madre o el tutor de un alumno que se sospeche que necesita adaptaciones o que califica para recibirlas en virtud de la sección 504 puede pedirle al director de la escuela que lo derive a una evaluación.

Para facilitar la coordinación de los servicios y el cumplimiento de la sección 504, Rocketship designará a un miembro de su personal experto como coordinador en virtud de la sección 504. Consulte el anexo de su escuela para conocer al coordinador designado en virtud de la sección 504.

ESTUDIANTES MULTILINGÜES

Rocketship está comprometida con el éxito de sus alumnos multilingües (Multilingual Learners, MLL), entre los que se incluyen aquellos que comúnmente se denominan estudiantes de inglés como segunda lengua. Se ofrecerá apoyo tanto dentro de las clases académicas como en los espacios suplementarios para los alumnos que necesiten ayuda adicional en el aprendizaje del idioma inglés. Rocketship reunirá todos los requisitos legales aplicables para los MLL en lo que respecta a la notificación anual a los padres, la identificación de alumnos, la ubicación, las opciones de programas, la enseñanza para MLL y de contenidos básicos, las calificaciones y la capacitación de los maestros, la reclasificación al estado de dominio fluido del inglés, el monitoreo y la evaluación de la eficacia del programa y los requisitos de exámenes estandarizados. Rocketship implementará políticas para garantizar la correcta ubicación, evaluación y comunicación en relación con los MLL y los derechos de los alumnos y sus padres.

SOLICITUDES DE EXPEDIENTES ESTUDIANTILES

Se prohíbe el acceso de terceros a los expedientes confidenciales de los alumnos sin el consentimiento actual por escrito del padre, la madre o el tutor del alumno, una excepción de la ley FERPA vigente o una orden judicial válida. El consentimiento firmado por el padre, la madre o el tutor del alumno debe estar fechado dentro del plazo de un año a partir de la solicitud de divulgación de los expedientes estudiantiles.

Si un defensor de educación, abogado, trabajador social, tutor *ad litem* u observador o evaluador desea revisar o copiar los expedientes educativos del alumno, el director de la escuela o la persona designada primero debe comunicarse con un miembro del equipo legal de Rocketship Education para obtener orientación sobre si divulgar o no los expedientes educativos u otros datos del alumno. Para obtener más información sobre las solicitudes de expedientes estudiantiles, consulte la sección “Notificaciones de derechos y garantías”.

PROVEEDORES EXTERNOS

Rocketship es responsable de brindar a todos los alumnos con discapacidades una educación pública gratuita y adecuada (Free and Appropriate Public Education, FAPE), y se compromete a brindar a cada alumno una FAPE en función de sus necesidades individuales. Las escuelas Rocketship ofrecen educación especial y servicios relacionados a través de personal calificado, ya sea empleado o contratado por Rocketship.

En ocasiones, las familias pueden optar por acceder a servicios fuera de la escuela a través de un modelo clínico. En Rocketship, agradecemos la colaboración con proveedores externos en la forma de observaciones, recopilación de datos, colaboración y trabajo en equipo, como reuniones entre el equipo interno (de Rocketship Education [RSED]) y los proveedores externos, para que todos puedan analizar el apoyo al alumno.

Todas las visitas al campus de un proveedor externo deben cumplir con la política de visitantes de Rocketship y los límites razonables en ella previstos. Rocketship no permite que los proveedores externos presten servicios directos a los alumnos en el campus durante la jornada escolar ni en ningún otro momento antes o después del horario de clases. Esto garantiza la seguridad y la confidencialidad de todos los alumnos, así como la supervisión de los servicios de calidad prestados, en línea con el Programa de educación individualizada (Individualized Education Program, IEP) del alumno en vigor.

Para solicitar una excepción a esta política, la familia de un alumno debe presentar una solicitud por escrito al Director Ejecutivo Regional. Alternativamente, un equipo del IEP/504 puede recomendar una excepción al Director Ejecutivo Regional. En todos los casos, se requiere la aprobación formal del Director Ejecutivo Regional.

OBSERVACIONES EN LA ESCUELA

Todos los visitantes deberán cumplir con la Política de visitantes y acceso al campus de Rocketship.

Los padres o tutores y las personas designadas por los padres que tengan experiencia profesional en el área de educación especial que se está observando pueden realizar observaciones del programa de educación especial actual o propuesto del alumno. Los abogados no tienen derecho legal a observar ningún grupo y no se les permitirá hacerlo.

Todas las observaciones deben programarse con antelación. Programe una cita con el director de la escuela o la persona designada y el equipo de Educación Especial Integrada (Integrated Special Education, ISE). Todos los observadores deben firmar el Acuerdo de confidencialidad del observador en el aula y entregárselo al director de la escuela o la persona designada y al equipo de ISE antes del inicio de la observación.

El personal de la escuela puede acompañar a una persona durante una observación en el aula, a discreción de Rocketship Education. Los observadores no tendrán interacción directa con los alumnos, incluido el alumno a quien se observa en el aula, y deben abstenerse de captar la atención del maestro o de los otros alumnos. No se permitirá la presencia de más de tres (3) personas en un aula durante la observación, y esta observación durará dos (2) horas o menos. Toda solicitud de extensión después de las dos (2) horas debe realizarse con anticipación, y Rocketship Education la otorgará a su entera discreción.

EXPECTATIVAS DE CONDUCTA Y DISCIPLINA

CÓDIGO DE CONDUCTA DE LOS ROCKETEERS

La seguridad, el orden y la disciplina estudiantil son fundamentales a la hora de aprender en Rocketship. Rocketship espera que todos los alumnos se comporten de una manera que promueva un entorno seguro y agradable para otros alumnos, el personal de Rocketship y los miembros de la comunidad.

El Código de conducta de Rocketship incluye las siguientes expectativas no negociables para nuestros Rocketeers:

- Cumplimiento del compromiso de Rocketship con la excelencia.
- Cumplimiento de los **valores fundamentales** de Rocketship.
- Adhesión al **credo de Rocketship.**

Consulte el anexo de su escuela para conocer sus valores fundamentales y su credo.

COMPROMISO CON LA NO DISCRIMINACIÓN Y LA IGUALDAD DE OPORTUNIDADES

Declaración de no discriminación

Rocketship está comprometida con la tarea de brindar igualdad de oportunidades en la educación para todas las personas. El hostigamiento, la intimidación y el acoso basados en una característica protegida son todas formas de discriminación y constituyen comportamientos conflictivos que interfieren con la capacidad de los alumnos para aprender, afectan negativamente su participación, disminuyen la seguridad en la escuela y contribuyen a un entorno escolar hostil. Rocketship se compromete a ofrecer un entorno educativo sin discriminación ilegal conforme a los títulos IV, VI y VII de la Ley de Derechos Civiles de 1964; el título IX de las Enmiendas a la Educación de 1972; la Ley contra la Discriminación por Edad de 1975; la ley IDEIA; el título II de la Ley de Estadounidenses con Discapacidades de 1990; la sección 504 de la Ley de Rehabilitación de 1973; la Ley de No Discriminación por Información Genética de 2008 y las leyes estatales y locales vigentes.

Rocketship no discrimina por motivos de sexo y prohíbe cualquier acto de discriminación en función del sexo, incluido el acoso sexual, en cualquier programa o actividad educativa que lleve a cabo, según lo exige la ley estatal, el título IX (título 20 del Código de los Estados Unidos [United States Code, USC], sección 1681 *y siguientes*) y las reglamentaciones del título IX (título 34 del Código de Reglamentaciones Federales [Code of Federal Regulations, CFR], parte 106), incluidos los procesos de admisión y empleo.

Rocketship no discrimina a ningún alumno ni empleado. Rocketship no aprueba ni tolera la discriminación ilegal, incluido el hostigamiento, la intimidación o el acoso en función de las características protegidas reales o percibidas por parte de cualquier empleado, contratista independiente u otra persona con la que Rocketship haga negocios, o cualquier otra persona, alumno o voluntario. Esto se aplica a todos los empleados, alumnos o voluntarios, sin importar el puesto. A ningún alumno se le negará la inscripción, la reinscripción o el acceso a los programas educativos disponibles en Rocketship sobre la base de una característica protegida por la ley estatal o federal o una ordenanza local vigente.

En la medida de lo posible, Rocketship hará todo lo que esté a su alcance para evitar que los alumnos sufran discriminación, hostigamiento, intimidación o acoso, y tomará medidas para responder a dichos comportamientos de manera oportuna. El personal de la escuela Rocketship que sea testigo de actos de conducta indebida que se consideran prohibidos según esta política tomará medidas de inmediato para intervenir cuando sea seguro hacerlo. Rocketship investigará de manera inmediata y exhaustiva cualquier queja de discriminación o acoso y tomará las medidas correctivas adecuadas, si se justifica.

Rocketship prohíbe las represalias contra cualquier persona que presente una queja o que participe o se niegue a participar en la investigación de una queja.

Esta Declaración de no discriminación también se puede encontrar en el sitio web de la escuela.

Prohibición de acoso y represalias
El acoso basado en una característica protegida es una forma de discriminación y Rocketship se compromete a mantener un entorno de aprendizaje libre de acoso. Rocketship prohíbe el acoso basado en la pertenencia de una persona a una clase protegida por parte de un alumno, maestro, administrador u otro miembro del personal docente o de la escuela, así como de cualquier otra persona que participe, observe o esté involucrada de otro modo en actividades escolares, incluido el acoso sexual de acuerdo con el título IX (título 20 del USC, sección 1681 y siguientes) y la ley estatal.

El acoso sexual prohibido incluye conductas basadas en el sexo que satisfagan uno o más de los siguientes criterios:

- Acoso *quid pro quo*, cuando un empleado de la escuela condiciona dar una ayuda, beneficio o servicio de la escuela a la participación de una persona en una conducta sexual no deseada.
- Acoso por ambiente hostil, que es una conducta no deseada, determinada por una persona razonable como tan grave, generalizada y objetivamente ofensiva que efectivamente niega a una persona el acceso en igualdad de condiciones al programa o la actividad educativa de la escuela (por ejemplo, faltar a clase, abandonar una actividad, tener problemas para concentrarse en clase).
- "Agresión sexual", según se define en el título 20 del U.S.C., sección 1092(f)(6)(A)(v); "violencia en el noviazgo", según se define en el título 34 del U.S.C. sección 12291(a)(10); "violencia doméstica", según se define en el título 34 del U.S.C., sección 12291(a)(8); o "acecho", según se define en el título 34 del U.S.C., sección 12291(a)(30).

Algunos ejemplos incluyen, entre otros, los siguientes:

- Insinuaciones sexuales no deseadas de un alumno hacia otro; solicitudes de favores sexuales; conducta física, verbal o no verbal de índole sexual; u otras conductas o comunicaciones (incluidas las comunicaciones electrónicas) de naturaleza sexual (incluida la agresión sexual) que afecten negativamente al alumno de las maneras descritas antes.
- Comportamiento abusivo o coercitivo o violencia de pareja hacia un alumno por parte de otro, en la que uno de los miembros de la pareja utiliza amenazas o ejerce efectivamente abuso físico, emocional, económico, tecnológico o sexual para imponer poder o control sobre su pareja actual o anterior.
- Propuestas sexuales de un empleado de la escuela hacia un alumno; solicitudes de favores sexuales de un empleado de la escuela a un alumno; conducta física, verbal o no verbal de índole sexual de un empleado de la escuela dirigida a un alumno; u otras conductas o comunicaciones (incluidas las electrónicas) de naturaleza sexual de un empleado de la escuela a un alumno.

Las represalias incluyen cualquier medida adversa que se toma contra una persona por haber denunciado un hecho de acoso sexual, violencia de pareja o discriminación; por haber aportado información o testigos; o por haber asistido, participado o negado a participar en una investigación o procedimiento relacionado con cualquiera de esos actos. Rocketship prohíbe las represalias contra cualquier persona que haya presentado una queja de buena fe conforme a esta política, haya asistido en una investigación o haya ejercido de otro modo los derechos protegidos en virtud de la ley. Rocketship también prohíbe tomar medidas adversas contra una persona en función de una acusación o un rumor de acoso no justificado. Se insta a los alumnos que sean objeto de represalias en contravención de esta política o que tengan conocimiento de otro alumno que haya sido objeto de represalias a que lo denuncien lo antes posible ante el personal de la escuela o ante el director de Cumplimiento y Derechos Civiles en virtud del título IX.

Proceso de denuncias

Denuncias de discriminación o acoso sobre la base del sexo (infracción del título IX)

Las quejas por acoso sexual, agresión sexual, violencia de pareja, acoso persistente o represalias sujetas a revisión en virtud del Título IX deben presentarse ante el director de Cumplimiento y Derechos Civiles en virtud del Título IX:

Renita Thukral
Title IX Compliance and Civil Rights Officer
2001 Gateway Place, Ste. 230E
San Jose, CA 95110
rthukral@rsed.org

El director de Cumplimiento y Derechos Civiles en virtud del título IX es el miembro del personal de Rocketship designado por la institución para coordinar sus responsabilidades conforme al título IX. Al recibir una queja, Rocketship facilitará información al denunciante sobre el proceso de investigación y sobre sus derechos en virtud del título IX y otras leyes relevantes.

Denuncias de discriminación o acoso (todas las demás características)

Los alumnos, los padres o el personal deben presentar de inmediato una queja por discriminación o acoso y los supuestos actos de discriminación y acoso a un maestro, consejero o administrador de la escuela. No es necesario que el denunciante sea quien presente las denuncias. Las denuncias pueden realizarse verbalmente o por escrito, en persona, por teléfono, por correo postal, por correo electrónico o por escrito utilizando el Formulario de quejas generales disponible en la recepción de cada escuela. Un empleado de la escuela que reciba una denuncia por discriminación que pueda considerarse hostigamiento, acoso sexual, violencia de pareja, acoso persistente o represalias en virtud del título IX debe notificar de inmediato al director de Cumplimiento y Derechos Civiles en virtud del título IX de Rocketship para saber qué hacer a continuación.

Confidencialidad

En la mayor medida posible, Rocketship respetará la privacidad de las personas que denuncien posibles infracciones de esta política, las personas contra las que se presenta una denuncia y los testigos. Rocketship

notificará a las personas u organismos de los incidentes de discriminación solo en la medida permitida por la ley. Las notificaciones a otras partes se harán únicamente para garantizar que se prestan servicios a los denunciantes y las personas denunciadas y para proteger a los denunciantes de una nueva victimización o de una victimización sostenida. El director de Cumplimiento y Derechos Civiles en virtud del título IX o la persona designada que lleve a cabo la investigación será responsable de tomar determinaciones sobre la confidencialidad. Rocketship mantendrá la confidencialidad de toda medida de apoyo ofrecida a los denunciantes o a los demandados, en la medida en que hacerlo no afecte la capacidad de Rocketship de ofrecer dichas medidas de apoyo.

Proceso para investigar quejas de discriminación y acoso

Quejas conforme al título IX

Las quejas regidas por el título IX de las Enmiendas a la Educación de 1972 se deben informar al director de Cumplimiento y Derechos Civiles en virtud del título IX, y se investigarán de manera rápida e imparcial de conformidad con los procedimientos de quejas del título IX relacionados que se describen en la sección "Notificación de derechos y garantías" de este manual. La política y los procedimientos de quejas formales en virtud del título IX también se pueden encontrar en el sitio web de Rocketship.

Quejas generales

Todas las demás quejas por discriminación o acoso que no impliquen acusaciones de infracciones del título IX deben realizarse de conformidad con el proceso general de quejas descrito en la sección "Notificación de derechos y garantías" de este manual.

PREVENCIÓN DEL ACOSO

El acoso puede tener un impacto social, físico, psicológico y académico perjudicial en las víctimas, los testigos y los acosadores. En Rocketship, el acoso está estrictamente prohibido y no se tolerará.

El **acoso** se define como cualquier acto o comportamiento físico o verbal grave o generalizado, incluidas las comunicaciones por escrito o por medios electrónicos. El acoso incluye uno o más actos cometidos por un alumno o grupo de alumnos que puedan constituir acoso sexual, violencia motivada por el odio o crear un entorno educativo intimidante u hostil, dirigido a uno o más alumnos, y que tienen o puede esperarse razonablemente que tendrán uno o más de los siguientes efectos:

- Provocar en uno o más alumnos razonables temor respecto de posibles daños a su integridad física o a sus pertenencias.
- Causar en un alumno razonable un efecto considerablemente negativo en su salud física o mental.
- Interferir de manera sustancial en el desempeño académico de un alumno razonable.
- Interferir de forma considerable en la capacidad de un alumno razonable para participar o beneficiarse de los servicios, actividades o privilegios que ofrece Rocketship.

Un "**acto electrónico**" es la creación o transmisión originada dentro o fuera de la escuela, por medio de un dispositivo electrónico, como un teléfono fijo, teléfono inalámbrico u otro dispositivo de comunicación inalámbrica, computadora o localizador, que incluye, entre otras formas, cualquiera de las siguientes:

- Un mensaje, texto, sonido, video o imagen.
- Una publicación en un sitio web de redes sociales en Internet que implica, entre otras acciones, las siguientes:
    - Publicar o crear una página difamatoria, que es un sitio web de Internet creado con el fin de tener uno o más de los efectos enumerados anteriormente.
    - Crear una suplantación creíble de otro alumno real con el fin de tener uno o más de los efectos enumerados anteriormente. La suplantación creíble implica hacerse pasar por un alumno, a sabiendas y sin su consentimiento, con el fin de acosarlo y de manera tal que otro alumno razonablemente crea, o haya creído, que la persona que suplanta era o es el alumno real.
    - Crear un perfil falso con el fin de tener uno o más de los efectos enumerados anteriormente. Un perfil falso es aquel de un alumno ficticio o en el que se usa la imagen o los atributos de un alumno real que no sea el que creó el perfil falso.

Acoso sexual cibernético significa la difusión, solicitud o incitación a difundir una fotografía u otra grabación visual por parte de un alumno hacia otro alumno o hacia personal de la escuela por medio de un acto electrónico, que tenga o pueda razonablemente preverse que tendrá uno o más de los efectos descritos anteriormente.

Los miembros designados del personal de Rocketship evaluarán de inmediato los presuntos incidentes de acoso. La política y los procedimientos de Rocketship para abordar las quejas de acoso a través del Proceso uniforme de quejas o el Proceso del título IX (según corresponda) se incluyen en la sección "Políticas, notificaciones de derechos y garantías" de este manual.

DISCIPLINA ESTUDIANTIL: DESCRIPCIÓN GENERAL

Rocketship promueve el comportamiento positivo en la escuela y tiene como objetivo crear entornos de aprendizaje que sean más coherentes, predecibles, positivos y seguros. Definimos claramente las expectativas y consecuencias en torno a la conducta, creamos sistemas para reconocer y reforzar los comportamientos positivos, y ofrecemos a nuestros alumnos un aprendizaje socioemocional.

Si los alumnos no responden a nuestras estrategias de refuerzo del comportamiento positivo o sistemas de gestión del aula, Rocketship puede tomar medidas disciplinarias alternativas en la escuela.

DISCIPLINA ESTUDIANTIL: MEDIDAS DISCIPLINARIAS EN LA ESCUELA

Rocketship confía en el apoyo preventivo y proactivo para promover un comportamiento positivo en la escuela. A tal fin, ha implementado un marco de intervenciones y estrategias de refuerzo del comportamiento positivo (Positive Behavior Interventions and Supports, PBIS) en todas las escuelas. El objetivo principal de las PBIS es crear

entornos de aprendizaje que sean más coherentes, predecibles, positivos y seguros. Las prácticas clave de las PBIS incluyen expectativas y consecuencias conductuales claramente definidas, sistemas para reconocer y reforzar comportamientos positivos, toma de decisiones basada en datos, sistemas de apoyo de varios niveles y la implementación de planes de estudio fundamentales de aprendizaje socioemocional.

En las aulas de Rocketship también se usan diversos sistemas de gestión para abordar los problemas de comportamiento. Estos pueden incluir sistemas de tarjetas codificadas por colores y otras consecuencias escalonadas.

En caso de que la infraestructura de las PBIS y los sistemas de gestión del aula de Rocketship no sean suficientes para evitar una infracción disciplinaria, o que una infracción disciplinaria sea lo suficientemente grave como para justificar una medida disciplinaria adicional de manera inmediata, Rocketship puede tomar medidas disciplinarias alternativas en la escuela. Estas medidas disciplinarias dependen de las circunstancias de la infracción y pueden incluir, entre otras, las siguientes:

- Enviar al alumno a la oficina del director.
- Enviar al alumno a reflexionar fuera del aula o reubicarlo temporalmente en otra aula.
- Llamar, escribir o enviar un correo electrónico al padre, la madre o el tutor del alumno.
- Organizar una conferencia con el alumno, el padre, la madre, el maestro o el administrador.
- Implementar un plan de comportamiento individualizado temporal para el alumno.
- Implementar sesiones de asesoramiento con un miembro designado del personal.
- Hacer una mediación entre pares.
- Exigir que el alumno complete un ensayo o una tarea para reflexionar.
- Imponer tareas de restauración de la comunidad, que incluye exigir que el alumno tome medidas para contrarrestar o mejorar un problema (p. ej., arreglar algo que el alumno rompió).
- Derivar al alumno a un equipo de apoyo estudiantil.
- Restringir la participación del alumno en actividades fuera del horario de clases o extracurriculares o en excursiones escolares.
- Retener al alumno para cumplir detención o recibir tiempo adicional de instrucción durante el almuerzo o antes o después del horario de clases.
- Confiscar elementos inapropiados relacionados con la infracción disciplinaria.

No se aplicará el castigo corporal como medida disciplinaria contra ningún alumno. El “castigo corporal” incluye la imposición deliberada de dolor físico a un alumno. A los fines de la Política, el “castigo corporal” no incluye el uso de fuerza, restricción o aislamiento por parte de un empleado cuando dicho uso se limite únicamente a situaciones en las que el comportamiento de un alumno represente un riesgo inminente de daño físico para el propio alumno o para otras personas.

Como se describió antes, las infracciones graves que amenazan la seguridad o la salud de los alumnos, el personal u otras personas pueden ser causa de suspensión o expulsión.

DISCIPLINA ESTUDIANTIL: SUSPENSIONES Y EXPULSIONES

Descripción general: suspensiones y expulsiones
Creemos que nuestros alumnos reciben el mejor servicio cuando asisten a la escuela todos los días. Sin embargo, reconocemos que pueden surgir situaciones en las que un alumno cometa una infracción conductual de tal gravedad que puede hacer que sea objeto de una suspensión dentro de la escuela, una suspensión fuera de la escuela o la expulsión.

Un alumno puede ser objeto de una medida disciplinaria por una conducta indebida prohibida que tenga lugar en el predio escolar o en cualquier actividad patrocinada por la escuela. Se puede sancionar, suspender o expulsar a un alumno por una conducta indebida prohibida que tiene lugar fuera del predio escolar y fuera del horario escolar *si*, según el criterio de la escuela, dicha conducta altera sustancialmente el entorno escolar o interfiere en la capacidad de otro alumno de participar en el programa escolar o de beneficiarse de este. Esto puede incluir toda conducta indebida que tenga lugar fuera del horario escolar, como, por ejemplo, una actividad en medios digitales, aplicaciones, plataformas en línea, por teléfono, teléfono celular o mensajes de texto y otros dispositivos y métodos de comunicación.

Suspensiones dentro de la escuela
La suspensión dentro la escuela (In-school suspension, ISS) es la expulsión temporal de un alumno de una o más de sus clases durante un tiempo. Mientras dure la ISS, el alumno permanece en la escuela, se lo considera presente y tiene la oportunidad de completar y recibir crédito por las tareas escolares asignadas. Durante la ISS, el alumno completará las tareas escolares en un lugar separado de su clase. La ISS no está pensada como una alternativa ni como un reemplazo a largo plazo de las clases programadas habituales.

La ISS puede usarse cuando un alumno tiene conductas prohibidas que ponen en riesgo físico o emocional al resto de los alumnos dentro del aula o que interrumpen gravemente una clase o actividad escolar.

Solo el director o subdirector, con la aprobación previa de su supervisor, asignará a un alumno a ISS. Los alumnos asignados a ISS deben recibir una notificación por escrito de la fecha y la duración de la suspensión. La asignación a ISS y la programación de los días de suspensión quedan a criterio del director.

El director debe asignar la ISS al alumno lo antes posible después de que se informe la infracción. Asimismo, debe garantizar que los alumnos asignados a ISS:

- Dispongan de un entorno seguro y positivo con la supervisión adecuada.
- Puedan hacer actividades o tareas académicas relevantes mientras dure la ISS.
- Dispongan del apoyo y los servicios necesarios para completar dichas tareas durante la ISS.

Además, los maestros de aula deben garantizar lo siguiente:

- Darle al alumno suspendido tareas equivalentes a las que se pierde en clase.
- Anotar al alumno como presente durante el período de ISS, sin que esto suponga una sanción que afecte su asistencia.

- Evaluar y otorgar crédito por el trabajo completado durante la ISS.

Se debe notificar al padre, la madre o el tutor del alumno de la asignación a ISS en el momento en que se programa. El director debe comunicarse con el padre, la madre o el tutor del alumno sancionado por teléfono o personalmente.

Si no se puede comunicar con el padre, la madre o el tutor de esta manera, el director o la persona designada pueden comunicarse por correo electrónico.

Expulsión y suspensiones fuera de la escuela

Cuando ocurren infracciones disciplinarias en el campus, se espera que nuestros directores respondan de acuerdo con nuestra Política de medidas disciplinarias para alumnos, que fomenta las intervenciones conductuales positivas y respalda y describe las medidas disciplinarias disponibles en la escuela. La decisión de aplicar una suspensión está sujeta, en la mayoría de los casos (pero no en todos), al criterio del equipo directivo de la escuela, de conformidad con la ley estatal y solo debe considerarse en casos de infracciones de comportamiento graves. Rocketship considera la suspensión como último recurso, ya que creemos que nuestros alumnos reciben el mejor servicio cuando asisten a la escuela todos los días. No se deben seguir las recomendaciones de expulsión, excepto en los casos más extremos, ya que nuestra política es hacer lo que sea necesario para atender a cada alumno que se inscriba en una escuela Rocketship.

Si surge una situación en la que un director considera que se debe suspender al alumno o recomendar su expulsión, se aplicará esta política y ella regirá el proceso.

Fundamentos para la suspensión y expulsión

En California, se **puede** suspender a un alumno cuando se determine que hizo lo siguiente:

- Causó, intentó causar o amenazó con causar lesiones físicas a otra persona o usó deliberadamente la fuerza de la violencia contra otra persona, excepto en caso de legítima defensa.
- Tuvo bajo su posesión, vendió o suministró de otro modo cualquier tipo de cuchillo u otro objeto peligroso sin un uso razonable para el alumno, a menos que, en el caso de posesión de un objeto de este tipo, el alumno hubiera obtenido el permiso por escrito para portar dicho objeto por parte de un empleado certificado de la escuela, con la aprobación del director, el administrador o la persona designada.
- Tuvo bajo su posesión, usó o suministró de otro modo ilegalmente cualquier sustancia controlada, según se define en las secciones 11053 a 11058 del Código de Salud y Seguridad, bebida alcohólica o estupefaciente de cualquier tipo, o estuvo bajo su influencia. No se suspenderá a los alumnos que revelen voluntariamente su consumo de sustancias controladas, alcohol o estupefacientes de cualquier tipo con el fin de solicitar ayuda a través de servicios o recursos de apoyo, únicamente por haber hecho esa revelación.
- Ofreció, organizó o negoció ilegalmente la venta de cualquier sustancia controlada, según se define en las secciones 11053 a 11058 del Código de Salud y Seguridad, bebida alcohólica o estupefaciente de cualquier tipo y, luego, vendió, entregó o suministró de otro modo a cualquier persona otra sustancia o material líquido y lo calificó como sustancia controlada, bebida alcohólica o estupefaciente.

- Cometió o intentó cometer un robo o una extorsión.
- Causó o intentó causar daños a la propiedad de la escuela o a la propiedad privada, lo que incluye, entre otros, archivos electrónicos y bases de datos.
- Robó o intentó robar la propiedad de la escuela o la propiedad privada, lo que incluye, entre otros, archivos electrónicos y bases de datos.
- Tuvo bajo su posesión o consumió tabaco o cualquier producto que contenga tabaco o nicotina, incluidos, entre otros, cigarros, cigarrillos, cigarros pequeños, cigarrillos de clavo de olor, tabaco sin humo, rapé, tabaco para mascar en paquete y betel. Esta sección no le prohíbe al alumno la administración de sus propios productos recetados. No se suspenderá a los alumnos que revelen voluntariamente su consumo de sustancias controladas, alcohol o estupefacientes de cualquier tipo con el fin de solicitar ayuda a través de servicios o recursos de apoyo, únicamente por haber hecho esa revelación.
- Cometió un acto obsceno o participó en blasfemias o vulgaridades de forma habitual.
- Tuvo bajo su posesión u ofreció ilegalmente cualquier parafernalia de drogas, según se define en la sección 11014.5 del Código de Salud y Seguridad, u organizó o negoció ilegalmente su venta.
- Recibió deliberadamente propiedad de la escuela o propiedad privada, lo que incluye, entre otros, archivos electrónicos y bases de datos.
- Tuvo bajo su posesión una imitación de arma de fuego, es decir, una réplica que es tan parecida en propiedades físicas a un arma de fuego existente que lleva a una persona razonable a concluir que la réplica es un arma de fuego.
- Acosó, amenazó o intimidó a un alumno que es un testigo denunciante o testigo en un procedimiento disciplinario escolar con el fin de evitar que ese alumno sea testigo o tomar represalias en su contra por serlo.
- Ofreció, organizó o negoció la venta o vendió ilegalmente el medicamento recetado de marca Soma.
- Participó o intentó participar en una novatada contra otra persona. A los fines de esta subdivisión, “novatada” significa un método de iniciación o preparación para la iniciación en una organización o un cuerpo de alumnos, ya sea que una institución educativa los reconozca oficialmente o no, que pueden causar lesiones corporales graves o humillación o degradación personal que provoque daños físicos o mentales a un antiguo, actual o posible alumno. A los fines de esta sección, las “novatadas” no incluyen eventos deportivos ni eventos aprobados por la escuela.
- Ayudó o incitó, según se define en la sección 31 del Código Penal, la imposición o intento de imposición de lesiones físicas a otra persona, que puede estar sujeta a suspensión pero no a expulsión, de conformidad con esta sección, excepto que un tribunal de menores haya declarado que un alumno cometió, ayudó e incitó un delito de violencia física en el que la víctima sufrió una lesión corporal o considerable o grave, en cuyo caso estará sujeto a suspensión o expulsión.
- Cometió amenazas terroristas contra autoridades escolares o la propiedad escolar, lo que incluye, entre otros, archivos electrónicos y bases de datos. A los fines de esta sección, “amenaza terrorista” incluirá cualquier declaración, ya sea escrita u oral, de una persona que amenace intencionalmente con cometer un delito que cause la muerte, lesiones corporales graves a otra persona o daños a la propiedad que supere el monto de $1,000, con la intención específica de que dicha declaración se interprete como una amenaza, aunque no existiera intención real de llevarla a cabo, que, por su forma y dadas las circunstancias en que se emite, debe ser tan inequívoca, incondicional, inmediata y específica que transmita a la persona amenazada una intención real y una posibilidad inmediata de ejecución de la amenaza, y, por lo tanto, provocando razonablemente en esa persona un temor constante por su propia seguridad, la de su familia directa o la protección de la propiedad escolar, lo que incluye, entre otros,

archivos electrónicos y bases de datos, o de las pertenencias de la persona amenazada o de su familia inmediata.

- Cometió acoso sexual, según se define en el artículo 212.5 del EC. A los fines de esta sección, una persona razonable del mismo sexo que la víctima debe considerar que la conducta descrita en la sección 212.5 es lo suficientemente grave o generalizada como para afectar negativamente el desempeño académico de la persona o para crear un entorno educativo intimidante, hostil u ofensivo. Esta sección no se aplica a alumnos de jardín de infantes a 3.º grado.
- Causó, intentó causar, amenazó con causar o participó en un acto de violencia motivado por el odio, según se define en la subdivisión (e) de la sección 233 del Código de Educación. Esta sección no se aplica a alumnos de jardín de infantes a 3.º grado.
- Acosó, amenazó o intimidó intencionalmente al personal de la escuela, a voluntarios o a un alumno o grupo de alumnos hasta provocar el efecto real y razonablemente esperado de interrumpir sustancialmente el trabajo en clase, crear un desorden considerable o vulnerar los derechos del personal escolar, voluntarios o alumnos mediante la creación de un entorno educativo intimidante u hostil. Esto no se aplica a alumnos de jardín de infantes a 3.º grado.
- Participó en un acto de acoso, incluido, entre otros, el acoso cometido por medio de un acto electrónico, según se define en las subdivisiones (f) y (g) de la sección 32261 del Código de Educación, dirigido específicamente a un alumno o al personal de la escuela.

Se **debe** suspender a un alumno y recomendar su expulsión por cualquiera de los siguientes actos cuando se determine que hizo lo siguiente:

- Tuvo bajo su posesión, vendió o suministró de algún modo un arma de fuego, explosivo u otro artefacto destructivo, a menos que, en el caso de posesión de un objeto de este tipo, el alumno hubiera obtenido el permiso por escrito para portar dicho objeto por parte de un empleado certificado de la escuela, con la aprobación del director o la persona designada.
  - El término **arma de fuego** comprende (A) cualquier arma (incluida una pistola de arranque) que expulse o esté diseñada para expulsar un proyectil por la acción de un explosivo o que pueda convertirse fácilmente para ello; (B) el armazón o mecanismo receptor de cualquiera de dichas armas; (C) cualquier silenciador o supresor de sonido para armas de fuego; o (D) cualquier artefacto destructivo. Este término no incluye las armas de fuego antiguas.
  - El término **artefacto destructivo** comprende cualquier explosivo, arma incendiaria o gas venenoso como, por ejemplo, (i) bomba, (ii) granada, (iii) cohete con una carga propulsora de más de 113 gramos (4 onzas), (iv) misil con una carga explosiva o incendiaria de más de 7 gramos (0.25 onzas), (v) mina o (vi) un dispositivo similar a cualquiera de los descritos en los incisos anteriores.
- Blandió un cuchillo a otra persona.
  - El término **cuchillo** comprende (A) cualquier puñal, daga u otra arma con hoja fija y afilada diseñada principalmente para apuñalar; (B) un arma con hoja diseñada principalmente para apuñalar; (C) un arma con hoja de más de 9 centímetros (3.5 pulgadas); (D) un cuchillo plegable cuya hoja que se bloquea al abrirse; o (E) una navaja con hoja sin protección.
- Vendió ilegalmente una sustancia controlada enumerada en la sección 11053 y siguientes del

Código de Salud y Seguridad.

- Cometió o intentó cometer una agresión sexual, según se define en las secciones 261, 266c, 286, 287, 288 o 289 del Código Penal o en la antigua sección 288a del Código Penal, cometió violencia sexual según se define en la sección 243.4 del Código Penal o cometió una violencia sexual según se define en la sección 243.4 del Código Penal.

Si el Comité de Asuntos Académicos determina que un alumno ha traído un arma de fuego o un artefacto destructivo, según se define en la sección 921 del título 18 del Código de los Estados Unidos, al campus o tuvo bajo su posesión uno de estos elementos en el campus, se expulsará al alumno durante un año, de conformidad con la Ley Federal de Escuelas Libres de Armas de 1994. En tales casos, el alumno tendrá derecho a recibir una notificación al respecto y a una audiencia de debido proceso, según se exija de conformidad con esta política.

Aviso a los maestros

Rocketship notificará a los maestros de cada alumno que haya participado, o se sospeche razonablemente que ha participado, en cualquiera de los actos enumerados en la sección 49079 del Código de Educación, así como las infracciones correspondientes enumeradas anteriormente.

Procedimientos de suspensión

Una suspensión es la expulsión temporal de un alumno del programa escolar habitual y de los eventos patrocinados por la escuela durante el tiempo que le asigne un administrador escolar. Se espera que los alumnos completen todo el trabajo asignado mientras cumplen con la suspensión.

Solo el director o la persona designada, con la aprobación previa del Director Regional de Escuelas o del Director Ejecutivo Regional, y después de reunirse con el alumno para comprender su comportamiento, deberá iniciar el proceso de suspensión fuera de la escuela.

Las suspensiones en Rocketship seguirán los siguientes procedimientos:

Conferencia

A menos que la presencia continua del alumno en la escuela suponga un peligro continuo para la comunidad escolar o una amenaza continua de interrupción, la suspensión estará precedida por una conferencia realizada por el director o la persona designada con el estudiante y su padre, madre o tutor.

La conferencia puede omitirse si el director o la persona designada determina que existe una situación de emergencia. Una “situación de emergencia” implica un riesgo evidente y actual para la vida, la seguridad o la salud de los alumnos o del personal de la escuela. Si se suspende a un alumno en una situación de emergencia sin que se lleve a cabo esta conferencia, tanto el alumno como su padre, madre o tutor tendrán la oportunidad de asistir a la conferencia en un plazo de dos días lectivos.

En la conferencia, se informará al alumno el motivo de la medida disciplinaria y las pruebas en su contra, y se le dará la oportunidad de exponer su versión de los hechos y pruebas en su defensa.

Si no existiera una situación de emergencia, la conferencia debe tener lugar antes de enviar al alumno a casa en suspensión.

No se pueden imponer sanciones a un alumno por el hecho de que su padre, madre o tutor no asista a una conferencia con autoridades escolares. El regreso de un alumno a la escuela después de una suspensión otorgada no dependerá de la capacidad de su padre, madre o tutor para asistir a una conferencia o reunión con el personal de la escuela.

Aviso para alumnos y padres o tutores

la conducta indebida, se lo haya interrogado al respecto y se le haya permitido dar una explicación.

En el momento de la suspensión, el director o la persona designada harán lo posible para comunicarse con el padre, la madre o el tutor del alumno por teléfono o personalmente. También se notificará por escrito y de manera inmediata al padre, la madre o el tutor del alumno la suspensión, su motivo y su duración, el derecho del alumno a regresar a la escuela al final de la suspensión y la fecha de regreso después de la suspensión. El director o la persona designada también le dará al padre, la madre o el tutor una copia del aviso de suspensión. Además, se archivará una copia de este aviso en el expediente general del alumno en la escuela.

El regreso de un alumno a la escuela después de aplicar una suspensión no dependerá de la capacidad de su padre, madre o tutor de asistir a una conferencia o reunión con el personal de la escuela.

Límites de tiempo para la suspensión/Recomendación de expulsión

Las suspensiones, cuando no incluyan una recomendación de expulsión, no excederán los cinco (5) días lectivos consecutivos en cada caso. Para calcular los días de suspensión, los días cumplidos no incluirán días en los que la escuela no esté abierta para los alumnos (p. ej., los días en que la escuela está cerrada, los feriados escolares, los recesos de primavera y las vacaciones de verano).

Si el alumno abandona la escuela el día en que se impuso la suspensión, este día se contará como parte de la suspensión si se le negó la participación en la clase antes de las 12 del mediodía de ese día. La suspensión finalizará a la medianoche del día indicado como el último día de la suspensión.

Después de que el director o la persona que este designe recomiende la expulsión, se invitará al alumno y a su padre, madre, tutor o representante a una segunda conferencia para determinar si la suspensión del alumno debe extenderse en espera de una audiencia de expulsión. En los casos en que la escuela haya determinado que el período de suspensión debe extenderse, dicha extensión se aplicará solo después de que se realice una conferencia con el alumno o sus padres, a menos que no asistan a dicha conferencia. El director o la persona designada determinarán esto en función de cualquiera de las siguientes circunstancias:

1. La presencia del alumno será perjudicial para el proceso educativo.
2. El alumno representa una amenaza o un peligro para los demás.

Tras cualquiera de las determinaciones, la suspensión del alumno se extenderá a la espera de los resultados de una audiencia de expulsión.

Se excluirá a los alumnos suspendidos de todas las actividades escolares y relacionadas con la escuela, a menos que se acuerde lo contrario durante el período de suspensión.

Acceso al trabajo escolar requerido durante la suspensión

Rocketship hará lo siguiente durante la suspensión de un alumno:

- A solicitud del padre, la madre o el tutor legal del alumno o de otra persona que tenga derecho a tomar decisiones educativas en nombre de un alumno suspendido, Rocketship proveerá la tarea que se le hubiera asignado al alumno durante su suspensión.
- Si el alumno completa una tarea durante la suspensión y la entrega, dicha tarea se incluirá en el cálculo de su calificación general.

Procedimientos de expulsión

Una expulsión es el despido permanente de un alumno del programa Rocketship, sujeto a cualquier plan de rehabilitación como se describe más adelante. Si se aprueba una expulsión, el padre, la madre o el tutor tiene la responsabilidad de inscribir al alumno en otra escuela.

La plena autoridad de la Junta Directiva que rige Rocketship ("la Junta") para evaluar y gestionar expulsiones se otorgará al Comité de Asuntos Académicos, un comité de la Junta. El Comité de Asuntos Académicos constará de tres miembros de la Junta Directiva. El Comité de Asuntos Académicos puede expulsar a cualquier alumno que se descubra que ha cometido una infracción susceptible de expulsión. En lugar de llevar a cabo la audiencia directamente, el Comité de Asuntos Académicos podrá designar un panel administrativo imparcial, como se describe a continuación. El Comité de Asuntos Académicos designará de antemano a un panel conformado por al menos cinco miembros certificados del personal de Rocketship, cada uno de diferentes escuelas Rocketship. Si alguna de las personas designadas para el panel trabaja en la escuela en la que está inscrito el alumno, deberá recusarse de los procedimientos.

Aviso para alumnos y padres o tutores

En caso de expulsión, Rocketship deberá notificar por escrito y de manera oportuna los cargos presentados contra el alumno, así como una explicación de sus derechos fundamentales.

Audiencia

Los alumnos para los que se recomiende la expulsión tienen derecho a una audiencia en la que se determine si deben ser expulsados. La audiencia se llevará a cabo en un plazo de 30 días lectivos después de que el director o la persona designada determine que el alumno ha cometido una infracción susceptible de expulsión, a menos que el alumno o la familia soliciten, por escrito, que se posponga la audiencia.

En el caso de que un panel administrativo escuche el caso, dentro de los 10 días de la audiencia, hará una recomendación al Comité de Asuntos Académicos para que tome una decisión final sobre la expulsión. La audiencia se llevará a cabo en sesión cerrada, a menos que el alumno presente una solicitud por escrito para una audiencia pública tres días antes de la audiencia.

El aviso por escrito de la audiencia se enviará al alumno y a su padre, madre o tutor antes de la fecha en la que se llevará a cabo. Al enviar el aviso por correo, se considerará que el alumno lo recibió. El aviso incluirá la siguiente información:

- La fecha y el lugar de la audiencia de expulsión.
- Una declaración de los hechos, cargos e infracciones específicos en los que se basa la expulsión propuesta, junto con un resumen de las pruebas contra el alumno.
- Una copia de las normas disciplinarias de Rocketship que se relacionan con la supuesta infracción.
- Notificación de la obligación del alumno o de su padre, madre o tutor de aportar información sobre la condición del alumno en la escuela a cualquier otro distrito escolar o escuela en la que el alumno solicite la inscripción.
- La oportunidad para que el alumno o su padre, madre o tutor comparezcan en persona o para contratar a un abogado o un asesor que no sea abogado y que los represente.
- El derecho a inspeccionar y obtener copias de todos los documentos que se usarán en la audiencia.
- La oportunidad de cuestionar todas las pruebas presentadas y de presentar pruebas orales y documentales en nombre del alumno, inclusive testigos.

Procedimientos especiales para audiencias de expulsión por delitos de agresión o violencia sexual

Tras encontrar una buena causa, Rocketship puede determinar que la divulgación de la identidad del testigo o del testimonio de ese testigo en la audiencia, o de ambos, sometería al testigo a un riesgo irrazonable de daño psicológico o físico. Luego de esta determinación, el testimonio del testigo puede presentarse en la audiencia en forma de una declaración de la víctima o testigo, que únicamente Rocketship o el funcionario de la audiencia podrán examinar. Se pondrán a disposición del alumno copias de estas declaraciones, editadas de modo que no figuren el nombre y la identidad del testigo.

- El testigo denunciante en un caso de agresión o violencia sexual debe recibir una copia de las normas disciplinarias aplicables y se le debe informar de su derecho a (a) recibir una notificación con cinco (5) días de anticipación de la fecha programada de su testimonio; (b) contar con la presencia de hasta dos (2) personas adultas de apoyo de su elección en la audiencia en el momento en que testifique, lo que puede incluir su padre, madre, tutor o asesor legal; y (c) optar por que la audiencia sea cerrada durante los testimonios.
- Rocketship también debe ofrecerle al testigo de la denuncia una sala separada de la sala de audiencias para usar antes del testimonio y durante los recesos.
- A discreción de la entidad que lleva a cabo la audiencia de expulsión, al testigo denunciante se le concederán pausas durante el interrogatorio o contrainterrogatorio, durante las cuales podrá retirarse de la sala de la audiencia.
- El Panel Administrativo o el Comité de Asuntos Académicos también pueden organizar los asientos dentro de la sala de audiencias para procurar que el entorno sea lo menos intimidante posible para el testigo denunciante.
- La entidad que lleva a cabo la audiencia de expulsión también puede limitar el tiempo para tomar el testimonio del testigo denunciante a las horas en las que normalmente está en la escuela, siempre que no haya una buena causa para tomar el testimonio durante otras horas.
- Antes de que un testigo denunciante testifique, se les debe advertir a las personas de apoyo que la audiencia es confidencial. Nada de lo dispuesto en la ley impide que el panel administrativo o el Comité de Asuntos Académicos expulsen a una persona de apoyo si la persona que preside considera que está interrumpiendo la audiencia. La entidad que lleva a cabo la audiencia puede permitir que cualquiera de las personas de apoyo del testigo denunciante lo acompañe al estrado.

- Si una o ambas personas de apoyo también son testigos, Rocketship debe presentar pruebas de que el testigo denunciante desea la presencia del otro testigo y de que será conveniente para Rocketship. La entidad que preside la audiencia permitirá que el testigo permanezca a menos que se determine que existe un riesgo sustancial de que el testimonio del testigo denunciante se vea influenciado por la persona de apoyo, en cuyo caso el funcionario que preside advertirá a esta persona a no incitar, persuadir ni influenciar al testigo de ninguna manera. Nada impedirá que el funcionario que preside la audiencia use su mejor criterio para expulsar a una persona de la audiencia que considere que está incitando, persuadiendo o influenciando al testigo.
- El testimonio de la persona de apoyo se presentará antes del testimonio del testigo denunciante, y este último podrá salir de la sala durante ese testimonio.
- Especialmente en el caso de los cargos que involucren un hecho de agresión o violencia sexual, si la audiencia será abierta al público a solicitud del alumno expulsado, el testigo denunciante tendrá derecho a que se escuche su testimonio en una sesión cerrada cuando testificar en una sesión pública suponga una amenaza de daño psicológico grave para el testigo denunciante y no existan procedimientos alternativos para evitar dicha amenaza. Los procedimientos alternativos pueden incluir declaraciones grabadas en video o interrogatorios simultáneos en otro lugar comunicado a la sala de audiencias por medio de un sistema de circuito cerrado de televisión.
- Las pruebas de casos específicos de conducta sexual previa de un testigo denunciante se presumen inadmisibles y no se considerarán sin una determinación de la entidad que lleva a cabo la audiencia de que existen circunstancias extraordinarias que exigen que se consideren las pruebas. Antes de que se pueda tomar dicha determinación con respecto a circunstancias extraordinarias, se notificará al testigo y se le dará la oportunidad de oponerse a la presentación de las pruebas. En la audiencia sobre la admisibilidad de las pruebas, el testigo denunciante tendrá derecho a que su padre o madre, un asesor legal u otra persona de apoyo lo represente. Las pruebas relativas a la reputación o a la opinión sobre la conducta sexual del testigo denunciante no son admisibles bajo ningún concepto.

Registro de la audiencia

Rocketship mantendrá un registro completo de la audiencia.

Presentación de pruebas

Si bien las reglas técnicas de admisibilidad de pruebas no se aplican a las audiencias de expulsión, solo se podrá admitir y usar como prueba aquella evidencia en la que una persona razonable confiaría al tomar decisiones importantes. La recomendación del panel administrativo y la decisión de la Junta de expulsión deben estar respaldadas por una preponderancia de las pruebas de que el alumno cometió una infracción que justifica la expulsión. Los hallazgos fácticos se basarán únicamente en las pruebas presentadas en la audiencia. Si bien se admiten las pruebas de un testimonio de referencia, ninguna decisión de expulsión se basará únicamente en este tipo de prueba. Se podrán admitir declaraciones escritas como testimonio de testigos cuando la Junta, el panel o la persona delegada determinen que revelar su identidad o exigir su testimonio presencial podría exponerlos a un riesgo físico o psicológico irrazonable.

Si, previa solicitud por escrito del alumno expulsado, la audiencia se lleva a cabo en una reunión pública, y el cargo en su contra es haber cometido o intentado cometer una agresión sexual o violencia sexual según se define en la sección 48900 del Código de Educación, el testigo denunciante tendrá derecho a que se escuche su testimonio en una sesión cerrada al público.

Decisión de expulsión

La decisión del panel administrativo se presentará en forma de conclusiones de hecho por escrito y una recomendación escrita dirigida a la Comisión de Asuntos Académicos, que tomará la decisión final con respecto a la expulsión. La decisión final del Comité de Asuntos Académicos se tomará dentro de los diez (10) días lectivos posteriores a la conclusión de la audiencia.

Si el panel administrativo decide no recomendar la expulsión, el alumno deberá reincorporarse inmediatamente en su programa educativo.

El director o la persona designada enviará una copia de la notificación por escrito de la decisión de expulsión a la autoridad constitutiva. Este aviso incluirá la siguiente información: (a) el nombre del alumno y (b) la infracción específica susceptible de expulsión cometida por el alumno.

Aviso de expulsión por escrito

El director o la persona designada, después de que la Junta haya decidido expulsar al alumno, enviará un aviso por escrito de la decisión de expulsión, en el que se incluirán las conclusiones de hecho adoptadas por la Junta, al alumno o a su padre, madre o tutor. Este aviso también incluirá lo siguiente:

- Aviso de la infracción específica cometida por el alumno.
- Aviso de la obligación del alumno o de su padre, madre o tutor de informar sobre la condición del alumno en Rocketship a cualquier distrito nuevo en el que el alumno quiera inscribirse.
- Aviso del derecho a apelar y del proceso.
- Información sobre rehabilitación y reingreso.
- Información sobre educación alternativa.

Derecho a apelar

El alumno o su familia tendrá derecho a apelar la decisión de expulsar al alumno de Rocketship directamente al Comité de Asuntos Académicos. Si el Comité de Asuntos Académicos tomó la decisión final sobre la expulsión, la apelación pasará directamente al Comité Ejecutivo de la Junta. La solicitud de apelación debe realizarse por escrito y presentarse ante el Comité de Asuntos Académicos o ante el Comité Ejecutivo en el plazo de cinco días hábiles después de haber tomado conocimiento de la decisión de expulsar al alumno. El Comité de Asuntos Académicos o el Comité Ejecutivo tratarán la apelación en un plazo de 15 días a partir de su recepción.

Período posterior a la expulsión: posibilidad de readmisión de alumnos expulsados

La decisión de readmitir a un alumno expulsado de una escuela Rocketship quedará a entera discreción de la Junta.

Procedimientos especiales para la suspensión y expulsión de alumnos con discapacidades

Servicios durante la suspensión

Los alumnos con discapacidades conforme a la Ley de Personas con Discapacidades (Individuals with Disabilities Act, IDEA) que sean suspendidos durante más de diez (10) días de clases en un ciclo lectivo seguirán recibiendo servicios de modo tal que puedan seguir participando en el plan de estudios de educación general, aunque en otro entorno, y avanzar hacia el cumplimiento de los objetivos establecidos en su IEP; además de recibir, según

corresponda, una evaluación funcional del comportamiento o un análisis funcional, así como servicios e intervenciones conductuales y modificaciones diseñadas para abordar la transgresión a fin de evitar su recurrencia. Estos servicios pueden prestarse en un entorno educativo alternativo provisional.

Garantías procesales/determinación de manifestación

De acuerdo con la sección 504 de la Ley de Rehabilitación de 1973 y la IDEA, el alejamiento de un alumno por más de diez (10) días escolares se considera un "cambio de ubicación" disciplinario. Antes de recomendar la expulsión o suspensión de la escuela de un niño con un IEP por más de 10 días debido a una violación del código de conducta estudiantil, se deberá llevar a cabo una determinación de manifestación. Rocketship, los padres y los miembros pertinentes del equipo del IEP revisarán toda la información relevante en el expediente del alumno, incluido su IEP, las observaciones del maestro y cualquier información relevante proporcionada por los padres para determinar lo siguiente:

- Si la conducta en cuestión se debió a la discapacidad del alumno o tuvo una relación directa y sustancial con esta.
- Si la conducta en cuestión fue el resultado directo de la falta de implementación del IEP o el Plan de la sección 504 por parte de la agencia educativa local.

Si el equipo del IEP determina que cualquiera de las opciones anteriores se aplica al caso del niño, se determinará que la conducta es una manifestación de la discapacidad del niño y se procederá a hacer lo siguiente:

- Se hará una evaluación funcional del comportamiento o un análisis funcional y se implementará un plan de intervención conductual para el alumno, siempre que la escuela no haya realizado dicha evaluación con anterioridad a la determinación y antes del comportamiento que dio lugar a un cambio en la ubicación educativa.
- Si ya se ha elaborado un plan de intervención conductual, se deberá revisar dicho plan de intervención conductual si es que existe para el niño y modificarlo, según fuese necesario, para abordar el comportamiento en cuestión.
- Se reintegrará al niño a la ubicación educativa de la que se lo retiró, a menos que su padre, madre o tutor y la escuela acuerden un cambio de ubicación educativa como parte de la modificación del plan de intervención conductual.

Si la escuela, el padre, la madre o el tutor del alumno y los miembros pertinentes del equipo del IEP determinan que el comportamiento no fue una manifestación de la discapacidad del alumno y que la conducta en cuestión no fue el resultado de la falta de implementación del IEP o del Plan de la sección 504, en ese caso, la escuela podrá aplicar los procedimientos disciplinarios correspondientes a los alumnos con discapacidades de la misma manera y por la misma duración que se aplicarían a los alumnos sin discapacidades.

Circunstancias especiales

El personal de Rocketship puede considerar cualquier circunstancia particular de forma individual al momento de determinar si corresponde ordenar un cambio de ubicación educativa para un alumno con discapacidad que infrinja el código de conducta estudiantil.

El director o la persona designada pueden trasladar a un alumno a un entorno educativo alternativo provisional durante no más de 45 días sin tener en cuenta si se determina que el comportamiento es una manifestación de la discapacidad del alumno en los siguientes casos:

- Si el alumno porta o lleva consigo un arma, según se define en el título 18 del U.S.C., sección 930, en la escuela, en las instalaciones de la escuela o durante un evento escolar.
- Si el alumno lleva consigo o consume deliberadamente drogas ilícitas, o vende o promueve la venta de una sustancia controlada mientras está en la escuela, en las instalaciones de la escuela o durante un evento escolar.
- Si el alumno provoca lesiones corporales graves, según se define en el título 20 del U.S.C., sección 1415(k)(7)(D), a una persona mientras se encuentra en la escuela, en las instalaciones de la escuela o durante un evento escolar.

Entorno educativo alternativo provisional

El equipo del IEP del alumno determinará su entorno educativo alternativo provisional.

Procedimientos para alumnos que aún no son elegibles para los servicios de educación especial

Un alumno a quien no se ha identificado como una persona con discapacidad, de conformidad con la ley IDEA, y que ha infringido las políticas de comportamiento de Rocketship puede hacer valer las garantías procesales otorgadas en virtud de esta reglamentación administrativa solamente si Rocketship tenía conocimiento de que el alumno tenía una discapacidad antes de que ocurriera el comportamiento en cuestión.

Se considerará que Rocketship tiene conocimiento de que el alumno tenía una discapacidad si tuvo lugar una de las siguientes condiciones antes del comportamiento en cuestión:

- El padre o la madre del alumno expresaron su preocupación por escrito al personal de supervisión o administrativo de Rocketship o a un maestro del menor de que el alumno necesita educación especial y servicios relacionados.
- El padre o la madre del alumno solicitaron que se le hiciera una evaluación al menor de conformidad con el título 34 del C.F.R., secciones 300.300 a 300.311.
- El maestro del menor, u otro miembro del personal de Rocketship, expresó directamente al director de educación especial de la agencia o a otro miembro del personal de supervisión de la agencia inquietudes específicas sobre un patrón de comportamiento del alumno.

No se considerará que Rocketship tiene conocimiento de que el alumno tenía una discapacidad si el padre o la madre no ha permitido que se realice una evaluación al alumno, ha rechazado servicios o si, tras evaluar al alumno, se ha determinado que no es elegible. Si la escuela no tenía conocimiento de la discapacidad del alumno, procederá con la medida disciplinaria propuesta.

La escuela hará una evaluación acelerada si así lo solicitan los padres; sin embargo, el alumno permanecerá en la ubicación educativa que Rocketship determine a la espera de los resultados de la evaluación.

Registros de medidas disciplinarias

Rocketship mantendrá registros de todas las suspensiones y expulsiones de alumnos en la institución. Dichos registros se pondrán a disposición de la autoridad constitutiva previa solicitud.

Baja forzosa

Ninguna escuela Rocketship le dará la baja forzosa a ningún alumno por ningún motivo, a menos que el padre, la madre o el tutor del alumno haya recibido una notificación por escrito de la intención de darle de baja forzosa al alumno no menos de cinco (5) días lectivos antes de la fecha de entrada en vigor de la medida. La notificación por escrito deberá ser en la lengua materna del alumno o de su padre, madre o tutor, e informará al alumno, y a su padre, madre o tutor, los motivos por los que se le da de baja forzosa al alumno, así como el derecho del padre, la madre o el tutor del alumno a solicitar una audiencia para cuestionar la medida. Si el padre, la madre o el tutor del alumno solicita una audiencia, Rocketship seguirá los mismos procedimientos de audiencia especificados a continuación para las expulsiones, antes de la fecha de entrada en vigor de la medida para dar de baja forzosa al alumno. Si el padre, la madre o el tutor del alumno solicita una audiencia, el alumno permanecerá inscrito y no se le podrá dar de baja hasta que Rocketship emita una decisión final. A los fines del presente documento, la "baja forzosa" comprende la cancelación de la inscripción, el retiro, la transferencia o la desvinculación del alumno, pero no incluye bajas por conducta indebida que puedan ser motivo de suspensión o expulsión, como se indica a continuación. Los motivos de la baja forzosa de un alumno incluyen, entre otros, el incumplimiento de las condiciones del Acuerdo maestro de estudio independiente del alumno de conformidad con la sección 51747(c)(4) del Código de Educación.

A los fines de esta política, el término "padre, madre o tutor" incluirá al titular de los derechos educativos de un niño o joven sin hogar; al titular de los derechos educativos, abogado y trabajador social del condado de un niño o joven en régimen de acogida; y un trabajador social tribal de una persona indígena americana o nativa de Alaska y, si corresponde, un trabajador social del condado.

PÉRDIDA O DAÑO DE LA PROPIEDAD DE LA ESCUELA

Rocketship puede autorizar a los alumnos a utilizar la propiedad que ofrece la escuela, lo que incluye, entre otros, libros de texto, libros de la biblioteca y dispositivos tecnológicos tales como computadoras y tabletas. Al aceptar el uso de la propiedad que proporciona la escuela, los padres y tutores aceptan la responsabilidad por la posesión y el cuidado de los materiales por parte de su alumno y por la devolución de la propiedad proporcionada por la escuela en su estado original y sin daños.

Debe informarse cualquier daño o pérdida de la propiedad de Rocketship al gerente de Operaciones Comerciales. Los daños serán revisados y podrían dar lugar a una reunión con el padre, la madre o el tutor para revisar las expectativas.

Si un alumno daña intencionalmente la propiedad de Rocketship o la propiedad personal de un empleado de Rocketship, o no devuelve la propiedad en su estado original y sin daños, los padres o tutores del alumno podrían ser responsables de todos los costos de reemplazo.

Después de notificar por escrito al padre, la madre o el tutor del alumno sobre la pérdida o el daño de la propiedad de la escuela y darle a la familia del alumno el acceso al debido proceso, la escuela se reserva el derecho de implementar las medidas de cumplimiento disponibles en virtud de la ley, las cuales pueden incluir poner fin al privilegio del alumno de llevar dispositivos a su casa.

CÓDIGO DE VESTIMENTA DEL ALUMNO

El código de vestimenta de Rocketship busca maximizar el aprendizaje y minimizar las interrupciones durante la jornada escolar, así como fomentar el espíritu escolar y comunitario. Rocketship procura asegurarse de que todos los alumnos estén preparados cada día para participar cómodamente y concentrarse en todas las actividades escolares. En consecuencia, se espera que los alumnos usen el uniforme de Rocketship todos los días.

Consulte el anexo de su escuela para conocer los colores y detalles del uniforme.

Se llamará al padre o la madre de un alumno si no hay disponible vestimenta adecuada o si el alumno se niega a usar la vestimenta adecuada según el código de vestimenta.

En los campus de Rocketship NO se permite ninguna prenda de vestir, accesorio o marca que:

- Exhiba malas palabras, insultos o discursos de odio.
- Muestre logotipos, eslóganes, palabras o imágenes que promocionan o exhiben alcohol, tabaco, drogas, vandalismo, prejuicios, violencia, connotaciones sexuales o blasfemias, lo que incluye prendas con frases o imágenes que tengan doble sentido.
- No sea del tamaño correcto.
- Podría ser peligroso al jugar, participar en las clases de educación física o en actividades escolares.
- Interrumpe o interfiere con la capacidad del alumno o de los otros alumnos para participar en las clases de educación física, las actividades escolares o su proceso de aprendizaje.
- Es un accesorio para la cabeza, como sombreros, capuchas y gorras, a menos que la administración de la escuela lo permita por motivos religiosos, médicos o de otro tipo.

Rocketship se reserva el derecho de determinar qué constituye una infracción de esta política del código de vestimenta, dentro de los límites que establece la ley. Rocketship podrá comunicarse con el padre, la madre o el tutor del alumno para analizar la infracción del código de vestimenta.

Rocketship respeta y protege la expresión religiosa, étnica y cultural de los alumnos. Los alumnos pueden usar cualquier tipo de peinado o prenda específica para cubrirse la cabeza por motivos religiosos, étnicos o culturales, incluidos, entre otros, hiyabs, kipás y envolturas para la cabeza o el cabello.

EFECTOS PERSONALES

No se permite que los alumnos tengan los siguientes objetos en la escuela:

- Goma de mascar
- Cualquier arma real o de imitación y armas de juguete
- Fósforos o cualquier elemento inflamable
- Cualquier sustancia ilegal
- Juguetes, juegos, cartas, peluches/animales de peluche, muñecas y fidget spinners (a menos que sean proporcionados por el personal escolar o sean una adaptación formal para un alumno con una discapacidad)
- Juguetes y dispositivos electrónicos

Podrá confiscarse cualquier otro elemento personal que sea peligroso o se convierta en una distracción para el alumno o el aula.

Se recomienda a los alumnos y a las familias no traer artículos personales a la escuela que no sean necesarios para la jornada escolar.

Objetos perdidos y responsabilidad de la escuela
Rocketship mantiene un área designada para Objetos perdidos en el campus para los artículos recuperados y hará todo lo razonable por ayudar a los alumnos a encontrar las pertenencias perdidas en el campus. Para aumentar la probabilidad de que los artículos perdidos sean devueltos, se recomienda encarecidamente a los padres y tutores que etiqueten claramente todas las pertenencias personales con el nombre y apellido del alumno. Rocketship no asume ningún tipo de responsabilidad y no reemplazará ningún artículo personal que se lleve a la escuela y que se pierda, sea robado o sufra daños en el predio escolar.

TELÉFONOS CELULARES Y DISPOSITIVOS PERSONALES DE LOS ALUMNOS

Excepto según se indica a continuación, los alumnos no pueden tener un teléfono celular o un dispositivo de comunicación inalámbrica personal (dispositivo personal) en ningún momento durante toda la jornada escolar, incluso durante los períodos de almuerzo y las transiciones entre clases.

Los dispositivos personales son cualquier dispositivo electrónico que no sea propiedad de Rocketship ni haya sido proporcionado por esta, incluidos, entre otros:

- Teléfonos celulares
- Tabletas
- Computadoras portátiles
- Dispositivos de videojuegos
- Relojes inteligentes con funciones de comunicación
- Auriculares (inalámbricos o con cable)
- Hotspots inalámbricos

El alumno solo puede utilizar un dispositivo personal durante la jornada escolar en las siguientes circunstancias:

- En caso de emergencia o en respuesta a una amenaza de peligro percibida.
- Cuando un miembro del personal de Rocketship le da permiso a un alumno para tener o usar un dispositivo privado, sujeto a cualquier limitación razonable impuesta por ese maestro o por el administrador.
- Cuando un médico autorizado determina que la tenencia o el uso de un dispositivo privado es necesario para la salud del alumno.
- Cuando la tenencia o el uso de un dispositivo privado es necesaria para el programa de educación individualizada (IEP) de un alumno.

De acuerdo con la Política del plan de seguridad de Rocketship, la escuela se comunicará con las familias en caso de emergencia; los padres pueden llamar a la oficina de recepción para transmitir información urgente a su hijo.

Si un alumno lleva un teléfono celular u otro dispositivo electrónico personal a la escuela, deberá mantenerlo apagado, guardado dentro de su mochila y fuera de la vista durante la jornada escolar. El uso no autorizado dará lugar a procedimientos disciplinarios coherentes con la Política de expectativas de comportamiento y disciplina de Rocketship.

Los alumnos que tengan algún dispositivo personal asumirán la responsabilidad exclusiva por su mantenimiento y cuidado de acuerdo con esta política. Rocketship no asume ninguna responsabilidad por los teléfonos móviles o dispositivos personales dañados, perdidos o robados, y no los reemplazará.

SALUD Y SEGURIDAD

ADMINISTRACIÓN DE MEDICAMENTOS

Rocketship se compromete a apoyar la salud de sus alumnos y satisfacer las necesidades de los alumnos con afecciones médicas, de conformidad con las leyes y reglamentaciones estatales.

Rocketship recomienda encarecidamente a las familias que la administración de medicamentos temporales o de mantenimiento se haga fuera del horario escolar. Si esto no fuese posible, podrá administrarse el medicamento en la escuela.

El personal de Rocketship debidamente capacitado administrará todos los medicamentos de acuerdo con la ley vigente, el formulario de autorización de medicamentos que obra en el expediente y las pautas establecidas. Para que el medicamento pueda conservarse o administrarse en Rocketship, el padre, la madre o el tutor del alumno debe completar y enviar un formulario de autorización de medicamentos y demás documentos requeridos en los que solicitará que se administre el medicamento en el horario escolar. Los padres o tutores deben comunicarse con el administrador de la oficina para obtener una copia de los formularios de autorización de medicamentos y de la Política de administración de medicamentos completa de Rocketship.

Los medicamentos administrados en la escuela deben limitarse a aquellos requeridos durante el horario escolar que sean necesarios para mantener la salud del alumno y a aquellos necesarios en caso de emergencia.

El Formulario de autorización de medicamentos debe incluir:

- Autorización médica por escrito, firmada por un profesional de la salud autorizado, en la que se indique lo siguiente:
    - El nombre del alumno.
    - La información de contacto de emergencia del padre, la madre o el tutor del alumno.
    - La información de contacto del profesional de la salud autorizado del alumno.
    - El nombre, el objetivo y la dosis recetada del medicamento, así como la vía de administración.
    - La frecuencia con la que se debe administrar el medicamento.
    - Los posibles efectos secundarios del medicamento, según se enumeran en la etiqueta.
    - Las circunstancias en las que se puede o se debe administrar el medicamento.
    - Otros medicamentos que el alumno pueda estar recibiendo en su casa.
    - Instrucciones especiales o procedimientos de emergencia.
    - En el caso de los medicamentos que se administra el alumno, una confirmación de que este ha recibido indicaciones sobre la técnica adecuada para administrarse el medicamento por sus propios medios y ha demostrado la capacidad de hacerlo correctamente.

- Autorización por escrito, firmada por el padre, la madre o el tutor del alumno, en la que se indique lo siguiente:
    - Un empleado o representante adecuadamente capacitado y autorizado de la escuela puede administrar medicamentos al alumno, de conformidad con todas las leyes y reglamentaciones estatales aplicables.
    - En el caso de los medicamentos que se administra el alumno propiamente dicho, este puede tener y administrarse el medicamento por su cuenta en Rocketship, en las actividades patrocinadas por Rocketship y mientras se encuentre en un transporte patrocinado por Rocketship.
    - El nombre del alumno puede divulgarse a las autoridades escolares correspondientes, según lo determine el director.

- Reconocimiento por escrito de que cualquier persona adecuadamente capacitada y autorizada que ayude a un alumno en la administración de un medicamento por su cuenta o lleve a cabo procedimientos de atención médica, incluida la administración de medicamentos, y cualquier administrador que autorice a una persona adecuadamente capacitada no serán consideradas civilmente responsables por aquellas lesiones que resulten de la asistencia razonable y prudente en la administración de medicamentos por parte de un alumno o la ejecución razonable de procedimientos de atención médica, incluida la administración de medicamentos, siempre que se realicen conforme a lo previsto en esta política.

Es responsabilidad del padre, la madre o el tutor asegurarse de que se lleven a la escuela la solicitud por escrito y el medicamento.

Inmediatamente después de cualquier cambio con respecto a la salud o el tratamiento del alumno, el padre, la madre o el tutor debe presentar a Rocketship un Formulario de autorización de medicamentos modificado. Todos los formularios de autorización de medicamentos deben actualizarse al menos una vez al año.

Un alumno que se administre medicamentos por su cuenta mientras está en la escuela, en una actividad patrocinada por la escuela o mientras se encuentra en un transporte patrocinado por esta para un fin que no sea su propio tratamiento estará sujeto a medidas disciplinarias de acuerdo con la Política de medidas disciplinarias para alumnos de Rocketship. Dichas medidas disciplinarias no limitarán ni restringirán el acceso de un alumno a sus medicamentos recetados. Rocketship notificará de inmediato al padre, la madre o el tutor del alumno sobre cualquier medida disciplinaria que se tome.

VACUNAS

Para promover la salud y el bienestar de todos los alumnos, así como para cumplir con las leyes y reglamentaciones estatales, Rocketship exige que todos los alumnos presenten pruebas de ciertas vacunas antes de comenzar la escuela en un campus de Rocketship.

Rocketship se adhiere a todas las leyes relacionadas con las vacunas obligatorias por ley para inscribir a los alumnos de conformidad con las secciones 120325 a 120380 del Código de Salud y Seguridad y el título 17, secciones 6000 a 6075 del Código de Regulaciones de California (California Code of Regulations, CCR).

Registros e informes de vacunas obligatorias

La ley de California exige que se presente una libreta de vacunación al personal de Rocketship antes de poder a inscribir a un niño en la escuela sin condiciones. Los alumnos que ingresan y no estén exentos deben presentar a Rocketship una constancia por escrito de un médico o una clínica de vacunación en la que se verifique la administración de las siguientes vacunas:

Vacunación (Jardín transicional/de jardín de infantes a 12.° grado)	Dosis
Difteria, tétanos y tos ferina (DTaP)	Cinco (5) dosis
Poliomielitis	Cuatro (4) dosis
Sarampión, paperas y rubéola (MMR)	Dos (2) dosis
Hepatitis B (Hep B)	Tres (3) dosis
Varicela	Dos (2) dosis
Tétanos, difteria reducida y tos ferina acelular (Tdap)	Una (1) dosis

Varicela	Dos (2) dosis

La verificación de la administración de las vacunas se completará con registros médicos escritos del médico del niño o de la clínica de vacunación. Las libretas de vacunación serán parte del registro permanente obligatorio del alumno y se conservarán de acuerdo con la Política de expedientes educativos e información del alumno de Rocketship. Rocketship presentará un informe por escrito sobre el estado de vacunación de todos los nuevos participantes de Rocketship ante el Departamento de Salud Pública de California (California Department of Public Health, CDPH), al menos una vez al año, según lo exija la ley.

Todo niño que viaje fuera de los Estados Unidos, ya sea por vacaciones breves o por una estadía prolongada en un país que los Centros para el Control y la Prevención de Enfermedades (Center of Disease Control and Prevention, CDC) consideren que tiene un mayor riesgo de exposición a la tuberculosis, DEBE comunicarse con la Clínica de Tuberculosis del Condado para realizarse un examen de detección de tuberculosis al regresar.

Rocketship admitirá inmediatamente a un niño en régimen de acogida, según se define en la sección 48853.5(a) del Código de Educación, y a un niño sin hogar, según se define en la sección 11434a(2) del título 42 del Código de los Estados Unidos, aunque las libretas de vacunación del niño en régimen de acogida o sin hogar no estén disponibles o no existan. Sin embargo, esto no modifica la obligación de Rocketship de obtener las libretas de vacunación de los alumnos en régimen de acogida y sin hogar o de garantizar la vacunación completa de dichos alumnos según lo exija la ley.

Admisión condicional

Se podrá admitir condicionalmente a los alumnos de acuerdo con la sección 120340 y el título 17, sección 6035, del Código de Regulaciones de California. El director o la persona designada notificará a los padres o tutores del alumno la fecha en la que el alumno debe completar todas las dosis restantes. El director o la persona designada revisará la libreta de vacunación de cada alumno a quien se admitió condicionalmente al menos cada treinta (30) días desde la fecha de admisión hasta que el alumno haya recibido todas las vacunas obligatorias o haya presentado una exención válida. Si un alumno a quien se admitió condicionalmente no cumple con las condiciones de admisión, Rocketship le prohibirá seguir asistiendo a clases hasta que presente la documentación adecuada en la que se verifique el cumplimiento de los requisitos de vacunación según lo exija la ley.

Exclusión

Si Rocketship toma conocimiento de que un alumno admitido, que anteriormente se creía que cumplía con los requisitos de vacunación, en realidad no cumple con los requisitos de admisión condicional o incondicional, notificará al padre, la madre o el tutor del alumno 1) el plazo dentro del cual deben recibirse las dosis, que no podrá exceder los diez (10) días lectivos después de la notificación; y 2) que el alumno solo podrá seguir asistiendo a clases si el padre, la madre o el tutor presenta documentación que acredite que los requisitos de vacunación se han cumplido dentro del plazo designado por Rocketship. Si el alumno no presenta documentación que acredite la administración de todas las vacunas obligatorias dentro de dicho plazo, de conformidad con la ley estatal, Rocketship excluirá a este alumno de la asistencia. El alumno permanecerá excluido de Rocketship hasta que presente la documentación adecuada del cumplimiento de los requisitos de vacunación según lo exige la ley. La información relacionada con la exclusión del alumno también se informará al Departamento de Servicios de Información para Estudiantes.

Prueba documental

El director mantendrá la información de vacunación en el expediente permanente obligatorio del alumno y presentará informes anuales del estado de vacunación según lo exija el CDPH.

Exenciones de los requisitos de vacunación

Todos los alumnos deben estar completamente vacunados de acuerdo con el Código de Salud y Seguridad de California, el Código de Regulaciones de California y esta política, con las siguientes **excepciones**:

1. Alumnos que presenten constancia de una exención médica por parte de un médico con autorización para ejercer la medicina en California de conformidad con las secciones 120370-120372 del Código de Salud y Seguridad.
    - A partir del 1 de enero de 2021, el formulario de exención médica estandarizado del CDPH será la única documentación de una exención médica que Rocketship aceptará.
    - A partir del 1 de julio de 2021, Rocketship no deberá admitir ni readmitir incondicionalmente, ni admitir ni promover a ningún alumno a 7.º grado, a menos que el alumno haya recibido todas las vacunas obligatorias o presente un formulario de exención médica estandarizado emitido por el CDPH, según lo exige la ley.
    - Las exenciones médicas seguirán siendo válidas hasta que ocurra la primera de las siguientes opciones:
        - La inscripción del niño en el siguiente ciclo escolar, según se define a continuación.
        - La fecha de vencimiento especificada en una exención médica temporal, que no podrá superar un año.
        - La revocación de la exención de conformidad con la sección 120372 del Código de Salud y Seguridad.

2. Alumnos que están inscritos en una escuela privada de instrucción basada en el hogar o en un programa de estudio independiente y que no reciben ninguna instrucción presencial en el aula.
    - Los alumnos que no hayan recibido todas las vacunas obligatorias no podrán asistir a clases en un campus de Rocketship, a menos que estén exentos de otro modo de la vacunación en virtud de los puntos 1 o 3.

3. A los alumnos que, antes del 1 de enero de 2016, hayan presentado una carta o declaración jurada en una escuela primaria o secundaria privada o pública de California en la que se manifiesten creencias contrarias a la vacunación, y que entreguen dicha carta o declaración jurada a Rocketship, se les permitirá inscribirse en Rocketship sin haberse aplicado todas las vacunas obligatorias, hasta que se inscriban en el siguiente ciclo escolar, según se define a continuación, de conformidad con la sección 120335(g) del Código de Salud y Seguridad.

    Con "ciclo escolar" se hace referencia a cada uno de los siguientes intervalos:

    1. Del nacimiento a preescolar.
    2. Jardín de infantes y 1.er a 6.º grado, inclusive, incluido el jardín transicional.
    3. De 7.º a 12.º grado, inclusive.

Si existe una buena causa para creer que un niño ha estado expuesto a una enfermedad enumerada en la sección 120335(b) del Código de Salud y Seguridad y la prueba documental del estado de vacunación del niño no indica que se haya vacunado contra dicha enfermedad, es posible que se excluya temporalmente al niño de Rocketship hasta que el funcionario de salud local esté convencido de que ya no corre el riesgo de desarrollar o transmitir la enfermedad.

Esta política no prohíbe que un alumno que califica para un Programa de educación individualizada (IEP), de conformidad con la ley federal y la sección 56026 del Código de Educación, acceda a cualquier sistema de educación especial y servicios relacionados exigidos por dicho IEP.

EXÁMENES MÉDICOS Y PRUEBAS DE DETECCIÓN

Exámenes físicos y derecho a negarse

Un padre, madre o tutor a cargo de un alumno inscrito en Rocketship puede presentar cada año al director ejecutivo una declaración escrita y firmada en la que manifieste que no da su consentimiento para que se le realice un examen físico al alumno. En ese caso, el alumno quedará exento del examen físico. No obstante, si existe un buen motivo para creer que el alumno tiene una enfermedad reconocida como contagiosa o infecciosa, se lo enviará a su casa y no se le permitirá regresar hasta que las autoridades escolares confirmen que no existe tal enfermedad.

Evaluación de la salud bucal

Los alumnos inscritos en jardín transicional o jardín de infantes en una escuela pública, o en primer grado si no estuvieron inscritos anteriormente en jardín de infantes en una escuela pública, deben presentar constancia de haber recibido una evaluación de salud bucal a cargo de un profesional dental, llevada a cabo dentro de los 12 meses previos a su inscripción inicial en una escuela pública. Comuníquese con la oficina principal si tiene preguntas sobre este requisito.

DIABETES

El Departamento de Educación de California (CDE) ha elaborado material informativo para padres, tutores y familias con información sobre la diabetes tipo 1. Puede encontrar una copia de esa ficha informativa y otros documentos informativos sobre la diabetes tipo 1 en el sitio web del CDE:
https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp

La información incluida en este manual sirve como notificación para padres o tutores de un alumno que se inscribe por primera vez, así como aviso anual para alumnos ya inscritos.

PIOJOS

Si se sospecha que un alumno tiene piojos (por ejemplo, si siente picazón constante o cosquilleo en la cabeza), el enfermero de la escuela u otro empleado capacitado puede examinar el cabello del alumno sospechoso en busca de piojos o liendres (huevos de los piojos). En algunos casos, el empleado también puede examinar a otros miembros

del hogar de ese alumno que también asistan a la escuela.

Si se descubre que un alumno efectivamente tiene piojos vivos, se lo deberá enviar a casa al final de la jornada escolar con información para los padres sobre medidas de tratamiento y control. No es necesario enviar a casa temprano a los alumnos que tienen piojos; pueden irse a casa al final del día, recibir tratamiento y regresar a clase después de haber comenzado el tratamiento correspondiente. Toda inasistencia relacionada con la presencia de piojos se documentará y contará como una inasistencia justificada de acuerdo con la Política de asistencia y ausentismo de Rocketship.

Aviso de exposición
Si hay dos (2) o más alumnos con piojos en una clase, Rocketship enviará a los hogares un aviso de exposición con información sobre piojos a todos los padres o tutores de esa clase. Rocketship mantendrá la privacidad de los alumnos identificados como que tienen piojos y los excluirá de la asistencia.

Inasistencias y regreso a la escuela
Rocketship les dará indicaciones a los padres o tutores de los alumnos afectados sobre cómo examinar a los alumnos después del tratamiento. Los padres o tutores pueden enviar nuevamente al alumno a la escuela cuando crean que ya no tiene piojos.

El enfermero de la escuela u otros miembros del personal capacitados pueden volver a examinar el cabello del alumno al regresar. Si el alumno no muestra rastros de piojos vivos, podrá regresar a la escuela.

Toda inasistencia relacionada con la presencia de piojos se documentará y contará como una inasistencia justificada de acuerdo con la Política de asistencia y ausentismo de Rocketship. Los padres no deben privar al alumno de ir a la escuela durante más días de los necesarios; normalmente, no más de tres (3) días. Las inasistencias de más de tres (3) días pueden exigir la presentación de un certificado médico.

Si la familia no puede obtener un certificado médico, deberá organizar una reunión con la escuela para hablar sobre la duración de la inasistencia. La escuela tiene la potestad de justificar más días si el personal de la escuela lo considera necesario.

PLANES DE SEGURIDAD

La seguridad es nuestra máxima prioridad. Para asegurarnos de que nuestro personal y los alumnos sepan qué hacer en caso de emergencia, seguimos un riguroso calendario de capacitación del personal, reuniones con el equipo de seguridad, recorridos por el campus y simulacros de seguridad. Todas las escuelas están equipadas con un plan de salud y seguridad detallado que contiene nuestros planes de respuesta ante emergencias, incluidos planes ante terremotos, incendios, condiciones climáticas adversas y confinamientos.

Consulte el anexo de su escuela para conocer los lugares y las indicaciones de evacuación.

Emergencias
Para que podamos mantener la seguridad del campus durante una emergencia, necesitamos que nuestras familias comprendan lo siguiente:

- En caso de emergencia, compartiremos información con las familias a través de nuestro sistema de llamadas automatizado. Asegúrese de que su información de contacto esté actualizada en nuestro sistema.
- Si hay un incidente en el campus o cerca de este, quédese en casa y espere recibir instrucciones de los directivos de la escuela. Necesitamos que el público se mantenga alejado mientras garantizamos la seguridad del campus y verificamos la presencia de todos los alumnos. Cuando sea seguro venir a la escuela, se comunicarán con usted.
- Después de un incidente de emergencia, es posible que debamos cambiar la forma en que despedimos a los alumnos. Puede que se le pida que presente una identificación con fotografía además de la tarjeta de retiro PikMyKid del alumno. Espere las indicaciones de los directivos de la escuela antes de ir al campus.

ARMAS DE FUEGO Y DE OTRO TIPO

La ley local prohíbe específicamente la posesión o portación de armas de fuego intencional dentro de los 305 metros (1,000 pies) del campus.

Rocketship prohíbe cualquier tipo de arma, imitaciones de armas de fuego u objetos peligrosos de cualquier tipo en los edificios de la escuela, en el predio escolar o en los autobuses escolares, así como en las actividades fuera del campus relacionadas con la escuela o patrocinadas por esta, a excepción de las armas o las armas de fuego que obren en poder o estén bajo el control de los oficiales de policía y guardias de seguridad y conforme lo especifique de otro modo la ley estatal.

Aviso de almacenamiento seguro de armas de fuego: Aviso obligatorio del estado de California

El propósito de este aviso es informar y recordar a los padres y tutores legales de todos los alumnos de Rocketship sus responsabilidades de mantener las armas de fuego fuera del alcance de los niños, según lo exige la ley de California. Ha habido muchas noticias sobre niños que llevaron armas de fuego a la escuela y, en muchos casos, las obtuvieron de su casa. Estos incidentes podrían prevenirse fácilmente almacenando las armas de fuego de manera segura, por ejemplo, manteniéndolas bajo llave cuando no están en uso y guardándolas por separado de las municiones.

Para ayudar a que todo el mundo entienda sus responsabilidades legales, en este aviso se detalla la ley de California con respecto al almacenamiento de armas de fuego. Tómese un tiempo para revisar este aviso y evaluar sus propias prácticas personales para asegurarse de que usted y su familia cumplan con la ley de California:

- Con muy pocas excepciones, California considera penalmente responsable a toda persona que mantenga un arma de fuego, cargada o descargada, en cualquier inmueble bajo su custodia y control, si esa persona sabe o razonablemente debería saber que un niño podría acceder al arma sin el permiso de su padre, madre o tutor legal, y el niño efectivamente accede al arma y, por lo tanto, (1) causa su propia muerte o se lesiona, o causa la muerte o lesiones a cualquier otra persona; (2) saca el arma del inmueble o la lleva a un lugar público, lo que incluye cualquier institución educativa preescolar o escolar, desde el jardín de infantes hasta el 12.º grado, o a un evento, actividad o espectáculo escolar; o (3) exhibe ilegalmente el arma de fuego ante otras personas.
    - La sanción penal puede ser significativamente mayor si alguien muere o sufre lesiones corporales importantes como resultado de que el niño obtenga acceso al arma de fuego.

- Con muy pocas excepciones, California también considera un delito que una persona almacene o deje negligentemente un arma de fuego, cargada o descargada, en un lugar de su propiedad donde sepa o razonablemente debería saber que un niño podría acceder al arma sin el permiso de su padre, madre o tutor legal, a menos que se tomen medidas razonables para asegurar el arma y evitar el acceso del menor, incluso si el menor **nunca** llega a acceder efectivamente al arma.
- Además de las posibles multas y penas de prisión, desde el 1 de enero de 2020, se le prohíbe a todo propietario de arma de fuego a quien se considere penalmente responsable en virtud de estas leyes de California portar, controlar, poseer, recibir o comprar un arma de fuego durante 10 años.
- Por último, el padre, la madre o el tutor de un alumno también puede ser civilmente responsable por los daños que resulten de la descarga del arma de fuego por parte de su hijo o menor a cargo.

Es posible que en el condado o la ciudad haya otras restricciones con respecto al almacenamiento seguro de armas de fuego. Gracias por ayudar a mantener seguros a los alumnos y las escuelas. Recuerde que la manera más fácil y segura de cumplir con la ley es mantener las armas de fuego en un lugar cerrado con llave o aseguradas con un dispositivo de bloqueo que impida que se dispare.

DROGAS, ALCOHOL Y TABACO

Rocketship se compromete a mantener los campus libres de alcohol, tabaco, nicotina y drogas. Nadie puede fumar en el campus ni llevar alcohol, drogas o accesorios relacionados de ningún tipo a nuestra escuela.

Si se sospecha que un alumno está bajo la influencia de drogas o alcohol, la escuela se comunicará de inmediato con su padre, madre o tutor y, cuando corresponda, solicitará atención médica. Si se descubre que un alumno tiene consigo drogas, alcohol, tabaco o accesorios relacionados, podrá ser objeto de medidas disciplinarias y de una posible suspensión o expulsión en virtud de las políticas de medidas disciplinarias de Rocketship.

Peligro de drogas sintéticas: Aviso obligatorio del estado de California

El consumo ilícito y el abuso de drogas sintéticas representan una amenaza emergente y continua para la salud pública en California. La crisis del fentanilo ha afectado particularmente a las comunidades de todo el estado, lo que ha llevado a un marcado aumento en las intoxicaciones y muertes por fentanilo en los últimos años.

Este aviso tiene como objetivo abordar la crisis desde una mirada preventiva que garantice que los alumnos y las familias reciban información sobre las consecuencias mortales del consumo de drogas recreativas.

Una droga sintética es aquella que tiene propiedades y efectos similares a los de un alucinógeno o narcótico conocido, pero cuya estructura química está ligeramente alterada, especialmente si la droga se creó para evadir las restricciones vigentes contra las sustancias ilegales.

Las drogas sintéticas incluyen, entre otras, cannabinoides sintéticos (“marihuana sintética”, “Spice”, “K2”), metanfetaminas, sales de baño y fentanilo.

El Departamento de Salud Pública de California (CDPH) ha expuesto el peligro extremo que representan las drogas adulteradas con fentanilo. El fentanilo ilícito se puede agregar a otras drogas para que sean más baratas, potentes y adictivas. Se ha encontrado fentanilo ilícito en muchas drogas, incluidas la heroína, la metanfetamina, las pastillas falsificadas y la cocaína. El fentanilo mezclado con cualquier otra droga aumenta la probabilidad de sufrir una sobredosis mortal. Además, es casi imposible saber si las drogas se han adulterado con fentanilo sin realizar pruebas adicionales, ya que el fentanilo no se puede ver, oler ni saborear cuando se usa como sustancia de corte. Las redes sociales pueden usarse como medio para promocionar y vender drogas sintéticas, como el fentanilo.

Puede encontrar más información de la División de Prevención de Sustancias y Adicciones del CDPH sobre el fentanilo en https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx

INSPECCIONES E INCAUTACIONES EN EL CAMPUS

Para proteger la seguridad de todos los alumnos, el personal y los miembros de la comunidad, Rocketship se reserva el derecho de inspeccionar a un alumno, sus pertenencias y la propiedad de la escuela que le fue asignada cuando exista una sospecha razonable de que el alumno infringió una política de Rocketship o una ley estatal o federal. “Sospecha razonable” significa que un funcionario de la escuela está en conocimiento de hechos específicos y articulables que indican que un registro revelará evidencia de la infracción de una política o una actividad ilegal. Un miembro del equipo directivo de la escuela autorizará y realizará todas las inspecciones en presencia de un testigo adulto.

Los escritorios, cubículos y casilleros de los alumnos son propiedad de la escuela y están en todo momento bajo su control. Estas áreas pueden ser inspeccionadas por funcionarios de la escuela en cualquier momento, con o sin previo aviso, y no pueden ser utilizadas para almacenar materiales no autorizados, ilegales o de contrabando. Las inspecciones de rutina de la propiedad de la escuela no son consideradas registros personales y no requieren una sospecha razonable individualizada.

Cuando se realiza un registro de la persona o de sus pertenencias en función de una sospecha razonable, el funcionario de la escuela que autoriza el registro deberá documentarlo por escrito; ello incluye el fundamento de la sospecha razonable, el alcance del registro, las personas presentes y cualquier artículo encontrado o incautado. La escuela hará esfuerzos razonables por notificar al padre, la madre o el tutor del alumno en relación con cualquier registro de este tipo dentro de un plazo razonable.

Los directivos escolares de Rocketship pueden confiscar el teléfono móvil, el teléfono inteligente o el dispositivo electrónico personal de un alumno cuando su uso o posesión viole la política escolar, altere el entorno educativo o cuando exista una sospecha razonable de que el dispositivo contiene evidencia de una infracción de la política o una actividad ilegal. Los dispositivos confiscados se mantendrán de forma segura y les serán devueltos al alumno o a su padre, madre o tutor de conformidad con los procedimientos de la escuela.

Si, en algún momento durante un registro, las autoridades escolares tienen motivos para creer que podría existir una actividad delictiva, la escuela deberá ponerse en contacto con las fuerzas policiales. Las autoridades escolares no realizarán registros siguiendo las directivas de las fuerzas policiales ni en su nombre sin la intervención del personal de las fuerzas policiales y el proceso legal apropiado. Los alumnos conservan sus derechos legales durante

cualquier interacción con las fuerzas policiales en el campus.

Para garantizar la seguridad de la comunidad escolar, cuando haya una sospecha razonable de que una persona infringe la Política de visitantes y acceso al campus de Rocketship o las leyes locales o federales, Rocketship se reserva el derecho de exigir una inspección de la propiedad como condición para ingresar al campus.

SEGURIDAD EN INTERNET Y USO ACEPTABLE

Rocketship usa tecnología educativa avanzada para favorecer la enseñanza personalizada de todos los alumnos y facilitar el análisis integral de datos. Asimismo, cumple con los requisitos y las pautas federales previstos en la Ley de Protección de la Infancia en Internet (Children's Internet Protection Act, CIPA) (título 47 del USC, sección 254(h)).

Visite http://www.ifea.net/cipa.html para consultar la ley CIPA en su totalidad.

Definiciones

- "Menor de edad" hace referencia a cualquier persona menor de 18 años.
- Una "medida de protección tecnológica" es una tecnología específica que bloquea o filtra el acceso por Internet a imágenes con las siguientes características:
    - Son obscenas, tal como se define ese término en el título 18 del USC, sección 1460.
    - Representan pornografía infantil, tal como se define ese término en el título 18 del USC, sección 2256.
    - Son perjudiciales para menores de edad, como se define ese término a continuación.
- "Perjudicial para menores de edad" significa cualquier imagen, fotografía, archivo gráfico u otra representación visual con las siguientes características:
    - Cuando se considera en su totalidad y con respecto a menores, despierta el interés lascivo por la desnudez, el sexo o la excreción.
    - Representa, describe o muestra, de manera claramente ofensiva en función de lo que es apropiado para menores, un acto o contacto sexual real o simulado, actos sexuales normales o pervertidos reales o simulados, o una exhibición lasciva de los genitales.
    - Cuando se considera en su totalidad, carece de un valor literario, artístico, político o científico serio para los menores.
- "Acto sexual" y "contacto sexual" se definen en el título 18 del USC, sección 2246.

Una persona autorizada debe ser capaz de deshabilitar la medida de bloqueo o filtro cuando un adulto use Internet para permitirle acceder con fines de investigación de buena fe u otros fines legales.

Fin educativo
El sistema de Internet de Rocketship se limita a fines educativos. Las actividades aceptables incluyen aquellas que se llevan a cabo en el aula y la investigación de alta calidad. Las computadoras de Rocketship no deben usarse con fines de entretenimiento, a menos que un miembro del personal lo autorice específicamente de acuerdo con esta política.

Medidas de protección tecnológica
En la medida de lo posible, Rocketship aplicará medidas de protección tecnológica para bloquear o filtrar el acceso a Internet o el acceso a información inapropiada recurriendo a otras formas de comunicaciones electrónicas. Específicamente, según lo exige la ley CIPA, el bloqueo se aplicará a representaciones visuales de material considerado obsceno o pornografía infantil, o a cualquier material considerado perjudicial para menores de edad. El filtro tecnológico seleccionado estará diseñado para evitar que un usuario envíe, reciba, vea o descargue materiales que sean perjudiciales para menores de edad.

Sujeto a la supervisión del personal, las medidas de protección tecnológica pueden deshabilitarse para adultos o, en el caso de menores de edad, minimizarse solamente para fines de investigación de buena fe u otros fines legales.

Uso inadecuado de la red
De acuerdo con la ley CIPA, los siguientes usos del sistema de Internet de Rocketship se consideran inaceptables:

- Acceso no autorizado, incluida la piratería (o "hackeo"). Esto incluye iniciar sesión a través de la cuenta de otra persona y acceder a los archivos de otra persona; tratar deliberadamente de interferir en el sistema informático; destruir datos mediante la propagación de virus informáticos; y descargar software sin el consentimiento explícito de un miembro del personal. Los alumnos de Rocketship deben notificar de inmediato a un maestro si han identificado un posible problema de seguridad.
- Divulgación, uso y distribución no autorizados de información de identificación personal relacionada con menores. Esto incluye publicar la información de contacto personal de un alumno (por ejemplo, nombre, dirección de correo electrónico, domicilio particular, número de teléfono, dirección de la escuela) por correo electrónico o a través de sitios web que soliciten información personal, sitios web de redes sociales y salas de chat por Internet.
- Actividades ilegales. Esto incluye usar Internet para participar en cualquier acto ilegal, como organizar la venta de drogas o la compra de alcohol, participar en actividades delictivas con pandillas o amenazar la seguridad de otra persona.
- Comportamiento inapropiado en línea. Esto incluye el uso de lenguaje obsceno, soez, lascivo, vulgar, grosero, provocador, amenazante o irrespetuoso mientras está en línea; la participación en ataques personales o en ciberacoso, incluidos ataques prejuiciosos o discriminatorios; y la publicación deliberada o imprudente de información falsa o difamatoria sobre una persona u organización en cualquier sitio web.
- Plagio.
- Acceso a material inapropiado. Esto incluye material que está designado solo para adultos o que tiene contenido soez u obsceno (es decir, pornografía) o perjudicial para menores de edad, material que promueve actos ilegales o peligrosos, o material que promueve la violencia o la discriminación.

Supervisión y monitoreo
Será responsabilidad de todos los miembros del equipo de las escuelas Rocketship educar, supervisar y monitorear el uso adecuado del acceso a Internet, incluido el correo electrónico, dentro de la escuela chárter y de quienes forman parte de ella. Los procedimientos para deshabilitar o modificar de otro modo cualquier medida de protección tecnológica serán responsabilidad del director ejecutivo de Rocketship o sus representantes designados.

El personal monitoreará a los alumnos mientras usan computadoras de escritorio, computadoras portátiles o tabletas de Rocketship para acceder a Internet o a servicios en línea en un campus de Rocketship, y puede pedirles a los maestros auxiliares, ayudantes de alumnos y voluntarios que colaboren en este monitoreo. Los padres o tutores deben supervisar y monitorear el uso que hace el alumno de los equipos de Rocketship, incluidos, entre otros, el acceso a Internet y a cualquier servicio en línea a través de dichos equipos, en cualquier momento durante el cual el alumno use algún equipo de la escuela chárter fuera de las instalaciones de la escuela o fuera del horario de clases para garantizar el cumplimiento de esta política. Se alienta a los padres y tutores a hablar sobre la seguridad en Internet con los alumnos.

Capacitación

Rocketship ofrecerá capacitación acorde a la edad para los alumnos y el personal que usen las computadoras y las redes de Rocketship. La capacitación ofrecida estará diseñada para promover el compromiso de Rocketship con lo siguiente:

- Los estándares y el uso aceptable de los servicios de Internet según se prevé en esta política.
- La seguridad de los alumnos con respecto a Internet; el comportamiento adecuado mientras están en línea, en sitios web de redes sociales y en salas de chat; y la concientización y respuesta ante el ciberacoso.
- La comunicación adecuada entre el personal y los alumnos a través de Internet, redes sociales y mensajes de texto o llamadas telefónicas.
- El cumplimiento de los requisitos del programa E-Rate en virtud de la Ley de Protección de la Infancia en Internet (CIPA).

Medidas disciplinarias

Los alumnos solo deben esperar privacidad limitada en el contenido de sus archivos personales o registros de actividades de investigación web. El mantenimiento de registros y el monitoreo de la red pueden llevar a que se descubra que un alumno ha infringido esta política o la ley. Si existe una sospecha razonable de infracción de la ley o de la política escolar, Rocketship hará una búsqueda en los archivos o las actividades en Internet del alumno. El padre, la madre o el tutor del alumno puede solicitar ver el contenido de los archivos o correos electrónicos del alumno.

El uso que hace el alumno de las computadoras, las redes y los servicios de Internet de la escuela es un privilegio, no un derecho. Es obligatorio cumplir con las políticas y reglas de la escuela con respecto al uso de computadoras. Los alumnos que hayan infringido esta política o cualquier ley pertinente serán sancionados de acuerdo con la Política de medidas disciplinarias de Rocketship.

Rocketship cooperará plenamente con los funcionarios locales o federales en toda investigación relacionada con cualquier actividad ilegal realizada en las computadoras de la escuela o a través de la red de Internet de la escuela.

Ley de derechos de autor

La ley de derechos de autor protege la propiedad de las obras creativas de una persona. En un entorno educativo, los alumnos y el personal tienen permitido usar las obras de otras personas en virtud de la Cláusula de uso justo, si cumplen con las restricciones y citan el trabajo.

Responsabilidad
Rocketship Public Schools no se hace responsable de ninguna obligación financiera que surja del uso no autorizado de sus computadoras o del sistema de Internet. El padre, la madre o el tutor de un alumno puede ser considerado financieramente responsable de cualquier daño al sistema de Internet de Rocketship que surja como consecuencia del uso indebido intencional de un alumno.

NEGLIGENCIA Y MALTRATO INFANTIL

Todos los miembros del personal de la escuela son informantes obligados deben denunciar las sospechas de abuso o negligencia. Los informantes obligados deben denunciar cuando sepan o sospechen que un alumno ha sido o está en riesgo de ser víctima de cualquiera de las siguientes situaciones: daño mental, abuso físico, agresión física, negligencia, abuso sexual, explotación sexual, agresión sexual, exposición a actividades ilegales relacionadas con las drogas, incluido el consumo de una droga ilegítima debido a negligencia de los padres o tutores, o exposición a violencia doméstica en el hogar del alumno. Además, los informantes obligados deben presentar una denuncia cuando sospechen o sepan que un alumno ha sufrido una herida por una bala, un cuchillo u otro objeto filoso.

Ninguna persona en el lugar de trabajo, ni siquiera un supervisor, tiene permitido suprimir, modificar o editar una denuncia de abuso. Un informante obligado que no denuncie presuntos incidentes de negligencia o maltrato infantil estará sujeto a sanciones en virtud de la ley estatal. Los informantes no están obligados a hablar sobre sus sospechas con las familias antes de denunciar el asunto ante las autoridades correspondientes, ni a investigar la causa de ningún indicio, comportamiento o condición sospechosa antes de presentar una denuncia. De acuerdo con la ley estatal, la identidad de los informantes obligados no puede ser divulgada a la familia ni a ninguna otra persona que no esté directamente involucrada en la investigación del caso. Los informantes obligados no serán responsables de las denuncias presentadas si luego se determina que son infundadas, siempre que la denuncia haya sido hecha de “buena fe”.

El personal escolar solo cooperará o responderá a investigaciones de presunto abuso o negligencia infantil cuando así lo exija expresamente la ley. Cuando dicha participación requiera confidencialidad absoluta, la escuela cumplirá estrictamente con tales mandatos legales y únicamente revelará información en la medida en que esté permitido.

PARTICIPACIÓN DE LOS PADRES

COMPROMISO DE ROCKETSHIP CON LA EXCELENCIA

Compromiso de Rocketship. En Rocketship, nos comprometemos plenamente con nuestras familias y alumnos de las siguientes maneras:

- Crearemos un lugar seguro para aprender.
- Respetaremos el contexto, la cultura y la individualidad de cada niño.
- Nos comunicaremos regularmente con usted para hablar sobre el progreso y las necesidades especiales del alumno.
- Mantendremos altas expectativas para todos los alumnos.
- Trabajaremos arduamente para ayudar al alumno a sentirse exitoso y mejorar su autoestima.

- Le daremos al alumno una base académica y brújula moral que necesita para tener éxito hasta la universidad y el resto de su vida.
- Les brindaremos apoyo a usted y al alumno para que puedan definir el camino educativo más adecuado tras la graduación de Rocketship.

COMPROMISO DE LOS PADRES O TUTORES CON LA EXCELENCIA

Compromiso de los padres o tutores. Nos comprometemos plenamente con Rocketship de las siguientes maneras:

- Siempre ayudaremos a nuestro hijo o menor a cargo de la mejor manera que sepamos, y haremos todo lo que sea necesario para que aprenda y se prepare para la universidad y la vida, apoyándolo y alentándolo a cumplir con su "compromiso con la excelencia".
- Nos aseguraremos de que nuestro hijo o menor a cargo llegue a la escuela a tiempo todos los días de clases.
- Haremos los arreglos necesarios para que nuestro hijo o menor a cargo pueda permanecer en la escuela hasta el final de la jornada escolar cada día y para recogerlo cuando terminen las clases.
- Seguiremos todas las reglamentaciones sobre el ingreso y el retiro, así como los procedimientos relacionados con el estacionamiento y el uso del autobús.
- Nos aseguraremos de que nuestro hijo o menor a cargo siga el código de vestimenta de Rocketship.
- Nos aseguraremos de que nuestro hijo o menor a cargo lea o le lean todas las noches.
- Revisaremos la tarea de nuestro hijo o menor a cargo todas las noches, firmaremos su agenda y leeremos y firmaremos cuidadosamente (si se solicita) todos los documentos que la escuela nos envíe a casa.
- Nos reuniremos regularmente con los maestros para hablar sobre el progreso de nuestro hijo o menor a cargo y colaborar con ellos para ayudar al niño a sobresalir.
- Participaremos en tantas actividades escolares como sea razonablemente posible, como reuniones para padres o familiares, noches de exposición, reuniones comunitarias, noches de puertas abiertas, conferencias, etc.
- Nos esforzaremos por aportar a la comunidad escolar tantas horas de colaboración como sea razonablemente posible.
- Nosotros, no la escuela, somos responsables del comportamiento de nuestro hijo o menor a cargo.

COLABORACIÓN DE LOS PADRES

Los padres dedicados constituyen una pieza clave del modelo de Rocketship y cumplen un rol fundamental para nuestros Rocketeers y su éxito a largo plazo. Al participar activamente en nuestras escuelas y en el aprendizaje de sus Rocketeers, los padres se integran a la estructura de la comunidad escolar. Una colaboración activa entre las familias y el personal docente y administrativo de Rocketship beneficia tanto a los Rocketeers, ya que ven a sus padres presentes en el campus, como a las familias, ya que profundiza su comprensión del modelo de Rocketship y los posiciona mejor para reforzar sus valores fundamentales en el hogar.

Rocketship alienta a las familias a participar cada año en las horas de colaboración para padres mediante el apoyo o la participación en diversas actividades escolares. La participación no es obligatoria, y no hay consecuencias ni sanciones para las familias que no puedan completar las horas solicitadas.

VISITAS DOMICILIARIAS

Hay estudios que han demostrado que la participación activa de los padres en la educación de sus hijos puede tener un impacto notable en el desempeño académico. Las visitas domiciliarias permiten que padres y maestros se reúnan en igualdad de condiciones para formar una relación de confianza centrada en el aprendizaje del alumno, definir objetivos tanto para el niño como para la relación entre padres y maestros, e involucrar a las familias en la comunidad de Rocketship.

Cada alumno de Rocketship recibirá una visita domiciliaria de sus principales maestros del aula durante el comienzo de cada ciclo lectivo. Los maestros se comunicarán con las familias para programar la visita domiciliaria con anticipación. Las visitas domiciliarias generalmente duran alrededor de una (1) hora.

Lo que sucede durante las visitas domiciliarias puede variar según la preferencia de los padres y del maestro, pero generalmente incluyen lo siguiente:

- Definición colaborativa de los objetivos académicos y personales del alumno
- Análisis de las esperanzas y sueños del alumno (y de la familia)
- Análisis de los intereses del alumno tanto dentro como fuera del aula
- Análisis de las preferencias de comunicación durante el ciclo lectivo
- Explicación de las políticas y los procedimientos de Rocketship sobre los que los padres tienen preguntas
- Conversaciones sobre la historia de Rocketship y la misión de la red y la escuela
- Conversaciones sobre el motivo por el que la familia eligió Rocketship, cuánto tiempo han vivido en la comunidad, etc.
- Invitación a un próximo evento en la escuela (por ejemplo, la noche de vuelta a clases, reuniones comunitarias)
- Conversación sobre la formación del maestro

OPORTUNIDADES PARA PADRES EN EL CAMPUS

Ofrecemos muchas oportunidades diferentes para que pueda participar en la educación del alumno. Estas incluyen, entre otras, las siguientes:

- **Orientación familiar.** Cada año, antes de que comience la escuela, los padres recibirán una invitación a una orientación. Todos los padres deben asistir a este evento.
- **Conferencias.** El padre, la madre o el tutor del alumno debe asistir a conferencias para reunirse con los maestros y revisar el informe de progreso o la libreta de calificaciones.
- **Reuniones comunitarias.** Se invita y recomienda encarecidamente a todos los padres o tutores a asistir a las reuniones comunitarias programadas. Estas reuniones los ayudarán a mantenerse informados sobre

los procedimientos y las políticas de la escuela y a participar activamente en el desarrollo continuo de la misión de la escuela.

- **Reuniones para padres o familiares.** Se invita a todos los padres o tutores y se les recomienda encarecidamente que asistan a las reuniones programadas para padres o familiares para mantener un rol activo en el aprendizaje del alumno. Estas reuniones están abiertas a toda la familia y, por lo general, se llevan a cabo los fines de semana o una noche entre semana.
- **Grupos de liderazgo en la escuela.** Puede tratarse de un grupo de liderazgo de padres u otros grupos de padres organizados en la escuela.

POLÍTICA DE REUNIONES ABIERTAS

Todas las reuniones de la Junta Directiva de Rocketship Education cumplirán con la ley de reuniones abiertas vigente. Los órdenes del día se anunciarán públicamente con anticipación y Rocketship también pondrá a disposición del público las actas de las reuniones tras su aprobación.

POLÍTICAS, NOTIFICACIONES DE DERECHOS Y GARANTÍAS

NOTIFICACIÓN DE DERECHOS EN VIRTUD DE LA LEY FERPA

La Ley de Derechos Educativos y Privacidad Familiar (Family Educational Rights and Privacy Act, FERPA) otorga a los padres y alumnos de 18 años o más (los "alumnos elegibles") ciertos derechos con respecto a los expedientes educativos del alumno. Estos derechos son los siguientes:

1. El derecho a inspeccionar y revisar los expedientes educativos del alumno dentro de los 45 días hábiles posteriores al día en que la escuela recibe una solicitud de acceso.

   Los alumnos elegibles o padres o tutores deben presentar al director de la escuela o a la persona designada una solicitud por escrito en la que identifiquen los expedientes que desean inspeccionar. El director de la escuela o la persona designada hará los arreglos necesarios para acceder a ellos y notificará al alumno elegible o a su padre, madre o tutor la hora y el lugar donde podrán inspeccionar los expedientes.

2. El derecho a solicitar una modificación de los expedientes educativos del alumno que el alumno elegible o su padre, madre o tutor consideren imprecisos, engañosos o que infrinjan de otro modo los derechos de privacidad del alumno en virtud de la ley FERPA.

   Los alumnos elegibles o sus padres o tutores que deseen pedirle a la escuela que modifique un expediente deben escribir al director de la escuela o a la persona designada, identificar claramente la parte del expediente que desean que se modifique y especificar el motivo del cambio. Si la escuela decide no modificar el expediente según lo solicitado por el alumno elegible o su padre, madre o tutor, les notificará la decisión y su derecho a una audiencia con respecto a la solicitud de modificación. Se brindará más información sobre los procedimientos de la audiencia al alumno elegible o su padre o madre cuando se le notifique sobre el derecho a una audiencia. Si la escuela decide modificar el expediente según lo solicitado

por el alumno elegible o su padre, madre o tutor, el director de la escuela debe ordenar la corrección o la eliminación y destrucción de la información, e informar por escrito al alumno elegible o a su padre, madre o tutor la modificación.

3. El derecho a dar el consentimiento por escrito antes de que la escuela divulgue información de identificación personal (personally identifiable information, PII) de los expedientes educativos del alumno, excepto en la medida en que la ley FERPA autorice la divulgación sin consentimiento.

   Una excepción que permite la divulgación sin consentimiento es la divulgación a las autoridades escolares con intereses educativos legítimos. Una autoridad escolar es una persona que trabaja para la escuela como administrador, supervisor, instructor o miembro del personal de apoyo (incluido el personal médico o de salud y el personal de la unidad de cumplimiento de la ley) o una persona que presta servicios en la junta escolar. Una autoridad escolar también puede incluir a un voluntario o contratista ajeno a la escuela que desempeñe una función o servicio institucional que, de otro modo, la escuela llevaría a cabo con sus propios empleados, y que esté bajo el control directo de la escuela con respecto al uso y mantenimiento de la PII contenida en los expedientes educativos. Esto incluye, por ejemplo, a un abogado, auditor, consultor médico o terapeuta; a un padre o alumno que participe como voluntario en un comité oficial, como un comité disciplinario o de quejas; o a un padre, alumno u otro voluntario que ayude a otra autoridad escolar en el desempeño de sus funciones. Una autoridad escolar tiene un interés educativo legítimo si necesita revisar un expediente educativo para cumplir con su responsabilidad profesional.

   Previa solicitud, la escuela divulga los expedientes educativos sin consentimiento a las autoridades de otro distrito escolar en el que un alumno quiere o tiene la intención de inscribirse o en el que ya está inscrito si la divulgación es para fines de inscripción o transferencia del alumno.

   Tenga en cuenta que Rocketship no divulgará información a terceros con el fin de hacer cumplir las leyes de inmigración, excepto que la ley o una orden judicial así lo exijan.

4. El derecho a presentar una queja ante el Departamento de Educación de los EE. UU. en relación con supuestos incumplimientos por parte de Rocketship de los requisitos de la ley FERPA. El nombre y la dirección de la oficina que administra la ley FERPA son los siguientes:

   Student Privacy Office
   U.S. Department of Education
   400 Maryland Avenue, SW Washington, DC 20202

5. El derecho a solicitar que Rocketship no divulgue nombres, direcciones ni listas de teléfonos de alumnos a reclutadores militares o instituciones de educación superior sin el consentimiento previo por escrito de los padres.

Consulte la lista de las divulgaciones que las escuelas primarias y secundarias pueden hacer sin consentimiento a continuación.

La ley FERPA permite la divulgación de información de identificación personal (PII) de los expedientes educativos de los alumnos, sin el consentimiento del padre, la madre o el alumno elegible, si dicha divulgación cumple con ciertas condiciones que se prevén en la sección 99.31 de las reglamentaciones de la ley FERPA. Excepto en los casos de divulgaciones a autoridades escolares, divulgaciones relacionadas con algunas órdenes judiciales o citaciones emitidas legalmente, divulgaciones de información del directorio y divulgaciones al alumno elegible o a su padre o madre, en virtud de la sección 99.32 de las reglamentaciones de la ley FERPA, la escuela tiene la obligación de registrar la divulgación. Los alumnos elegibles y sus padres o tutores tienen derecho a inspeccionar y revisar el registro de divulgaciones. Una escuela puede divulgar PII de los expedientes educativos de un alumno sin obtener el previo consentimiento por escrito de los padres o del alumno elegible:

1. A otras autoridades escolares, incluidos maestros, dentro de la agencia o institución educativa que la escuela haya determinado que tiene intereses educativos legítimos. Esto incluye contratistas, consultores, voluntarios u otras partes a quienes la escuela ha subcontratado para que presten servicios o desempeñen funciones institucionales, siempre que se cumplan las condiciones enumeradas en el título 34 del C.F.R., sección 99.31(a)(1)(i)(B)(1) a (a)(1)(i)(B)(3). Véase el título 34 del C.F.R., sección 99.31(a)(1).
2. A autoridades de otra escuela, sistema escolar o institución de educación superior donde el alumno quiere o tiene la intención de inscribirse, o donde ya está inscrito, si la divulgación es para fines relacionados con la inscripción o transferencia del alumno, sujeto a los requisitos del título 34 del C.F.R., sección 99.34. Véase el título 34 del C.F.R., sección 99.31(a)(2).
3. A los representantes autorizados del contralor general de los EE. UU., del fiscal general de los EE. UU., del secretario de Educación de los EE. UU. o de las autoridades educativas estatales y locales, como la agencia educativa estatal (State Education Agency, SEA) en el estado d residencia del alumno elegible o el de su padre o madre. Las divulgaciones en virtud de esta disposición pueden realizarse, con sujeción a los requisitos del título 34 del C.F.R., sección 99.35, en relación con una auditoría o evaluación de programas educativos que cuentan con el respaldo del gobierno federal o estatal, o para la aplicación o el cumplimiento de los requisitos legales federales relacionados con esos programas. Estas entidades pueden divulgar posteriormente la PII a entidades externas que hayan designado como sus representantes autorizados para realizar cualquier auditoría, evaluación o actividad de aplicación o cumplimiento en su nombre, si se cumplen los requisitos aplicables. Véase el título 34 del C.F.R., secciones 99.31(a)(3) y 99.35.
4. En relación con la asistencia económica que el alumno ha solicitado o que ha recibido, si la información es necesaria para fines tales como determinar la elegibilidad para la asistencia, el monto de la asistencia, las condiciones de la asistencia o exigir el cumplimiento de los términos y condiciones de la asistencia. Véase el título 34 del C.F.R., sección 99.31(a)(4).
5. A funcionarios o autoridades estatales y locales a quienes se les permite específicamente comunicar o divulgar información en virtud de una ley estatal relacionada con el sistema de justicia juvenil y la capacidad de dicho sistema para atender eficazmente, antes de la resolución judicial, al alumno cuyos expedientes fueron divulgados, con sujeción al título 34 del C.F.R., sección 99.38. Véase el título 34 del C.F.R., sección 99.31(a)(5).
6. A organizaciones que realizan estudios para la escuela o en su nombre, con el fin de (a) desarrollar, validar o impartir exámenes predictivos; (b) administrar programas de ayuda estudiantil; o (c) mejorar la instrucción, si se cumplen los requisitos aplicables. Véase el título 34 del C.F.R., sección 99.31(a)(6).

7. A las organizaciones de acreditación para que lleven a cabo sus funciones correspondientes. Véase el título 34 del C.F.R., sección 99.31(a)(7).
8. A los padres de un alumno elegible si el alumno es dependiente para fines impositivos del Servicio de Impuestos Internos (Internal Revenue Service, IRS). Véase el C.F.R., sección 99.31(a)(8).
9. Para cumplir con una orden judicial o citación emitida legalmente, si se cumplen los requisitos aplicables. Véase el título 34 del C.F.R., sección 99.31(a)(9).
10. A las autoridades correspondientes en relación con una emergencia de salud o seguridad, con sujeción al título 34 del C.F.R., sección 99.36. Véase el título 34 del C.F.R., sección 99.31(a)(10).
11. La información que la escuela ha designado como "información del directorio", si se cumplen los requisitos aplicables en virtud del título 34 del C.F.R., sección 99.37. Véase el título 34 del C.F.R., sección 99.31(a)(11).
12. A un trabajador social de una agencia o a otro representante de una agencia estatal o local de protección infantil o de una organización tribal que esté autorizado para acceder al plan de caso del alumno, cuando dicha agencia u organización sea legalmente responsable, conforme a la ley estatal o tribal, del cuidado y la protección del alumno en hogar de acogida. Véase el título 20 del U.S.C., sección 1232g(b)(1)(L).
13. A la Secretaría de Agricultura o a representantes autorizados del Servicio de Alimentos y Nutrición con el fin de llevar a cabo el monitoreo del programa, las evaluaciones y las mediciones de desempeño de los programas autorizados en virtud de la Ley Nacional de Almuerzos Escolares Richard B. Russell o la Ley de Nutrición Infantil de 1966, bajo ciertas condiciones Véase el título 20 del U.S.C., sección 1232g(b)(1)(K).

Aviso relativo a la información del directorio conforme a la ley FERPA

La Ley federal de Derechos Educativos y Privacidad Familiar (FERPA) exige que la escuela, con ciertas excepciones, obtenga su consentimiento por escrito antes de la divulgación de información de identificación personal (PII) de los expedientes educativos del alumno. Sin embargo, la escuela puede divulgar ciertas partes de la PII que se designen adecuadamente como "información del directorio" sin un consentimiento por escrito, a menos que usted haya informado a la escuela lo contrario, de conformidad con los procedimientos de dicha institución. El objetivo principal de la información del directorio es permitir que la escuela incluya información contenida en los expedientes educativos del alumno en ciertas publicaciones escolares y en algunos casos limitados que la escuela pueda determinar como apropiados para su divulgación. Algunos ejemplos pueden incluir los siguientes:

- Un póster publicitario en el que se indique el papel del alumno en una producción teatral
- En el anuario
- En la lista de honor u otras listas de reconocimiento
- Para programas de promoción o graduación
- En hojas de actividades deportivas

La "información de directorio" comprende aquella información que, en general, no se considera perjudicial ni una invasión a la privacidad si se la divulga. En algunas circunstancias, a entera discreción de la escuela, Rocketship puede divulgar la PII que ha designado como información del directorio sin el consentimiento previo por escrito de los padres. En tales casos, Rocketship puede divulgar "información del directorio", que se define como se indica a continuación, a los solicitantes en casos limitados, sin notificar a los padres o tutores, a menos que el padre, la madre o el tutor rechace oportunamente dichas divulgaciones por escrito.

La información del directorio en Rocketship incluye lo siguiente:

- Nombre del alumno
- Nombre del padre, la madre o el tutor, direcciones de correo postal, lista de teléfonos y dirección de correo electrónico
- Fecha de nacimiento del alumno
- Fechas de asistencia, nivel de grado y estado de inscripción
- Honores y premios recibidos

Si no desea que la escuela divulgue la información del directorio sin su consentimiento previo por escrito, debe completar y presentar un Formulario de rechazo a la divulgación de la información del directorio. Aunque este formulario de rechazo a la divulgación de información del directorio se incluye en la documentación de inscripción anual, se pueden solicitar copias en la oficina principal.

Contrato para el almacenamiento digital, la gestión y la recuperación de expedientes estudiantiles

Rocketship puede celebrar un contrato con un tercero para el almacenamiento digital, la gestión y la recuperación de expedientes estudiantiles o para autorizar a un proveedor externo de software digital a acceder, almacenar y usar expedientes estudiantiles, siempre que el contrato reúna los requisitos previstos en la sección 49073.1 del Código de Educación y en otras leyes estatales y federales vigentes.

Esta política completa, incluida en este manual, sirve como aviso anual de esta.

POLÍTICA DE EDUCACIÓN DÉ JÓVENES EN RÉGIMEN DE ACOGIDA

La Junta Directiva de Rocketship reconoce que los jóvenes en régimen de acogida pueden enfrentarse a barreras considerables para lograr el éxito académico debido a su contexto familiar, la interrupción de su programa educativo y sus necesidades emocionales, sociales y de salud. De acuerdo con la sección 1112(c)(5)(B) de la ley ESEA (título 20 del USC, sección 6312(c)(5)(B)), todas las agencias locales de educación (Local Educational Agency, LEA), en colaboración con la Agencia de Servicios para Niños y Familias (Child and Family Services Agency, CFSA) estatal, deben garantizar la implementación de las disposiciones relativas al régimen de acogida en virtud de la ley ESEA.

Definiciones

- "Jóvenes en régimen de acogida" hace referencia a cualquiera de los siguientes:
    - **Un niño a quien se ha retirado de su hogar de conformidad con la sección 309 del Código de Bienestar e Instituciones de California (California Welfare and Institutions Code, WIC).**
    - Un niño que es objeto de una petición presentada de conformidad con la sección 300 o 602 del WIC (ya sea que un tribunal de menores lo haya retirado o no de su hogar).
    - Un niño que es objeto de una petición presentada de conformidad con la sección 602 del WIC, a quien un tribunal de menores lo retiró de su hogar y que se encuentra en régimen de acogida.

- Un joven mayor de edad bajo la jurisdicción transicional del tribunal de menores, como se describe en la sección 450 del WIC, que cumple con todos los siguientes criterios:
  - El joven ha cumplido 18 años mientras se encontraba bajo una orden del tribunal de menores relacionada con su permanencia en el sistema de acogida.
  - El joven se encuentra bajo el cuidado del sistema de acogida, a cargo del departamento de bienestar del condado, el departamento de libertad condicional del condado, una tribu indígena, un consorcio de tribus o una organización tribal.
  - El joven participa en un plan de transición para la vida independiente.

- Un niño dependiente del tribunal de una tribu indígena, un consorcio de tribus o una organización tribal, que es objeto de una petición presentada ante el tribunal tribal.
- Un niño que está sujeto a un acuerdo de asignación voluntaria, según se define en la sección 11400 del WIC.

- "Exalumno de una escuela del tribunal de menores" es aquel que, al finalizar el segundo año de escuela secundaria, se transfiere de una escuela del tribunal de menores a Rocketship.

- "Hijo de una familia militar" se refiere a un alumno que reside en el hogar de un miembro del ejército en servicio activo.

- "Niño migrante actual" se refiere a un niño que, en los últimos 12 meses, se ha mudado con su padre, madre o tutor u otra persona que tenga su custodia a Rocketship de otra agencia educativa local (Local Educational Agency, LEA), dentro de California o de otro estado, para que el niño o un miembro de su familia inmediata pueda obtener un empleo temporal o estacional en una actividad agrícola o pesquera, y a cuyos padres o tutores se les haya informado sobre la elegibilidad del niño para recibir servicios de educación para migrantes. Esta definición también incluye a un niño que, sin su padre, madre o tutor, sigue migrando cada año para trabajar de forma temporal o estacional en una actividad agrícola o pesquera.

- "Alumno recién llegado" se refiere a una persona de 3 a 21 años, que no nació en ninguno de los 50 estados de Estados Unidos, el Distrito de Columbia ni la Mancomunidad de Puerto Rico, y que no ha asistido a una o más escuelas en uno o más de dichos lugares durante más de tres (3) ciclos lectivos completos.
- "Titular de derechos educativos" (Educational Rights Holder, ERH) hacer referencia un padre, madre, tutor o adulto responsable designado por un tribunal para tomar decisiones educativas en nombre de un menor de acuerdo con las secciones 319, 361 o 726 del WIC, o una persona que tiene el derecho de tomar decisiones educativas en nombre del alumno de acuerdo con la sección 56055 del Código de Educación.

- "Escuela de origen" se refiere a la escuela a la que asistió el joven en régimen de acogida cuando tenía una vivienda permanente o a la escuela en la que el joven se inscribió por última vez. Si la escuela a la que asistía el joven en régimen de acogida cuando tenía una vivienda permanente es diferente de la escuela en la que se inscribió por última vez, o si existe alguna otra escuela a la que asistió en los 15 meses inmediatamente anteriores, el intermediario de Rocketship para jóvenes en régimen de acogida, en consulta con el joven y su ERH y con su consentimiento, determinará, teniendo en cuenta los mejores intereses del alumno, cuál se considerará su escuela de origen. En el caso de un joven en régimen de

acogida que tiene necesidades excepcionales, según se define en la sección 56026 del Código de Educación, "escuela", como se usa en la definición de "escuela de origen", incluye una asignación en una escuela no pública y no religiosa, según se define en la sección 56034 del Código de Educación, sujeto a los requisitos de la sección 56325 de dicho código.

- "Mejores intereses" significa que, al tomar decisiones educativas y de asignación escolar para un joven en régimen de acogida, se considera, entre otros factores, la oportunidad de aprender en el programa educativo menos restrictivo y el acceso a recursos académicos, servicios y actividades extracurriculares y de enriquecimiento que están disponibles para todos los alumnos de Rocketship.

- El "curso parcial completado satisfactoriamente" incluye cualquier parte de un curso particular, aunque el alumno no haya completado todo el curso.

Dentro de esta política, los jóvenes en régimen de acogida, los exalumnos de escuelas de tribunales juveniles, un hijo de una familia militar, un niño migrante actual y un alumno recién llegado se denominarán colectivamente "jóvenes en régimen de acogida y movilidad".

Intermediario de Rocketship

Para ayudar a facilitar la inscripción, asignación y transferencia de jóvenes en régimen de acogida a Rocketship, la Junta Directiva designará un enlace de jóvenes de crianza temporal de Rocketship. La Junta Directiva designa a la siguiente persona como intermediario de Rocketship para los jóvenes en régimen de acogida:

Sara Escamilla-Guerra
2001 Gateway Place Ste. 230E
San Jose, CA 95110
sguerra@rsed.org
408-726-1999

El intermediario para jóvenes en régimen de acogida deberá hacer lo siguiente:

- Garantizar y facilitar la asignación educativa adecuada, la inscripción en Rocketship y el egreso de Rocketship de los alumnos en régimen de acogida.
- Garantizar la transferencia adecuada de créditos, expedientes y calificaciones cuando se transfiera los jóvenes en régimen de acogida hacia o desde Rocketship.
- Cuando un joven en régimen de acogida se inscriba en Rocketship, el intermediario de Rocketship se comunicará con la escuela a la que el alumno asistió por última vez, dentro de los dos días hábiles, para obtener todos los expedientes académicos y otros registros. La última escuela a la que asistió el joven en régimen de acogida deberá facilitar todos los registros necesarios a la nueva escuela, independientemente de cualquier cuota pendiente, multas, libros de texto u otros artículos o dinero que se adeuden a dicha escuela. Cuando un joven en régimen de acogida se transfiere a una nueva escuela, el intermediario de Rocketship facilitará los expedientes del alumno a la nueva escuela dentro de los dos días hábiles de recibir la solicitud de la nueva escuela, independientemente de cualquier cuota pendiente, multas, libros de texto u otros artículos o dinero que se adeuden a Rocketship.

- Cuando lo exija la ley, notificar al ERH, abogado, trabajador social del condado, representante correspondiente de la agencia de protección infantil del condado y al ERH de un menor indígena americano o nativo de Alaska , trabajador social tribal y, si corresponde, trabajador social del condado sobre la expulsión o baja forzosa del alumno, al menos diez días calendario antes de la fecha en que suceda lo siguiente:
    - Una expulsión por un acto discrecional en virtud de los estatutos de Rocketship.
    - Cualquier reunión pendiente para extender una suspensión hasta que se tome una decisión de expulsión, siempre que la decisión de recomendar la expulsión sea un acto discrecional en virtud de los estatutos de Rocketship; se invitará a participar a un ERH, trabajador social tribal o trabajador social del condado de un menor indígena americano o nativo de Alaska, o al abogado de un joven en régimen de acogida y su ERH, trabajador social del condado y representante de la agencia.
    - Una reunión de determinación de manifestación antes de un cambio en la asignación educativa del joven en régimen de acogida, si dicho cambio se debe a un acto por el cual la recomendación de expulsión es discrecional y el alumno tiene una discapacidad en virtud de las leyes estatales y federales de educación especial. Se invitará a participar al ERH, abogado, trabajador social del condado, ERH de un menor indígena americano o nativo de Alaska, trabajador social tribal y, si corresponde, trabajador social del condado y representante de la agencia.
- Según sea necesario, hacer las derivaciones pertinentes para garantizar que los alumnos en régimen de acogida reciban los servicios de educación especial necesarios en virtud de la sección 504 de la Ley Federal de Rehabilitación de 1973.
- Según sea necesario, garantizar que los alumnos en régimen de acogida reciban servicios escolares adecuados, como servicios de asesoramiento y salud, instrucción complementaria y servicios extracurriculares.
    - Desarrollar protocolos y procedimientos para concientizar al personal de Rocketship, incluidos, entre otros, directores, decanos y personal de control de asistencia, sobre los requisitos para la inscripción, la asignación educativa y la transferencia adecuada de jóvenes en régimen de acogida.
- Colaborar con la agencia de asignación educativa del condado, los servicios sociales, los oficiales de libertad condicional, los funcionarios del tribunal de menores y otras agencias pertinentes para ayudar a coordinar los servicios para los jóvenes de Rocketship que se encuentran en régimen de acogida.
- Supervisar el progreso educativo de los jóvenes en régimen de acogida y entregar informes al director o la persona designada y a la Junta Directiva en función de los indicadores identificados en el plan local de control y rendición de cuentas de Rocketship.

Esta política no le otorga a Rocketship ninguna autoridad de intermediación que reemplace la autoridad otorgada en virtud de la ley estatal y federal a un padre, madre o tutor legal que mantiene los derechos educativos, una persona responsable designada por el tribunal para representar al niño de conformidad con las secciones 361 o 726 del Código de Bienestar e Instituciones, un padre o madre sustitutos o un padre de acogida que ejerce la autoridad en virtud de dicho código. La función del intermediario de Rocketship es de asesoramiento en lo que respecta a las opciones de asignación educativa y la determinación de la escuela de origen.

Inscripción y estabilidad escolar

Rocketship trabajará con los jóvenes en régimen de acogida y su ERH para garantizar su asignación en los programas educativos menos restrictivos y el acceso a los recursos académicos, servicios y actividades extracurriculares y de enriquecimiento que están disponibles para todos los alumnos, como los deportes interescolares. Todas las decisiones con respecto a la educación y asignación educativa de un joven en régimen de acogida se basarán en los mejores intereses del menor y considerarán, entre otros factores, la estabilidad educativa y la oportunidad de aprender en el entorno educativo menos restrictivo necesario para progresar académicamente.

Los jóvenes en régimen de acogida, los niños migrantes actuales y los hijos de familias militares tienen derecho a permanecer en su escuela de origen si es lo mejor para ellos. Rocketship inscribirá de inmediato a un joven en régimen de acogida, a un niño migrante actual o a un hijo de familia militar que quiera volver a inscribirse en Rocketship como su escuela de origen.

Se inscribirá de inmediato a un joven en régimen de acogida, un niño migrante actual o un hijo de familia militar que solicite la transferencia a Rocketship (sujeto a la capacidad de Rocketship, si Rocketship no es la escuela de origen del alumno, y de conformidad con los procedimientos previstos en el estatuto y la política de la Junta de Rocketship), incluso si el alumno adeuda cuotas pendientes, multas, libros de texto u otros artículos o dinero a la escuela a la que asistió por última vez o no puede cumplir con los requisitos normales de documentación de inscripción o uniforme escolar (por ejemplo, presentar registros médicos o expedientes académicos de una escuela anterior).

En el momento de la detención o asignación inicial, o en cualquier cambio posterior en la asignación, un joven en régimen de acogida puede continuar en su escuela de origen durante toda la vigencia de la jurisdicción del tribunal. Un niño migratorio actual o un hijo de una familia militar puede continuar en su escuela de origen siempre que el alumno cumpla con la definición de niño migratorio actual o hijo de familia militar como se describió anteriormente. Los jóvenes en régimen de acogida, los niños migratorios actuales y los hijos de familias militares tienen derecho a permanecer en su escuela de origen después de la finalización de la jurisdicción del tribunal o de la finalización de la condición del niño como niño migratorio actual o hijo de familia militar, de la siguiente manera:

- En el caso de los alumnos de jardín de infantes a octavo grado inclusive, se permitirá que continúen en la escuela de origen durante el ciclo lectivo en el que cambió la condición del alumno.

Si el joven en régimen de acogida, el niño migratorio actual o el hijo de familia militar está pasando de un grado escolar a otro, se le permitirá continuar en el distrito de origen en la misma área de asistencia, a fin de darle el beneficio de avanzar junto a sus compañeros, conforme a los esquemas de zonas escolares previstos por los distritos escolares. Un alumno que está en transición a una escuela media o secundaria podrá inscribirse en la escuela designada para continuar sus estudios en otro distrito escolar.

El intermediario de Rocketship puede, en consulta con el joven en régimen de acogida y su ERH y con su consentimiento, recomendar que se renuncie al derecho del joven a asistir a la escuela de origen y que se lo inscriba en cualquier escuela a la que puedan asistir los alumnos que viven en el área de asistencia del distrito escolar en el que reside, o en Rocketship, de acuerdo con los procedimientos de inscripción vigentes. Todas las decisiones se tomarán de acuerdo con los mejores intereses del joven en régimen de acogida.

Antes de hacer cualquier recomendación para trasladar a un joven en régimen de acogida de su escuela de origen, el intermediario les dará al joven y a la persona que tenga el derecho de tomar decisiones educativas en su nombre una explicación por escrito del motivo de la recomendación y cómo la recomendación sirve a los mejores intereses del joven.

Si surge alguna disputa con respecto a la solicitud de que un joven en régimen de acogida permanezca en la escuela de origen, el joven tiene derecho a permanecer allí a la espera de la resolución de la disputa. La disputa se resolverá de acuerdo con el proceso vigente de resolución de disputas de Rocketship.

Si Rocketship ofrece un programa de instrucción entre semestres, Rocketship otorgará acceso prioritario a los jóvenes en régimen de acogida. Sin perjuicio de lo dispuesto en cualquier otra ley, si el joven en régimen de acogida se mudará durante un período de instrucción entre semestres, el titular de sus derechos educativos, o el cuidador indígena americano o nativo de Alaska en el caso de un niño indígena americano o nativo de Alaska, determinará a qué escuela asistirá el alumno durante dicho período, si corresponde. "Programa de instrucción entre semestres" significa un programa de aprendizaje extendido que ofrece Rocketship en días en los que no hay clases, como la escuela de verano. El término "cuidador indígena" se define en la sección 1903 del título 25 del Código de los Estados Unidos.

Transporte

Rocketship no será responsable de ofrecer servicio de transporte para permitir que un joven en régimen de acogida asista a la escuela, a menos que exista un acuerdo con una agencia local de protección infantil que exija a Rocketship asumir parte o la totalidad de los costos de transporte de acuerdo con la sección 6312(c)(5) del título 20 del Código de los Estados Unidos, o a menos que lo exija la ley federal. Rocketship no tiene prohibido ofrecer servicio de transporte, a su discreción, para permitir que un joven en régimen de acogida asista a la escuela.

Si no hay acuerdos existentes y aceptables con otras entidades educativas, Rocketship trabajará con la agencia local de protección infantil para celebrar un acuerdo que aclare las obligaciones operativas y financieras por cualquier niño en régimen de acogida inscrito en la escuela que necesite servicios de transporte.

En los acuerdos se debe incluir un proceso para identificar todos los recursos, incluidas las opciones gratuitas y de bajo costo, como el transporte público; los padres de acogida u otros familiares que puedan estar dispuestos y ser capaces de transportar al alumno; los servicios de educación especial, si el alumno es elegible; y cualquier otro recurso de transporte público o privado que una agencia tenga a su disposición para brindarle transporte al alumno.

Todo costo adicional en el que se incurra al brindar el servicio de transporte debe describirse en los acuerdos y puede incluir las siguientes condiciones: Rocketship lo proporcionará si la agencia local de protección infantil acepta reembolsar a Rocketship dichos costos, si Rocketship acepta pagar el costo, o si Rocketship y la agencia local de protección infantil aceptan compartir el costo.

Si un alumno participa en un programa de educación individualizado (IEP), el equipo del IEP determinará si el alumno necesita servicio de transporte de educación especial como servicio relacionado, independientemente de su situación académica.

Efecto de las inasistencias en las calificaciones

Las calificaciones de un alumno en régimen de acogida no se reducirán por ninguna inasistencia a la escuela que se deba a cualquiera de las siguientes circunstancias:

- Una decisión de un tribunal o de la agencia responsable de la tutela para cambiar la ubicación del alumno, en cuyo caso las calificaciones del alumno se calcularán a partir de la fecha en que abandonó la escuela.
- Una comparecencia judicial verificada o una actividad judicial relacionada.

Transferencia de cursos y créditos

Rocketship aceptará los cursos que un joven en régimen de acogida y movilidad completó satisfactoriamente mientras asistía a otra escuela pública, una escuela de tribunal juvenil, una escuela chárter, una escuela en un país fuera de los Estados Unidos o una escuela o agencia no pública y no religiosa, incluso si el alumno el curso en su totalidad, y deberá otorgarle créditos completos o parciales por el trabajo realizado. Los créditos aceptados de conformidad con este párrafo se aplicarán, a los fines de inscripción, al mismo curso o a uno equivalente, si corresponde, al que completó el alumno en la anterior escuela pública, escuela de tribunal juvenil, escuela chárter, escuela en un país fuera de los Estados Unidos o escuela no pública y no religiosa. A los fines del certificado de estudios oficial, los créditos aceptados de conformidad con este párrafo se sumarán a los obtenidos en el mismo curso o en uno equivalente para calcular el total de créditos acumulados, pero se deberá identificar por separado la escuela y la agencia educativa local en la que se obtuvieron dichos créditos.

Si un joven en régimen de acogida y movilidad se transfiere desde o hacia Rocketship, Rocketship deberá emitir un certificado de estudios oficial en el que se incluyan todos los créditos completos y parciales obtenidos por el alumno, y deberá asegurarse de que dicho documento contenga lo siguiente:

Todos los créditos totales y parciales y las calificaciones obtenidas, en función de cualquier medida del curso total o parcial completado satisfactoriamente, incluida la determinación de los días de asistencia o tiempo de permanencia en clase, o ambos, si corresponde, en una escuela de esa agencia educativa local, en una agencia educativa local anterior o en cualquier otra escuela pública, escuela del tribunal de menores, escuela chárter, escuela en un país fuera de los Estados Unidos o escuela no pública y no religiosa. Los créditos y las calificaciones de cada escuela y agencia educativa local se enumeran por separado para que quede claro dónde se obtuvieron. Un registro completo del tiempo de permanencia en clase del alumno, que incluya tanto la asistencia por período como los días de inscripción.

Si Rocketship tiene conocimiento de que el certificado de estudios de la agencia educativa local responsable de la transferencia podría no incluir ciertos créditos o calificaciones del alumno, se comunicará con la agencia educativa local anterior en un plazo de dos días hábiles para solicitarle que emita los créditos totales o parciales de conformidad con este párrafo. La agencia educativa local anterior emitirá los créditos correspondientes y proporcionará todos los expedientes académicos y registros de otro tipo a Rocketship en un plazo de dos días hábiles posteriores a la solicitud.

Si el joven en régimen de acogida no completó todo el curso, se le otorgará un crédito parcial por el curso completado y no se le exigirá que vuelva a tomar la parte del curso que completó en su escuela anterior. Sin embargo, Rocketship puede exigir que el joven en régimen de acogida vuelva a tomar la parte del curso que completó si, en consulta con el titular de los derechos educativos del joven, Rocketship descubre que el joven en

régimen de acogida es razonablemente capaz de completar los requisitos a tiempo para graduarse de la escuela secundaria. Siempre que se emita un crédito parcial a un joven en régimen de acogida en cualquier curso específico, se lo inscribirá en el mismo curso o uno equivalente, si corresponde, para que pueda continuar sus estudios y completar todo el curso.

Elegibilidad para participar en actividades extracurriculares

Se considerará automáticamente que un joven en régimen de acogida cuya residencia cambie por orden judicial o por decisión de un trabajador de los servicios de protección infantil cumple con todos los requisitos de residencia para participar en deportes interescolares u otras actividades extracurriculares.

Exenciones del pago de cuotas de programas extracurriculares

Rocketship no le cobrará a ningún alumno que sepa que está en régimen de acogida ninguna cuota familiar asociada con un Programa de Educación y Seguridad Después de Clases (After-School Education and Safety, ASES) gestionado por Rocketship.

Expedientes estudiantiles

Cuando Rocketship reciba una solicitud de transferencia o de expedientes de alumnos para obtener la información educativa y los registros de un joven en régimen de acogida de una nueva LEA, Rocketship entregará estos expedientes de alumnos en un plazo de dos (2) días hábiles. Rocketship compilará el expediente educativo completo del alumno, lo que incluye, entre otros, una determinación del tiempo de permanencia en clase, los créditos totales o parciales obtenidos, las clases y calificaciones actuales, la libreta de vacunación y otros registros y, si corresponde, una copia de los expedientes de educación especial del alumno, incluidas las evaluaciones, los IEP o los planes de la sección 504. Todas las solicitudes de expedientes de alumnos se compartirán con el intermediario para jóvenes en régimen de acogida y movilidad, quien estará al tanto de las necesidades específicas de documentación educativa de estos alumnos.

De acuerdo con la Política de expedientes educativos e información del alumno de Rocketship, en circunstancias limitadas, Rocketship puede divulgar expedientes del alumno o información de identificación personal contenida en esos expedientes a ciertas partes solicitantes, incluidas, entre otras, una agencia de familias de acogida y autoridades estatales y locales dentro del sistema de justicia juvenil, sin necesidad de contar con el consentimiento de los padres.

Quejas por incumplimiento

Las quejas por incumplimiento de esta política se regirán según la política de procedimientos uniformes de quejas de Rocketship.

Esta política completa, incluida en este manual, sirve como aviso anual de esta.

EDUCACIÓN PARA NIÑOS Y JÓVENES SIN HOGAR

La Ley McKinney-Vento de Asistencia a las Personas sin Hogar ("la ley McKinney-Vento") es una ley federal que garantiza los derechos educativos y las protecciones para niños y jóvenes que no tienen hogar (título 42 del USC, sección 11431 y siguientes). Esta política se redacta de conformidad con los requisitos de la ley McKinney-Vento. En ella, se incluyen definiciones relevantes; el intermediario designado para personas sin hogar de Rocketship; las garantías generales con respecto a la educación de niños y jóvenes sin hogar; los procedimientos para la identificación y la presentación de informes; la selección de escuelas; la inscripción y los expedientes; los derechos de transporte; y el proceso de resolución de disputas sobre la inscripción.

Definiciones

"Niños y jóvenes sin hogar" son aquellos que carecen de una residencia nocturna fija, regular y adecuada, e incluye niños y jóvenes que cumplen con lo siguiente:

- Comparten la vivienda de otras personas debido a la pérdida de su casa, dificultades económicas o un motivo similar; viven en moteles, hoteles, parques de remolques o campamentos debido a la falta de alojamientos alternativos adecuados; viven en refugios de emergencia o de transición; o los han abandonado en un hospital.
- Viven en una residencia nocturna primaria que es un lugar privado o público que no está diseñado o que normalmente no se usa como alojamiento habitual para dormir para las personas, como automóviles, parques, espacios públicos, edificios abandonados o viviendas precarias (por ejemplo, edificios o garajes en ruinas), estaciones de autobuses o trenes u otros entornos similares. Al determinar si una vivienda puede considerarse "precaria", la escuela puede considerar si el entorno carece de uno de los servicios básicos, como agua, electricidad o calor; si está infestado de bichos o moho; si carece de una parte funcional básica, como una cocina o un inodoro que funcionen; si presenta peligros irrazonables para adultos, niños o personas con discapacidades; o si se define de otro modo como "precaria" en virtud de los códigos de vivienda locales.
- Viven en moteles, hoteles, parques de remolques (no incluye remolques ni casas rodantes en un parque de casas rodantes) o campamentos debido a la falta de alojamiento alternativo adecuado.
- Comparten la vivienda de otras personas debido a la pérdida de su casa, dificultades económicas o un motivo similar.
- Viven en refugios de emergencia o de transición.
- Los abandonaron en un hospital.
- Son niños inmigrantes que califican como personas sin hogar porque viven en circunstancias como las descritas anteriormente.
- Los jóvenes que viven solos incluyen a aquellos que no están bajo la custodia física de un padre, una madre o un tutor.
- Un niño o joven que vive solo será considerado como sin hogar mientras se encuentre en alguna de las situaciones de vivienda mencionadas anteriormente.

La condición de persona sin hogar se determina en cooperación con el padre, la madre o el tutor. En el caso de los jóvenes no acompañados, el intermediario de Rocketship es quien determina su situación.

Intermediarios designados para personas sin hogar

El intermediario de Rocketship para personas sin hogar atiende a alumnos de Rocketship en la región designada a continuación.

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El intermediario para personas sin hogar debe hacer lo siguiente:

- Garantizar que los niños y jóvenes sin hogar sean identificados por el personal de la escuela y a través del alcance y la coordinación con otras entidades y agencias.
- Asegurarse de que los alumnos sin hogar se inscriban y tengan oportunidades plenas y equitativas de tener éxito en las escuelas Rocketship.
- Asegurarse de que las familias, los niños y los jóvenes sin hogar tengan acceso a servicios educativos para los que sean elegibles y los reciban.
- Asegurarse de que las familias, los niños y los jóvenes sin hogar reciban derivaciones a servicios de salud, dentales, de salud mental y por abuso de sustancias, servicios de vivienda y otros servicios adecuados.
- Garantizar que los padres y tutores estén informados sobre las oportunidades educativas y relacionadas disponibles para los menores y que se les ofrezcan oportunidades significativas para participar en su educación.
- Garantizar que el aviso público sobre los derechos educativos de los alumnos sin hogar se difunda en los lugares donde niños y jóvenes reciben servicios conforme a la ley McKinney-Vento.
- Garantizar que la mediación de las disputas sobre la inscripción cumpla con las disposiciones de resolución de disputas.
- Asegurarse de que el padre, la madre o el tutor de un niño o joven sin hogar, o cualquier joven que viva solo, esté completamente informado de todos los servicios de transporte y reciba asistencia para acceder a ellos, si están disponibles y son factibles.
- Garantizar que el personal de la escuela reciba formación profesional y otro tipo de apoyo.
- Ayudar a los jóvenes que viven solos en las decisiones de acogida o inscripción.
- Asegurarse de que los jóvenes que viven solos se inscriban de inmediato en la escuela a la espera de la resolución de disputas que puedan surgir sobre la inscripción o ubicación en la escuela.
- Ayudar a los niños y jóvenes sin hogar que no se han vacunado, o no tienen registros médicos o de vacunación, a obtener las vacunas necesarias, o los registros médicos o de vacunación.
- Colaborar y organizarse con coordinadores estatales y el personal de la comunidad y la escuela, responsables de la provisión de educación y servicios relacionados a niños y jóvenes sin hogar.

Rocketship ofrece las siguientes garantías generales:

- No se segregará a los niños y jóvenes sin hogar en una escuela o programa separado en función de su condición de persona sin hogar y no se los estigmatizará de ninguna manera.
- Los niños y jóvenes sin hogar recibirán servicios comparables a los que reciben otros alumnos en la escuela, incluidos los servicios de transporte y los programas de educación para los cuales los alumnos cumplan con los criterios de elegibilidad, como los servicios proporcionados en virtud del título 1 o programas estatales y locales similares; los programas para alumnos con discapacidades; los programas

para alumnos con dominio limitado del inglés; los programas vocacionales o técnicos; los programas para alumnos dotados y talentosos; y los programas de nutrición escolar.
- Los niños y jóvenes sin hogar tendrán acceso a la partida de fondos reservados a nivel administrativo del distrito escolar destinada a brindar servicios a alumnos en esta situación.
- Rocketship les brindará a los alumnos sin hogar acceso a educación y otros servicios necesarios para que puedan cumplir con los mismos estándares académicos desafiantes que otros alumnos.
- Rocketship entregará y publicará avisos sobre los derechos educativos de los niños y jóvenes sin hogar.

Identificación y presentación de informes

Rocketship incluirá la identificación de los alumnos sin hogar y sus necesidades educativas únicas en su trabajo específico para mejorar el desempeño de todos los alumnos. Los niños y jóvenes sin hogar serán identificados a través de lo siguiente:

- El proceso de solicitud de inscripción (identificación por parte del alumno)
- Recomendaciones del personal de la escuela
- Actividades coordinadas con otras entidades y agencias

Rocketship cumplirá con todos los requisitos federales, estatales, del condado y de otro tipo relativos a la recopilación de datos y presentación de informes sobre niños y jóvenes sin hogar. Los materiales se entregarán a los alumnos y padres en un idioma que puedan comprender fácilmente. Si los alumnos o las familias no pueden o no saben leer, se debe ofrecer apoyo adicional para explicar los derechos de los alumnos.

Selección de escuelas

Los alumnos sin hogar tienen derecho a elegir entre las siguientes escuelas:

- La escuela a la que asistieron cuando tenían una vivienda permanente (escuela de origen)
- La escuela en la que se inscribieron por última vez (escuela de origen)
- La escuela en el área de asistencia en la que reside actualmente el alumno (escuela de residencia)

El derecho de un niño o joven sin hogar a asistir a su escuela de origen se extiende mientras dure su situación de vivienda. Si un niño o joven tiene una vivienda permanente durante el año académico, tiene derecho a permanecer en la escuela de origen durante el resto de ese año académico.

Inscripción y registros

Los alumnos sin hogar pueden ser identificados en el momento de la inscripción (a través de informes propios). Dado que todas las escuelas Rocketship son escuelas chárter independientes y, por lo tanto, escuelas de elección en lugar de escuelas asignadas por el distrito, las decisiones de asignación educativa se basan exclusivamente en la solicitud presentada por los padres durante el proceso de inscripción. Para que el acceso a las escuelas sea equitativo, el plan anual de reclutamiento de alumnos de Rocketship incluirá iniciativas para dar con familias, niños y jóvenes sin hogar a través de eventos públicos gratuitos, centros comunitarios y proveedores de servicios locales para personas sin hogar.

No se discriminará a los jóvenes sin hogar en el proceso de solicitud. Se inscribirá a los niños y jóvenes sin hogar de inmediato, si el alumno es elegible para asistir, y sujeto a la capacidad de Rocketship y de conformidad con los procedimientos del documento constitutivo y las políticas de la Junta, incluso si el padre, la madre o el tutor no puede facilitar a la escuela los registros que normalmente se solicitan para la inscripción, como expedientes académicos anteriores, certificado de nacimiento, registros médicos, prueba de residencia u otra documentación. La persona que Rocketship designe se comunicará inmediatamente con la escuela a la que asistió el alumno por última vez para obtener los registros relevantes. Si el alumno necesita vacunarse o no posee vacunas u otros registros médicos, la persona designada remitirá al padre, la madre o el tutor al intermediario para personas sin hogar. El intermediario ayudará al padre, la madre o el tutor a obtener las vacunas o los registros que el alumno necesita.

En el caso de un joven que vive solo, el intermediario designado para personas sin hogar lo ayudará en el proceso de inscripción. Se inscribirá a los jóvenes que viven solos de inmediato si hay cupos disponibles, aunque no puedan facilitar a la escuela los registros que normalmente se solicitan para la inscripción (como se mencionó anteriormente), y a pesar de no contar con la supervisión o autorización de un padre, madre o tutor, o de que el adulto responsable no cuente con un "poder notarial".

De acuerdo con las políticas de inscripción actuales de Rocketship y las reglamentaciones estatales con respecto a las escuelas chárter, si el nivel de grado al que solicita ingresar un niño o joven sin hogar tiene más solicitantes que plazas disponibles, se hará un sorteo público aleatorio para determinar la inscripción para el siguiente ciclo lectivo. Durante el sorteo, se aplicará una prioridad de "distrito" o "condado" (según el tipo de escuela a la que se haya postulado el alumno) para los jóvenes que se identifiquen como personas sin hogar durante el proceso de solicitud, a fin de no discriminarlos por no tener una vivienda permanente. Si un niño o joven sin hogar solicita la admisión después del sorteo público aleatorio anual, se lo incluirá en la lista de espera en el orden en que se recibió la solicitud, incluso si la solicitud está incompleta al momento de la presentación.

Todos los registros confidenciales que normalmente conserva la escuela, incluidos los registros médicos o de vacunas, los expedientes académicos, los certificados de nacimiento, los registros de tutela y las evaluaciones de servicios o programas especiales de cada niño o joven sin hogar, se mantendrán de manera tal que estén disponibles, de forma oportuna, cuando un niño o joven ingrese a una nueva escuela o distrito escolar.

La información que Rocketship conserva sobre la situación de vivienda de un alumno es parte del expediente del alumno, sujeto a las protecciones de la Ley de Derechos Educativos y Privacidad Familiar (FERPA). En general, la ley FERPA prohíbe que una escuela divulgue información de identificación personal (PII) de los expedientes educativos de los alumnos sin el consentimiento de los padres. Una excepción a esta regla de consentimiento general es para la información que la escuela ha designado como "información del directorio", que es información que generalmente no se consideraría perjudicial o una invasión de la privacidad si se divulgara. Sin embargo, la información relacionada con la situación de vivienda de un alumno no se considera información del directorio y deberán ofrecerse las mismas protecciones que para otra PII no relacionada con el directorio.

Transporte

Según la ley McKinney-Vento, Rocketship debe ofrecer servicios a niños y jóvenes sin hogar que sean comparables con los que reciben otros alumnos en la escuela seleccionada, incluido el transporte. Además, las escuelas deben ofrecer servicios de transporte para los alumnos sin hogar hacia y desde su escuela de origen, si es posible.

Rocketship, cuando sea posible, a solicitud del padre, la madre o el tutor del alumno o si es lo mejor para el niño o el joven sin hogar, ofrecerá servicios de transporte a los alumnos que no tengan hogar para garantizar que puedan permanecer en la escuela Rocketship de su elección mientras se encuentren en esa situación habitacional. Rocketship puede trabajar con el distrito de residencia del joven o con otros organismos para ofrecer los servicios de transporte.

Cuestionario sobre vivienda

Rocketship usará un cuestionario sobre vivienda con el fin de identificar a niños y jóvenes sin hogar. Asimismo, se asegurará de que el cuestionario sobre vivienda se base en las mejores prácticas desarrolladas por el CDE. Rocketship entregará cada año el cuestionario sobre vivienda a todos los padres o tutores de los alumnos y a todos los jóvenes que viven solos y asisten a Rocketship. El cuestionario sobre vivienda incluirá una explicación de los derechos y protecciones que tiene un alumno en su calidad de niño o joven sin hogar o de joven que vive solo. El cuestionario sobre vivienda estará disponible en formato impreso y en el idioma principal hablado por el quince (15) por ciento o más de los alumnos inscritos en Rocketship (que no sea el inglés), y se traducirá a otros idiomas previa solicitud del padre, la madre o el tutor del alumno o de un joven que vive solo. Rocketship recopilará los cuestionarios sobre vivienda completados e informará todos los años al CDE la cantidad de niños y jóvenes sin hogar y jóvenes que viven solos inscritos.

Transporte

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Proceso de resolución de disputas sobre la inscripción

Según se exige conforme al título 42 del USC, sección 11432(g)(1)(C), las escuelas deben desarrollar e implementar procedimientos escritos para la recepción y resolución de quejas que aleguen infracciones de la ley con respecto a la inscripción y asignación escolar según lo previsto en la ley McKinney-Vento. El coordinador estatal del Programa de educación para niños y jóvenes sin hogar brindará asistencia técnica a las partes interesadas según se solicite y según sea necesario.

Si surge una disputa sobre la inscripción o la asignación en la escuela:

- El niño o joven deberá inscribirse inmediatamente en la escuela solicitada por la persona u organización que presenta la queja.
- El padre, la madre o el tutor de cada alumno afectado deberá recibir una explicación por escrito de la decisión de la escuela con respecto a la selección o inscripción en la escuela, incluidos los derechos del joven o su padre, madre o tutor para apelar la decisión.

- El niño o joven o su padre, madre o tutor deben ser remitidos al intermediario de educación para personas sin hogar conforme a la ley McKinney-Vento designado para la institución, quien llevará a cabo el proceso de resolución de disputas lo más rápido posible después de recibir la notificación de la disputa.
- En el caso de un joven que vive solo, el intermediario de educación para personas sin hogar se asegurará de que el joven se inscriba inmediatamente en la escuela a la espera de la resolución de la disputa.

Proceso de resolución de disputas de Rocketship

Pueden surgir disputas entre una escuela Rocketship y un alumno sin hogar o un padre, madre o tutor sin hogar con respecto a la inscripción o el transporte, entre otras cosas. En ese momento, el intermediario de educación para personas sin hogar interviene inmediatamente, y Rocketship debe seguir un procedimiento que incluya estos pasos:

- Se debe permitir que el alumno asista o se inscriba en la escuela que esté cuestionando su derecho a asistir hasta que se adopte una decisión definitiva sobre la disputa. La escuela que presenta la objeción debe ofrecer transporte y otros servicios escolares según sea necesario al alumno hasta que se resuelva la disputa.
- El proceso de resolución de disputas comienza en el momento en que una escuela cuestiona el derecho de un padre o tutor, o bien, de un joven que vive solo, a inscribir a un niño o joven en la escuela, a seguir inscrito en la escuela o a recibir servicios como la asistencia con el transporte.
- Al cuestionar la inscripción o los servicios del niño o joven que vive solo, Rocketship debe hacer lo siguiente:
    - Notificar la objeción al padre, la madre o el tutor o al joven que vive solo, a través del sistema de educación para personas sin hogar, el día de la objeción.
    - Notificar el derecho de apelar la objeción al padre, la madre, o el tutor o al joven que vive solo. Este aviso debe incluir un formulario que debe completar el padre, la madre, el tutor o el joven que vive solo si deciden apelar la decisión de Rocketship.
- El intermediario de educación para personas sin hogar les dará a los padres, tutores o jóvenes que viven solos una notificación por escrito con vocabulario claro y fácil de entender en la que se detalle el proceso de resolución de disputas.
- Rocketship tendrá tres días hábiles para revisar su decisión inicial y tomar una decisión final en cuanto a la postura que tomará (es decir, si continuará cuestionando el derecho del alumno a inscribirse). La decisión debe exponer todos los datos objetivos en los que se basa y el fundamento legal que la sustenta.

Desarrollo profesional

Todos los administradores, maestros y empleados de Rocketship, incluido el intermediario para personas sin hogar de Rocketship, recibirán capacitación profesional sobre la identificación, los servicios disponibles y el trato sensible necesario para trabajar con niños y jóvenes sin hogar. El intermediario para personas sin hogar de Rocketship verificará que Rocketship proporcione la capacitación obligatoria al personal de la escuela que presta servicios a los jóvenes que atraviesan la falta de hogar al menos una vez al año a través del sistema de verificación del CDE.

El intermediario para personas sin hogar de Rocketship ofrecerá capacitación a los empleados certificados y clasificados de Rocketship que presten servicios a los alumnos que atraviesan la falta de hogar, incluidos, entre otros, maestros, personal de apoyo y otro personal escolar que trabaje con alumnos, al menos una vez al año en relación con lo siguiente:

(1) Las políticas del programa de educación para personas sin hogar de Rocketship.

(2) El reconocimiento de indicios de que los alumnos están atravesando la falta de hogar o corren el riesgo de atravesarla.

El intermediario para personas sin hogar de Rocketship informará a dichos empleados sobre la disponibilidad de capacitaciones y los servicios que el intermediario de Rocketship ofrece para ayudar en la identificación y prestación de servicios a los alumnos que atraviesan la falta de hogar o corren el riesgo de atravesarla.

Aceptación de cursos completados

Rocketship aceptará cualquier curso que un alumno sin hogar haya completado satisfactoriamente en una escuela pública, escuela del tribunal de menores, escuela en un país fuera de los Estados Unidos o escuela o agencia no pública y no religiosa.

Rocketship otorgará créditos por la finalización parcial de cursos completados por alumnos sin hogar en cualquiera de las instituciones mencionadas. Si el alumno no completó todo el curso, Rocketship no le exigirá que repita la parte ya completada, a menos que, en consulta con el titular de los derechos educativos del alumno, determine que el alumno tiene posibilidades razonables de cumplir con los requisitos a tiempo para graduarse de la escuela secundaria. Cuando se otorgue crédito parcial en un curso particular, se deberá inscribir al alumno sin hogar en el mismo curso o en uno equivalente, si corresponde, para que pueda continuar y completarlo. No se impedirá que estos alumnos tomen o vuelvan a tomar un curso para cumplir con los requisitos de admisión de la Universidad Estatal de California o la Universidad de California.

Aviso

Cuando un alumno sin hogar solicite la inscripción en Rocketship, se notificará por escrito a su padre, madre o tutor al momento de la inscripción y al menos una vez al año mientras el alumno esté inscrito en Rocketship.

Revisión anual de políticas

Rocketship revisará y modificará anualmente todas aquellas políticas que pudieran representar un obstáculo para la identificación de niños y jóvenes sin hogar o su inscripción en Rocketship. Al revisar y modificar dichas políticas, se considerarán los aspectos relacionados con el transporte, la vacunación, el domicilio, los certificados de nacimiento, los expedientes escolares y otros documentos, así como la tutela. Se debe prestar especial atención a garantizar la identificación, inscripción y asistencia de niños y jóvenes sin hogar que actualmente no asisten a la escuela. La revisión de las políticas del programa de educación para alumnos sin hogar de Rocketship deberá basarse en los recursos desarrollados por el CDE y publicados en su sitio web, así como en los recursos elaborados por los centros de asistencia técnica en educación para personas sin hogar financiados mediante la Ley del Plan de Rescate Estadounidense de 2021.

Las quejas por incumplimiento de las leyes relacionadas con alumnas embarazadas o alumnos con hijos pueden presentarse mediante el proceso general de quejas.

Esta política completa, incluida en este manual, sirve como aviso anual de esta.

NOTIFICACIÓN DE LA POLÍTICA DE CONTROL MIGRATORIO

La política integral de control migratorio de Rocketship Education California se puede encontrar en el sitio web de Rocketship. A continuación, se ofrece una breve descripción general y un aviso.

Compromiso de Rocketship con todos los alumnos

Proporcionamos un entorno seguro y acogedor para todos los alumnos, independientemente del estado de inmigración o las creencias religiosas. Limitamos las operaciones de control inmigratorio en nuestras instalaciones de conformidad con la ley de California.

Sus derechos y protecciones

Política de no discriminación

Prohibimos la discriminación, el hostigamiento, la intimidación y el acoso por motivos de inmigración, nacionalidad, raza, etnia, ciudadanía, religión, origen nacional o ascendencia. Investigamos rápidamente todas las quejas y tomamos las medidas adecuadas.

Inscripción

No solicitamos documentación de ciudadanía o inmigración para la inscripción, salvo los documentos que podríamos revisar, pero que no conservaríamos, para determinar la fecha de nacimiento de un niño. Aceptamos varios documentos para establecer la residencia (facturas de servicios públicos, contratos de alquiler, recibos de pago, declaraciones de residencia) y la edad (certificados de nacimiento, certificados de bautismo, pasaportes o declaraciones juradas). Los alumnos sin hogar pueden inscribirse incluso sin la documentación típica si cumplen con los demás requisitos.

Privacidad de la información

No recopilamos ni conservamos información sobre la ciudadanía o el estado de inmigración de los alumnos o sus familias, excepto cuando lo exige la ley para programas educativos específicos. Si lo hacemos, recopilamos dicha información por separado de la inscripción y no la utilizamos para discriminar ni impedir la asistencia a la escuela.

Números de Seguro Social

No pedimos números de Seguro Social para la inscripción. Podemos solicitar los últimos cuatro dígitos del número de un miembro adulto de la familia solo para establecer la elegibilidad para programas de comidas gratuitas o a precio reducido. Los alumnos aún pueden calificar sin proporcionar esta información si cumplen con los requisitos de ingresos.

Límites de intercambio de información

No compartimos información de alumnos que pueda indicar el estado de inmigración o ciudadanía a menos que esté autorizado por la Ley de Derechos Educativos y Privacidad Familiar (FERPA) o lo exijan órdenes judiciales, órdenes de registro o citaciones válidas. Notificamos a los padres antes de responder a dichas solicitudes (excepto en casos de abuso infantil o cuando esté prohibido).

Oficiales de control de inmigración

Sin el consentimiento escrito de los padres, no proporcionamos información de los alumnos a los agentes de inmigración a menos que presenten una orden de registro, una citación judicial o una orden judicial válidas firmadas por un juez. Las órdenes administrativas del Servicio de Control de Inmigración y Aduanas (Immigration and Customs Enforcement, ICE) no autorizan el acceso a áreas escolares no públicas ni a información de estudiantes.

Procedimientos de acceso al campus

Los agentes de inmigración que realicen controles migratorios no podrán ingresar a zonas escolares no públicas sin una orden de registro o una orden judicial válidas. En caso de un control autorizado por una orden judicial, nuestro personal:

- Solicitará credenciales y documentación de cualquier oficial.
- Se pondrá en contacto con el administrador del centro escolar antes de conceder acceso.
- Solicitará que los oficiales no interrumpan las actividades de enseñanza.
- Documentará todas las interacciones y notificará a los padres, al personal y a los alumnos conforme a los procedimientos descritos en nuestro Plan de seguridad escolar integral.
- Informará los intentos de acceder al campus o a los alumnos al Departamento de Justicia de California y al Consejo de Administración de Escuelas Chárter.

Lucha contra el acoso escolar y los delitos de odio

Educamos a los alumnos sobre el respeto a todos los compañeros y los efectos perjudiciales del acoso escolar por motivos de las características protegidas. Capacitamos al personal para eliminar entornos hostiles y responder al acoso. Los alumnos que sufran delitos de odio tienen derecho a denunciarlos. Consulte nuestra Política completa contra el hostigamiento, la discriminación, la intimidación y el acoso, así como los Procedimientos uniformes de presentación de quejas, en la oficina principal.

Apoyo para familias

Contactos de emergencia

Puede actualizar la información de contacto de emergencia del alumno en cualquier momento. Le recomendamos que incluya a un adulto de confianza o a varios adultos que puedan cuidar al menor si usted no está disponible. Utilizamos esta información solo para emergencias.

Declaración jurada de autorización del cuidador

Alentamos a las familias a apoyar a los cuidadores familiares para que completen una Declaración jurada de autorización del cuidador. Confiaremos en una declaración jurada firmada y completada para permitir que un cuidador autorizado inscriba a un alumno en la escuela y dé su consentimiento para la atención médica en la escuela. No se requiere la firma de uno de los padres en la Declaración jurada de autorización del cuidador.

Si los padres son detenidos

Entregamos a los alumnos a sus contactos de emergencia o a cualquier persona que cuente con una Declaración jurada de autorización del cuidador. Nos ponemos en contacto con los servicios de protección infantil solo si no podemos coordinar la atención a través de los contactos proporcionados.

Planes de seguridad familiar

Alentamos a las familias a elaborar planes de seguridad en los que se indiquen los adultos de confianza que pueden cuidar de los alumnos y la ubicación de documentos importantes (certificados de nacimiento, pasaportes, información médica).

Recursos para familiares detenidos:

- **Localizador de detenidos por ICE**: https://locator.ice.gov/odls#/search
- **Asistencia legal**: Organizaciones de California acreditadas por la Junta de Apelaciones de Inmigración en https://www.justice.gov/eoir/recognition-accreditation-roster-reports; Centros de Autoayuda en http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm
- **Consulados/embajadas**: Póngase en contacto con el consulado de su país de origen para obtener ayuda

ALUMNAS EMBARAZADAS Y ALUMNOS CON HIJOS

Alumnas embarazadas y alumnos con hijos

Rocketship reconoce que las alumnas embarazadas y los alumnos con hijos tienen derecho a recibir adaptaciones que les den la oportunidad de prosperar académicamente mientras protegen su salud y la salud de sus hijos. Una alumna embarazada o un alumno con hijos tiene derecho a recibir ocho (8) semanas de licencia por maternidad o paternidad o más si su médico lo considera necesario por razones médicas. Esta licencia puede tomarse antes del nacimiento del bebé si existe una necesidad médica, y después del parto, durante el ciclo lectivo en el que se produce el nacimiento, incluida cualquier clase de verano obligatoria, con el fin de proteger la salud de la alumna que da a luz o espera dar a luz y la del bebé, y para permitir que la alumna embarazada o el alumno que se convierte en padre pueda cuidar y establecer un vínculo con el bebé. Rocketship garantizará que las ausencias del programa escolar habitual estén justificadas hasta que la alumna o el alumno pueda retomarlo.

Al regresar a la escuela después de tomarse la licencia por maternidad o paternidad, una alumna embarazada o un alumno con hijos podrá recuperar los trabajos que no pudo completar durante dicha licencia. Esto incluye, entre otros, planes de recuperación y la reinscripción en cursos.

Las quejas por incumplimiento de las leyes relacionadas con alumnas embarazadas o alumnos con hijos pueden presentarse mediante el proceso general de quejas.

Esta política completa, incluida en este manual, sirve como aviso anual de esta.

NOTIFICACIÓN SOBRE SALUD MENTAL

La salud mental de nuestros Rocketeers, las familias, el personal y la comunidad es de suma importancia.

Servicios de salud mental

Rocketship se compromete a prestar servicios de salud mental para satisfacer las necesidades de todos los alumnos del distrito. Estos servicios incluyen educación especial, servicios para personas sin hogar y jóvenes en régimen de acogida, servicios de salud, asesoramiento, grupos para el desarrollo de habilidades sociales y planes 504, entre otros.

Cada escuela puede prestar algún tipo de servicio de asesoramiento e intervención a alumnos de alto riesgo y sus familias previa solicitud. Se accede a estos servicios a través de nuestro sistema de apoyos multinivel y el proceso previo a la derivación. Los servicios complementarios de asesoramiento están disponibles en todos los establecimientos a través de agencias comunitarias de salud mental. Se requiere el permiso por escrito del padre, la madre o el tutor para que un alumno participe en servicios de asesoramiento complementarios, a menos que el alumno sea mayor de 12 años y, según el criterio clínico profesional del proveedor de salud mental, se considere lo suficientemente maduro como para dar su consentimiento de forma competente para su propio tratamiento. El proveedor generalmente hará participar al padre, la madre o el tutor en el tratamiento, a menos que esto sea inapropiado o perjudicial para el alumno.

La ley estatal indica que es posible que no se exija el permiso del padre, la madre o el tutor de un alumno mayor de 12 años en los siguientes casos: si existe el riesgo de que el niño se haga daño a sí mismo o a otros o si es la presunta víctima de maltrato infantil; o si la participación del padre, la madre o el tutor sería perjudicial para el bienestar del niño. En algunos casos, el asesor de la agencia comunitaria puede presentar un informe a un organismo de protección de menores.

Recursos

Si tiene una problema grave e inmediato relacionado con la seguridad de un alumno (ya sea su seguridad o la de un amigo), llame al 9-1-1. Si su problema precisa atención de salud mental inmediata, también puede ponerse en contacto con una de las líneas directas que se indican a continuación.

Si tiene una problema grave e inmediato relacionado con la seguridad de un alumno (ya sea su seguridad o la de un amigo), llame al 9-1-1. Si su problema precisa atención de salud mental inmediata, también puede ponerse en contacto con una de las líneas directas que se indican a continuación.

Líneas directas

Bill Wilson SOS Crisis Hotline Descripción: Línea para casos de crisis las 24 horas Línea directa: 408-278-2585	Alum Rock Crisis Descripción: Línea de ayuda de respuesta móvil de la comunidad las 24 horas todos los días Línea directa: 408-294-0579	Crisis Text Line Descripción: Ayuda gratuita las 24 horas todos los días, para personas en crisis. Línea directa: Envíe un mensaje de texto con la palabra "HOME" al 741741
Uplift Crisis Descripción: Línea para casos de crisis las 24 horas Línea directa: 408-379-9085 o número gratuito 877-412-7474	Servicio de Protección de Menores Descripción: Acepta denuncias sobre niños de 17 años o menos que puedan estar en riesgo de abuso, abandono y explotación. Línea directa: 800-632-4615	Línea para casos de crisis por violencia doméstica Descripción: Línea directa gratuita para casos de crisis las 24 horas todos los días. Línea directa: 800-572-2782
EMQ Mobile Crisis Descripción: Apoyo móvil en situaciones de crisis para menores (evaluación según la sección 5150 del Código de Bienestar y Salud Mental de California, acompañamiento y planificación de seguridad). Línea directa: 408-379-9085	Línea Nacional de Prevención del Suicidio Descripción: Línea directa y servicios de prevención del suicidio. Inglés: 800-273-TALK Español: 888-628-9454 TTY: 800-799-4889 Chat en línea: suicidepreventionlifeline.org	Línea directa para casos de crisis y suicidio del condado de Santa Clara Descripción: Línea directa para casos de crisis y suicidio disponible las 24 horas todos los días. Línea directa: 1-855-278-4204 Sitio web: www.sccgov.org
Shelter Bed Hotline Descripción: Línea directa con información sobre refugios de emergencia en el Área de la Bahía. Línea directa: 800-SHELTER	YWCA Silicon Valley Descripción: Servicios de asistencia y asesoramiento en vivo para casos de crisis las 24 horas por agresión sexual, violencia doméstica y trata de personas. Línea directa: 800-572-2782 Sitio web: www.ywca-sv.org	Recursos de Salud Mental de Bill Wilson Center Descripción: Servicios para jóvenes y familias, en especial en materia de vivienda, educación, asesoramiento y defensa. Teléfono: 408-243-0222 Sitio web: www.billwilsoncenter.org
Bill Wilson Center: Center for Living with Dying Descripción: Asesoramiento para atravesar el duelo, grupos de apoyo, apoyo para crisis comunitarias, apoyo para padres. Teléfono: 408-243-0222 Sitio web: www.billwilsoncenter.org	Bill Wilson Center Descripción: Servicios para jóvenes sin hogar y que han huido de casa. Teléfono: 408-850-6125 Sitio web: www.billwilsoncenter.org	Foothill Community Health Center Descripción: Servicios médicos y de asesoramiento. Teléfono: 408-729-9700 Sitio web: http://www.sjffcc.org/counseling.html
National Runaway Safeline Descripción: Servicios de apoyo anónimos y confidenciales para	The Food Connection Descripción: Derivaciones para personas que necesitan asistencia alimentaria en el	The Opportunity Center Descripción: Viviendas asequibles y servicios beneficiosos para personas

jóvenes. Teléfono: 800-RUNAWAY Sitio web: www.1800runaway.org	condado de Santa Clara. Teléfono: 800-984-3663	y familias de muy bajos ingresos o sin hogar. Teléfono: 650-853-8672 Sitio web: www.communityworkinggroup.org
Your House South Descripción: Vivienda temporal y centro de asesoramiento para jóvenes que tienen problemas familiares o que han huido de casa. Teléfono: 650-367-9687	Línea Directa Nacional contra la Trata de Personas Descripción: Línea directa las 24 horas todos los días. Teléfono: 888-373-7888 Envíe un mensaje de texto con la palabra "HELP" al 233733 (BeFree) Sitio web: https://humantraffickinghotline.org	Community Overcoming Relationship Abuse Descripción: Intervención en casos de crisis, asesoramiento y servicios legales civiles para víctimas de violencia doméstica. Teléfono: 800-300-1080
Domestic Violence Intervention Collaborative Descripción: Terapia individual, grupos y clases. Teléfono: 408-294-0006 Sitio web: www.dvintervention.org	Departamento de Justicia de los EE. UU. Descripción: Información para padres y tutores que hablan con niños sobre abuso sexual y violencia. Sitio web: www.nsopw.gov	YWCA Silicon Valley Descripción: Intervención en casos de crisis por violación; defensa y acompañamiento; asesoramiento familiar, individual y grupal; apoyo contra el tráfico de personas, la agresión sexual y la violencia doméstica; refugio de emergencia; y ayuda legal. Línea para casos de crisis: 800-572-2782 San José: 408-295-4011 Sitio web: www.ywca-sv.org
Programa para el abuso de sustancias de AACI Descripción: Terapia individual, grupal y familiar para casos de consumo de drogas y alcohol, manejo de la ira, violencia doméstica, clases para madres y padres. Teléfono: 1-800-488-9914 Sitio web: www.aaci.org		

AVISO DE NO DISCRIMINACIÓN EN LAS COMIDAS ESCOLARES

Rocketship ofrece igualdad de oportunidades en el suministro de comidas a los alumnos.

De acuerdo con la ley federal de derechos civiles y las reglamentaciones y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (U.S. Department of Agriculture, USDA), la escuela chárter Rocketship tiene prohibido discriminar por motivos de raza, color, nacionalidad, sexo, discapacidad, edad o represalia o venganza por una actividad previa relacionada con los derechos civiles en cualquier programa o actividad llevada adelante o financiada por el USDA.

La información del programa puede estar disponible en otros idiomas que no sean inglés. Las personas con discapacidad que necesiten medios alternativos de comunicación para acceder a la información del programa (por ejemplo, braille, letra grande, cinta de audio, lengua de señas estadounidense, etc.) deben comunicarse con la agencia estatal o local que administra el programa, o bien, con el USDA a través del Servicio de Retransmisión de Telecomunicaciones al 711 (voz y teletipo para personas con problemas auditivas o del habla). Además, la información del programa puede estar disponible en otros idiomas que no sean inglés.

Para presentar una queja por discriminación en el programa, el denunciante debe completar un formulario AD-3027, que es un formulario de queja por discriminación en el programa del USDA, el cual puede obtenerse en línea en https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, en cualquier oficina del USDA, por teléfono al (866) 632-9992 o por correo postal, enviando una carta dirigida al USDA. La carta debe contener el nombre, la dirección, el número de teléfono y una descripción por escrito de la presunta acción discriminatoria con suficiente grado de detalle para informar al subsecretario de Derechos Civiles (Assistant Secretary for Civil Rights, ASCR) sobre la naturaleza y la fecha de una presunta vulneración de los derechos civiles. El formulario AD-3027 completado o la carta deben enviarse al USDA por correo postal a la siguiente dirección:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; o
fax: (833) 256-1665 o (202) 690-7442; o
correo electrónico: Program.Intake@usda.gov

Todas las quejas por discriminación o acoso que no impliquen acusaciones de infracciones del título IX deben realizarse de conformidad con el proceso general de quejas descrito en la sección “Notificación de derechos y garantías” de este manual. Rocketship comunicará las quejas recibidas sobre discriminación o acoso en los Programas de comidas escolares a las agencias estatales y federales correspondientes, según lo exija la ley.

PROCESO GENERAL DE QUEJAS

En Rocketship se tienen en cuenta las inquietudes de los padres, los miembros del personal, los alumnos y los miembros de la comunidad, y toma con seriedad todas las preocupaciones y quejas. Debe utilizarse el siguiente proceso general de quejas a fin de garantizar que estas reciban la atención necesaria.

Quejas informales

Como la mayoría de las dificultades pueden resolverse al comunicar una inquietud, se recomienda a los denunciantes que planteen su preocupación o queja cuanto antes y con claridad al maestro del alumno, al director de la escuela o a la persona designada. Sin embargo, la persona que presente la queja no tendrá que hablar sobre ella de ninguna manera y por ningún motivo antes de iniciar una queja formal.

Uso del proceso general de quejas

El proceso general de quejas de Rocketship debe usarse en las siguientes situaciones:

- Para abordar las quejas e inquietudes relacionadas con el personal de la escuela, el entorno educativo o los conflictos interpersonales entre los alumnos.
- Para alegar infracciones de la ley estatal o federal que no entran dentro del ámbito de los Procedimientos uniformes de presentación de quejas (Uniform Complaint Procedures, UCP), o de los estatutos de la escuela.

Quién puede presentar una queja

Los procedimientos que se describen abajo están a disposición de alumnos, padres o visitantes que quieran presentar una queja. Los empleados deben consultar el Manual del empleado para conocer los procedimientos específicos para presentar quejas.

Confidencialidad

Toda la documentación y la información relacionada con una investigación de una queja se consideran confidenciales y no deben divulgarse ni debatirse con personas que no estén involucradas en la investigación de la queja ni en el proceso de toma de decisiones.

Presentación de una queja

Los demandantes pueden presentar quejas de forma verbal o por escrito, recurriendo a cuatro métodos: en persona, por teléfono, por correo electrónico o por escrito completando el Formulario de quejas generales.

Los demandantes deben seguir el proceso descrito a continuación cuando deseen presentar una queja formal por escrito en relación con las políticas, los procedimientos o las prácticas escolares. La escuela responderá como se describe a continuación.

1. Se debe completar un Formulario de queja general, que puede obtenerse en la recepción de la escuela. El Formulario de quejas generales debe presentarse al director de la escuela dentro de los 90 días calendario posteriores al momento en que haya surgido el problema que es objeto de la queja.

2. Al recibir un Formulario de queja general completado, el director de la escuela o la persona que este designe notificará al director de Cumplimiento y Derechos Civiles en virtud del título IX, según corresponda, si la queja cae dentro del alcance de los procedimientos de quejas del título IX. El director de Cumplimiento y Derechos Civiles en virtud del título IX, en consulta con el Departamento Legal, de Cumplimiento y otros departamentos, notificará a las autoridades estatales sobre la queja, si corresponde o así se exige legalmente.

3. Si la queja no cae dentro del alcance de los procedimientos del título IX o del UCP, el director, o la persona que este designe, llevará a cabo una investigación adecuada, confiable e imparcial de la queja. Para esto, se entrevistará a los testigos, se obtendrán documentos relevantes, se recopilará cualquier otra prueba pertinente y se permitirá que las partes presenten pruebas. Se procurará finalizar la investigación en un plazo de 20 días lectivos a partir de la recepción del Formulario de queja general, a menos que circunstancias excepcionales justifiquen un plazo más extenso para completar la investigación. La

cantidad de tiempo extra que se otorgue a raíz de una circunstancia excepcional se determinará según cada caso particular. Rocketship proporcionará a las partes actualizaciones periódicas sobre el cronograma a medida que avance la investigación.

4. La persona que llevó a cabo la investigación (ya sea el director o la persona que este designe) preparará un informe final por escrito con una recomendación para resolver la queja y entregará el informe final al director de Cumplimiento y Derechos Civiles en virtud del título IX. En el informe final se registrará el nombre de la parte que presenta la queja, se describirá la naturaleza de la queja, se resumirá la investigación, se recomendarán una o más resoluciones y se explicarán los motivos de las resoluciones recomendadas.

5. Se informará a las partes una vez que se complete la investigación. Si lo exige la ley, las partes recibirán una copia del informe final por escrito. Si alguna de las partes no estuviera satisfecha con la determinación de la escuela, podrá apelar ante el director ejecutivo, o interponer cualquier otro recurso previsto por la ley. Cualquiera de las partes debe presentar las apelaciones por escrito al director ejecutivo en el plazo de diez (10) días lectivos después de la notificación de las partes sobre el final de la investigación. El director ejecutivo revisará la apelación en función de la preponderancia de la prueba y tomará una decisión por escrito dentro de los 45 días calendario.

6. Si alguna de las partes no estuviera satisfecha con la determinación del director ejecutivo, podrá apelar ante la Junta Directiva o interponer cualquier otro recurso previsto por la ley. Las partes deberán presentar por escrito sus apelaciones a la Junta Directiva, que deberán estar dirigidas al presidente de la Junta y enviadas a Compliance@rsed.org en un plazo de diez (10) días lectivos a partir de la decisión del director ejecutivo. La Junta revisará la apelación en función de la preponderancia de la prueba y tomará una decisión por escrito dentro de los noventa (90) días calendario.

Prohibición de represalias

Rocketship no tomará represalias contra ninguna persona que presente una queja de conformidad con esta política ni contra ninguna persona que participe en procedimientos relacionados con ella. Además, Rocketship no tolerará ninguna forma de represalia contra una persona que presente una denuncia o queja de buena fe sobre actos percibidos de acoso, discriminación, hostigamiento, intimidación u otra inquietud, o que coopere en la investigación de dicha queja. Cualquier persona que se descubra que está participando en cualquier tipo de represalia estará sujeta a las medidas disciplinarias correspondientes.

Modificación

Rocketship puede aprobar la modificación de los procedimientos anteriores en un caso particular si dicha modificación es por una buena causa y no infringe los derechos de debido proceso de las partes involucradas ni ninguna política de Rocketship.

Información de contacto

La información de contacto del director de la escuela se puede encontrar en el anexo y el sitio web de la escuela.

Otros recursos

Este proceso de quejas no prohíbe que los demandantes presenten reclamaciones en otros ámbitos en la medida en que esté permitido por la ley estatal y federal.

PROCEDIMIENTO UNIFORME DE PRESENTACIÓN DE QUEJAS (UCP)

Una queja conforme al procedimiento uniforme de presentación de quejas (Uniform Complaint Procedure, UCP) es una declaración escrita y firmada en la que se alega una infracción de las leyes o reglamentaciones federales o estatales enumeradas, lo que puede incluir una acusación de discriminación, hostigamiento, intimidación o acoso ilegal. La firma puede ser manuscrita, mecanografiada (incluso en un correo electrónico) o generada electrónicamente. Las quejas pueden presentarse de forma anónima. Una queja conforme al UCP presentada en nombre de un alumno particular solo puede ser presentada por el propio alumno o por su representante debidamente autorizado.

Un denunciante es cualquier persona, incluido el representante debidamente autorizado de una persona o un tercero interesado, organismo público u organización que presente una queja por escrito alegando una infracción de las leyes o reglamentaciones federales o estatales, incluidas las acusaciones de discriminación, hostigamiento, intimidación o acoso ilegal en programas y actividades financiados directamente por el estado o que reciban asistencia financiera estatal. Si el denunciante no puede presentar la queja por escrito debido a una discapacidad o a su analfabetismo, lo ayudaremos a presentarla. Rocketship desarrolló el proceso de procedimientos uniformes de presentación de quejas (UCP) conforme a políticas y procedimientos adoptados por la Junta Directiva o su representante autorizado.

Alcance

Como se describió anteriormente, el UCP no se aplica a todos los tipos de quejas, solo a las que se designan a continuación. La siguiente es una lista de todos los programas y las actividades que están sujetos al UCP.

Adaptaciones para alumnas embarazadas y alumnos con hijos (sección 46015 del Código de Educación [EC] de California)

Educación para adultos (secciones 8500 a 8538, 52334.7, 52500 a 52617 del EC)

Educación y Seguridad Después de Clases (secciones 8482 a 8484.65 del EC)

Educación Técnica Profesional Agrícola (secciones 52460 a 52462 del EC)

Programas de educación técnica profesional y capacitación técnica profesional (secciones 52300 a 52462 del EC)

Programas de cuidado y desarrollo infantil (secciones 8200 a 8488 del EC) Educación compensatoria (sección 54400 del EC)

Programas consolidados de ayuda categórica (sección 299.10 a 12 del título 34 del CFR, sección 33315 del EC)

Períodos de clase sin contenido educativo (secciones 51228.1 a 51228.3 del EC)

Discriminación, hostigamiento, intimidación o acoso contra cualquier grupo protegido según se identifique en las secciones 200 y 220 del Código de Educación, y la sección 11135 del Código de Gobierno, incluidas las características reales o percibidas según se dispone en la sección 422.55 del Código Penal, o sobre la base de la asociación de una persona con otra persona o grupo que presente una o más de dichas características, en cualquier programa o actividad llevada a cabo por una institución educativa, según la definición de la sección 210.3, que reciba financiamiento estatal directo o que se beneficie de este. La discriminación ilegal incluye, entre otros, el incumplimiento de la sección 243(a) del Código de Educación.

Requisitos educativos y de graduación para los alumnos en régimen de acogida, sin hogar, de familias militares y o que estuvieron anteriormente inscritos en escuelas del tribunal juvenil y ahora están inscritos en un distrito escolar (secciones 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2 del EC)

Ley Cada Estudiante Triunfa (sección 6301 y siguientes del título 20 del Código de los Estados Unidos [USC]; sección 52059 del EC)

Planes locales de control y rendición de cuentas (LCAP) (sección 52075 del EC)
Educación para migrantes (secciones 54440 a 54445 del EC)

Actas de instrucción en educación física (secciones 51210, 51222, 51223 del EC) Cobro a alumnos (secciones 49010 a 49013 del EC)

Adaptaciones razonables para alumnas en período de lactancia (sección 222 del EC)

Centros y programas ocupacionales regionales (secciones 52300 a 52334.7 del EC)

Planes escolares para el desempeño estudiantil (sección 64001 del EC)

Planes de seguridad escolar (secciones 32280 a 32289 del EC) Consejos escolares

(sección 65000 del EC)

Programa estatal de educación preescolar (secciones 8235 a 8239.1 del EC)

Cuestiones de salud y seguridad en programas estatales de educación preescolar en LEA exentas de licenciamiento (sección 8235.5 del EC)

Y cualquier otro programa educativo estatal o federal que el superintendente estatal de Instrucción Pública (State Superintendent of Public Instruction, SSPI) o la persona designada considere pertinente. Rocketship no ofrece programas estatales de educación preescolar.

Las siguientes quejas se remitirán a los organismos especificados para que se resuelvan de forma adecuada y no están sujetas a los UCP que se indican en este documento:

- Las acusaciones de maltrato infantil se remitirán al Departamento de Servicios Sociales (Department of Social Services, DSS) del condado correspondiente, a la División de Servicios de Protección o al organismo de aplicación de la ley correspondiente.

- Las quejas en materia de salud y seguridad con respecto a las instalaciones autorizadas que ofrecen un Programa de desarrollo infantil se remitirán al DSS.

- Las quejas por discriminación laboral se enviarán al Departamento de Igualdad en el Empleo y la Vivienda (Department of Fair Employment and Housing, DFEH). Se notificará por escrito al denunciante de manera oportuna de toda remisión al DFEH.

Rocketship tiene la responsabilidad principal de garantizar el cumplimiento de las leyes y reglamentaciones estatales y federales vigentes. Rocketship investigará y procurará resolver, de acuerdo con el UCP de la LEA, las quejas en las que se alegue el incumplimiento de las leyes y reglamentaciones estatales y federales vigentes, incluidas, entre otras, las acusaciones de discriminación, hostigamiento, intimidación o acoso o de incumplimiento de las leyes relacionadas con todos los programas y actividades implementados por el distrito que están sujetos al UCP.

Rocketship reconoce y respeta el derecho a la privacidad de cada persona. Las quejas ilegales por discriminación, hostigamiento, intimidación o acoso se investigarán de manera tal que protejan, en la mayor medida razonablemente posible, la confidencialidad de las partes y la integridad del proceso. Rocketship no puede garantizar el anonimato del denunciante. Esto incluye mantener la confidencialidad de la identidad del denunciante. Sin embargo, Rocketship intentará hacerlo en la medida de lo posible. Rocketship puede considerar necesario divulgar información sobre la queja o el denunciante en la medida necesaria para llevar a cabo la investigación o los procedimientos, según lo determine el director ejecutivo o la persona designada en cada caso.

Rocketship prohíbe toda forma de represalia contra cualquier denunciante en el proceso de queja, lo que incluye, entre otros, la presentación de una queja por parte de un denunciante o la denuncia de casos de discriminación, hostigamiento, intimidación o acoso ilegal. Dicha participación no afectará de ninguna manera la condición, las calificaciones o las tareas asignadas al denunciante.

Aviso anual del UCP

Cada año se distribuye el Aviso anual del UCP, que consiste en una notificación escrita sobre los procedimientos de presentación de quejas aprobados conforme al UCP. Este aviso se envía a todos los alumnos, empleados, padres o tutores de los alumnos, a miembros de los comités asesores escolares y de distrito, a representantes o autoridades pertinentes de escuelas privadas, y a otras partes interesadas.

Este aviso puede estar disponible en nuestro sitio web e incluirá lo siguiente:

- Información sobre denuncias de discriminación, hostigamiento, intimidación o acoso.

- La lista de todos los programas federales y estatales dentro del alcance del UCP.
- El cargo de la persona responsable de procesar las quejas, junto con el nombre de quien ocupa actualmente dicho cargo, si se conoce.
- Una declaración de que la persona responsable de tramitar las quejas conoce las leyes y los programas que se le asignan para investigar.

Esta política completa, incluida en el Manual para alumnos y padres, sirve como aviso anual de la misma.

Presentación de quejas conforme al UCP

Todas las quejas conforme al UCP se presentarán a más tardar un año después de la fecha en que ocurrió la supuesta infracción. Investigamos todas las acusaciones de discriminación, hostigamiento, intimidación o acoso ilegal contra cualquier grupo protegido. Las quejas ilegales por discriminación, hostigamiento, intimidación o acoso se presentarán a más tardar seis meses después de la fecha en que ocurrió la supuesta acusación, o seis meses después de la fecha en que el denunciante obtuvo conocimiento por primera vez de los hechos de la supuesta acusación.

La Junta Directiva designa al responsable de cumplimiento para que reciba e investigue las quejas y para garantizar el cumplimiento de la ley por parte de Rocketship:

Renita Thukral
Title IX Compliance and Civil Rights Officer
2001 Gateway Place Ste. 230E
San Jose, CA 95110
compliance@rsed.org

El responsable de cumplimiento o la persona designada se asegurarán de que los empleados designados para investigar las quejas conozcan las leyes y los programas de los que son responsables. Los empleados designados pueden acceder a los servicios de un asesor legal según lo determine el responsable de cumplimiento o la persona designada.

El cobro a un alumno incluye la exigencia de hacer una compra para obtener materiales, suministros, equipos o vestimenta relacionada con una actividad educativa que no esté comprendida en ninguna excepción aplicable a la prohibición general contra el cobro ilegal a los alumnos.

Se puede presentar una queja por el cobro a alumnos ante el director de una escuela o ante nuestro director ejecutivo o la persona que este designe. Este tipo de queja puede presentarse de forma anónima, es decir, sin una firma identificatoria, siempre que se aporten pruebas o información que conduzca a pruebas que respalden una presunta infracción.

En cuanto a las quejas relacionadas con los planes locales de control y rendición de cuentas (Local Control and Accountability Plans, LCAP), la fecha de la supuesta infracción es aquella en que la autoridad revisora aprueba el LCAP o la actualización anual que hayamos adoptado. Este tipo de queja puede presentarse de forma anónima, es decir, sin una firma identificatoria, siempre que se aporten pruebas o información que conduzca a pruebas que respalden una presunta infracción.

Las quejas relacionadas con el incumplimiento de la sección 243 o 244 del Código de Educación también pueden presentarse de forma anónima y solo si el denunciante anónimo proporciona pruebas o información que conduzca a pruebas que respalden un presunto incumplimiento de las respectivas leyes aplicables.

Informamos a los denunciantes sobre su derecho a acceder a recursos legales civiles disponibles conforme a las leyes estatales o federales en materia de discriminación, hostigamiento, intimidación o acoso, incluidos, entre otros, medidas cautelares, órdenes de restricción u otras medidas o resoluciones que también puedan estar disponibles.

Procedimientos para la investigación y resolución de quejas conforme al UCP

La investigación de las quejas conforme al UCP es el proceso administrativo que llevamos a cabo con el fin de recopilar datos sobre las quejas. Les damos una oportunidad a los reclamantes o representantes para que presenten pruebas o información. La negativa del denunciante a entregarle al investigador documentos u otras pruebas relacionadas con las acusaciones en la queja, o bien, la falta de cooperación o la negativa a cooperar en la investigación o participar en cualquier otra obstrucción de la investigación, puede dar lugar al rechazo de la queja debido a la falta de pruebas que respalden las acusaciones. La negativa de Rocketship a darle al investigador acceso a los registros u otra información relacionada con la acusación en la que se basa la queja, o bien, la falta de cooperación o la negativa a cooperar en la investigación o participar en cualquier otra obstrucción de la investigación, puede dar lugar a una conclusión basada en las pruebas recopiladas de que se ha producido una infracción y puede derivar en la imposición de un recurso a favor del denunciante.

La queja se presentará al responsable de cumplimiento, quien mantendrá un registro de las quejas recibidas, a las que les asignará un número de código y una marca de fecha. Al recibir una queja, el responsable de cumplimiento también notificará de inmediato al director ejecutivo de Rocketship designado. Se notificará a todas las partes involucradas en las acusaciones cuando se presente una queja, cuando se programe una reunión o audiencia relacionadas con la queja y cuando se tome una decisión o dictamen.

Dentro de los tres (3) días posteriores a la recepción de la queja, el responsable de cumplimiento puede analizar informalmente con el denunciante la posibilidad de ir a mediación. Si el denunciante acepta por escrito la mediación, el responsable de cumplimiento hará los arreglos necesarios para que se lleve a cabo este proceso. Antes de iniciar la mediación de una queja ilegal por discriminación, hostigamiento, intimidación o acoso, el responsable de cumplimiento se asegurará de que todas las partes acepten incluir al mediador como parte con acceso a la información confidencial relacionada.

Si el proceso de mediación no resuelve el problema dentro de los parámetros de la ley, el responsable de cumplimiento procederá con su investigación de la queja. El uso de la mediación no extenderá los plazos de Rocketship para investigar y resolver la queja, a menos que el denunciante acepte por escrito dicha extensión de tiempo.

Investigaremos exhaustivamente la queja conforme al UCP y emitiremos un informe de investigación por escrito al denunciante dentro de los 60 días calendario a partir de la fecha de recepción de la queja, a menos que el denunciante acepte por escrito una extensión de tiempo.

Este informe de investigación contendrá los siguientes elementos:

- Los hallazgos fácticos basados en las pruebas recopiladas.
- Una conclusión que proporcione una determinación clara, para cada acusación, si cumplimos con la ley pertinente.
- Medidas correctivas en caso de que se determine que la queja tiene fundamento:
  - En el caso de quejas por el cobro a alumnos, LCAP, actas de instrucción en educación física o períodos de clase sin contenido educativo, el recurso se otorgará a todos los alumnos, padres y tutores afectados.
  - En el caso de todas las demás quejas dentro del alcance de los procedimientos uniformes de presentación de quejas, el recurso se otorgará al alumno afectado.
  - En el caso de una queja por el cobro a alumnos, las medidas correctivas incluirán los esfuerzos razonables para garantizar el reembolso total a todos los alumnos, padres y tutores que hayan efectuado el pago de una cuota dentro del año previo a la presentación de la queja.
- Un aviso sobre el derecho del denunciante a apelar nuestro Informe de investigación ante el Departamento de Educación de California (CDE).
- Los procedimientos para iniciar una apelación ante el CDE.

Si un empleado recibe una sanción como resultado de la queja, en la decisión simplemente se indicará que se tomaron medidas disciplinarias y que se informó al empleado sobre las expectativas de Rocketship. En el informe no se proporcionará más información sobre la naturaleza de la medida disciplinaria.

Apelaciones ante el Departamento de Educación de California

Una apelación es una solicitud por escrito y firmada por el denunciante al CDE mediante la que solicita la revisión de un informe de investigación de la LEA que se emitió en respuesta a una queja debidamente presentada. La firma puede ser manuscrita, mecanografiada (incluso en un correo electrónico) o generada electrónicamente.

El denunciante puede apelar nuestro Informe de investigación de una queja conforme al UCP ante el CDE presentando una apelación por escrito dentro de los 30 días calendario a partir de la fecha del informe. Para solicitar una apelación, el denunciante debe especificar y explicar el fundamento de la apelación, incluido al menos uno de los siguientes:

- Rocketship no siguió sus procedimientos de quejas.
- El Informe de Investigación carece de hallazgos fácticos sustanciales necesarios para llegar a una conclusión jurídica.
- Los hallazgos fácticos sustanciales incluidos en el Informe de investigación no están respaldados por pruebas significativas.
- La conclusión legal en el Informe de investigación no es coherente con la ley.

- En caso de haberse determinado un incumplimiento, las medidas correctivas no ofrecen un recurso adecuado.

La apelación se enviará junto con (1) una copia de la queja presentada a nivel local y (2) una copia del Informe de investigación de Rocketship.

Las quejas deben enviarse a la siguiente dirección:

California Department of Education
Categorical Programs Complaints Management Office
1430 N Street
Sacramento, CA 95814-5901

En caso de preguntas, los denunciantes también pueden comunicarse con la Oficina de Gestión de Quejas del CDE al 916-319-0929.

Recursos civiles
El denunciante puede solicitar los recursos civiles disponibles fuera de los procedimientos de quejas de la escuela chárter. Los denunciantes pueden solicitar ayuda a centros de mediación o a abogados especializados en asuntos de interés público o privado. Los recursos civiles que puede imponer un tribunal incluyen, entre otros, medidas cautelares y órdenes de restricción. Los denunciantes que aleguen una violación de las secciones 220, 243, 244, 51500, 51501 o 60044 del Código de Educación pueden solicitar recursos civiles después de que hayan transcurrido sesenta (60) días calendario desde la presentación de una apelación ante el CDE, antes de buscar recursos del derecho civil. La moratoria no se aplica a las medidas cautelares y solo procede si la escuela chárter ha informado adecuadamente, y de manera oportuna, al demandante de su derecho a presentar una queja de conformidad con lo dispuesto en la sección 4622 del título 5 del CCR.

INFORMACIÓN SOBRE LA CALIFICACIÓN DE LOS MAESTROS

Dado que Rocketship recibe fondos federales conforme al Título I a través de la Ley de Educación Primaria y Secundaria (Elementary and Secondary Education Act, ESEA), reautorizada y modificada por la Ley Cada Estudiante Triunfa (Every Student Succeeds Act, ESSA), todos los padres o tutores de los alumnos que asistan a Rocketship pueden solicitar información sobre las calificaciones profesionales de los maestros o los paraprofesionales del aula, lo que incluye, como mínimo:

- Si el maestro del alumno:
    - Cumple con los criterios estatales de calificación y licencia para los niveles de grado y las áreas temáticas en las que enseña.
    - Está enseñando en condiciones de emergencia u otro tipo de situación provisional mediante la cual se ha renunciado a los criterios estatales de calificación o licencia.
    - Está enseñando en el campo disciplinar correspondiente a su certificación.

- Si el alumno recibe servicios por parte de paraprofesionales y, en ese caso, cuáles son sus calificaciones.

Previa solicitud, Rocketship brindará la información a los padres o tutores de manera oportuna. Los padres o tutores pueden comunicarse con el director ejecutivo para obtener esta información.

PROCESO DE QUEJA EN VIRTUD DEL TÍTULO IX

En Rocketship se tienen en cuenta las inquietudes de los padres, los miembros del personal, los alumnos y los miembros de la comunidad, y toma con seriedad todas las preocupaciones y quejas.

En el sitio web de Rocketship se puede encontrar toda la Política del título IX y los Procedimientos de quejas formales que contienen las reglas y los procedimientos para denunciar casos de acoso sexual y para aplicar los recursos disponibles. A continuación, se ofrece una breve descripción general.

Quejas en virtud del título IX

Las consultas sobre la aplicación del título IX y el título 34 del CFR, parte 106, pueden remitirse al director de Cumplimiento y Derechos Civiles en virtud del título IX de Rocketship, al subsecretario de Derechos Civiles del Departamento de Educación de los EE. UU., o a ambos.

Si un alumno o su padre, madre o tutor cree que él o ella, o alguien más, ha experimentado discriminación o acoso sexual en la escuela, debe informar la inquietud lo antes posible. Todas las quejas y denuncias por discriminación o acoso sexual deben ser presentadas a nuestro coordinador en virtud del título IX, a quien se le puede escribir a las siguientes direcciones:

Title IX Compliance and Civil Rights Officer
2001 Gateway Place, Ste. 230E
San Jose, CA 95110
rthukral@rsed.org

Esas quejas se investigan de manera rápida e imparcial.

Medidas de apoyo

Una vez que se haya recibido una denuncia por discriminación, acoso sexual o represalia en virtud del título IX, la persona designada por la escuela o el director de Cumplimiento y Derechos Civiles en virtud del título IX o la persona que este designe ofrecerán medidas de apoyo individualizadas para garantizar la seguridad de las partes involucradas y del entorno educativo, para restaurar o preservar el acceso igualitario al programa o la actividad educativos de Rocketship, y para ofrecer apoyo durante el proceso de investigación y resolución.

Algunos ejemplos de medidas de apoyo incluyen, entre otros, designar a un miembro del personal para que se desempeñe como persona “de confianza” para la persona que presenta la denuncia, modificar la ubicación o el horario de la persona denunciada o denunciante para reducir el contacto entre ambas, crear planes de seguridad individuales y una posible consulta con los proveedores de servicios de salud mental de la escuela.

Investigación, determinación de responsabilidad y recursos
Se presume que la persona denunciada no es responsable de la supuesta conducta hasta que se tome una determinación con respecto a su responsabilidad al finalizar el proceso de queja. El director de Cumplimiento y Derechos Civiles en virtud del título IX o la persona designada se encargará de llevar a cabo la investigación de manera rápida y equitativa para remediar la supuesta infracción. Rocketship resolverá las quejas en función de la preponderancia de la prueba (por ejemplo, si es más probable que el acoso haya ocurrido). Si el director de Cumplimiento y Derechos Civiles en virtud del título IX o la persona designada determina que ha ocurrido un incidente de discriminación, acoso sexual o represalias, se tomarán medidas inmediatas y eficaces para poner fin a la conducta ilegal, eliminar sus efectos, evitar la recurrencia de un incidente y restaurar la seguridad del denunciante.

Para obtener más información, consulte la Política del título IX y los procedimientos de quejas formales de Rocketship en el sitio web de Rocketship.

PARTICIPACIÓN DE LOS PADRES EN LOS PROGRAMAS DEL TÍTULO I

La participación de los padres es uno de los tres pilares de Rocketship. Trabajamos directamente con los padres para ayudarlos a convertirse en líderes en casa, en la escuela y en sus comunidades. Nuestro compromiso con la participación de los padres se refuerza a través de nuestras Iniciativas de participación de los padres en los programas del título I.

Desarrollo y revisión de la política
Rocketship tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y la revisión de su Política de participación de los padres en los programas del título I:

- Recopilar y distribuir a los padres los siguientes materiales para que los revisen: la Política de participación de los padres en los programas del título I y el Convenio entre la escuela y los padres conforme al título I. Estos materiales se distribuirán a los padres durante una de las reuniones comunitarias de otoño de la escuela o en las conferencias de padres y maestros de otoño.
- Solicitar comentarios escritos y verbales de los padres a través de reuniones comunitarias programadas con regularidad, comentarios de las conferencias de padres y maestros y comunicaciones escritas regulares con los padres. Las escuelas incluirán la Política del título I en el Manual para padres y alumnos o la distribuirán en las reuniones comunitarias que se celebren durante todo el ciclo lectivo.

Las escuelas incluirán la Política del título I en el Manual para padres y alumnos o la distribuirán en las reuniones comunitarias que se celebren durante todo el ciclo lectivo.

Participación de los padres en el programa del título I
Para incluir a los padres en el programa del título I en Rocketship, se han implementado las siguientes prácticas:

- Se invita a todos los padres a participar en la revisión anual de los programas del título I de la escuela. Todos los folletos y avisos sobre las reuniones se distribuyen a través de boletines informativos, correos electrónicos, llamadas y publicaciones en el sitio web. Cada año, la escuela organiza al menos dos (2) reuniones para revisar, elaborar, editar y agregar objetivos a los programas y planes escolares. El plan

también puede analizarse en las reuniones del Consejo Escolar.

- Las escuelas Rocketship ofrecen la coordinación, la asistencia técnica, la flexibilidad y otros recursos necesarios para ayudar a las escuelas del programa del título I a planificar y desarrollar actividades eficaces de participación de los padres con el fin de mejorar el éxito académico de los alumnos y el desempeño escolar. La escuela ofrecerá todos los meses reuniones comunitarias, talleres y otras actividades para los padres. Los padres votarán en las reuniones comunitarias celebradas al final del ciclo lectivo (para el año siguiente) o al comienzo del año (para el año en curso) y darán su opinión sobre el contenido de las reuniones comunitarias y cualquier otro taller en el que les gustaría participar. Se invitará a los padres que no puedan asistir a las reuniones a dar su opinión a través de una encuesta, carta, correo electrónico o llamada al maestro a cargo del programa del título I.
- Si el plan integral de la escuela no satisface a los padres de los niños participantes, Rocketship comunicará los comentarios de los padres sobre el plan cuando la escuela ponga el plan a disposición.
- Las escuelas Rocketship involucran a los padres de alumnos que participan en el programa del título I, de manera organizada, continua y oportuna, en la planificación, revisión y mejora de dichos programas de la escuela y de la política de participación de los padres de alumnos que participan en el programa del título I usando las medidas descritas anteriormente.
- Las escuelas Rocketship les brindan a los padres de alumnos que participan en el programa del título I información oportuna sobre dichos programas a través de boletines informativos escolares y de clase, visitas domiciliarias de padres y maestros, conferencias entre padres y maestros, eventos familiares y noches de exhibición, y reuniones comunitarias y formación en liderazgo.
- Las escuelas Rocketship desarrollan la capacidad de los padres o tutores para que participen activamente. Cada escuela les da a los padres de los alumnos que participan en los programas del título I una explicación del plan de estudios que se usa en la escuela, las evaluaciones para medir el progreso de los alumnos y los niveles de competencia que se espera que estos cumplan. Las escuelas también ofrecerán a los padres o tutores asistencia sobre cómo controlar el progreso de los alumnos y trabajar con educadores para mejorar su desempeño académico. La escuela se asegurará de que esta información se comunique a los padres o tutores en un formato y, en la medida de lo posible, en un vocabulario que puedan comprender.
- Las escuelas Rocketship brindan oportunidades para celebrar reuniones regulares que les permiten a los padres participar en decisiones relacionadas con la educación de los alumnos. Esto sucede mediante reuniones comunitarias, conferencias entre padres y maestros, visitas domiciliarias y boletines informativos escolares y de clase.
- Si así lo solicitan los padres, y en la medida en que no se contemple en ninguna de las opciones anteriores, Rocketship ofrecerá oportunidades para celebrar reuniones periódicas con el fin de formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de los alumnos, y responderá a dichas sugerencias tan pronto como sea posible.
- Con la ayuda de los padres, Rocketship informará a los maestros, directivos escolares y otros miembros del personal escolar cómo ponerse en contacto con los padres, comunicarse con ellos y valorarlos como colaboradores en igualdad de condiciones en la educación de los alumnos. La escuela informará a los padres o tutores la existencia de centros de recursos para padres en el estado que les ofrezcan capacitación, información y apoyo.

Esta política se actualizará periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela.

Convenio entre la escuela y los padres

Rocketship distribuye a los padres de todos los alumnos un Convenio entre la escuela y los padres. En el convenio, que se ha desarrollado en conjunto con los padres, se explica cómo los padres, todo el personal de la escuela y los alumnos compartirán la responsabilidad de mejorar el desempeño académico de los alumnos. También se describen las formas específicas en las que la escuela y las familias se asociarán para ayudar a los niños a alcanzar los altos estándares académicos del estado.

El convenio permitirá que los padres comuniquen los obstáculos que impiden su participación y Rocketship considerará analizar los recursos disponibles con los padres según sea necesario y apropiado.

Desarrollo de la capacidad de participación

Como se describió anteriormente, las escuelas Rocketship involucran a los padres de alumnos que participan en los programas del título I en interacciones importantes con la escuela. Nuestras escuelas promueven la colaboración entre el personal, los padres y la comunidad para mejorar el desempeño académico de los estudiantes. Para ayudar a alcanzar estos objetivos, la escuela ha implementado las siguientes prácticas que se llevan a cabo durante las reuniones comunitarias periódicas, las visitas domiciliarias, las conferencias entre padres y maestros y los eventos escolares especiales.

- Rocketship les ofrece a los padres de alumnos que participan en los programas del título I asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y las formas de controlar y mejorar el desempeño académico de los alumnos.
- Rocketship también les proporciona materiales y capacitación para ayudarlos a trabajar con los alumnos en la mejora del desempeño académico.
- Rocketship les brinda a los miembros del personal información sobre el valor de las contribuciones de los padres y sobre la forma de trabajar con los padres como colaboradores. Rocketship cuenta con un equipo de liderazgo compuesto de padres que tiene la tarea de desarrollar la capacidad de los padres para el liderazgo y la participación activa.
- Rocketship involucra a padres de todos los orígenes, incluidos aquellos con dominio limitado del inglés, personas con discapacidades y padres de alumnos inmigrantes.
- Rocketship coordina e integra el programa de participación de los padres del título I con otros programas, y lleva a cabo otras actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de los alumnos.
- Rocketship distribuye información relacionada con programas escolares y para padres, reuniones y otras actividades a los padres de alumnos que participan en los programas del título I en un formato e idioma que entienden.
- Rocketship ofrece apoyo para las actividades de participación de los padres solicitadas por los padres de alumnos que participan en los programas del título I.

Para cumplir con los requisitos de participación de los padres y la familia de esta política, Rocketship brindará oportunidades para la participación consciente de los padres y familiares, incluidos aquellos que tienen dominio limitado del inglés, aquellos con discapacidades y los padres y los familiares de los niños inmigrantes. Esto incluye facilitar la información y los informes escolares necesarios de conformidad con la sección 1111 de la ley ESEA, según las modificaciones en virtud de la ley ESSA, en un formato y, en la medida de lo posible, en un idioma que los

padres comprendan.

CONVENIO ENTRE LA ESCUELA Y LOS PADRES

Rocketship tiene la responsabilidad de ofrecer un plan de estudios y una enseñanza de primera calidad en un entorno de aprendizaje eficaz y propicio que permita que los alumnos participantes alcancen los estándares de desempeño académico del estado.

Los padres o tutores serán responsables de contribuir al aprendizaje de sus hijos de diversas maneras, que incluyen, entre otras, las siguientes:

- Controlar la asistencia, la realización de tareas y el tiempo dedicado a ver televisión.
- Ofrecerse como voluntario en el aula, en la escuela o en un evento patrocinado por la escuela (aunque no es necesario, Rocketship recomienda enfáticamente que se completen 20 horas de participación de los padres).
- Asistir a reuniones comunitarias escolares y otros eventos escolares.
- Participar, según corresponda, en las decisiones relacionadas con la educación de nuestro hijo o menor a cargo y con el uso positivo del tiempo extracurricular.

Rocketship cree en la importancia de la comunicación entre los maestros y los padres o tutores de manera continua. Dichas comunicaciones tendrán lugar por medio de lo siguiente:

- Conferencias entre padres y maestros, al menos una vez al año, durante las que se analizará el convenio en relación con el desempeño académico del estudiante.
- Informes frecuentes a los padres o tutores sobre el progreso de los alumnos.
- Acceso razonable al personal, oportunidades para hacer voluntariado y participar en el aula del alumno y observación de las actividades del aula.
- Comunicación bidireccional regular entre los familiares y el personal de la escuela y, en la medida de lo posible, en un idioma que los familiares puedan comprender.
- Oportunidades habituales para asistir a reuniones comunitarias escolares y otros eventos patrocinados por la escuela.

NOTIFICACIÓN DE DERECHOS EN VIRTUD DE LA PPRA

La Enmienda para la protección de los derechos de los alumnos (PPRA) otorga a los padres de alumnos de primaria y secundaria ciertos derechos con respecto a la realización de encuestas, la recopilación y el uso de información con fines de marketing y ciertos exámenes físicos.

Estos incluyen, entre otros, el derecho a lo siguiente:

- Dar el consentimiento antes de que los alumnos deban someterse a una encuesta relacionada con una o más de las siguientes áreas protegidas (“Encuesta sobre información protegida”), si el Departamento de Educación (Education Department, ED) de los EE. UU. financia la totalidad o parte de la encuesta.

1. Afiliaciones o creencias políticas del alumno o de su padre o madre.
2. Problemas mentales o psicológicos del alumno o de su familia.
3. Comportamiento o actitudes de índole sexual.
4. Comportamiento ilegal, antisocial, autoincriminatorio o degradante.
5. Críticas a otras personas con las que los encuestados tienen relaciones familiares cercanas.
6. Relaciones privilegiadas legalmente reconocidas, como las que se tienen con abogados, médicos o ministros.
7. Prácticas religiosas, afiliaciones o creencias del alumno o de su padre o madre.
8. Ingresos, que no sean los exigidos de conformidad con la ley para determinar la elegibilidad para el programa.

- Recibir un aviso y tener la oportunidad de no autorizar la participación de un alumno en lo siguiente:
    1. Cualquier otra encuesta sobre información protegida, independientemente de quién la financie.
    2. Cualquier examen físico invasivo que no sea de emergencia o cualquier examen de detección exigido como condición para recibir asistencia, a cargo de la escuela o de su agente, y que no sea necesario para proteger la salud y seguridad inmediatas de un alumno, excepto en el caso de exámenes de audición, visión o escoliosis, o de cualquier examen físico o de detección permitido o requerido conforme a la ley estatal.
    3. Actividades que impliquen la recopilación, divulgación o uso de información personal recopilada de los alumnos para fines de marketing o para venderla o distribuirla de otro modo a terceros (esto no se aplica a la recopilación, divulgación o uso de información personal recopilada de alumnos con el propósito exclusivo de desarrollar, evaluar o suministrar productos o servicios educativos a alumnos o instituciones educativas, o para ellos).
- Inspeccionar lo siguiente, previa solicitud y antes de su administración o uso:

    1. Encuestas sobre información protegida de alumnos y encuestas creadas por un tercero.
    2. Instrumentos utilizados para recopilar información personal de los alumnos para cualquiera de los fines anteriores de marketing, ventas u otros fines de distribución.
    3. Material didáctico utilizado como parte del plan de estudios educativo.

Estos derechos se transfieren de los padres a un alumno de 18 años o a un menor emancipado en virtud de la ley estatal.

Rocketship Education ha desarrollado y adoptado políticas con respecto a estos derechos, así como acuerdos para proteger la privacidad de los alumnos en la administración de encuestas sobre información protegida y la recopilación, divulgación o uso de información personal para fines de marketing, ventas u otros fines de distribución. Rocketship Education notificará directamente a los padres sobre estas políticas al menos una vez al año al comienzo de cada ciclo lectivo y después de cualquier cambio sustancial. Rocketship Education también notificará directamente, por ejemplo, a través de correo electrónico o del correo postal de los EE. UU., a los padres de los alumnos que estén registrados para participar en las actividades o encuestas específicas que se indican a

continuación, y brindará una oportunidad para que el padre o la madre no autoricen la participación del menor en la actividad o encuesta específica. Rocketship Education enviará esta notificación a los padres al comienzo del ciclo lectivo si ha definido las fechas específicas o aproximadas de las actividades o encuestas en ese momento. En el caso de las encuestas y actividades programadas después de que comience el ciclo lectivo, los padres recibirán una notificación razonable de las actividades y encuestas planificadas que se enumeran a continuación y se les dará la oportunidad de no autorizar la participación del menor en dichas actividades y encuestas. Los padres también tendrán la oportunidad de revisar cualquier encuesta pertinente. La que sigue es una lista que incluye las actividades y encuestas específicas contempladas en virtud de este requisito de notificación directa:

- Recopilación, divulgación o uso de información personal recopilada de alumnos para fines de marketing, ventas u otros fines de distribución.
- Administración de cualquier encuesta sobre información protegida que no esté financiada en su totalidad o en parte por el ED.
- Cualquier examen físico invasivo que no sea de emergencia ni de detección, como se describió anteriormente.

Los padres que crean que se han vulnerado sus derechos pueden presentar una queja a la siguiente dirección:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

NOTIFICACIÓN DE DERECHOS EN VIRTUD DE LA LEY COPPA

Las escuelas Rocketship usan varias aplicaciones de software informático y servicios basados en la web, que no están gestionados por las escuelas de nuestra red, sino por proveedores externos. Usamos estas herramientas para ofrecerles a los estudiantes el software y los servicios basados en la web más eficaces para el aprendizaje. De acuerdo con la Ley de Protección de la Privacidad Infantil en Línea (Children's Online Privacy Protection Act, COPPA), Rocketship da su consentimiento para que los proveedores recopilen, usen y divulguen información obtenida directamente de los alumnos. Rocketship da este consentimiento en nombre de los padres.

En virtud de la ley COPPA, cada proveedor de software u operador de sitio web está obligado a mantener la confidencialidad de la información recopilada, y debe notificar a los padres y obtener su consentimiento antes de recopilar información personal de niños menores de 13 años. La ley permite que escuelas como la nuestra den su consentimiento para la recopilación de información personal en nombre de todos sus alumnos, eliminando así la necesidad de que cada padre, madre o tutor dé su consentimiento directamente al operador del sitio web. Para obtener más información acerca de la ley COPPA, visite https://www.ftc.gov/business-guidance/resources/complying-coppa-frequently-asked-questions.

Puede encontrar una lista del software y los servicios que usa RSED, junto con la política de privacidad correspondiente para cada uno de ellos, en nuestro sitio web en: https://www.rocketshipschools.org.

Previa solicitud de Rocketship, los proveedores deben facilitar a la escuela una descripción de los tipos de información personal recopilada; la oportunidad de revisar la información personal de un niño o de que se elimine dicha información; y la oportunidad de evitar el uso posterior o la recopilación en línea de la información personal de un niño.

Los padres se reservan el derecho de solicitar la revisión de la información personal del menor o de que se elimine dicha información. Los padres también tienen el derecho de excluir al menor de la participación en actividades educativas que impliquen la recopilación, el uso o la divulgación de la información personal recopilada del menor.

AVISO DEL INFORME DE RESPONSABILIDAD ESCOLAR (SARC)

El informe de responsabilidad escolar (School Accountability Report Card, SARC) de Rocketship está disponible en los sitios web de cada una de nuestras escuelas (https://www.rocketshipschools.org/area/ca). También puede solicitar una copia impresa en la recepción.

NOTIFICACIÓN EN VIRTUD DE LA LEY DE RESPUESTA A EMERGENCIAS POR RIESGOS DE AMIANTO

Rocketship Education cumple con todas las leyes pertinentes gracias al mantenimiento de un plan de gestión del amianto en todos los edificios que ocupamos, ya sean de nuestra propiedad o alquilados, que contengan materiales con amianto. Este plan incluye inspecciones de rutina y comunicación proactiva con las familias y el personal con respecto a cualquier actividad relacionada con el amianto dentro de la escuela.

ANEXO DE ROCKETSHIP ALMA ACADEMY

ESCUELA

Rocketship Alma Academy
198 W Alma Ave
San Jose, CA 95110

Director: Abel Ibarra
Administradora de la oficina: Marisol Urias
Correo electrónico: murias@rsed.org
(408) 931-6838

Si su llamada se envía al correo de voz, deje un mensaje y le devolveremos la llamada.

HORARIO ESCOLAR

El campus abre a las 7:15 a.m.

Las clases comienzan a las 7:45 a.m.

Horario de salida en días regulares: lunes, martes, miércoles y viernes
Jardín transicional: 2:00 p.m.
Jardín de infantes a 5.º grado: 3:30 p.m.

Horario de salida en días de jornada reducida: jueves
Jardín transicional: 1:00 p.m.
De jardín de infantes a 5.º grado: 1:00 p.m.

HORARIO DE ATENCIÓN

Horario de atención de la recepción
Día regular: de 8:00 a.m. a 3:00 p.m.
Día de jornada reducida: de 8:00 a.m. a 12:30 p.m.

Solicitudes por correo electrónico: murias@rsed.org
El plazo de respuesta a las solicitudes es de 3 días hábiles.

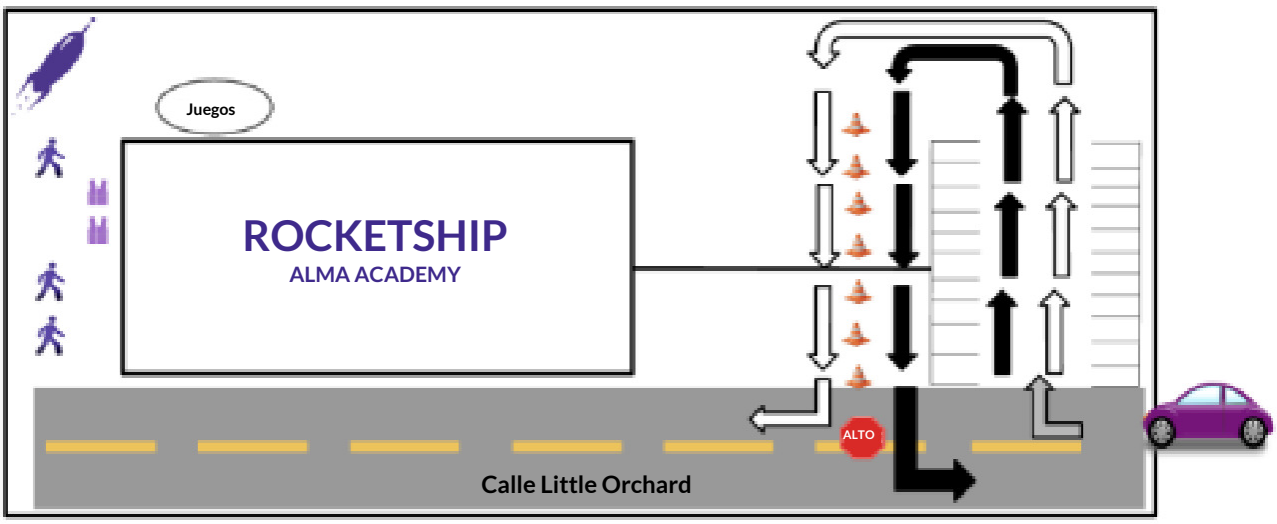
PROCEDIMIENTOS DE LLEGADA Y RETIRO

Ingreso/recogida a pie

- Para el ingreso de los alumnos, el personal abrirá las puertas ubicadas sobre Little Orchard junto a la recepción.
- Los alumnos ingresarán e irán a la línea de lanzamiento.
- Para el momento de la recogida, el personal abrirá los portones que están sobre Alma Ave.
- El personal registrará a los padres en la puerta, quienes, a continuación, podrán esperar en la zona pavimentada del patio a que los alumnos salgan a su encuentro.

Ingreso/recogida en automóvil

- Para el ingreso de los alumnos, los padres pueden comenzar a ingresar al estacionamiento a partir de las 7:10 a.m. Las puertas se abrirán a las 7:15 a.m.
- Durante el ingreso: Ponga el automóvil en modo estacionamiento y espere a que el personal abra la puerta, dé la bienvenida a la familia y ayude a su hijo a bajarse.
- Durante la recogida: Ponga el automóvil en modo estacionamiento una vez que esté en la rotonda y espere a que alguien acompañe a su hijo hasta el automóvil. **NO** llame a su hijo para que se acerque solo al automóvil.
- Los conductores que se encuentren en el carril más cercano al cerco saldrán de la rotonda girando a la izquierda por Little Orchard cuando el personal lo indique.
- Cuando el personal lo indique, los conductores que se encuentren en el carril más cercano al edificio saldrán de la rotonda girando a la derecha por Little Orchard.



COMIDAS EN LA ESCUELA

Alimentos prohibidos

Los siguientes alimentos no están permitidos en el campus y es posible que se confisquen:

- Papas fritas (a menos que estén incluidos en un almuerzo completo, es decir, junto con un sándwich, frutas, verduras, etc.)
- Postres caseros (como galletas, cupcakes, brownies, donas)
- Comida rápida (las tiendas de sándwiches como Subway serán aceptables debido al valor nutricional que aportan)
- Goma de mascar
- Refrescos o bebidas energizantes, deportivas o azucaradas (por ejemplo, bebidas de Starbucks, frapés, etc.)
- Papas fritas picantes, dulces u otra comida chatarra
- Otros alimentos que no se consideran saludables podrían confiscarse si no se combinan con una opción de alimentos saludables.

Zona libre de frutos secos

Para garantizar la seguridad de los alumnos con alergias graves al maní, nuestra escuela es un entorno estrictamente libre de frutos secos y maní. Los productos que contienen frutos secos no están permitidos en ningún lugar del campus, lo que incluye almuerzos, refrigerios y actividades en el aula. Se retirarán los productos que contengan frutos secos. Agradecemos su cooperación para crear un entorno de aprendizaje seguro para todos los alumnos.

Celebraciones y fiestas de cumpleaños

Rocketship se compromete a garantizar la seguridad de todos nuestros alumnos, empleados y familias. Por lo tanto, en general no podemos permitir comida casera en el campus para fiestas de cumpleaños u otras celebraciones que solicite la familia dentro del campus. Los padres o tutores pueden comunicarse con la oficina de la escuela y obtener su aprobación para organizar una celebración durante la jornada escolar.

VALORES CENTRALES Y CREDO DEL ROCKETEER

Rocketship Alma Academy

Cinco valores fundamentales: respeto, responsabilidad, persistencia, empatía y servicio.

Credo:

Soy Rocketship Rocketeer en casa, en Alma y en mi comunidad.
Veo las necesidades de los demás y los ayudo a mejorar sus vidas a través del servicio.
Soy respetuoso conmigo mismo, con los demás y con el medio ambiente.
Soy responsable de mi aprendizaje, mis acciones y mis logros.
Soy empático con el mundo que me rodea y perseverante para lograr la excelencia.
¡Todos juntos somos Rocketship Rocketeers!

CÓDIGO DE VESTIMENTA DEL ALUMNO

El uniforme de Rocketship Alma Academy consta de las siguientes prendas:

- Una prenda inferior de color caqui y del tamaño adecuado, como pantalones largos, pantalones cortos, vestido, falda o faldas pantalón.
- Una chomba de color liso, una camiseta o camisa con cuello de color púrpura oscuro del uniforme de Rocketship.
- Un suéter y una chaqueta de color liso verde, negro, púrpura y blanco para usar dentro de la escuela.
- Calzado cerrado cómodo que no restrinja la capacidad de un alumno para participar en las clases de educación física u otras actividades. Los zapatos sin cordones o las sandalias, incluidas las Crocs, no se consideran un calzado seguro ni apropiado para la escuela.

Para obtener información sobre dónde comprar camisas de uniforme de la marca Rocketship, comuníquese con el maestro del alumno o con el gerente de la oficina de la escuela. Las familias no están obligadas a comprar el uniforme con el logotipo siempre y cuando el alumno cumpla con el código de vestimenta y use una camisa con cuello de color púrpura oscuro (sin el logotipo de Rocketship).

SECCIÓN 504

Para facilitar la coordinación de los servicios y el cumplimiento de la sección 504, Rocketship designará a un miembro de su personal experto como coordinador en virtud de la sección 504. La persona que se indica a continuación coordina la sección 504 de su escuela:

Abel Ibarra
aibarra@rsed.org
832-885-5157

PLANES DE SEGURIDAD

Puntos de evacuación primarios y secundarios

Nuestro punto de evacuación primario está ubicado en la zona pavimentada del patio del campus, cerca del estacionamiento de la escuela. Usaremos este punto de evacuación cuando sea seguro permanecer en el campus.

Nuestro punto de evacuación secundario está ubicado fuera del campus en Alma Community Center. Si ocurre un desastre en la escuela o si el campus es inseguro por alguna razón, evacuaremos hacia este punto.

Durante un retiro de emergencia, podemos pedirles a los padres que se reúnan con nosotros en este punto de evacuación secundario. Familiarícese con este lugar para saber a dónde ir en caso de un retiro de emergencia.



ANEXO DE ROCKETSHIP BRILLIANT MINDS

ESCUELA

Rocketship Brilliant Minds
2960 Story Rd
San Jose, CA 95127

Directora: Vanessa Estavillo
Administradora de la oficina: Sonia Velazquez
Teléfono: (408) 708-5650
Correo electrónico: brilliantminds@rsed.org

Si su llamada se envía al correo de voz, deje un mensaje y le devolveremos la llamada.

HORARIO ESCOLAR

El campus abre a las 7:15 a.m.
Las clases comienzan a las 7:45 a.m.

Horario de días regulares: lunes, martes, miércoles y viernes
- Jardín transicional: 2:00 p.m.
- De jardín de infantes a 2.º grado: 3:30 p.m.
- De 3.º grado a 5.º grado: 3:30 p.m.

Horario de días de jornada reducida: jueves
- De jardín transicional a 2.º grado: 12:50 p.m.
- De 3.º grado a 5.º grado: 1:00 p.m.

HORARIO DE ATENCIÓN

Horario de atención de la recepción: de 8:00 a.m. a 4:00 p.m., de lunes a viernes

Solicitudes por correo electrónico: brilliantminds@rsed.org
El plazo de respuesta a las solicitudes es de 3 días hábiles.

OTROS PROCEDIMIENTOS DE LLEGADA Y RETIRO

- Tanto para la llegada como para la salida, puede optar por llegar en el vehículo o estacionar en el estacionamiento de FoodMaxx y caminar a la escuela.
- A la llegada, solo tenemos dos zonas de ingreso: acceso para automóviles y acceso a pie.
    - Acceso para automóviles: Los alumnos que viajan en automóvil deben permanecer dentro del vehículo hasta que un miembro del equipo de Operaciones pueda ayudar en la zona de descenso.
    - Acceso a pie: Los alumnos deben ir acompañados de un adulto hasta la puerta de entrada de la recepción, donde un miembro del equipo de Operaciones puede ayudarlos a entrar a la escuela.
- En el momento de la salida, llegue a la hora de la salida de su hijo mayor junto con las tarjetas para retirar a cada alumno. Llegar demasiado temprano puede implicar que se le pida que estacione o dé la vuelta por Story Road nuevamente.
- Recuerde que los alumnos deben estar acompañados de un adulto durante todos los horarios de ingreso y recogida.
- PROHIBIDO ESTACIONAR en la rotonda delante de la iglesia o en el callejón de Food Maxx.

COMIDAS EN LA ESCUELA

Alimentos prohibidos

Los siguientes alimentos no están permitidos en el campus y es posible que se confisquen:

- Papas fritas (a menos que estén incluidos en un almuerzo completo, es decir, junto con un sándwich, frutas, verduras, etc.)
- Postres caseros (como galletas, cupcakes, brownies, donas)
- Comida rápida (las tiendas de sándwiches como Subway serán aceptables debido al valor nutricional que aportan)
- Goma de mascar
- Refrescos o bebidas energizantes, deportivas o azucaradas (por ejemplo, bebidas de Starbucks, frapés, etc.)
- Papas fritas picantes, dulces u otra comida chatarra
- Otros alimentos que no se consideran saludables podrían confiscarse si no se combinan con una opción de alimentos saludables.

Zona libre de frutos secos

Para garantizar la seguridad de los alumnos con alergias graves al maní, no se permiten productos con frutos secos en ningún lugar del campus, incluidos almuerzos, refrigerios y actividades en el aula. Se retirarán los productos que contengan frutos secos. Agradecemos su cooperación para crear un entorno de aprendizaje seguro para todos los alumnos.

Celebraciones y fiestas de cumpleaños

Se permiten artículos preenvasados o comprados en tiendas para las celebraciones de cumpleaños. Los alimentos caseros no están permitidos por motivos de seguridad y en caso de alergia. Los padres o tutores pueden comunicarse con el maestro del alumno o con los directivos de la escuela y obtener su aprobación para organizar

una celebración durante la jornada escolar.

VALORES CENTRALES Y CREDO DEL ROCKETEER

Rocketship Brilliant Minds
Cinco valores fundamentales: respeto, responsabilidad, persistencia, empatía e iniciativa.

Credo:

> Soy Rocketship Rocketeer en casa, en la escuela y en mi comunidad.
> Soy respetuoso conmigo mismo, con mis vecinos y con el medio ambiente.
> Asumo la responsabilidad de mi aprendizaje y mis acciones.
> Muestro empatía a la hora de ayudar a los necesitados.
> Tomo la iniciativa para resolver los problemas que observo.
> Soy perseverante para lograr la excelencia.
> ¡Juntos somos Rocketship Rocketeers!

CÓDIGO DE VESTIMENTA DEL ALUMNO

El uniforme de Rocketship Brilliant Minds consta de las siguientes prendas:

- Prendas inferiores permitidas: pantalones largos, pantalones cortos, vestidos, faldas o faldas pantalón de color caqui o negro del tamaño adecuado (no *leggings*).
- Camisas permitidas: camisa con logotipo de Rocketship, camisa con cuello verde o púrpura oscuro, camisas con logotipo de RBM.
- Calzado cerrado cómodo que no restrinja la capacidad de un alumno para participar en las clases de educación física u otras actividades. Los zapatos sin cordones o las sandalias, incluidas las Crocs, no se consideran un calzado seguro ni apropiado para la escuela.

Para obtener información sobre dónde comprar camisas de uniforme de la marca Rocketship, comuníquese con el maestro del alumno o con el gerente de la oficina de la escuela. Las familias no están obligadas a comprar este artículo siempre y cuando el alumno cumpla con el código de vestimenta y use una camisa de color verde o púrpura oscuro (sin el logotipo de Rocketship).

SECCIÓN 504

Para facilitar la coordinación de los servicios y el cumplimiento de la sección 504, Rocketship designará a un miembro de su personal experto como coordinador en virtud de la sección 504. La persona que se indica a continuación coordina la sección 504 de su escuela:

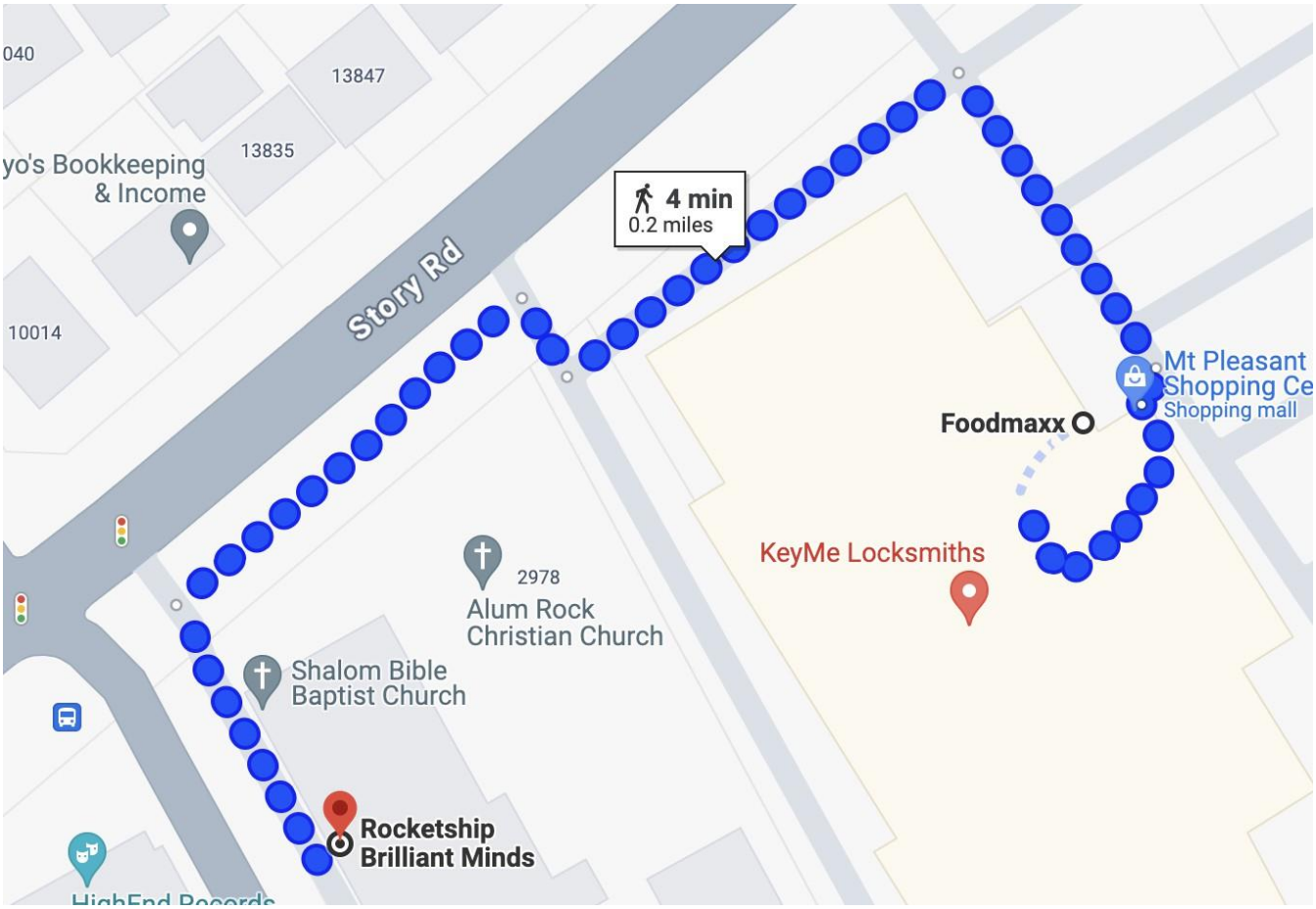
> Ebony Princess Lee
> ecutts@rsed.org

PLANES DE SEGURIDAD

Nuestro punto de evacuación primario está ubicado en el estacionamiento de la escuela del campus.

Nuestro punto de evacuación secundario está ubicado fuera del campus en FoodMaxx Shopping Center, 3000 Story Rd, San Jose, CA 95127.

Durante un retiro de emergencia, podemos pedirles a los padres que se reúnan con nosotros en este punto de evacuación secundario. Familiarícese con este lugar para saber a dónde ir en caso de un retiro de emergencia.



ANEXO DE ROCKETSHIP DELTA PREP

ESCUELA

Rocketship Delta Prep
1700 Cavallo Rd
Antioch CA, 94509

Directora: Nia Belvin
Administradora de la oficina: Rebecca Rico
Correo electrónico: rdl@rsed.org
Teléfono: 925-951-6800

Si su llamada se envía al correo de voz, deje un mensaje y le devolveremos la llamada.

HORARIO ESCOLAR

El campus abre a las 7:15 a.m.
Las clases comienzan a las 7:45 a.m.

Salida en días regulares: lunes, martes, miércoles y viernes
- Jardín transicional: 2:00 p.m.
- De jardín de infantes a 2.º grado: 3:10 p.m.
- De 2.º grado a 5.º grado: 3:30 p.m.

Horario de salida en días de jornada reducida: jueves
- De jardín transicional a 2.º grado: 1:00 p.m.
- De 3.º grado a 5.º grado: 1:15 p.m.

HORARIO DE ATENCIÓN

Horario de atención de la recepción: de lunes a viernes, de 8:00 a.m. a 4:00 p.m.

Solicitudes por correo electrónico: rrico@rsed.org
El plazo de respuesta a las solicitudes es de 3 días hábiles.

PROCEDIMIENTOS DE LLEGADA Y RETIRO

Ingreso



Recogida



COMIDAS EN LA ESCUELA

Alimentos prohibidos

Los siguientes alimentos no están permitidos en el campus y es posible que se confisquen:

- Papas fritas (a menos que estén incluidos en un almuerzo completo, es decir, junto con un sándwich, frutas, verduras, etc.)

- Postres caseros (como galletas, cupcakes, brownies, donas)
- Comida rápida (las tiendas de sándwiches como Subway serán aceptables debido al valor nutricional que aportan)
- Goma de mascar
- Refrescos o bebidas energizantes, deportivas o azucaradas (por ejemplo, bebidas de Starbucks, frapés, etc.)
- Papas fritas picantes, dulces u otra comida chatarra
- Otros alimentos que no se consideran saludables podrían confiscarse si no se combinan con una opción de alimentos saludables.

Zona libre de nueces y cítricos
Para garantizar la seguridad de los alumnos con alergias graves al maní, nuestra escuela es un **entorno estrictamente libre de frutos secos y maní**. Los productos que contienen frutos secos no están permitidos en ningún lugar del campus, lo que incluye almuerzos, refrigerios y actividades en el aula. Se retirarán los productos que contengan frutos secos. Agradecemos su cooperación para crear un entorno de aprendizaje seguro para todos los alumnos.

Para garantizar la seguridad del personal con alergias graves al maní, nuestra escuela es un **entorno estrictamente libre de cítricos**. Los cítricos y productos relacionados no están permitidos en ningún lugar del campus, lo que incluye almuerzos, refrigerios y actividades en el aula. Se retirarán los productos que contengan frutos secos. Agradecemos su cooperación para crear un entorno de aprendizaje seguro para todos los alumnos.

Celebraciones y fiestas de cumpleaños
Rocketship se compromete a garantizar la seguridad de todos nuestros alumnos, empleados y familias. Por lo tanto, en general no podemos permitir comida casera en el campus para fiestas de cumpleaños u otras celebraciones que solicite la familia dentro del campus. Los padres o tutores pueden comunicarse con el maestro o el director de la escuela y obtener su aprobación para organizar una celebración durante la jornada escolar.

VALORES CENTRALES Y CREDO DEL ROCKETEER

Rocketship Delta Prep
Cinco valores fundamentales: respeto, responsabilidad, persistencia, empatía y coraje.
Credo:

¡Soy Rocketship Rocketeer en casa, en la escuela y en mi comunidad!
Soy VALIENTE ante los retos y uso la determinación para desatar mi potencial.
Soy RESPETUOSO conmigo mismo, con los demás y con el medio ambiente.
Soy RESPONSABLE de mi aprendizaje, mis acciones y mis logros.
Soy EMPÁTICO con el mundo que me rodea y PERSEVERANTE para lograr la excelencia.
¡¡¡Todos juntos somos Rocketship Rocketeers!!!
¡¡¡Todos juntos somos Rocketship Rocketeers!!!

CÓDIGO DE VESTIMENTA DEL ALUMNO

El uniforme Rocketship Delta Prep consta de las siguientes prendas:

- Una prenda inferior de color caqui y del tamaño adecuado, como pantalones largos, pantalones cortos, vestido, falda o faldas pantalón.
- Una camisa del uniforme de Rocketship o una camisa con cuello de color púrpura oscuro. También se permite el uso de camisas con el logotipo de Delta Prep.
- Un suéter y una chaqueta de color liso negro o púrpura tanto como sea posible para usar dentro de la escuela.
- Calzado cerrado cómodo que no restrinja la capacidad de un alumno para participar en las clases de educación física u otras actividades. Los zapatos sin cordones, las sandalias, los zuecos o las Crocs no se consideran un calzado seguro ni apropiado para la escuela.

Para obtener información sobre dónde comprar camisas de uniforme de la marca Rocketship, comuníquese con el maestro del alumno o con el gerente de la oficina de la escuela. Las familias no están obligadas a comprar este artículo siempre y cuando el alumno cumpla con el código de vestimenta y use una camisa con cuello de color púrpura oscuro (sin el logotipo de Rocketship).

SECCIÓN 504

Para facilitar la coordinación de los servicios y el cumplimiento de la sección 504, Rocketship designará a un miembro de su personal experto como coordinador en virtud de la sección 504. La persona que se indica a continuación coordina la sección 504 de su escuela:

Nia Belvin
Directora
nbelvin@rsed.org

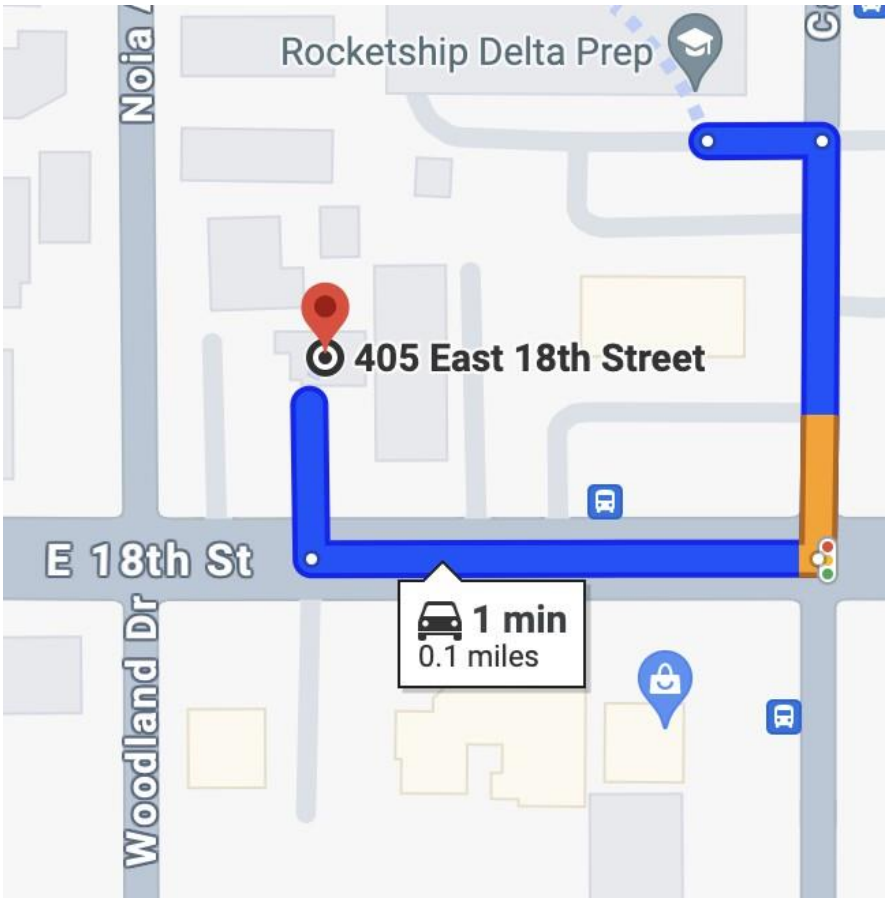
PLANES DE SEGURIDAD

Puntos de evacuación primarios y secundarios

Nuestro punto de evacuación primario está ubicado en la zona pavimentada del patio del campus, cerca del estacionamiento de la escuela. Usaremos este punto de evacuación cuando sea seguro permanecer en el campus.

Nuestro punto de evacuación secundario está ubicado fuera del campus en 405 E 18th St, Antioch, CA 94509. Si ocurre un desastre en la escuela o si el campus es inseguro por alguna razón, evacuaremos hacia este punto y se notificará a los padres o tutores por correo electrónico o por teléfono con información adicional.

Durante un retiro de emergencia, podemos pedirles a los padres que se reúnan con nosotros en este punto de evacuación secundario. Familiarícese con este lugar para saber a dónde ir en caso de un retiro de emergencia.



ANEXO DE ROCKETSHIP DISCOVERY PREP

ESCUELA

Rocketship Discovery Prep
370 Wooster Ave
San Jose, CA 96116

Directora: Lan Nguyen
Administradora de la oficina: Jovana Topete
Teléfono: (408) 217-8951
Correo electrónico: discoveryprep@rsed.org

Si su llamada se envía al correo de voz, deje un mensaje y le devolveremos la llamada.

HORARIO ESCOLAR

El campus abre a las 7:15 a.m.
Las clases comienzan a las 7:45 a.m.

Salida en días regulares: lunes, martes, miércoles y viernes
Jardín transicional: 2:00 p.m.
De jardín de infantes a 5.º grado: 3:30 p.m.

Salida en días de jornada reducida: jueves
De jardín transicional a 5.º grado: 1:00 p.m.

HORARIO DE ATENCIÓN

Horario de atención de la recepción:
Día regular: de 8:15 a.m. a 4:00 p.m.
Día de jornada reducida: de 8:15 a.m. a 2:00 p.m.

Solicitudes por correo electrónico: discoveryprep@rsed.org.
El plazo de respuesta a las solicitudes es de 3 días hábiles.

PROCEDIMIENTOS DE LLEGADA Y RETIRO

Ingreso en automóvil
Las familias deberán ingresar al circuito de ingreso de Discovery Prep girando a la derecha desde Wooster. Deben avanzar hasta la zona de ascenso y esperar su turno para ingresar al circuito. Nuestro equipo de recibimiento estará frente a la escuela para darles la bienvenida a los alumnos. No está permitido que las familias salgan de sus vehículos, ya que necesitamos que el proceso fluya sin demoras. Al salir del campus, deberán girar a la izquierda nuevamente hacia Wooster para mantener el flujo de tráfico ordenado.

Ingreso a pie
Las familias pueden acercarse caminando hasta la escuela y dejar a sus Rocketeers en la puerta ubicada cerca de la línea de autos. El personal estará en la puerta esperando a las familias y los alumnos para darles la bienvenida al campus. Durante la llegada, las familias no podrán ingresar al campus y deberán esperar hasta que comience el horario de atención.

COMIDAS EN LA ESCUELA

Alimentos prohibidos

Los siguientes alimentos no están permitidos en el campus y es posible que se confisquen:

- Papas fritas (a menos que estén incluidos en un almuerzo completo, es decir, junto con un sándwich, frutas, verduras, etc.)
- Postres caseros (como galletas, cupcakes, brownies, donas)
- Comida rápida (las tiendas de sándwiches como Subway serán aceptables debido al valor nutricional que aportan)
- Goma de mascar
- Refrescos o bebidas energizantes, deportivas o azucaradas (por ejemplo,
- bebidas de Starbucks, frapés, etc.)
- Papas fritas picantes, dulces u otra comida chatarra
- Otros alimentos que no se consideran saludables podrían confiscarse si no se combinan con una opción de alimentos saludables.

Zona libre de frutos secos

Para garantizar la seguridad de los alumnos con alergias graves al maní, nuestra escuela es un entorno estrictamente libre de frutos secos y maní. Los productos que contienen frutos secos no están permitidos en ningún lugar del campus, lo que incluye almuerzos, refrigerios y actividades en el aula. Se retirarán los productos que contengan frutos secos. Agradecemos su cooperación para crear un entorno de aprendizaje seguro para todos los alumnos.

Celebraciones y fiestas de cumpleaños

Rocketship se compromete a garantizar la seguridad de todos nuestros alumnos, empleados y familias. Por lo tanto, en general no podemos permitir comida casera en el campus para fiestas de cumpleaños u otras celebraciones que solicite la familia dentro del campus. Los padres o tutores pueden comunicarse con el administrador de la oficina de la escuela para que apruebe la organización de celebraciones durante la jornada escolar, a fin de garantizar que no interfieran con el aprendizaje de los alumnos.

VALORES CENTRALES Y CREDO DEL ROCKETEER

Rocketship Discovery Prep

Cinco valores fundamentales: responsabilidad, respeto, empatía, perseverancia y expresión creativa.

Credo:

> Soy Rocketship Rocketeer en casa, en la escuela y en mi comunidad.
> Dejo que brille mi personalidad y me expreso con creatividad.
> Soy respetuoso conmigo mismo, con los demás y con el medio ambiente.
> Soy responsable de mi aprendizaje, mis acciones y mis logros.
> Soy empático con el mundo que me rodea y perseverante para lograr la excelencia.
> ¡Todos juntos somos Rocketship Rocketeers!

CÓDIGO DE VESTIMENTA DEL ALUMNO

El uniforme de Rocketship Discovery Prep consta de las siguientes prendas:

- Una prenda inferior de color caqui y del tamaño adecuado, como pantalones largos, pantalones cortos, vestido, falda o faldas pantalón.
- Una camisa del uniforme de Rocketship o una camisa de color púrpura oscuro.
- Calzado cerrado cómodo que no restrinja la capacidad de un alumno para participar en las clases de educación física u otras actividades. Los zapatos sin cordones o las sandalias, incluidas las Crocs, no se consideran un calzado seguro ni apropiado para la escuela.

Para obtener información sobre dónde comprar camisas de uniforme de la marca Rocketship, comuníquese con el maestro del alumno o con el gerente de la oficina de la escuela. Las familias no están obligadas a comprar este artículo siempre y cuando el alumno cumpla con el código de vestimenta y use una camisa con cuello de color púrpura oscuro (sin el logotipo de Rocketship).

SECCIÓN 504

Para facilitar la coordinación de los servicios y el cumplimiento de la sección 504, Rocketship designará a un miembro de su personal experto como coordinador en virtud de la sección 504. La persona que se indica a continuación coordina la sección 504 de su escuela:

Sra. Prado
cprado@rsed.org
(408) 966-3710

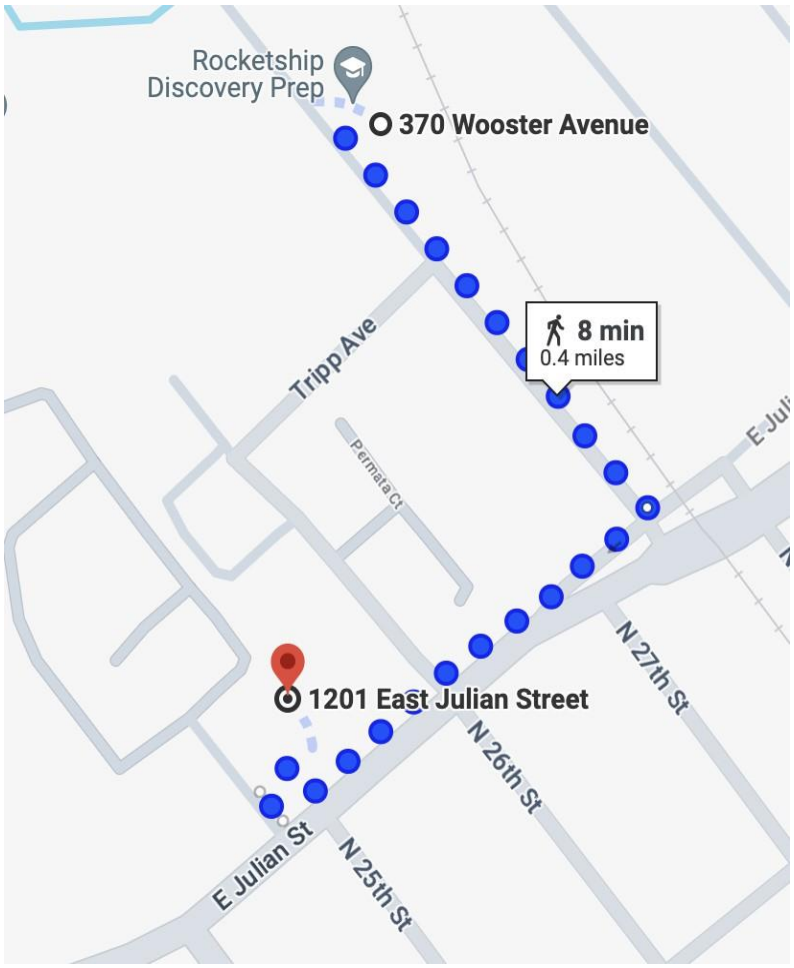
PLANES DE SEGURIDAD

Puntos de evacuación primarios y secundarios

Nuestro punto de evacuación primario está ubicado en la zona pavimentada del patio del campus, cerca del estacionamiento de la escuela. Usaremos este punto de evacuación cuando sea seguro permanecer en el campus.

Nuestro punto de evacuación secundario está ubicado fuera del campus en 1201 E Julian St. CA 95116.

Durante un retiro de emergencia, podemos pedirles a los padres que se reúnan con nosotros en este punto de evacuación secundario. Familiarícese con este lugar para saber a dónde ir en caso de un retiro de emergencia.



ANEXO DE ROCKETSHIP FUTURO ACADEMY

ESCUELA

Rocketship Futuro Academy
2351 Olivera Rd
Concord, CA 94520

Directora: Joelle Daguilh
Correo electrónico: jdaguilh@rsed.org
Administradora de la oficina: Monica Navarro
Correo electrónico: mnavarro@rsed.org
Teléfono: 925-246-5537

Si su llamada se envía al correo de voz, deje un mensaje y le devolveremos la llamada.

HORARIO ESCOLAR

Las clases comienzan a las 7:45 a.m.

Horario de salida en días regulares: lunes, martes, miércoles y viernes
Jardín transicional: 2:00 p.m.
Jardín de infantes: 2:55 p.m.
De 1.º grado a 5.º grado: 3:25 p.m.

Horario de salida en días de jornada reducida: jueves
Jardín transicional: 12:40 p.m.
De jardín de infantes a 5.º grado: 1:00 p.m.

HORARIO DE ATENCIÓN

Horario de atención de la recepción: de 8:15 a.m. a 2:30 p.m.

Solicitudes por correo electrónico: mnavarro@rsed.org
El plazo de respuesta a las solicitudes es de 3 días hábiles.

PROCEDIMIENTOS DE LLEGADA Y RETIRO

Ingreso/Recogida

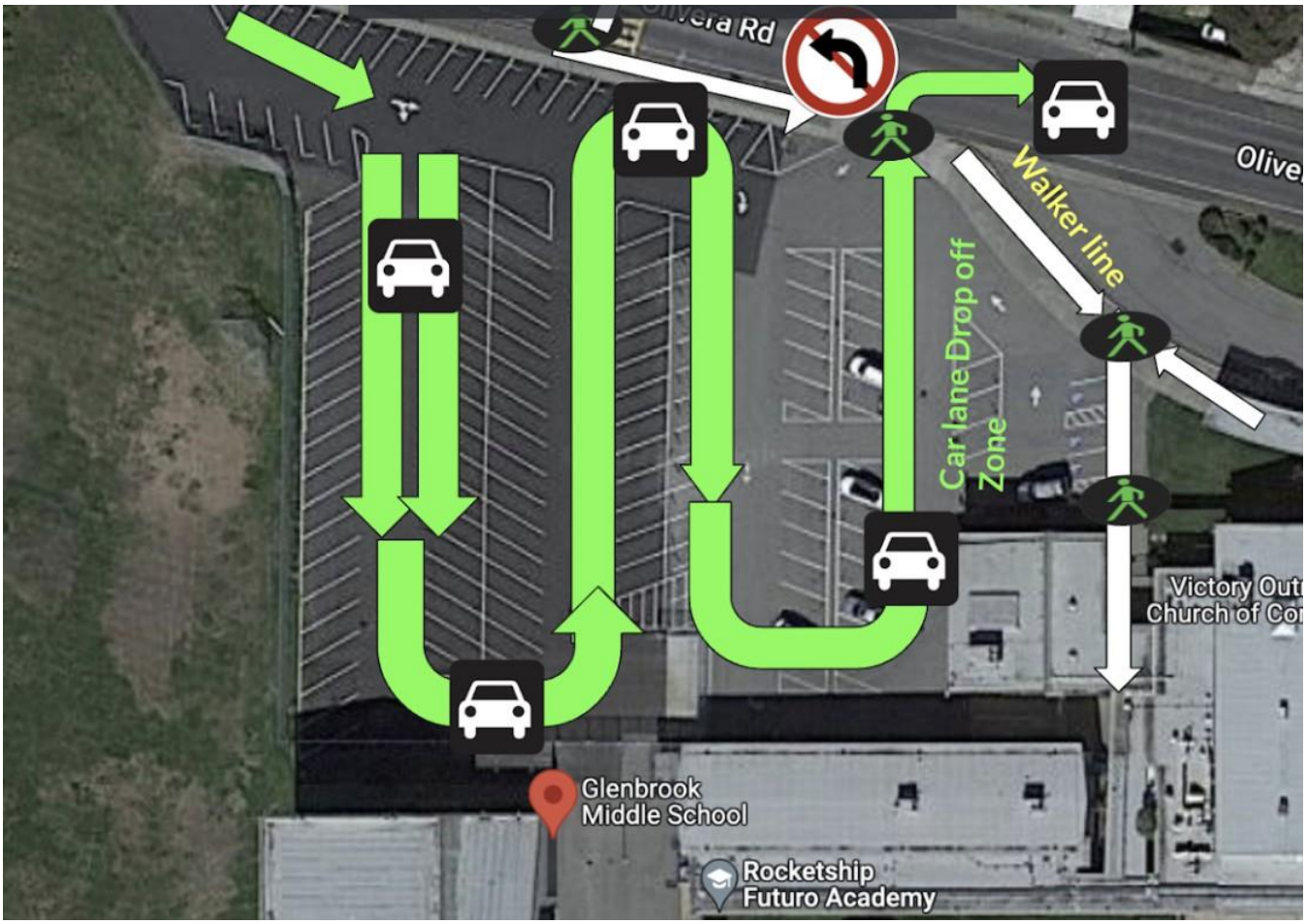
Llegada: acceso en automóvil y a pie	De 7:15 a.m. a 7:45 a.m.
Hora diaria de inicio de las clases	7:45 a.m.
Última llamada para la llegada en automóvil (se considera que los automóviles que están dentro del estacionamiento ingresaron a tiempo)	7:45 a.m.
Alumnos que llegan tarde (estacione y use el acceso a pie)	7:45:01 p.m.
Retiro: acceso en automóvil y a pie	3:20-3:40 p.m.
Retiro diario regular (Lunes, martes, miércoles y viernes)	Jardín transicional: 2:00 p.m. Jardín de infantes: 2:55 p.m. De 1.º grado a 5.º grado: 3:25 p.m.
Horario de salida en días de jornada reducida (solo los jueves)	Jardín transicional: 12:40 p.m. De jardín de infantes a 5.º grado: 1:00 p.m.
Última llamada para el retiro en automóvil	3:45 p.m.
Alumnos que se retiran tarde (estacione y use el acceso a pie)	3:45:01 p.m.

Llegada y retiro a pie



Llegada y retiro en automóvil

Los automóviles deberán girar a la derecha desde Olivera hacia nuestro estacionamiento y seguir los conos.



COMIDAS EN LA ESCUELA

Alimentos prohibidos

Los siguientes alimentos no están permitidos en el campus y es posible que se confisquen:

- Papas fritas (a menos que estén incluidos en un almuerzo completo, es decir, junto con un sándwich, frutas, verduras, etc.)
- Postres caseros (como galletas, cupcakes, brownies, donas)
- Comida rápida (las tiendas de sándwiches como Subway serán aceptables debido al valor nutricional que aportan)
- Goma de mascar
- Refrescos o bebidas energizantes, deportivas o azucaradas (por ejemplo,
- bebidas de Starbucks, frapés, etc.)
- Papas fritas picantes, dulces u otra comida chatarra
- Otros alimentos que no se consideran saludables podrían confiscarse si no se combinan con una opción de alimentos saludables.

Zona libre de frutos secos
Para garantizar la seguridad de los alumnos con alergias graves al maní, nuestra escuela es un entorno estrictamente libre de frutos secos y maní. Los productos que contienen frutos secos no están permitidos en ningún lugar del campus, lo que incluye almuerzos, refrigerios y actividades en el aula. Se retirarán los productos que contengan frutos secos. Agradecemos su cooperación para crear un entorno de aprendizaje seguro para todos los alumnos.

Celebraciones y fiestas de cumpleaños
Rocketship se compromete a garantizar la seguridad de todos nuestros alumnos, empleados y familias. Por lo tanto, en general no podemos permitir comida casera en el campus para fiestas de cumpleaños u otras celebraciones que solicite la familia dentro del campus. Los padres o tutores pueden comunicarse con el director de la escuela y obtener su aprobación para organizar una celebración durante la jornada escolar.

VALORES CENTRALES Y CREDO DEL ROCKETEER

Rocketship Futuro Academy
Cinco valores fundamentales: respeto, responsabilidad, persistencia, empatía y propósito.

Credo:

Soy Rocketship Rocketeer en casa, en la escuela y en mi comunidad
Me mueve el propósito de perseguir sin miedo mi futuro.
Soy respetuoso conmigo mismo, con los demás y con el medio ambiente
Soy responsable de mi aprendizaje, mis acciones y mis logros
Soy empático con el mundo que me rodea.
Soy perseverante para lograr el éxito
¡Juntos somos Rocketship Rocketeers!

CÓDIGO DE VESTIMENTA DEL ALUMNO

El uniforme de Rocketship Futuro Academy consta de las siguientes prendas:

- Una prenda inferior de color caqui y del tamaño adecuado, como pantalones largos, pantalones cortos, vestido, falda o faldas pantalón.
- Una camisa del uniforme de Rocketship o una camisa con cuello de color púrpura oscuro.
- Calzado cerrado cómodo que no restrinja la capacidad de un alumno para participar en las clases de educación física u otras actividades. Los zapatos sin cordones o las sandalias, incluidas las Crocs, no se consideran un calzado seguro ni apropiado para la escuela.

Para obtener información sobre dónde comprar camisas de uniforme de la marca Rocketship, comuníquese con el maestro del alumno o con el gerente de la oficina de la escuela. Las familias no están obligadas a comprar este artículo siempre y cuando el alumno cumpla con el código de vestimenta y use una camiseta o camisa con cuello de color púrpura oscuro (sin el logotipo de Rocketship).

SECCIÓN 504

Para facilitar la coordinación de los servicios y el cumplimiento de la sección 504, Rocketship designará a un miembro de su personal experto como coordinador en virtud de la sección 504. La persona que se indica a continuación coordina la sección 504 de su escuela:

Natalie de Watteville
Subdirector
Ndewatteville@rsed.org

PLANES DE SEGURIDAD

Nuestro punto de evacuación primario está ubicado en la zona pavimentada del patio del campus. Usaremos este punto de evacuación cuando sea seguro permanecer en el campus.

Nuestro punto de evacuación secundario está ubicado fuera del campus en Olivera Crossings Shopping Mall, en la esquina de Port Chicago Hwy y Olivera Rd. Si ocurre un desastre en la escuela o si el campus es inseguro por alguna razón, evacuaremos hacia este punto.

Durante un retiro de emergencia, podemos pedirles a los padres que se reúnan con nosotros en este punto de evacuación secundario. Familiarícese con este lugar para saber a dónde ir en caso de un retiro de emergencia.

ANEXO DE ROCKETSHIP FUERZA COMMUNITY PREP

ESCUELA

Rocketship Fuerza Community Prep
70 S. Jackson Ave
San Jose, CA 95116

Directora: Riley St. Marie
Administradora de la oficina: Anna Padilla López
Teléfono: 408-708-5744
Correo electrónico: fuerza@rsed.org

Si su llamada se envía al correo de voz, deje un mensaje y le devolveremos la llamada.

HORARIO ESCOLAR

El campus abre a las 7:00 a.m.

Las clases comienzan a las 7:45 a.m.

Horario de salida en días regulares: lunes, martes, miércoles y viernes
Jardín transicional: 2:00 p.m.
De jardín de infantes a 5.º grado: 3:30 p.m.

Horario de salida en días de jornada reducida: jueves
Jardín transicional: 1:00 p.m.
De jardín de infantes a 5.º grado: 1:00 p.m.

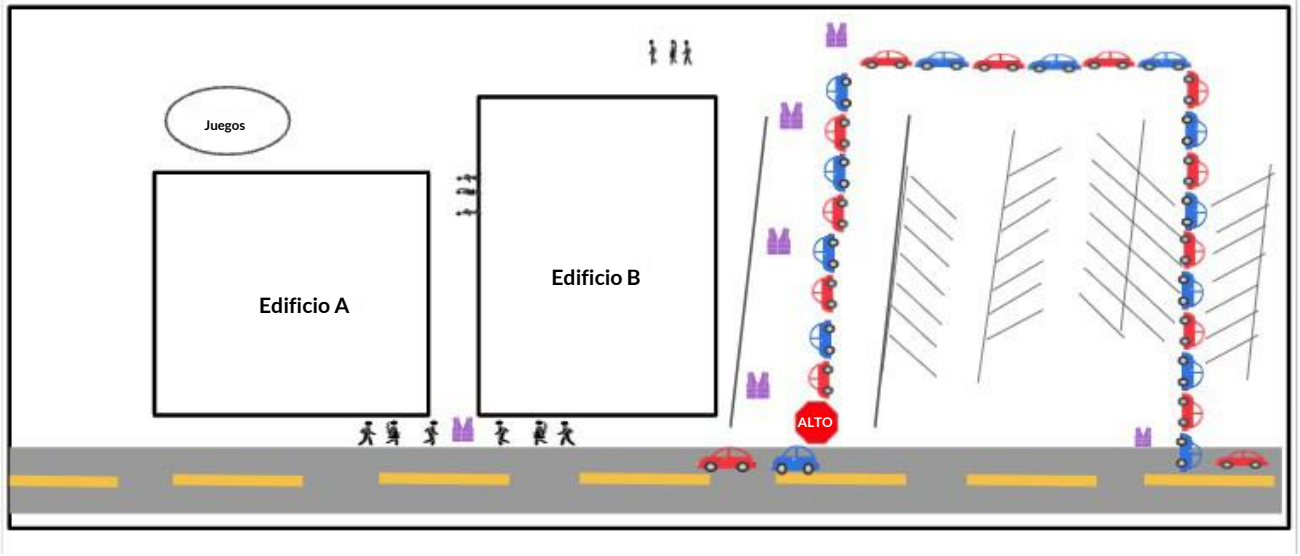
HORARIO DE ATENCIÓN

Horario de atención de la recepción: de 8:00 a.m. a 4:00 p.m.

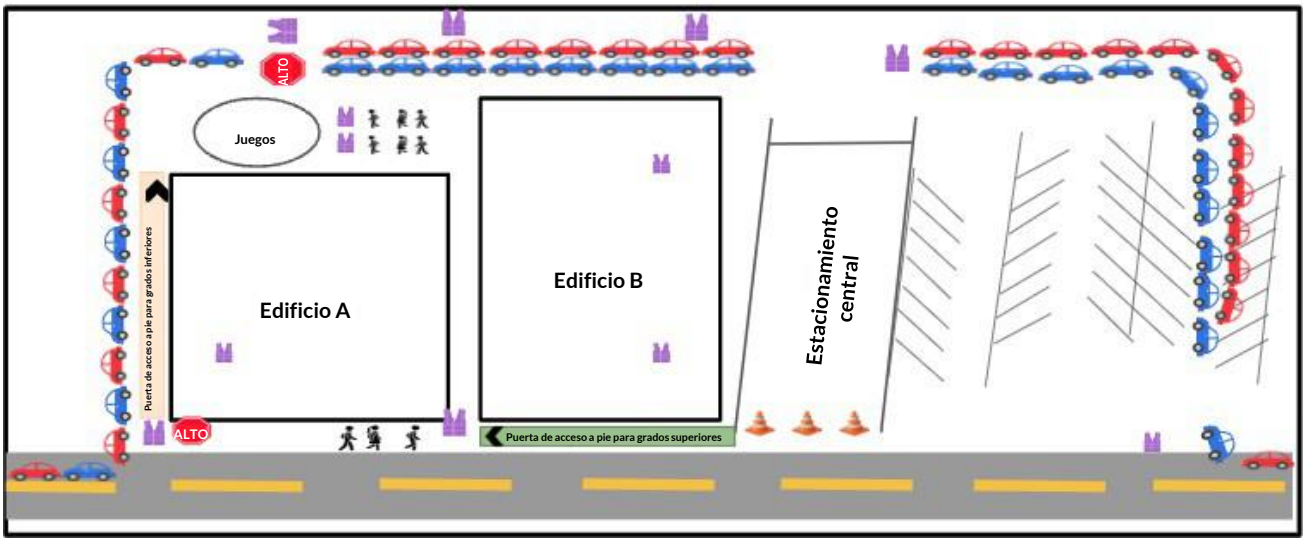
Solicitudes por correo electrónico: Fuerza@rsed.org
El plazo de respuesta a las solicitudes es de 3 días hábiles.

PROCEDIMIENTOS DE LLEGADA Y RETIRO

Llegada (7:00-7:43)



Hora de salida **Días normales: 3:30 p.m.** **Días de horario reducido: 1:00 p.m.**



COMIDAS EN LA ESCUELA

Alimentos prohibidos

Los siguientes alimentos no están permitidos en el campus y es posible que se confisquen:

- Papas fritas (a menos que estén incluidos en un almuerzo completo, es decir, junto con un sándwich,

frutas, verduras, etc.)
- Postres caseros (como galletas, cupcakes, brownies, donas)
- Comida rápida (las tiendas de sándwiches como Subway serán aceptables debido al valor nutricional que aportan)
- Goma de mascar
- Refrescos o bebidas energizantes, deportivas o azucaradas (por ejemplo, bebidas de Starbucks, frapés, etc.)
- Papas fritas picantes, dulces u otra comida chatarra
- Otros alimentos que no se consideran saludables podrían confiscarse si no se combinan con una opción de alimentos saludables.

Zona libre de frutos secos
Para garantizar la seguridad de los alumnos con alergias graves al maní, nuestra escuela es un entorno estrictamente libre de frutos secos y maní. Los productos que contienen frutos secos no están permitidos en ningún lugar del campus, lo que incluye almuerzos, refrigerios y actividades en el aula. Se retirarán los productos que contengan frutos secos. Agradecemos su cooperación para crear un entorno de aprendizaje seguro para todos los alumnos.

Celebraciones y fiestas de cumpleaños
Rocketship se compromete a garantizar la seguridad de todos nuestros alumnos, empleados y familias. Por lo tanto, en general no podemos permitir comida casera en el campus para fiestas de cumpleaños u otras celebraciones que solicite la familia dentro del campus. Los padres o tutores pueden comunicarse con el director de la escuela y obtener su aprobación para organizar una celebración durante la jornada escolar.

VALORES CENTRALES Y CREDO DEL ROCKETEER

Rocketship Fuerza Community Prep
Cinco valores fundamentales: respeto, responsabilidad, persistencia, empatía y GANAS.
Credo:

Soy Rocketship Rocketeer en casa, en la escuela y en mi comunidad.
Soy RESPETUOSO conmigo mismo, con los demás y con el medio ambiente.
Soy RESPONSABLE de mi aprendizaje, mis acciones y mis logros.
Con GANAS y confianza, logro la excelencia cada minuto del día.
Soy EMPÁTICO con el mundo que me rodea.
Soy PERSEVERANTE para lograr la excelencia.
¡Todos juntos somos Rocketship Rocketeers!

CÓDIGO DE CONDUCTA ADICIONAL PARA LOS ALUMNOS: GANAS ACADEMY

En Rocketship Fuerza, creemos que cada oportunidad es una ocasión para aprender y crecer. Nuestro objetivo principal es apoyar a los Rocketeers para que asuman la responsabilidad de sus acciones y asegurarnos de que aprovechen al máximo su potencial. Una de las formas en que desarrollamos este sentido de pertenencia es a través

de Ganas Academy. Este es un espacio que les permite a los alumnos reflexionar sobre sus acciones de manera restaurativa. Ganas Academy tiene lugar después del horario escolar. Las acciones que no siguen nuestro Código de conducta para Rocketeers podrían implicar que los alumnos deban asistir a Ganas Academy. Esta es una oportunidad para que los Rocketeers reflexionen sobre sus acciones, recompongan sus relaciones o completen sus tareas para seguir creciendo y ser miembros de nuestra comunidad resilientes y conscientes de sí mismos. Si el Rocketeer asistirá a Ganas Academy, un miembro del personal se comunicará con usted.

CÓDIGO DE VESTIMENTA DEL ALUMNO

El uniforme de Rocketship Fuerza Community Prep consta de las siguientes prendas:

- Una prenda inferior de color caqui y del tamaño adecuado, como pantalones largos, pantalones cortos, vestido, falda o faldas pantalón.
- Una camisa del uniforme de Rocketship o una camisa con cuello de color púrpura oscuro. Los alumnos también pueden usar una chomba o una camiseta de Rocketship en los días designados.
- Un suéter, una sudadera o un cárdigan de cuello redondo y de color blanco, negro o púrpura oscuro para usar dentro de la escuela.
- Calzado cerrado cómodo que no restrinja la capacidad de un alumno para participar en las clases de educación física u otras actividades. Los zapatos sin cordones o las sandalias, incluidas las Crocs, no se consideran un calzado seguro ni apropiado para la escuela. Los zapatos deben ser de color neutro y principalmente negros, blancos, tostados o marrones con un mínimo de colores llamativos.

Para obtener información sobre dónde comprar camisas de uniforme de la marca Rocketship, comuníquese con el maestro del alumno o con el gerente de la oficina de la escuela. Comuníquese con el administrador de la oficina escolar para obtener el enlace al sitio web. Las familias no están obligadas a comprar este artículo siempre y cuando el alumno cumpla con el código de vestimenta y use una camisa con cuello de color púrpura oscuro (sin el logotipo de Rocketship).

SECCIÓN 504

Para facilitar la coordinación de los servicios y el cumplimiento de la sección 504, Rocketship designará a un miembro de su personal experto como coordinador en virtud de la sección 504. La persona que se indica a continuación coordina la sección 504 de su escuela:

Riley St. Marie
Director
rstmarie@rsed.org

PLANES DE SEGURIDAD

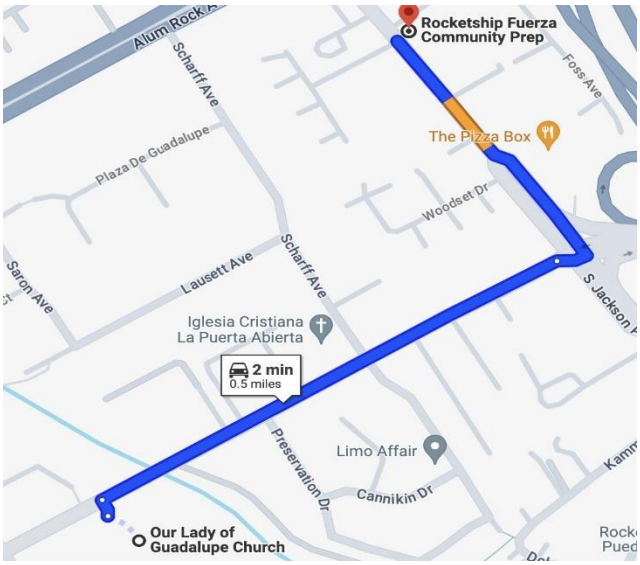
Puntos de evacuación primarios y secundarios

Nuestro punto de evacuación primario está ubicado en la cancha de básquetbol del campus (edificio A) y en el estacionamiento trasero (edificio B).

Nuestro punto de evacuación secundario se encuentra en Our Lady of Guadalupe Church, 2020 E San Antonio Street, San Jose, CA 95116. Solo usaremos este punto cuando no sea seguro permanecer en el campus.

Durante un retiro de emergencia, podemos pedirles a los padres que se reúnan con nosotros en este punto de evacuación secundario. Familiarícese con este lugar para saber a dónde ir en caso de un retiro de emergencia.





ANEXO DE ROCKETSHIP LOS SUEÑOS ACADEMY

ESCUELA

Rocketship Los Sueños Academy
331 S. 34th St
San Jose, CA 95116

Directora: Maya Barua
Asistente de oficina: Sra. Daniela
Correo electrónico: lossuenos@rsed.org
Teléfono: (408) 684-4028

Si su llamada se envía al correo de voz, deje un mensaje y le devolveremos la llamada.

HORARIO ESCOLAR

El campus abre a las 7:15 a.m.
Las clases comienzan a las 7:45 a.m.

Salida en días regulares: lunes, martes, miércoles y viernes
Jardín transicional: 2:00 p.m.
De jardín de infantes a 2.º grado: 3:20 p.m.
De 3.º grado a 5.º grado: 3:25 p.m.

Horario de salida en días de jornada reducida: jueves
De jardín transicional a 2.º grado: 1:05 p.m.
De 3.º grado a 5.º grado: 1:10 p.m.

HORARIO DE ATENCIÓN

Horario de atención de la recepción:

- Lunes, martes, miércoles y viernes: de 8:30 a.m. a 2:30 p.m.
- Jueves: de 8:30 a.m. a 12:30 p.m.

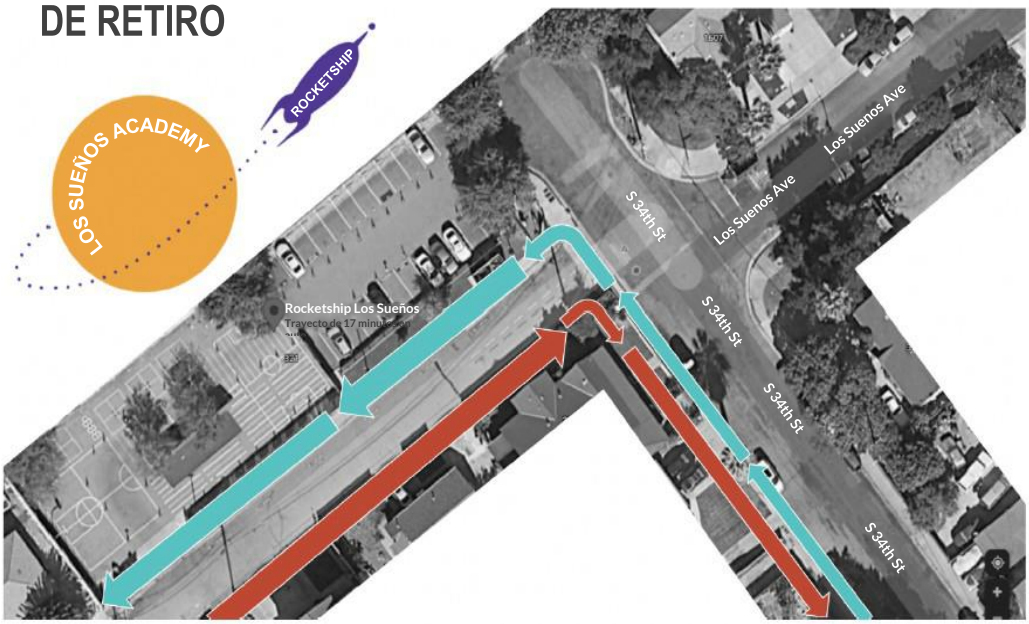
Solicitudes por correo electrónico: lossuenos@rsed.org
El plazo de respuesta a las solicitudes es de 3 días hábiles.

PROCEDIMIENTOS DE LLEGADA Y RETIRO

MAPA DE LLEGADA



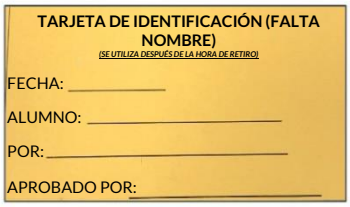
FUNCIONES DE RETIRO



CONTROL DE PASE DE RETIRO

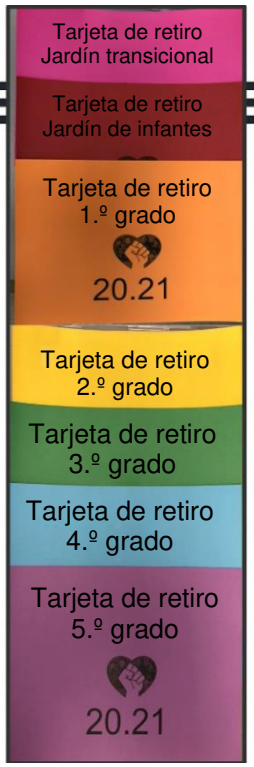
¡La seguridad de los alumnos es lo primero! Debemos seguir todo nuestro protocolo de seguridad. Los padres y tutores DEBEN presentar el pase de retiro cuando recojan a un alumno durante la hora de salida o la recogida anticipada.





Si un padre olvida el pase de retiro, debe ir a la oficina principal y mostrar su identificación.

Una vez que se verifique la identificación con la tarjeta de emergencia, se emitirá un "pase de un día". Los padres deben llevar el pase de un día con ellos y dárselo a la Sra. Nancy cuando salgan de la puerta trasera. (Los pases se guardan durante una



COMIDAS EN LA ESCUELA

Alimentos prohibidos

Los siguientes alimentos no están permitidos en el campus y es posible que se confisquen:

- Papas fritas (a menos que estén incluidos en un almuerzo completo, es decir, junto con un sándwich, frutas, verduras, etc.)
- Postres caseros (como galletas, cupcakes, brownies, donas)
- Comida rápida (las tiendas de sándwiches como Subway serán aceptables debido al valor nutricional que aportan)
- Goma de mascar
- Refrescos o bebidas energizantes, deportivas o azucaradas (por ejemplo,
- bebidas de Starbucks, frapés, etc.)
- Papas fritas picantes, dulces u otra comida chatarra
- Otros alimentos que no se consideran saludables podrían confiscarse si no se combinan con una opción de alimentos saludables.

Zona libre de frutos secos

Para garantizar la seguridad de los alumnos con alergias graves al maní, nuestra escuela es un entorno estrictamente libre de frutos secos y maní. Los productos que contienen frutos secos no están permitidos en ningún lugar del campus, lo que incluye almuerzos, refrigerios y actividades en el aula. Se retirarán los productos que contengan frutos secos. Agradecemos su cooperación para crear un entorno de aprendizaje seguro para todos los alumnos.

Celebraciones y fiestas de cumpleaños

Rocketship se compromete a garantizar la seguridad de todos nuestros alumnos, empleados y familias. Por lo tanto, en general no podemos permitir comida casera en el campus para fiestas de cumpleaños u otras celebraciones que solicite la familia dentro del campus. Los padres/tutores pueden ponerse en contacto con la recepción para obtener la aprobación u orientación adicional para las celebraciones de los alumnos.

VALORES CENTRALES Y CREDO DEL ROCKETEER

Rocketship Los Sueños Academy

Cinco valores fundamentales: respeto, responsabilidad, persistencia, empatía y liderazgo.

Credo:

Soy Rocketship Rocketeer
En casa, en Los Sueños y en mi comunidad.
Muestro liderazgo a través de mis palabras e interacciones con quienes me rodean.
Soy respetuoso conmigo mismo, con los demás y con el medio ambiente.
Soy responsable de mi aprendizaje, mis acciones y mis logros.
Soy empático con el mundo que me rodea y perseverante para lograr la excelencia.
¡Todos juntos somos Rocketship Rocketeers!

CÓDIGO DE VESTIMENTA DEL ALUMNO

El uniforme de Rocketship Los Sueños Academy consta de las siguientes prendas:

- Una prenda inferior de color caqui y del tamaño adecuado, como pantalones largos, pantalones cortos, vestido, falda o faldas pantalón.
- Una camisa del uniforme de Rocketship o una camisa con cuello de color verde o púrpura oscuro.
- Un suéter y una chaqueta de la marca Rocketship o de color liso verde oscuro, negro o púrpura oscuro para usar dentro de la escuela.
- Calzado cerrado cómodo que no restrinja la capacidad de un alumno para participar en las clases de educación física u otras actividades. Los zapatos sin cordones o las sandalias, incluidas las Crocs, no se consideran un calzado seguro ni apropiado para la escuela.

Para obtener información sobre dónde comprar camisas de uniforme de la marca Rocketship, comuníquese con el maestro del alumno o con el gerente de la oficina de la escuela. Las familias no están obligadas a comprar este artículo siempre y cuando el alumno cumpla con el código de vestimenta y use una camisa con cuello de color verde o púrpura oscuro (sin el logotipo de Rocketship).

SECCIÓN 504

Para facilitar la coordinación de los servicios y el cumplimiento de la sección 504, Rocketship designará a un miembro de su personal experto como coordinador en virtud de la sección 504. La persona que se indica a continuación coordina la sección 504 de su escuela:

Sydney Bedford
Subdirector
sbedford@rsed.org

PLANES DE SEGURIDAD

Los planes de seguridad y las indicaciones de evacuación pueden solicitarse en la recepción.

ANEXO DE ROCKETSHIP MATEO SHEEDY ELEMENTARY

ESCUELA

Rocketship Mateo Sheedy Elementary
788 Locust Street
San Jose, CA 95110

Directora: Courtney English
Administradora de la Oficina: Jessica Flores
Correo electrónico: mateosheedy@rsed.org
Teléfono: 408-286-3330

Si su llamada se envía al correo de voz, deje un mensaje y le devolveremos la llamada.

HORARIO ESCOLAR

El campus abre a las 7:15 a.m.
Las clases comienzan a las 7:45 a.m.

Horario de salida en días regulares: lunes, martes, miércoles y viernes, jardín transicional, 2:00 p.m.; de jardín de infantes a 5.º grado, 3:30 p.m. Horario de salida en días de jornada reducida: jueves 1:00 p.m. (todos los grados)

HORARIO DE ATENCIÓN

Horario de atención de la recepción
Día regular: de 8:00 a.m. a 3:00 p.m.
Día de jornada reducida: de 8:00 a.m. a 12:30 p.m.

Solicitudes por correo electrónico:
El plazo de respuesta a las solicitudes es de 3 días hábiles.

PROCEDIMIENTOS DE LLEGADA Y RETIRO

Ingreso en automóvil
Las familias deben girar a la izquierda desde la calle Locust St. para ingresar al estacionamiento de Mateo Sheedy. **No** está permitido girar en U en Locust St. A fin de mantener esa calle despejada, se recomienda usar la calle Palm St. para rodear el vecindario.

Nuestro equipo de recibimiento estará frente a la escuela para darles la bienvenida a los alumnos. **No** está permitido que las familias salgan de sus vehículos, ya que necesitamos que el proceso fluya sin demoras. Al salir del campus, deberán girar a la izquierda nuevamente hacia Locust St. para mantener el flujo de tráfico ordenado.

El acceso para automóviles está abierto de 7:15 a.m. a 8:00 a.m. Sin embargo, entre las 7:45 a.m. y las 8:15 a.m., se considerará que el alumno llegó tarde y se le dará un pase por llegada tarde al ingresar al edificio.

Ingreso a pie
Las familias que puedan ir caminando a la escuela deben acompañar a sus Rocketeers hasta la puerta trasera de West Virginia Street; los alumnos no deben ir solos. El personal estará en la puerta esperando a las familias y los alumnos para darles la bienvenida al campus. Tenga en cuenta que, durante la llegada, las familias no podrán ingresar al campus y deberán esperar hasta que comience el horario de atención. La puerta para el acceso a pie estará abierta de 7:15 a 7:40 a.m.



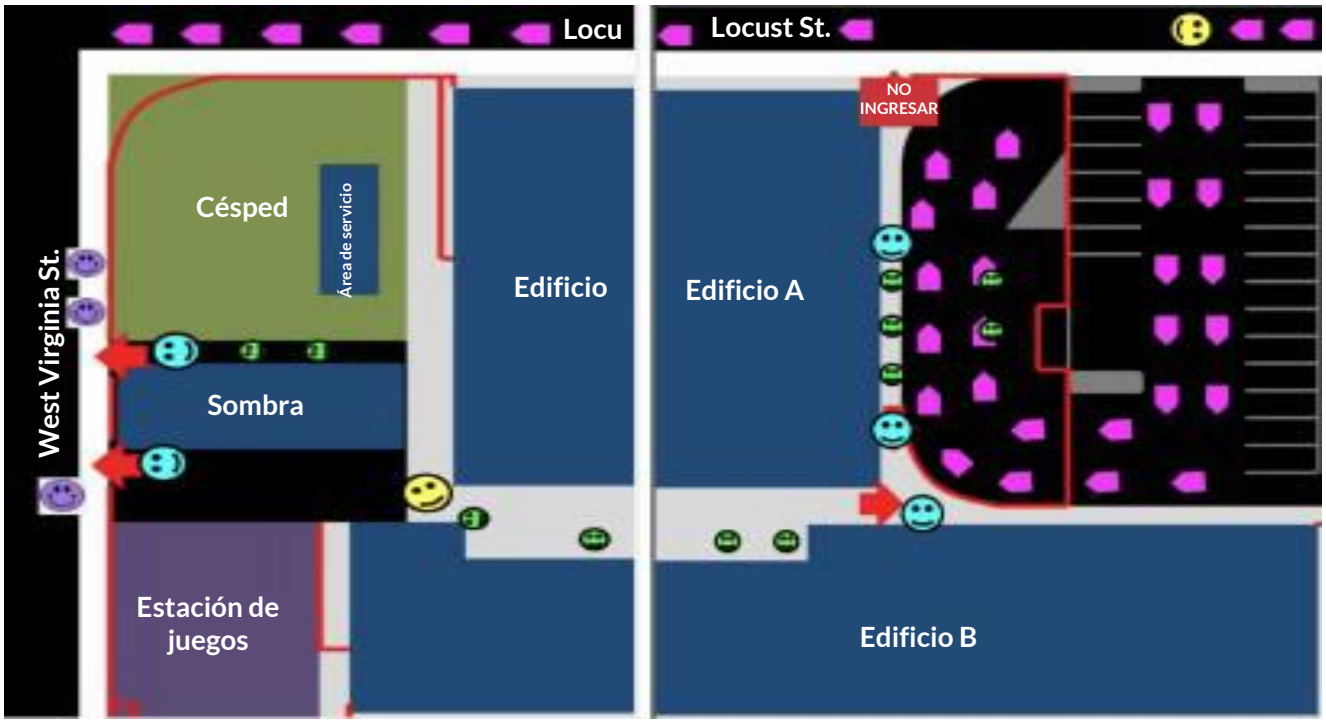
RETIRO: SI NO PRESENTA EL PASE, NO PODRÁ LLEVARSE AL NIÑO. Si no tiene su tarjeta de retiro, tendrá que presentar su identificación.

Recogida en el acceso para automóviles

Las familias seguirán un proceso similar al del ingreso. Deberán girar a la izquierda en el estacionamiento de Rocketship Mateo Sheedy de Locust St. Todas las familias deben presentar una tarjeta de retiro para poder recoger al Rocketeer. Si no presentan esa tarjeta, no podrán retirar al niño. Si no presentan ninguna tarjeta al momento de la recogida, las familias deben estacionar y recoger al Rocketeer en la puerta de ingreso a pie en West Virginia St. Las familias deben permanecer en sus automóviles; el personal ayudará a los Rocketeers a subirse al automóvil si es necesario. Al salir del campus, deberán girar a la izquierda hacia Locust St. para mantener el flujo de tráfico ordenado.

Retiro a pie

Las familias deben presentar su tarjeta de retiro al momento de recoger al alumno. Si no la tienen, un miembro del personal verificará su identificación para confirmar que están autorizados para recogerlo. La puerta de acceso a pie está ubicada al costado de la escuela, sobre West Virginia St. Las familias deben ir directamente al aula del alumno para retirarlo en la puerta del salón. Este no es un momento para conversar con los maestros. Le pedimos amablemente que programe una cita con ellos para después del horario escolar. Esto nos ayuda a que el proceso de retiro se realice de forma ordenada. Las personas que ingresaron a pie saldrán por la misma puerta en West Virginia St.



COMIDAS EN LA ESCUELA

Alimentos prohibidos
Los siguientes alimentos no están permitidos en el campus y es posible que se confisquen:

- Papas fritas (a menos que estén incluidos en un almuerzo completo, es decir, junto con un sándwich, frutas, verduras, etc.)
- Postres caseros (como galletas, cupcakes, brownies, donas)
- Comida rápida (las tiendas de sándwiches como Subway serán aceptables debido al valor nutricional que aportan)
- Goma de mascar
- Refrescos o bebidas energizantes, deportivas o azucaradas (por ejemplo, bebidas de Starbucks, frapés, etc.)
- Papas fritas picantes, dulces u otra comida chatarra
- Otros alimentos que no se consideran saludables podrían confiscarse si no se combinan con una opción de alimentos saludables.

Zona libre de frutos secos
Para garantizar la seguridad de los alumnos con alergias graves al maní, nuestra escuela es un entorno estrictamente libre de frutos secos y maní. Los productos que contienen frutos secos no están permitidos en ningún lugar del campus, lo que incluye almuerzos, refrigerios y actividades en el aula. Se retirarán los productos que contengan frutos secos. Agradecemos su cooperación para crear un entorno de aprendizaje seguro para todos los alumnos.

Celebraciones y fiestas de cumpleaños
Rocketship se compromete a garantizar la seguridad de todos nuestros alumnos, empleados y familias. Por lo tanto, en general no podemos permitir comida casera en el campus para fiestas de cumpleaños u otras celebraciones que solicite la familia dentro del campus. Los padres o tutores deben comunicarse con los maestros del alumno y el administrador de la oficina para obtener la aprobación al menos 48 horas antes a fin de organizar una celebración durante los últimos 30 minutos de la jornada escolar.

VALORES CENTRALES Y CREDO DEL ROCKETEER

Rocketship Mateo Sheedy Elementary
Valores fundamentales: respeto, responsabilidad, perseverancia y empatía.

Credo:

Soy Rocketship Rocketeer en casa, en la escuela y en mi comunidad
Soy respetuoso conmigo mismo, con los demás y con el medio ambiente
Soy responsable de mi aprendizaje, mis acciones y mis logros
Soy empático con el mundo que me rodea.
Soy perseverante para lograr la excelencia.
¡Juntos somos Rocketship Rocketeers!

CÓDIGO DE VESTIMENTA DEL ALUMNO

El uniforme de Rocketship Mateo Sheedy Elementary consta de las siguientes prendas:

- Una prenda inferior de color caqui y del tamaño adecuado, como pantalones largos, pantalones cortos, vestido, falda o faldas pantalón.
- Una camisa del uniforme de Rocketship o una camisa con cuello de color púrpura oscuro.
- Calzado cerrado cómodo que no restrinja la capacidad de un alumno para participar en las clases de educación física u otras actividades. Los zapatos tipo zuecos o las sandalias, incluidas las Crocs, no se consideran un calzado seguro ni apropiado para la escuela.

Las camisas del uniforme con la marca Rocketship se pueden comprar en con el proveedor de la escuela. Las familias no están obligadas a comprar este artículo siempre y cuando el alumno cumpla con el código de vestimenta y use una camisa con cuello de color púrpura oscuro (sin el logotipo de Rocketship).

SECCIÓN 504

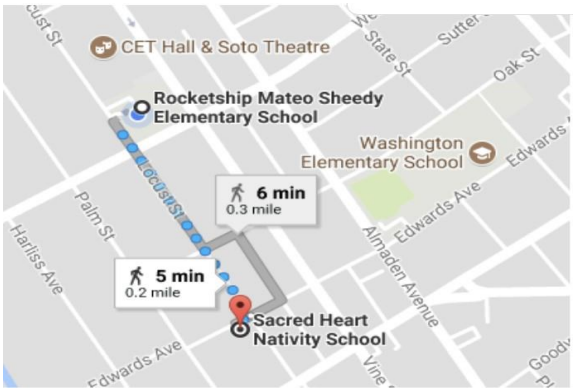
Para facilitar la coordinación de los servicios y el cumplimiento de la sección 504, Rocketship designará a un miembro de su personal experto como coordinador en virtud de la sección 504. La persona que se indica a continuación coordina la sección 504 de su escuela:

Courtney English, directora
cenglish@rsed.org

PLANES DE SEGURIDAD

Punto de evacuación
Nuestro punto de evacuación fuera del campus está ubicado en Sacred Heart Nativity, 310 Edwards Ave, San Jose, CA 95110. Si ocurre un desastre en la escuela o si el campus es inseguro por alguna razón, evacuaremos hacia este punto.

Durante un retiro de emergencia, podemos pedirles a los padres que se reúnan con nosotros en este punto de evacuación secundario. Familiarícese con este lugar para saber a dónde ir en caso de un retiro de emergencia.



ANEXO DE ROCKETSHIP MOSAIC ELEMENTARY

ESCUELA

Rocketship Mosaic Elementary
950 Owsley Ave.
San Jose, CA 95122

Directora: Sra. Stern
Administradora de la oficina: Sra. Vero
Asistente de oficina: Sra. Van
Teléfono: 408-899–2607
Correo electrónico: Mosaic@rsed.org

Si su llamada se envía al correo de voz, deje un mensaje y le devolveremos la llamada.

HORARIO ESCOLAR

Las clases comienzan a las 7:45 a.m. todos los días. Los Rocketeers pueden llegar a partir de las 7:15 a.m.

Horario de salida en días regulares: lunes, martes, miércoles y viernes

Jardín transicional: 2:00 p.m. (solo para acceso a pie)
De jardín de infantes a 1.º grado: 3:10 p.m.
2.º grado y 3.º grado: 3:20 p.m.
4.º grado y 5.º grado: 3:30 p.m.

Horario de salida en días de jornada reducida: jueves

De jardín transicional a 1.º grado: 12:40 p.m.
2.º grado y 3.º grado: 12:50 p.m.
4.º grado y 5.º grado: 1:00 p.m.

HORARIO DE ATENCIÓN

Horario de atención de la recepción: de 8:30 a.m. a 4:00 p.m.

Solicitudes por correo electrónico: Mosaic@rsed.org
El plazo de respuesta a las solicitudes es de 3 días hábiles.

PROCEDIMIENTOS DE LLEGADA Y RETIRO

- El ingreso del alumno puede comenzar a las 7:15 a.m.
    - Los alumnos irán al área de almuerzo o al laboratorio de aprendizaje entre las 7:15 a.m. y las 7:30 a.m.
- El día escolar comienza con la actividad de lanzamiento a las 7:45 a.m.
    - La actividad de lanzamiento se lleva a cabo en el exterior en los meses más cálidos y en el interior cuando la temperatura es inferior a 10 °C (50 °F).



COMIDAS EN LA ESCUELA

Alimentos prohibidos

Los siguientes alimentos no están permitidos en el campus y es posible que se confisquen:

- Papas fritas (a menos que estén incluidos en un almuerzo completo, es decir, junto con un sándwich, frutas, verduras, etc.)
- Postres caseros (como galletas, cupcakes, brownies, donas)
- Comida rápida (las tiendas de sándwiches como Subway serán aceptables debido al valor nutricional que aportan)
- Goma de mascar
- Refrescos o bebidas energizantes, deportivas o azucaradas (por ejemplo, bebidas de Starbucks, frapés, etc.)
- Papas fritas picantes, dulces u otra comida chatarra
- Otros alimentos que no se consideran saludables podrían confiscarse si no se combinan con una opción de alimentos saludables.

Zona libre de frutos secos

Para garantizar la seguridad de los alumnos con alergias graves al maní, nuestra escuela es un entorno estrictamente libre de frutos secos y maní. Los productos que contienen frutos secos no están permitidos en ningún lugar del campus, lo que incluye almuerzos, refrigerios y actividades en el aula. Se retirarán los productos que contengan frutos secos. Agradecemos su cooperación para crear un entorno de aprendizaje seguro para todos los alumnos.

Celebraciones y fiestas de cumpleaños

Rocketship se compromete a garantizar la seguridad de todos nuestros alumnos, empleados y familias. Por lo tanto, en general no podemos permitir comida casera en el campus para fiestas de cumpleaños u otras celebraciones que solicite la familia dentro del campus. Los padres o tutores pueden comunicarse con el maestro del alumno y obtener su aprobación para organizar una celebración durante la jornada escolar. Todas las celebraciones tendrán lugar durante los últimos 20 minutos de la jornada escolar.

VALORES CENTRALES Y CREDO DEL ROCKETEER

Rocketship Mosaic Elementary

Cinco valores fundamentales: respeto, responsabilidad, persistencia, empatía y ciudadanía global.

Credo:

Soy Rocketeer en casa, en la escuela y en mi comunidad
Soy respetuoso conmigo mismo, con mis vecinos y con el medio ambiente
Soy responsable de mi aprendizaje y mis acciones
Tengo empatía con el mundo que nos rodea
Celebro nuestras similitudes y diferencias
Soy perseverante para lograr la excelencia

¡Todos juntos somos Rocketship Rocketeers!

CÓDIGO DE VESTIMENTA DEL ALUMNO

El uniforme de Rocketship Mosaic Elementary consta de las siguientes prendas:

- Una prenda inferior de color caqui y del tamaño adecuado, como pantalones largos, pantalones cortos, vestido, falda o faldas pantalón.
- Una camisa de uniforme de Rocketship o una camisa con cuello púrpura oscuro (verde también está bien, pero no es lo ideal).
- Un suéter y una chaqueta de color liso verde, negro o púrpura para usar dentro de la escuela (no se pueden usar capuchas ni sombreros dentro del edificio).
- Calzado cerrado cómodo que no restrinja la capacidad de un alumno para participar en las clases de educación física u otras actividades. Los zapatos sin cordones o las sandalias, incluidas las Crocs, no se consideran un calzado seguro ni apropiado para la escuela.

Las camisas del uniforme con la marca Rocketship se pueden comprar en Embroidery & Custom Printing www.racustomwear.com. Para obtener información sobre dónde comprar camisas de uniforme de la marca Rocketship, comuníquese con el administrador de la oficina de la escuela. Las familias no están obligadas a comprar este artículo siempre y cuando el alumno cumpla con el código de vestimenta y use una camisa con cuello de color verde o púrpura oscuro (sin el logotipo de Rocketship).

SECCIÓN 504

Para facilitar la coordinación de los servicios y el cumplimiento de la sección 504, Rocketship designará a un miembro de su personal experto como coordinador en virtud de la sección 504. La persona que se indica a continuación coordina la sección 504 de su escuela:

Shelby Lozada
Subdirector
slozada@rsed.org

PLANES DE SEGURIDAD

Punto de evacuación
Nuestro punto de evacuación primario está ubicado en el campus en el área de lanzamiento o del patio de juegos. Usaremos este punto de evacuación cuando sea seguro permanecer en el campus.



ANEXO DE ROCKETSHIP REDWOOD CITY PREP

ESCUELA

Redwood City Prep
909 Roosevelt Ave
Redwood City, CA 94061

Director: Genzel Tolentino
Administradora de la oficina: Maribel Milanes
Correo electrónico: mmilanes@rsed.org
Teléfono: 650-238-9970

Si su llamada se envía al correo de voz, deje un mensaje y le devolveremos la llamada.

HORARIO ESCOLAR

Horario de días regulares

Lunes, martes, miércoles y viernes: de 7:35 a.m. a 3:30 p.m.

Horario de días de jornada reducida

Jueves: de 7:35 a.m. a 1:05 p.m.

HORARIO DE ATENCIÓN

Horario de atención de la recepción: de 8:30 a.m. a 3:00 p.m.
Solicitudes por correo electrónico: Maribel Milanes, mmilanes@rsed.org

El plazo de respuesta a las solicitudes es de 3 días hábiles.

PROCEDIMIENTOS DE LLEGADA Y RETIRO





COMIDAS EN LA ESCUELA

Alimentos prohibidos

Los siguientes alimentos no están permitidos en el campus y es posible que se confisquen:

- Papas fritas (a menos que estén incluidos en un almuerzo completo, es decir, junto con un sándwich, frutas, verduras, etc.)
- Postres caseros (como galletas, cupcakes, brownies, donas)
- Comida rápida (las tiendas de sándwiches como Subway serán aceptables debido al valor nutricional que aportan)
- Goma de mascar
- Refrescos o bebidas energizantes, deportivas o azucaradas (por ejemplo, bebidas de Starbucks, frapés, etc.)
- Papas fritas picantes, dulces u otra comida chatarra
- Otros alimentos que no se consideran saludables podrían confiscarse si no se combinan con una opción de alimentos saludables.

Zona libre de frutos secos

Para garantizar la seguridad de los alumnos con alergias graves al maní, nuestra escuela es un entorno estrictamente libre de frutos secos y maní. Los productos que contienen frutos secos no están permitidos en ningún lugar del campus, lo que incluye almuerzos, refrigerios y actividades en el aula. Se retirarán los productos que contengan frutos secos. Agradecemos su cooperación para crear un entorno de aprendizaje seguro para todos los alumnos.

Celebraciones y fiestas de cumpleaños
Rocketship se compromete a garantizar la seguridad de todos nuestros alumnos, empleados y familias. Por lo tanto, en general no podemos permitir comida casera en el campus para fiestas de cumpleaños u otras celebraciones que solicite la familia dentro del campus. Los padres o tutores pueden comunicarse con el director de la escuela y obtener su aprobación para organizar una celebración durante la jornada escolar.

VALORES CENTRALES Y CREDO DEL ROCKETEER

Rocketship Redwood City Prep
Cinco valores fundamentales: respeto, responsabilidad, persistencia, empatía y orgullo.

Credo:

Soy Rocketship Rocketeer en casa, en la escuela y en mi comunidad
Soy respetuoso conmigo mismo, con los demás y con el medio ambiente
Soy responsable de mi aprendizaje, mis acciones y mis logros
Soy empático con el mundo que me rodea
Demuestro valentía cuando hago algo nuevo o desafiante Soy perseverante para lograr la excelencia
¡Juntos somos Rocketship Rocketeers!

CÓDIGO DE VESTIMENTA DEL ALUMNO

El uniforme de Rocketship Redwood City Prep consta de las siguientes prendas:

- Una prenda inferior de color caqui y del tamaño adecuado, como pantalones largos, pantalones cortos, vestido, falda o faldas pantalón.
- Una camisa del uniforme de Rocketship o una camisa con cuello de color verde oscuro o púrpura oscuro.
- Calzado cerrado cómodo, preferentemente de color negro o blanco (o una combinación de ambos), que no restrinja la capacidad de un alumno para participar en las clases de educación física u otras actividades. Los zapatos sin cordones o las sandalias, incluidas las Crocs, no se consideran un calzado seguro ni apropiado para la escuela. Además, deben ser todos negros o blancos o una combinación de ambos.

Para obtener información sobre dónde comprar camisas de uniforme de la marca Rocketship, comuníquese con el maestro del alumno o con el gerente de la oficina de la escuela. Las familias no están obligadas a comprar este artículo siempre y cuando el alumno cumpla con el código de vestimenta y use una camisa con cuello de color verde o púrpura oscuro (sin el logotipo de Rocketship).

SECCIÓN 504

Para facilitar la coordinación de los servicios y el cumplimiento de la sección 504, Rocketship designará a un miembro de su personal experto como coordinador en virtud de la sección 504. La persona que se indica a continuación coordina la sección 504 de su escuela:

Tiffany Mensah
Subdirector
tmensah@rsed.org
(408) 482-9985

PLANES DE SEGURIDAD

Los planes de seguridad y las indicaciones de evacuación pueden solicitarse en la recepción.

ANEXO DE ROCKETSHIP RISING STARS ACADEMY

ESCUELA

Rising Stars Academy
3173 Senter Rd.
San Jose, CA 95111

Director: Alberto Perez (Sr. Perez)
Correo electrónico: aperez@rsed.org
Administradora de la oficina: Lupita Carreño (Sra. Lupita)
Correo electrónico: mcarreno@rsed.org
Número de teléfono: 408.677.4879

Si su llamada se envía al correo de voz, deje un mensaje y le devolveremos la llamada.

HORARIO ESCOLAR

El campus abre a las 7:00 a.m.
Las clases comienzan a las 7:45 a.m.

Horario de días regulares: lunes, martes, miércoles y viernes
- Jardín transicional: de 7:45 a.m. a 2:20 p.m.
- Jardín de infantes: de 7:45 a.m. a 3:15 p.m.
- 1.˚ grado: de 7:45 a.m. a 3:20 p.m.
- 2.º grado: de 7:45 a.m. a 3:25 p.m.
- 3.º grado: de 7:45 a.m. a 3:30 p.m.
- 4.º grado: de 7:45 a.m. a 3:35 p.m.

Horario de días de jornada reducida: jueves
- Jardín transicional: de 7:45 a.m. a 12:25 p.m.

Jardín de infantes: de 7:45 a.m. a 12:45 p.m.
1.º grado: de 7:45 a.m. a 12:50 p.m.
2.º grado: de 7:45 a.m. a 12:55 p.m.
3.º grado y 4.º grado: de 7:45 a.m. a 1:10 p.m.

HORARIO DE ATENCIÓN

Horario de atención de la recepción:
Horario de días regulares: lunes, martes, miércoles y viernes, de 8:00 a.m. a 4:00 p.m.
Horario de días de jornada reducida: jueves, de 8:00 a.m. a 3:00 p.m.
Los viernes, durante las actividades de Aterrizaje, la oficina cierra de 2:40 p.m. a 3:05 p.m.

Solicitudes por correo electrónico: mcarreno@rsed.org
El plazo de respuesta a las solicitudes es de 3 días hábiles.

PROCEDIMIENTOS DE LLEGADA Y RETIRO

Ingreso/recogida a pie
Los padres o tutores pueden estacionar sus automóviles en el estacionamiento de la iglesia vecina y caminar hacia el campus. Deberán mostrar al personal de la escuela la tarjeta de retiro del alumno para poder recogerlo. Además, deben comportarse de manera respetuosa y adecuada durante la llegada y el retiro y seguir todas las instrucciones del personal de Rising Stars.

Ingreso/recogida en automóvil
Todos los padres/tutores ingresarán al estacionamiento de Rising Star a través de E Capitol Expy hacia Senter Rd. Los padres/tutores no podrán atravesar los estacionamientos adyacentes a nuestro campus (estacionamiento de Subway y la plaza) para ingresar al carril de recogida en automóvil de RRS. Además, deben comportarse de manera respetuosa y adecuada durante la llegada y el retiro y seguir todas las instrucciones del personal de Rising Stars.



COMIDAS EN LA ESCUELA

Alimentos prohibidos

Los siguientes alimentos no están permitidos en el campus y es posible que se confisquen:

- Frutos secos (maní o frutos secos, esto incluye el Nutella)
- Papas fritas (a menos que estén incluidos en un almuerzo completo, es decir, junto con un sándwich, frutas, verduras, etc.)
- Postres caseros (como galletas, cupcakes, brownies, donas)
- Comida rápida (las tiendas de sándwiches como Subway serán aceptables debido al valor nutricional que aportan)
- Goma de mascar
- Refrescos o bebidas energizantes, deportivas o azucaradas (por ejemplo, bebidas de Starbucks, frapés, etc.)
- Papas fritas picantes, dulces u otra comida chatarra
- Otros alimentos que no se consideran saludables podrían confiscarse si no se combinan con una opción de alimentos saludables.

Zona libre de frutos secos

Para garantizar la seguridad de los alumnos con alergias graves a los frutos secos, nuestra escuela es un entorno estrictamente libre de frutos secos y maní. Los productos que contienen frutos secos no están permitidos en ningún lugar del campus, lo que incluye almuerzos, refrigerios y actividades en el aula. Se retirarán los productos que contengan frutos secos. Agradecemos su cooperación para crear un entorno de aprendizaje seguro para todos los alumnos.

Celebraciones y fiestas de cumpleaños

Rocketship se compromete a garantizar la seguridad de todos nuestros alumnos, empleados y familias. Por lo tanto, no podemos permitir comida casera en el campus para las celebraciones de cumpleaños mensuales en toda la escuela. Exigimos que toda la comida suministrada esté **envasada individualmente, no contenga frutos secos y se haya comprado en la tienda.**

Todos los cumpleaños se celebrarán en nuestra fiesta mensual en lugar de en el lanzamiento, normalmente el último viernes de cada mes, salvo que se indique lo contrario.

Ingreso después del almuerzo

Para ayudar a garantizar que el día se desarrolle sin problemas y de forma ininterrumpida para todos los alumnos, no se aceptará ingresar después del almuerzo. Se espera que todos los alumnos lleguen a la escuela con todo lo que necesitan para el día, incluido su almuerzo. Si un alumno olvida llevar un almuerzo de casa, Rocketship le dará una comida escolar.

VALORES CENTRALES Y CREDO DEL ROCKETEER

Rocketship Rising Stars Academy

Cinco valores fundamentales: respeto, responsabilidad, persistencia, empatía y defensa.

Credo:

Soy Rocketship Rocketeer
En casa, en Rising Stars y en mi comunidad
Defenderé con pasión una causa que no sea la mía
y usaré todos mis conocimientos para defender lo que es justo
Soy respetuoso conmigo mismo, con los demás y con el medio ambiente
Soy responsable de mi aprendizaje, mis acciones y mis logros
Soy empático con el mundo que me rodea
Soy perseverante para lograr la excelencia
¡Todos juntos somos Rocketship Rocketeers!

CÓDIGO DE VESTIMENTA DEL ALUMNO

El uniforme de Rocketship Rising Stars Academy consta de las siguientes prendas:

- Una prenda inferior de color caqui y del tamaño adecuado, como pantalones largos, pantalones cortos, vestido, pantalón deportivo, falda o faldas pantalón. Las prendas inferiores de color negro se pueden usar debajo de otra prenda, pero no solas.
- Una camisa provista por Rocketship o una camisa con cuello de color púrpura oscuro.
- Un suéter y una chaqueta de color liso negro o púrpura sin capucha para usar dentro de la escuela.
- El calzado debe ser mayormente negro o de un color oscuro, cómodo y cerrado, y no debe restringir la capacidad de un alumno para participar en las clases de educación física u otras actividades.
- Los zapatos sin cordones, tipo zuecos o sandalias, incluidas las Crocs, no se consideran un calzado seguro ni apropiado para la escuela. Están prohibidos los complementos que distraen o son inseguros, como ruedas o luces.

Para obtener información sobre dónde comprar camisas de uniforme de la marca Rocketship, comuníquese con el maestro del alumno o con el gerente de la oficina de la escuela. Las familias no están obligadas a comprar este artículo siempre y cuando el alumno cumpla con el código de vestimenta y use una camisa con cuello de color púrpura oscuro (sin el logotipo de Rocketship).

SECCIÓN 504

Para facilitar la coordinación de los servicios y el cumplimiento de la sección 504, Rocketship designará a un miembro de su personal experto como coordinador en virtud de la sección 504. La persona que se indica a continuación coordina la sección 504 de su escuela:

Alberto Perez (Sr. Perez)
Director
aperez@rsed.org
(925) 395-3679

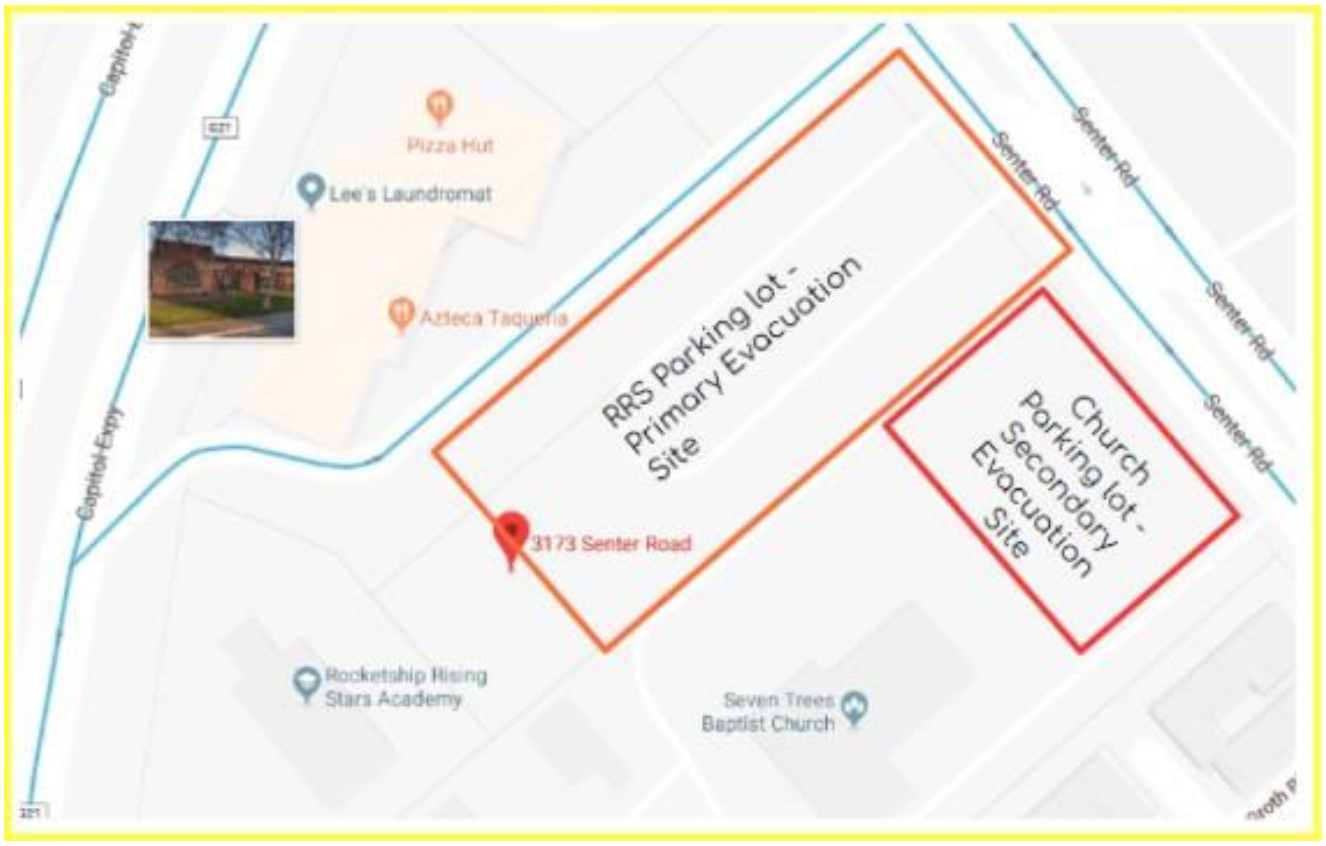
PLANES DE SEGURIDAD

Puntos de evacuación primarios y secundarios

Nuestro punto de evacuación primario es el estacionamiento de la escuela. Usaremos este punto de evacuación cuando sea seguro permanecer en el campus.

Nuestro punto de evacuación secundario está ubicado fuera del campus junto al estacionamiento de la iglesia Seven Trees Baptist. Si ocurre un desastre en la escuela o si el campus es inseguro por alguna razón, evacuaremos hacia este punto. Durante un retiro de emergencia, podemos pedirles a los padres que se reúnan con nosotros en este punto de evacuación secundario. Familiarícese con este lugar para saber a dónde ir en caso de un retiro de emergencia. Aquí es donde también se encuentra nuestro estacionamiento secundario.

Durante un retiro de emergencia, podemos pedirles a los padres que se reúnan con nosotros en este punto de evacuación secundario. Familiarícese con este lugar para saber a dónde ir en caso de un retiro de emergencia.



ANEXO DE ROCKETSHIP SÍ SE PUEDE ACADEMY

ESCUELA

Rocketship Sí Se Puede Academy
2249 Dobern Ave
San Jose, CA 95116

Directora: Kimberly Hung
Gerente de operaciones escolares: Laura Gonzalez
Asistente de oficina: Mireya Tellez
Correo electrónico: sisepuede@rsed.org
Teléfono: 408-824-5180

Si su llamada se envía al correo de voz, deje un mensaje y le devolveremos la llamada.

HORARIO ESCOLAR

Las clases comienzan a las 7:45 a.m. todos los días. Los Rocketeers pueden llegar a partir de las 7:15 a.m.

Horario de salida en días regulares: lunes, martes, miércoles y viernes
Jardín transicional: 2:00 p.m.
De jardín de infantes a 5.º grado: 3:30 p.m.

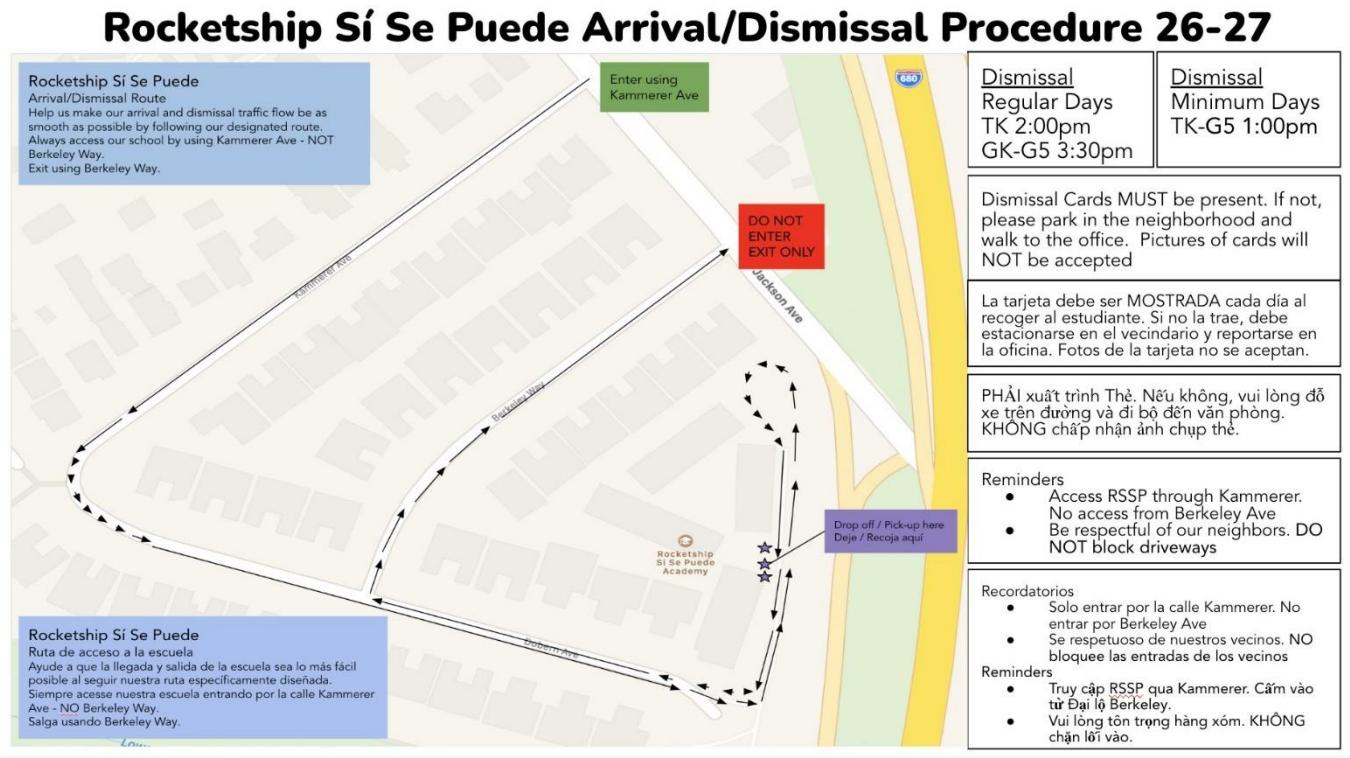
Horario de salida en días de jornada reducida: jueves
De jardín transicional a 5.º grado: 1:00 p.m.

HORARIO DE ATENCIÓN

Horario de atención de la recepción
Día regular: de 8:00 a.m. a 4:15 p.m.
Día de jornada reducida: de 8:00 a.m. a 3:00 p.m.

Correo electrónico: sisepuede@rsed.org
El plazo de respuesta a las solicitudes es de 3 días hábiles.

PROCEDIMIENTOS DE LLEGADA Y RETIRO



COMIDAS EN LA ESCUELA

Alimentos prohibidos

Los siguientes alimentos no están permitidos en el campus y es posible que se confisquen:

- **Cualquier artículo que contenga maní y frutos secos.**
- Papas fritas y postres (galletas, brownies, *cupcakes*, donas)
    - Se pueden permitir papas fritas o postres si están incluidos en un almuerzo completo, es decir, junto con un sándwich, frutas, verduras, etc.
- Comida rápida (las tiendas de sándwiches como Subway serán aceptables debido al valor nutricional que aportan)
- Goma de mascar
- Refrescos o bebidas energizantes, deportivas o azucaradas (por ejemplo, bebidas de Starbucks, frapés, etc.)
- Papas fritas picantes, dulces u otra comida chatarra
- Otros alimentos que no se consideran saludables podrían confiscarse si no se combinan con una opción de alimentos saludables.

Política de campus sin frutos secos

Para proteger la salud y la seguridad de los alumnos con alergias graves y potencialmente mortales a los frutos secos, Rocketship Sí Se Puede Academy es un campus estrictamente libre de maní y frutos secos. Los productos que

contienen frutos secos **NO** están permitidos en ningún lugar del recinto escolar, incluidos los almuerzos, las meriendas, las celebraciones en el aula o las actividades escolares.

Cualquier alimento que contenga maní o frutos secos se retirará de inmediato. **Esta política está en vigor para evitar la exposición accidental que podría provocar una emergencia médica grave.**

Les pedimos a todas las familias que revisen cuidadosamente las etiquetas de los ingredientes antes de enviar alimentos a la escuela y que colaboren con nosotros para mantener un entorno de aprendizaje seguro e inclusivo para todos los alumnos. Agradecemos enormemente su cooperación y atención a este tema.

Celebraciones y fiestas de cumpleaños

Rocketship se compromete a garantizar la seguridad de todos nuestros alumnos, empleados y familias. Por lo tanto, en general no podemos permitir comida casera en el campus para fiestas de cumpleaños u otras celebraciones que solicite la familia dentro del campus.

Todos los cumpleaños se celebrarán en nuestra fiesta mensual del Festival de los Viernes, normalmente el último viernes de cada mes, salvo que se indique lo contrario.

VALORES CENTRALES Y CREDO DEL ROCKETEER

Rocketship Sí Se Puede Academy

Cinco valores fundamentales: responsabilidad, respeto, empatía, perseverancia y elecciones saludables

Credo:

Soy Rocketship Rocketeer
En casa, en la escuela y en mi comunidad.
Me comprometo a tomar decisiones saludables para mi cuerpo y mi mente.
Soy respetuoso conmigo mismo, con los demás y con el medio ambiente.
Soy responsable de mi aprendizaje, mis acciones y mis logros
Soy empático con el mundo que me rodea y perseverante para lograr la excelencia.
¡Todos juntos somos Rocketship Rocketeers!

CÓDIGO DE VESTIMENTA DEL ALUMNO

El uniforme de Rocketship Sí Se Puede Academy consta de lo siguiente:

- Una prenda inferior de color caqui y del tamaño adecuado, como pantalones largos, pantalones cortos, faldas, faldas pantalón o vestidos. **NO se permiten pantalones deportivos, *joggers* ni *leggings*.**

- Una camisa del uniforme de Rocketship o una camisa con cuello de color púrpura oscuro. **NO se permite usar camisetas.**
- Un suéter y una chaqueta de color liso negro o liso púrpura.
- El calzado debe ser cómodo y cerrado en la punta y en el talón para permitir que el alumno participe de manera segura en educación física y otras actividades escolares. **NO se permiten sandalias, Crocs ni zapatos tipo zuecos.** También está prohibido usar calzado con complementos que distraen o son inseguros, como ruedas o luces.

Las camisas de uniforme con la marca Rocketship se pueden comprar en la oficina de la escuela o en línea en **https://racustomwear.com/shop**. Para obtener información sobre dónde comprar camisas de uniforme de la marca Rocketship, comuníquese con el maestro del alumno o con el administrador de operaciones de la escuela. Las familias no están obligadas a comprar este artículo siempre y cuando el alumno cumpla con el código de vestimenta y use una camisa con cuello de color púrpura oscuro (sin el logotipo de Rocketship).

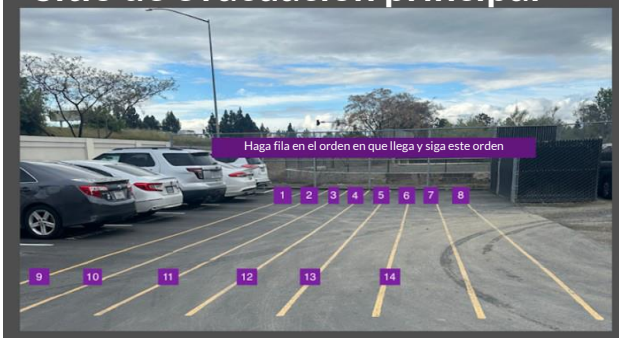
SECCIÓN 504

Para facilitar la coordinación de los servicios y el cumplimiento de la sección 504, Rocketship designará a un miembro de su personal experto como coordinador en virtud de la sección 504. La persona que se indica a continuación coordina la sección 504 de su escuela:

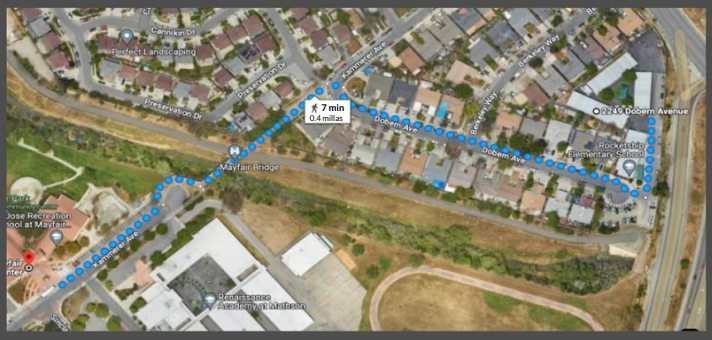
Kimberly Hung
Director
khung@rsed.org
(650) 740-9183

PLANES DE SEGURIDAD

Sitio de evacuación principal



Sitio de evacuación secundario



Mayfair Community Center
2039 Kammerer Ave
San Jose CA 95116

Durante un retiro de emergencia, podemos pedirles a los padres que se reúnan con nosotros en este punto de evacuación secundario. Familiarícese con este lugar para saber a dónde ir en caso de un retiro de emergencia.

ANEXO DE ROCKETSHIP SPARK ACADEMY

ESCUELA

Rocketship Spark Academy
683 Sylvandale Ave.
San Jose, CA 95111

Director: Zack Turner
Correo electrónico: zturner@rsed.org
Administradora de la oficina: Catalina Duarte-Palma
Correo electrónico: cduarte-palma@rsed.org
Teléfono: (408) 622-6651

Portal para familias de Spark: https://sites.google.com/view/rocketshipspark/home

Si su llamada se envía al correo de voz, deje un mensaje y le devolveremos la llamada.

HORARIO ESCOLAR

Las clases comienzan a las 7:30 a.m.

Horario de salida en días regulares: lunes, martes, miércoles y viernes
Jardín transicional: 2:00 p.m.
De jardín de infantes a 1.˚ grado: 3:00 p.m.
2.º grado y 3.º grado: 3:10 p.m.
4.º grado y 5.º grado: 3:20 p.m.

Horario de salida en días de jornada reducida: jueves
Jardín transicional: 1:00 p.m.
De jardín de infantes a 1.º grado: 1:00 p.m.
2.º grado y 3.º grado: 1:10 p.m.
4.º grado y 5.º grado: 1:20 p.m.

HORARIO DE ATENCIÓN

Horario de atención de la recepción: de 7:45 a.m. a 4:00 p.m. (días regulares)
De 7:45 a.m. a 2:00 p.m. (días de jornada reducida)

Solicitudes por correo electrónico: spark@rsed.org
El plazo de respuesta a las solicitudes es de 3 días hábiles.

PROCEDIMIENTOS DE LLEGADA Y RETIRO

Ingreso y recogida por el área de acceso vehicular durante la llegada y el retiro

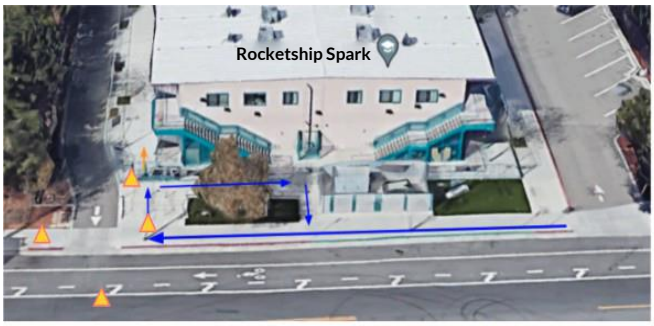


Ingreso y recogida a pie durante la llegada y el retiro

Lo que se debe hacer en la llegada	Lo que NO se debe hacer en la llegada
• El ingreso comienza a las **7:00 a.m**. • Los alumnos deben estar en el campus antes de las **7:30 a.m.**	• **NO** estacione en la escuela intermedia • **NO** bloquee las entradas de los vecinos
• Si conduce, estacione de **forma segura y legal** para acompañar a pie su/s Rocketeer(s) hasta la puerta de acceso *(entrada por Silvandale)* • Utilice la fila de automóviles para un ingreso rápido y seguro • Cuando esté en la fila de automóviles, avance hasta el frente y deje la palanca de cambios en la posición de estacionamiento. • La puerta para el ingreso a pie cierra a las **7:30 a.m.** Después de esto, los Rocketeers van hacia la entrada e ingresan por la puerta principal.	• El uso del teléfono móvil está prohibido en la entrada • **NO** salga del automóvil. • **NO** mueva los cubos de basura de los vecinos el día de la basura (**miércoles**) • Después de las **8:00 a.m.,** estacione y acompañe caminando a sus Rocketeers hasta la oficina para firmar la llegada tarde • No está permitido conversar durante el ingreso a pie o la llegada en vehículo. Nuestro objetivo es que las familias entren y salgan lo más rápido y seguro posible.

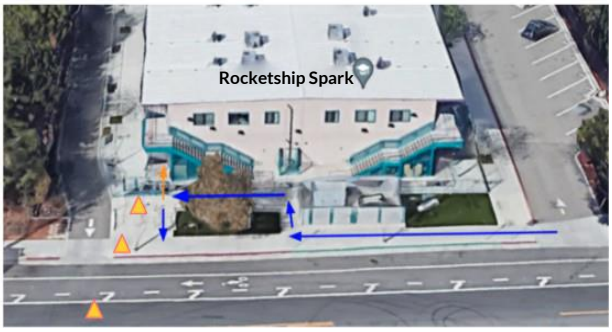
Lo que se debe hacer a la salida	Lo que NO se debe hacer a la salida
• Recoja a los menores a la hora de salida del niño mayor para una recogida eficiente • Si utiliza la puerta de acceso a pie, asegúrese de estacionar **legalmente** para recoger a los alumnos • Retire el pase de salida una vez que el alumno esté en el automóvil	• **NO** se coloque en fila antes de la hora de recogida del niño mayor • **NO** estacione en la escuela intermedia • **Permanezca** en su automóvil en todo momento • No está permitido conversar durante el ingreso

• Solo los adultos mayores de 18 años pueden recoger a los alumnos • Recogida antes de las **3:30 p.m.** (día REGULAR)/**1:30 p.m.** (día DE HORARIO REDUCIDO) • **USE SIEMPRE EL CRUCE PEATONAL** • **Use SIEMPRE el pase de salida.** Los alumnos no podrán salir si no presenta el pase de salida. **NO se permiten fotografías de pases.**	a pie o la llegada en vehículo. Nuestra prioridad es que los Rocketeers salgan del edificio escolar de forma segura. **Llame al 408-622-6651** o envíe un correo electrónico a **spark@rsed.org si tiene alguna pregunta.**



LLEGADA

SALIDA



COMIDAS EN LA ESCUELA

Alimentos prohibidos
Los siguientes alimentos **no están permitidos en el campus y es posible que se confisquen:**

- Papas fritas (a menos que estén incluidos en un almuerzo completo, es decir, junto con un sándwich, frutas, verduras, etc.)
- Postres caseros (como galletas, cupcakes, brownies, donas)
- Comida rápida (las tiendas de sándwiches como Subway serán aceptables debido al valor nutricional que aportan)
- Goma de mascar
- Refrescos o bebidas energizantes, deportivas o azucaradas (por ejemplo, bebidas de Starbucks, frapés, etc.)
- Papas fritas picantes, dulces u otra comida chatarra (Takis, papas fritas picantes de ningún tipo)
- Otros alimentos que no se consideran saludables podrían confiscarse si no se combinan con una opción de alimentos saludables.

Ingreso después del almuerzo
Para garantizar un día sin problemas e ininterrumpido para todos los alumnos, el **padre/madre/tutor debe entregar los almuerzos tarde antes de las 10:00 a.m.** No se permitirán entregas de alimentos. Se espera que todos

los alumnos lleguen a la escuela con todo lo que necesitan para el día, incluido su almuerzo. Si un alumno olvida llevar un almuerzo de casa, Rocketship le dará una comida escolar.

Zona libre de frutos secos
Para garantizar la seguridad de los alumnos con alergias graves al maní, nuestra escuela es un entorno estrictamente libre de frutos secos y maní. Los productos que contienen frutos secos no están permitidos en ningún lugar del campus, lo que incluye almuerzos, refrigerios y actividades en el aula. Se retirarán los productos que contengan frutos secos. Agradecemos su cooperación para crear un entorno de aprendizaje seguro para todos los alumnos.

Celebraciones y fiestas de cumpleaños
Rocketship se compromete a garantizar la seguridad de todos nuestros alumnos, empleados y familias. Por lo tanto, en general no podemos permitir comida casera en el campus para fiestas de cumpleaños u otras celebraciones que solicite la familia dentro del campus. Los padres o tutores pueden comunicarse con el director de la escuela y obtener su aprobación para organizar una celebración durante la jornada escolar.
Entendemos lo importantes que son los cumpleaños para la mayoría de nuestros alumnos. Todos queremos celebrar y hacer que el cumpleaños de nuestros Rocketeers sea especial. No debemos olvidar que sus estudios académicos deben ser lo primero. El maestro puede designar un día para que se realicen celebraciones con el fin de mantener presente el aprendizaje de los alumnos.
Estas son algunas reglas para celebrar cumpleaños:

1. Debe notificar a los maestros y a la oficina de recepción con AL MENOS 48 HORAS de anticipación (excepto los fines de semana) por correo electrónico. Envíe un correo electrónico a los maestros y a la oficina para confirmar que la celebración tendrá lugar.
2. Las celebraciones deben realizarse al final del día o en los últimos 15 minutos de la jornada escolar. Es necesario tener en cuenta el saludo de los viernes.
3. No se permite dejar globos, flores ni animales de peluche en la escuela.
4. Los artículos aceptables para la celebración son: *cupcakes*, galletas y donas ÚNICAMENTE (No pasteles, helados ni otros alimentos).
5. Se permiten bolsas de sorpresas que contengan bocadillos de frutas y juguetes pequeños.
6. Somos una escuela LIBRE DE FRUTOS SECOS (No se permiten barritas de frutos secos).
7. Informe al maestro y a la oficina si ayudará durante la celebración.
8. Si ayudará, inicie sesión en nuestro sistema VisitU. Traiga su licencia de conducir de DMV vigente.

Llame a la oficina al 408-622-6651 si tiene alguna pregunta.

VALORES CENTRALES Y CREDO DEL ROCKETEER

<u>Rocketship Spark Academy</u>
Cinco valores fundamentales: respeto, responsabilidad, persistencia, empatía y curiosidad.

Credo:

Soy Rocketship Rocketeer en casa, en **Spark** y en mi comunidad.
Soy incansablemente **curioso** y me esfuerzo por adquirir conocimientos sobre el mundo que me rodea.
Soy **respetuoso** conmigo mismo, con los demás y con el medio ambiente.
Soy **responsable** de mi aprendizaje, mis acciones y mis logros.
Soy **empático** con el mundo que me rodea y **perseverante** para lograr la excelencia.

¡Juntos somos Rocketship Rocketeers!

CÓDIGO DE VESTIMENTA DEL ALUMNO

El uniforme de Rocketship Spark Academy consta de las siguientes prendas:

- Una prenda inferior de color caqui y del tamaño adecuado, como pantalones largos, pantalones cortos, vestido, falda o faldas pantalón.
- Una camisa del uniforme de Rocketship o una camisa con cuello de color verde cazador o púrpura oscuro.
- Un suéter y una chaqueta de color liso verde cazador, negro o púrpura oscuro para usar dentro de la escuela.
- Calzado cerrado cómodo que no restrinja la capacidad de un alumno para participar en las clases de educación física u otras actividades. Los zapatos sin cordones o las sandalias, incluidas las Crocs, no se consideran un calzado seguro ni apropiado para la escuela.

Las camisas de uniforme con la marca Rocketship se pueden comprar en la oficina de la escuela o en línea en https://racustomwear.com. Para obtener información sobre dónde comprar camisas de uniforme de la marca Rocketship, póngase en contacto con la oficina o visite el sitio web para familias de Spark https://sites.google.com/view/rocketshipspark/uniform-expectations. Las familias no están obligadas a comprar este artículo siempre y cuando el alumno cumpla con el código de vestimenta y use una camisa con cuello de color púrpura oscuro (sin el logotipo de Rocketship).

Artículos electrónicos/juguetes
En todas las escuelas de Rocketship California, los alumnos no pueden llevar teléfonos celulares ni dispositivos electrónicos personales a la escuela. Durante las clases, nuestro enfoque debe centrarse en la instrucción y el aprendizaje de nuestros alumnos. Esta política se describe en la página 63 del Manual para Alumnos y Padres. Esta política de Rocketship se aplica a todos los alumnos de todos los grados.
Este es un recordatorio de que los alumnos no deben traer juguetes, llaveros, incluidos Labubus, u otros artículos a la escuela. Si bien son divertidos en casa, estos artículos a menudo se convierten en distracciones en clase y pueden perderse o causar conflictos.

Para fomentar un entorno de aprendizaje enfocado y seguro, los juguetes o llaveros que se lleven a la escuela se entregarán a los directivos de la escuela y se devolverán directamente a un padre/madre/tutor la primera vez. Si ocurre por segunda vez, no se devolverán.

Agradecemos su apoyo para ayudar a los alumnos a mantenerse centrados en su aprendizaje. Revise el bolso de su Sparketeer con regularidad para asegurarse de que no contenga estos artículos.

SECCIÓN 504

Para facilitar la coordinación de los servicios y el cumplimiento de la sección 504, Rocketship designará a un miembro de su personal experto como coordinador en virtud de la sección 504. La persona que se indica a continuación coordina la sección 504 de su escuela:

Zack Turner
Director
zturner@rsed.org

PLANES DE SEGURIDAD

Nuestro punto de evacuación fuera del campus está ubicado en The Church of Jesus Christ of Latter-Day Saints, 3975 McLaughlin Ave, San Jose, CA 95121. Si ocurre un desastre en la escuela o si el campus es inseguro por alguna razón, evacuaremos hacia este punto.

Durante un retiro de emergencia, podemos pedirles a los padres que se reúnan con nosotros en este punto de evacuación secundario. Familiarícese con este lugar para saber a dónde ir en caso de un retiro de emergencia.



LCFF Calculator Updates and Caveats

v27.1b **May 21, 2026**

Version 27.1b Updates

Release Date **May 18, 2026**

Version 27.1b includes the following updates:

Universal Assumptions

Estimated cost-of-living adjustments (COLAs) provided by the Department of Finance as of May 2026 are as follows:

	2026-27	2027-28	2028-29	2029-30	2030-31
Statutory COLA	2.87%	3.30%	3.09%	3.11%	3.12%
Augmentation	1.44%	0%	0%	0%	0%
Statutory COLA +	**4.31%**	**3.30%**	**3.09%**	**3.11%**	**3.12%**

Proposed trailer bill language related to Paid Pregnancy Disability Leave reimbursement includes increased funding for the Local Control Funding Formula (LCFF), resulting in an estimated total increase of 4.31%. Based on the most current information, the assumptions below were used in Calculator Version 27.1b.

The s**tatutory COLA and Augmentation** is applied to the following LCFF components:
Base Grant
Grade Span Adjustment
Supplemental Grant
Concentration Grant

All other components reflect **statutory COLA** only, including:
Transitional Kindergarten Add-on
Home-to-School Transportation Add-on
Small School District Bus Replacement Program Add-on
EPA 2012-13 deficited base revenue limit/charter rate (EPA tab)
EPA 2012-13 deficited other revenue limit per ADA (EPA tab)
Necessary Small School (NSS) Add-On (NSS Calculation tab)

Necessary Small Schools (NSS) allowance rates for 2026-27 reflect the following options for districts:
Calculate only the statutory COLA (2.87%), or
Calculate both the statutory COLA (2.87%) and the additional percentage increase (estimated at 20%), based on input entered in cell M24 on the Data Entry tab.

Major Changes

Data Entry Tab

TK Add-on formula adjusted to apply statutory COLA only for 2026-27 through 2030-31.

LEAs may edit COLA data in the Universal Assumptions section of the Data Entry tab.

EPA Tab

2012-13 Deficited Other Revenue Limit per ADA (Row 14) formula adjusted for 2027-28 thru 2030-31. The formula now reflects each year's estimated COLA for 2027-28 through 2030-31, rather than applying the 2026-27 COLA across those years.

NSS Calculation Tab

Updated 2026-27 NSS Allowance rate formulas to calculate both the statutory COLA (2.87%) and then the additional proposed NSS augmentation percentage increase entered in cell M24 on the Data Entry tab. (estimated at 20%).

Prior version 27.1a did not apply the statutory COLA prior to calculating the proposed NSS augmentation percentage increase.

FCMAT recommends that LEAs use this most current version of the calculator in Microsoft Excel.

For details on updates from Version 27.1 or 27.1a, please navigate to the LCFF for School Districts & Charters page on the following link:
FCMAT Help Desk Knowledge Base - FCMAT Knowledge Base - FCMAT/CSIS

Caveats

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs**.

The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.

General	This tool has been designed for use in Microsoft Excel. Other spreadsheet software may cause unexpected and undesirable results.
	The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- $1.
	The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).
	The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.
	The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that may not yet be finalized. Therefore, the percentage may change from what is shown in the calculator through final calculation in February of the following fiscal year.
	EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of funding which necessitated changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes of 2022), the 2012-13 Revenue Limit rates for school districts and charter schools were adjusted to reflect statutory COLA increases from 2013-14 through 2021-22. These rates will continue to receive COLA adjustments moving forward.

On the Data Entry tab, there are three new columns that include an additional three years of historical data for local educational agencies. These columns do not create calculations for these years, but may impact the three prior year calculations (PY3, PY2). Districts can use these to enter in audit adjustments or other necessary adjustments from reorganizations or mergers to their attendance, enrollment, unduplicated pupil counts, or charter shift increases or decreases.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator **does not** take into account the following:

-District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.

-Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

-The LCFF fire recovery protections for charter schools included in Education Code 46392(g). For specified charter schools that were damaged, destroyed, or directly impacted as a result of a state of emergency that was declared by the Governor in January 2025.

If any of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

School District Calculations

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22. PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts with necessary small schools should refer to the Instructions tab. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:

Basic Aid Choice
Basic Aid Court-Ordered Voluntary Pupil Transfer
Basic Aid Open Enrollment
Basic Aid Supplement Charter School Adjustment

The calculator does not include the LCFF fire recovery protections for LEAs included in the 2025-26 Education Trailer Bill. A basic aid school district in Los Angeles County that loses local property tax revenue due to the Eaton and Palisades fires in January 2025 will be reimbursed from the state General Fund for losses in the 2024-25 and 2025-26 fiscal years. The reimbursement will follow a schedule submitted by the county and distributed by the state controller no later than September 30, 2025.

The calculator accounts for the impact of district reorganizations that have been certified by the CDE via the PASE system to support more accurate projections. **Historical year projections may not align with CDE exhibits for those years**. To reconcile historical year calculations to CDE's LCFF Calculation exhibits, manual adjustments must be made to the ADA section for those years in the data entry tab.

To reconcile historical year calculations for district reorganizations, FCMAT recommends the following steps:

-Create a copy of the most current version of the LCFF Calculator.
-In the copied file, manually override consolidated data as needed.
-On the Data Entry tab, manually adjust ADA data to remove any gain or loss ADA shown on the School District ADA exhibits.
-Verify that no other data, aside from ADA, require changes.
-Keep an original version of the LCFF Calculator unchanged for projecting future years.

If needed, FCMAT recommends working with its team to align the historical year calculations with CDE's LCFF Calculation exhibit. Districts can email FCMAT's LCFF help desk for assistance.

NEW in 2025-26

LCFF Calculator Navigation

v27.1b **May 21, 2026**

Structure:

1 The LCFF Calculator is structured to maintain a standard 11-year view, including five historical years, one current year and five projection years. The three oldest historical years do not generate calculations but may affect the second- and third-prior years. Districts may use these years to enter audit adjustments or other changes related to reorganizations.

2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.

3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted**.

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

4 A separate calculation must be prepared for each LEA, either district or charter school.

5 Version Names will reflect the last two digits of the current projection year, followed by ".1" or ".2". If additional updates are needed, letter suffixes such as ".1a" or ".2b" will be used.
- version.1 includes prepopulated PY1-PY3 data from the CDE's P-1 Certification.
- version.2 includes prepopulated PY1-PY3 data from the CDE'sP-2 Certification.

For example, for the 2026-27 projection year, version **v27.1** includes P-1 certification data and version **27.2** includes P-2 certification data.

NEW IN 2024-25

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.

Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

Primary calculation results tabs: provide calculations and results summaries only. **No data is entered on these tabs**.

Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations**. No data is entered on these tabs.**

User editable tabs: preformatted graphs and blank worksheet tabs.

Instructions:

1 **Review Caveats**: Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update**.

2 **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.
- Start a calculation by entering the five-digit code for a school district calculation or seven-digit school code for a charter school calculation. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
- New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

- EPA Miscellaneous Adjustments (P-2 Certification only) - cell L23: An EPA miscellaneous adjustment is calculated once at P-2 and reported on the CDE's P-2 Education Protection Account exhibit, line D-2. This EPA miscellaneous adjustment offsets LCFF State Aid (object 8011).

To support LEAs that need to update the version.1 (spring release) of the LCFF calculator with P-2 certification data before FCMAT publishes its version.2 (summer release), a row titled "EPA Miscellaneous Adjustments (P-2 Certification only)" has been added in the PY1 column, cell L23. LEAs should enter data in this cell **only in late June, after the CDE publishes the P-2 certification data and before FCMAT releases the version.2 LCFF calculator.** This field is only open in the version.1 of the calculator.

NEW IN 2025-26

- Proposed NSS Augmentation per 2026-27 Governor's Budget Education Omnibus Trailer Bill (Amends EC 42282, 42284, & 42287) — School Districts only - cell M24: Added a new Proposed NSS Augmentation entry field at the bottom of the Universal Assumptions table on the Data Entry tab to support creating local projections related to the 2026-27 Governor's Budget proposal. (see Cell M24)

School districts with eligible necessary small schools may use Cell M24 to estimate the impact of a percentage increase to 2025 26 NSS allowance rates, which the calculator applies in the 2026 27 section of the NSS Calculation tab. (Cell J475)

NEW IN 2025-26

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

- **In Lieu of Taxes:** School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools.
- **Necessary Small Schools:** School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
- **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration grants.
- **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2022-23 fiscal year, three-prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span of those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

Section (4) Necessary Small Schools ADA: School districts with necessary small schools or those seeking to estimate potential NSS funding must complete section (4) on the Data Entry tab. **Prior year data must be entered for each year including historical years.**

even when the school is funded under LCFF.

-To ensure the calculator is projecting NSS funding accurately, school districts should:

a. enter in the ADA/FTE for the school if "**Enter SCHL LCFF ADA**" or "**Enter SCHL FTE**" is in any of the cells in the NSS ADA/FTE section.
b. confirm that the eligibility formula is accurate on the "is this school eligible for NSS funding?" line, if not manually override formula.
c. select funding method.

- **NSS Supporting Calculations**: details related to NSS funding determination are located in the NSS Calculation tabs.
- School districts seeking to estimate potential NSS funding, NSS school codes are not required for the calculator to project funding.

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete either section (a) or (b).

- **Section (a):** To be completed only by districts that use an alternative rate for in-lieu tax transfers or calculates the in-lieu transfers outside of this tool. Carefully review and follow the instructions located in the In-lieu tax section.
- **Section (b):** To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.

- **In-Lieu of Property Taxes Results: The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.**

3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.

4 **Supporting Calculations**: details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

NEW IN 2025-26

Resources:

FCMAT LCFF help desk and calculator updates:	www.fcmat.org/lcff
CDE PASE exhibits:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Exhibit Guide:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Funding Rates and Information:	www.cde.ca.gov/fg/aa/pa/lcffcola.asp

LCFF CALCULATOR

133496	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Rocketship Rising Stars
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	RRS Charter Renewal
Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

USER NOTES

Additional columns are hidden to the right and available for optional use. For tips click on microsoft support link: how to hide-unhide rows or columns

www.cde.ca.gov/schooldirectory

DATA ONLY - NO CALCULATIONS

Rocketship Rising Stars (133496)	2020-21	2021-22	2022-23	PY3 2023-24	PY2 2024-25	PY1 2025-26	CY 2026-27	CY1 2027-28	CY2 2028-29	CY3 2029-30	CY4 2030-31
(1) UNIVERSAL ASSUMPTIONS											
Supplemental Grant %				***20.00%***	***20.00%***	***20.00%***	***20.00%***	***20.00%***	***20.00%***	***20.00%***	***20.00%***
Concentration Grant (>55% population)				***65.00%***	*65.00%*	*65.00%*	*65.00%*	*65.00%*	*65.00%*	*65.00%*	*65.00%*
Statutory COLA & Augmentation/Suspension *(prefilled as calculated by the Department of Finance, DOF)*				**8.22%**	**1.07%**	**2.30%**	**4.31%**	**3.30%**	**3.09%**	**3.11%**	**3.12%**
Statutory COLA				***8.22%***	***1.07%***	***2.30%***	*2.87%*	*3.30%*	*3.09%*	*3.11%*	*3.12%*
Augmentation/(COLA Suspension)				***0.00%***	***0.00%***	***0.00%***	*1.44%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Base Grant Proration Factor (deficit)				***0.00%***	***0.00%***	***0.00%***	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor				***0.00%***	***0.00%***	***0.00%***	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Transitional Kindergarten Add-on (*2022-23 forward*)				$ 3,044	$ 3,077	$ 5,545	$ 5,704	$ 5,892	$ 6,074	$ 6,263	$ 6,458
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)				**21.98880689%**	**49.68656772%**	36.06588113%	36.06588113%	36.06588113%	36.06588113%	36.06588113%	36.06588113%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)				**22.03836064%**	**50.54446491%**	36.06588113%	36.06588113%	36.06588113%	36.06588113%	36.06588113%	36.06588113%
Local EPA Accrual				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA Miscellaneous Adjustments (P-2 Certification only)						$ -					
Proposed NSS Augmentation per 2026-27 Governor's Budget Education Omnibus Trailer Bill (Amends EC 42282, 42284, & 42287) — *School Districts only*							0.00000000%				

https://www.cde.ca.gov/fg/aa/pa/ratesandinfo.asp

Before entering data in the PY1 field (cell L23) refer to the Instructions Tab, row 25.

Department of Finance — *TK-12 Omnibus Trailer Bill*

(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

NEW CHARTER SCHOOLS — New Charter School Name: ; Year that charter starts operation (select from drop down list):

(a) TRANSFER OF IN-LIEU PROPERTY TAX — Note: Charter schools should contact sponsoring district(s) for In-lieu estimate

Source: Charter School LCFF Calculation Exhibit

I-4	**In-Lieu of Property Tax**			**2,010,005**	**2,149,492**	**1,935,978**	2,034,306	2,084,667	2,149,096	2,215,924	2,284,972

(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)

Source: Charter School Unduplicated Pupil Percentage Exhibit

A-1, A-2, A-3	**Enrollment**	**602**	**588**	**609**	**621**	**621**	620	620	620	620	620
B-1, B-2, B-3	**Unduplicated Pupil Count**	**539**	**507**	**501**	**483**	**460**	459	459	459	459	459
	Single Year Unduplicated Pupil Percentage			82.27%	77.78%	74.07%	74.07%	74.07%	74.07%	74.07%	74.07%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage			85.99%	82.01%	78.01%	75.31%	74.07%	74.07%	74.07%	74.07%

(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location

Source: Charter School Unduplicated Pupil Percentage Exhibit

Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.

D-3	**Unduplicated Pupil Percentage (%)**	**77.51%**	**79.60%**	**83.63%**	83.63%	83.63%	83.63%	83.63%	83.63%
	Unduplicated Pupil Percentage: Supplemental Grant	85.99%	82.01%	78.01%	75.31%	74.07%	74.07%	74.07%	74.07%
	Unduplicated Pupil Percentage: Concentration Grant	77.51%	79.60%	78.01%	75.31%	74.07%	74.07%	74.07%	74.07%

(d) AVERAGE DAILY ATTENDANCE (ADA)

Source: Charter School LCFF Calculation Exhibit

ADA used for the Transitional Kindergarten Add-on ONLY:

G-4	**TK** (NEW beginning 2022-23)	**40.37**	**60.00**	**53.30**	57.48	57.48	57.48	57.48	57.48

ADA used for Base, Supplemental and Concentration Grant Calculations:
Enter P2 Data - Note: Charter School ADA is always funded on current year

B-1	**Grades TK-3**	**473.69**	**471.54**	**480.81**	486.66	486.66	486.66	486.66	486.66
B-2	**Grades 4-6**	**95.27**	**103.98**	**99.11**	107.30	107.30	107.30	107.30	107.30
B-3	**Grades 7-8**	-	-	-					
B-4	**Grades 9-12**	-	-	-					
	SUBTOTAL ADA	568.96	575.52	579.92	593.96	593.96	593.96	593.96	593.96
	RATIO: ADA to Enrollment	0.93	0.93	0.93	0.96	0.96	0.96	0.96	0.96

(e) OTHER LCFF ADJUSTMENTS

Source: Charter School LCFF Calculation Exhibit

Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative.
Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.

H-2	Miscellaneous Adjustments	$ -	$ -	$ -					
J-4	Minimum State Aid Adjustments	$ -	$ -	$ -					

(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

(a) GENERAL QUESTIONS

	Is your district required to transfer in-lieu taxes to a charter school?	**NO**
	Does your district have a necessary small school?	**NO**

(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION

	Did your district meet the requirements of funding?	YES	YES	YES	YES	YES	YES	YES	YES

(c) PROPERTY TAXES

Source: School District Local Revenue Exhibit

C-1	**Estimated Property Taxes (excluding RDA)**	$ -	$ -	$ -					
B-5	**Redevelopment Agency Local Revenue**	$ -	$ -	$ -					
	Less In-Lieu Property Tax Transfer	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Local Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

(d) OTHER LCFF ADJUSTMENTS

Source: School District LCFF Calculation Exhibit

If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.

H-2	**Miscellaneous Adjustments**	$ -	$ -	$ -					
J-5	**Minimum State Aid Adjustments**	$ -	$ -	$ -					

(e) UNDUPLICATED PUPIL PERCENTAGE

Source: School District Unduplicated Pupil Percentage Exhibit

A-1 / A-3	**District Enrollment**	-	-	-	-	-					
A-2 / A-4	**COE Enrollment**	-	-	-	-	-					
	Total Enrollment	-	-	-	-	-	-	-	-	-	-
B-1 / B-3	**District Unduplicated Pupil Count**	-	-	-	-	-					
B-2 / B-4	**COE Unduplicated Pupil Count**	-	-	-	-	-					
	Total Unduplicated Pupil Count	-	-	-	-	-	-	-	-	-	-
	Single Year Unduplicated Pupil Percentage			0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage			0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

(f) AVERAGE DAILY ATTENDANCE (ADA)

ADA used for the Transitional Kindergarten Add-on ONLY:

G-10	**TK (Commencing in 2022-23)**				-	-	-					*Source: School District LCFF Calculation Exhibit*

ADA used for Base, Supplemental and Concentration Grant Calculations:
Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.

	Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)											*Source: School District ADA Exhibit*
B-1, D-5	**Grades TK-3**	-	-	-	-	-	-					
	Grades 4-6	-	-	-	-	-	-					*District ADA funded on greater of current year or prior year or 3 prior year average*
	Grades 7-8	-	-	-	-	-	-					
	Grades 9-12	-	-	-	-	-	-					
	TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)											
D-9, E-1	**Grades TK-3**				-	-	-					
	Grades 4-6				-	-	-					*District ADA funded on current year Annual*
	Grades 7-8				-	-	-					
	Grades 9-12				-	-	-					
	TOTAL NPS-CDS (Annual)				-	-	-	-	-	-	-	-
	District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary Tfr. & Open Enrollment)				-	-	-					
	DISTRICT TOTAL				-	-	-	-	-	-	-	-
	County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)											
E-2, E-3	**Grades TK-3**				-	-	-					
	Grades 4-6				-	-	-					*CDE operations funded on current year*
	Grades 7-8				-	-	-					
	Grades 9-12				-	-	-					
	COUNTY TOTAL				-	-	-	-	-	-	-	-
	RATIO: District ADA-to-Enrollment				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	RATIO: County ADA-to-Enrollment				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

(g) CHARTER SHIFT ADJUSTMENTS FOR ADA PRIOR YEAR GUARANTEES

If applicable, enter prior year ADA for students transferring into or out of district schools and **district-sponsored charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year(s).** **NOTE: *Legislative requirements for the charter shift adjustment were suspended in fiscal years 2020-21 and 2021-22, no prior year ADA should be entered for these years.**

	Prior year Data Collection, P-2 Attendance School District Form	2019-20 ADA shift (no data reported in 2020-21)*	2020-21 ADA shift (no data reported in 2021-22)*	2022-23 ADA shift reported in 2023-24 PADC ADA report	2023-24 ADA shift reported in 2024-25 PADC ADA report	2024-25 ADA shift reported in 2025-26 PADC ADA report	2025-26 ADA shift reported in 2026-27 PADC ADA report	2026-27 ADA shift reported in 2027-28 PADC ADA report	2027-28 ADA shift reported in 2028-29 PADC ADA report	2028-29 ADA shift reported in 2029-30 PADC ADA report	2029-30 ADA shift reported in 2030-31 PADC ADA report
A-20	Prior year **Charter School Shift Decrease** of ADA for students										
	Grades TK-3 who attended district schools	-	-	-	-	-					
	Grades 4-6 in the prior year and attended	-	-	-	-	-					
	Grades 7-8 district sponsored charter	-	-	-	-	-					
	Grades 9-12 schools in the current year	-	-	-	-	-					
		-	-	-	-	-	-	-	-	-	-
A-19	Prior year **Charter School Shift Increase** of ADA for students										
	Grades TK-3 who attended district	-	-	-	-	-					
	Grades 4-6 sponsored charter schools in	-	-	-	-	-					
	Grades 7-8 the prior year and attended	-	-	-	-	-					
	Grades 9-12 district schools in the current	-	-	-	-	-					
		-	-	-	-	-	-	-	-	-	-
	Net increase/(decrease) to prior year ADA	-	-	-	-	-	-	-	-	-	-

(4) NECESSARY SMALL SCHOOLS ADA

For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current and three prior years.

Source: School District Necessary Small Schools Allowance Exhibit

1	**NSS #1**											**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
2	**NSS #2**											**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
3	**NSS #3**											**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
4	**NSS #4**											**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
5	**NSS #5**											**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-

A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)	-	-	-	-	-	-	-	-	-	-	-	-
	Is this school eligible for NSS funding?				Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school				Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:				LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:				LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS

Complete either section (a) or (b)

(a) ALTERNATIVE CALCULATION TOOL

Use this section to override the calculated in-lieu of property tax results.

	1. Clear the prepopulated number '1' from the box located to the right	1							
	2. Local calculation of total in-lieu property taxes								

(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)

Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.

1	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
2	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
3	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
4	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
5	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
6	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
7	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
8	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
9	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
10	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
11	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								

	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
12	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
13	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
14	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
15	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
16	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
17	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
18	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
19	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
20	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
21	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
22	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
23	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
24	**Charter Name**								

	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
25	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
26	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
27	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
28	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
29	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
30	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
31	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
32	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
33	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
34	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
35	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
36	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								

	Total ADA	-	-	-	-	-	-	-	-
37	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
38	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
39	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
40	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
41	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
42	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
43	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
44	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
45	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
46	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
47	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
48	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
49	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								

	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
50	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Rocketship Rising Stars (133496) - RRS Charter Renewal								
DETAILED ADA CALCULATION	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA	2029-30 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift								
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-	-	-	-
Second prior year charter school shift percentage		-	-	-	-	-	-	-
Prior year charter school shift percentage		0%	0%	0%	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - **Effective beginning in 2022-23**								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	473.69	471.54	480.81	486.66	486.66	486.66	486.66	486.66
Grades 4-6	95.27	103.98	99.11	107.30	107.30	107.30	107.30	107.30
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	568.96	575.52	579.92	593.96	593.96	593.96	593.96	593.96
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	568.96	575.52	579.92	593.96	593.96	593.96	593.96	593.96
Change in LCFF ADA (excludes NSS ADA)	568.96 Increase	575.52 Increase	579.92 Increase	593.96 Increase	593.96 Increase	593.96 Increase	593.96 Increase	593.96 Increase
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	473.69	471.54	480.81	486.66	486.66	486.66	486.66	486.66
Grades 4-6	95.27	103.98	99.11	107.30	107.30	107.30	107.30	107.30
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	568.96 *Current Year*	575.52 *Current Year*	579.92 *Current Year*	593.96 *Current Year*	593.96 *Current Year*	593.96 *Current Year*	593.96 *Current Year*	593.96 *Current Year*
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA ***(Current Year Only)***								
Grades TK-3	473.69	471.54	480.81	486.66	486.66	486.66	486.66	486.66
Grades 4-6	95.27	103.98	99.11	107.30	107.30	107.30	107.30	107.30
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Total Actual ADA	568.96	575.52	579.92	593.96	593.96	593.96	593.96	593.96
TOTAL FUNDED ADA, LCFF & NSS								
Grades TK-3	473.69	471.54	480.81	486.66	486.66	486.66	486.66	486.66
Grades 4-6	95.27	103.98	99.11	107.30	107.30	107.30	107.30	107.30
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Total Funded ADA	**568.96**	**575.52**	**579.92**	**593.96**	**593.96**	**593.96**	**593.96**	**593.96**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA	40.37	60.00	53.30	57.48	57.48	57.48	57.48	57.48

User Notes

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**See NSS Calculation tab for Funding Basis (based on CY, PY,or 3 PY Average)*

Rocketship Rising Stars (1334496) - RRS Charter Renewal	v27.1b	PY3
LOCAL CONTROL FUNDING FORMULA		**2023-24**
LCFF ENTITLEMENT CALCULATION		
Calculation Factors	COLA & Augmentation 8.22%	Base Grant Proration 0.00% / Unduplicated Pupil Percentage 85.99% / 77.51%
Current Year	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	473.69	$ 9,919	$ 1,032	$ 1,883	$ 1,602	$ 6,838,495
Grades 4-6	95.27	10,069		1,732	1,473	1,264,606
Grades 7-8	-	10,367		1,783	1,517	-
Grades 9-12	-	12,015	312	2,120	1,804	-
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant		$ 5,657,805	$ 488,848	$ 1,057,101	$ 899,347	$ 8,103,101
NSS Allowance		-	-	-	-	-
TOTAL BASE	568.96	$ 5,657,805	$ 488,848	$ 1,057,101	$ 899,347	$ 8,103,101
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	40.37	TK Add-on rate	$ 3,044.00		122,886
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF Entitlement Before Adjustments						$ 8,225,987
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						**$ 8,225,987**
Local Revenue (including RDA)						(2,010,005)
Gross State Aid						**$ 6,215,982**
Education Protection Account Entitlement						(113,792)
Net State Aid						**$ 6,102,190**
MINIMUM STATE AID CALCULATION						
	12-13 Rate	2023-24 ADA				N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ -	568.96				$ -
2012-13 NSS Allowance (deficited)	$ -					-
Minimum State Aid Adjustments						
Less Current Year Property Taxes/In-Lieu						(2,010,005)
Less Education Protection Account Entitlement						(113,792)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**
Categorical Minimum State Aid						-
Charter School Categorical Block Grant adjusted for ADA	-	-	-	-	-	-
Minimum State Aid Guarantee Before Proration Factor						**$ -**
Proration Factor						0.00%
Minimum State Aid Guarantee						**$ -**
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						8,103,101
Minimum State Aid plus Property Taxes including RDA						2,010,005
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
State Aid Before Additional State Aid						**$ 6,102,190**
ADDITIONAL STATE AID						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 6,102,190**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ 8,225,987**
Change Over Prior Year						-
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 14,458
Per-ADA Change Over Prior Year						-
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES						
						2023-24
State Aid						$ 6,102,190
Education Protection Account						113,792
Property Taxes Net of In-Lieu Transfers						-
Charter In-Lieu Taxes						2,010,005
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)						**$ 8,225,987**

Rocketship Rising Stars (1334496) - RRS Charter Renewal	v27.1b	PY2
LOCAL CONTROL FUNDING FORMULA		**2024-25**
LCFF ENTITLEMENT CALCULATION		
Calculation Factors	COLA & Augmentation 1.07%	Base Grant Proration 0.00% / Unduplicated Pupil Percentage 82.01% / 79.60%
Current Year	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	471.54	$ 10,025	$ 1,043	$ 1,815	$ 1,770	$ 6,909,545
Grades 4-6	103.98	10,177		1,669	1,627	1,400,978
Grades 7-8	-	10,478		1,719	1,675	-
Grades 9-12	-	12,144	316	2,044	1,992	-
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant		$ 5,785,393	$ 491,816	$ 1,029,588	$ 1,003,726	$ 8,310,523
NSS Allowance		-	-	-	-	-
TOTAL BASE	575.52	$ 5,785,393	$ 491,816	$ 1,029,588	$ 1,003,726	$ 8,310,523
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	60.00	TK Add-on rate	$ 3,077.00		184,620
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF Entitlement Before Adjustments						$ 8,495,143
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						**$ 8,495,143**
Local Revenue (including RDA)						(2,149,492)
Gross State Aid						**$ 6,345,651**
Education Protection Account Entitlement						(115,104)
Net State Aid						**$ 6,230,547**
MINIMUM STATE AID CALCULATION						
	12-13 Rate	2024-25 ADA				N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ -	575.52				$ -
2012-13 NSS Allowance (deficited)	$ -					-
Minimum State Aid Adjustments						
Less Current Year Property Taxes/In-Lieu						(2,149,492)
Less Education Protection Account Entitlement						(115,104)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**
Categorical Minimum State Aid						-
Charter School Categorical Block Grant adjusted for ADA	-	-	-	-	-	-
Minimum State Aid Guarantee Before Proration Factor						**$ -**
Proration Factor						0.00%
Minimum State Aid Guarantee						**$ -**
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						8,310,523
Minimum State Aid plus Property Taxes including RDA						2,149,492
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
State Aid Before Additional State Aid						**$ 6,102,190**
ADDITIONAL STATE AID						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 6,102,190**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ 8,225,987**
Change Over Prior Year			3.27%	269,156		269,156
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 14,458
Per-ADA Change Over Prior Year			2.10%	303		303
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES						
				Increase		2024-25
State Aid				128,357		$ 6,230,547
Education Protection Account						115,104
Property Taxes Net of In-Lieu Transfers			0.00%			-
Charter In-Lieu Taxes			6.94%	139,487		2,149,492
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			3.26%	267,844		**$ 8,495,143**

Rocketship Rising Stars (1334496) - RRS Charter Renewal	v27.1b	PY1
LOCAL CONTROL FUNDING FORMULA		**2025-26**
LCFF ENTITLEMENT CALCULATION		
Calculation Factors	COLA & Augmentation 2.30%	Base Grant Proration 0.00% / Unduplicated Pupil Percentage 78.01% / 78.01%
Current Year	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	480.81	$ 10,256	$ 1,067	$ 1,767	$ 1,694	$ 7,107,896
Grades 4-6	99.11	10,411		1,624	1,557	1,347,134
Grades 7-8	-	10,719		1,672	1,603	-
Grades 9-12	-	12,423	323	1,989	1,906	-
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant		$ 5,963,022	$ 513,025	$ 1,010,393	$ 968,590	$ 8,455,030
NSS Allowance		-	-	-	-	-
TOTAL BASE	579.92	$ 5,963,022	$ 513,025	$ 1,010,393	$ 968,590	$ 8,455,030
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	53.30	TK Add-on rate	$ 5,545.00		295,537
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF Entitlement Before Adjustments						$ 8,750,567
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						**$ 8,750,567**
Local Revenue (including RDA)						(1,935,978)
Gross State Aid						**$ 6,814,589**
Education Protection Account Entitlement						(115,984)
Net State Aid						**$ 6,698,605**
MINIMUM STATE AID CALCULATION						
	12-13 Rate	2025-26 ADA				N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ -	579.92				$ -
2012-13 NSS Allowance (deficited)	$ -					-
Minimum State Aid Adjustments						
Less Current Year Property Taxes/In-Lieu						(1,935,978)
Less Education Protection Account Entitlement						(115,984)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**
Categorical Minimum State Aid						-
Charter School Categorical Block Grant adjusted for ADA	-	-	-	-	-	-
Minimum State Aid Guarantee Before Proration Factor						**$ -**
Proration Factor						0.00%
Minimum State Aid Guarantee						**$ -**
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						8,455,030
Minimum State Aid plus Property Taxes including RDA						1,935,978
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
State Aid Before Additional State Aid						**$ 6,698,605**
ADDITIONAL STATE AID						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 6,698,605**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ 8,750,567**
Change Over Prior Year			3.01%	255,424		524,580
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 15,089
Per-ADA Change Over Prior Year			2.22%	328		631
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES						
				Increase		2025-26
State Aid				466,058		$ 6,698,605
Education Protection Account						115,984
Property Taxes Net of In-Lieu Transfers			0.00%			-
Charter In-Lieu Taxes			-9.93%	(213,514)		1,935,978
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			3.00%	254,544		**$ 8,750,567**

Rocketship Rising Stars (1334496) - RRS Charter Renewal	v27.1b	CY
LOCAL CONTROL FUNDING FORMULA		**2026-27**
LCFF ENTITLEMENT CALCULATION		
Calculation Factors	COLA & Augmentation 4.31%	Base Grant Proration 0.00% / Unduplicated Pupil Percentage 75.31% / 75.31%
Current Year	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	486.66	$ 10,698	$ 1,113	$ 1,779	$ 1,559	$ 7,372,572
Grades 4-6	107.30	10,860		1,636	1,434	1,494,571
Grades 7-8	-	11,181		1,684	1,476	-
Grades 9-12	-	12,958	337	2,002	1,755	-
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant		$ 6,371,566	$ 541,658	$ 1,041,270	$ 912,649	$ 8,867,143
NSS Allowance		-	-	-	-	-
TOTAL BASE	593.96	$ 6,371,566	$ 541,658	$ 1,041,270	$ 912,649	$ 8,867,143
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	57.48	TK Add-on rate	$ 5,704.00		327,866
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF Entitlement Before Adjustments						$ 9,195,009
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						**$ 9,195,009**
Local Revenue (including RDA)						(2,034,306)
Gross State Aid						**$ 7,160,703**
Education Protection Account Entitlement						(118,793)
Net State Aid						**$ 7,041,911**
MINIMUM STATE AID CALCULATION						
	12-13 Rate	2026-27 ADA				N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ -	593.96				$ -
2012-13 NSS Allowance (deficited)	$ -					-
Minimum State Aid Adjustments						
Less Current Year Property Taxes/In-Lieu						(2,034,306)
Less Education Protection Account Entitlement						(118,793)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**
Categorical Minimum State Aid						-
Charter School Categorical Block Grant adjusted for ADA	-	-	-	-	-	-
Minimum State Aid Guarantee Before Proration Factor						**$ -**
Proration Factor						0.00%
Minimum State Aid Guarantee						**$ -**
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						8,867,143
Minimum State Aid plus Property Taxes including RDA						2,034,306
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
State Aid Before Additional State Aid						**$ 7,041,911**
ADDITIONAL STATE AID						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 7,041,911**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ 9,195,009**
Change Over Prior Year			5.08%	444,442		969,022
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 15,481
Per-ADA Change Over Prior Year			2.60%	392		1,623
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES						
				Increase		2026-27
State Aid				343,306		$ 7,041,911
Education Protection Account						118,792
Property Taxes Net of In-Lieu Transfers			0.00%			-
Charter In-Lieu Taxes			5.08%	98,328		2,034,306
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			5.05%	441,634		**$ 9,195,009**

Rocketship Rising Stars (1334496) - RRS Charter Renewal	v27.1b	CY1
LOCAL CONTROL FUNDING FORMULA		**2027-28**
LCFF ENTITLEMENT CALCULATION		
Calculation Factors	COLA & Augmentation 3.30%	Base Grant Proration 0.00% / Unduplicated Pupil Percentage 74.07% / 74.07%
Current Year	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	486.66	$ 11,051	$ 1,149	$ 1,807	$ 1,552	$ 7,552,811
Grades 4-6	107.30	11,218		1,662	1,391	1,531,153
Grades 7-8	-	11,550		1,711	1,432	-
Grades 9-12	-	13,386	348	2,035	1,702	-
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant		$ 6,581,771	$ 559,177	$ 1,057,860	$ 885,156	$ 9,083,964
NSS Allowance		-	-	-	-	-
TOTAL BASE	593.96	$ 6,581,771	$ 559,177	$ 1,057,860	$ 885,156	$ 9,083,964
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	57.48	TK Add-on rate	$ 5,892.00		338,672
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF Entitlement Before Adjustments						$ 9,422,636
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						**$ 9,422,636**
Local Revenue (including RDA)						(2,084,667)
Gross State Aid						**$ 7,337,969**
Education Protection Account Entitlement						(118,792)
Net State Aid						**$ 7,219,177**
MINIMUM STATE AID CALCULATION						
	12-13 Rate	2027-28 ADA				N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ -	593.96				$ -
2012-13 NSS Allowance (deficited)	$ -					-
Minimum State Aid Adjustments						
Less Current Year Property Taxes/In-Lieu						(2,084,667)
Less Education Protection Account Entitlement						(118,792)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**
Categorical Minimum State Aid						-
Charter School Categorical Block Grant adjusted for ADA	-	-	-	-	-	-
Minimum State Aid Guarantee Before Proration Factor						**$ -**
Proration Factor						0.00%
Minimum State Aid Guarantee						**$ -**
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						9,083,964
Minimum State Aid plus Property Taxes including RDA						2,084,667
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
State Aid Before Additional State Aid						**$ 7,041,911**
ADDITIONAL STATE AID						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 7,041,911**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ 9,422,636**
Change Over Prior Year			2.48%	227,627		1,196,649
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 15,864
Per-ADA Change Over Prior Year			2.47%	383		1,992
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES						
				Increase		2027-28
State Aid				177,266		$ 7,219,177
Education Protection Account						118,792
Property Taxes Net of In-Lieu Transfers			0.00%			-
Charter In-Lieu Taxes			2.48%	50,360		2,084,667
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			2.48%	227,626		**$ 9,422,636**

Rocketship Rising Stars (1334496) - RRS Charter Renewal	v27.1b	CY2
LOCAL CONTROL FUNDING FORMULA		**2028-29**
LCFF ENTITLEMENT CALCULATION		
Calculation Factors	COLA & Augmentation 3.09%	Base Grant Proration 0.00% / Unduplicated Pupil Percentage 74.07% / 74.07%
Current Year	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	486.66	$ 11,392	$ 1,185	$ 1,863	$ 1,559	$ 7,786,204
Grades 4-6	107.30	11,565		1,713	1,434	1,578,515
Grades 7-8	-	11,907		1,764	1,476	-
Grades 9-12	-	13,800	359	2,098	1,755	-
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant		$ 6,784,954	$ 576,697	$ 1,090,555	$ 912,513	$ 9,364,719
NSS Allowance		-	-	-	-	-
TOTAL BASE	593.96	$ 6,784,954	$ 576,697	$ 1,090,555	$ 912,513	$ 9,364,719
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	57.48	TK Add-on rate	$ 6,074.00		349,134
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF Entitlement Before Adjustments						$ 9,713,853
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						**$ 9,713,853**
Local Revenue (including RDA)						(2,149,096)
Gross State Aid						**$ 7,564,757**
Education Protection Account Entitlement						(118,793)
Net State Aid						**$ 7,445,965**
MINIMUM STATE AID CALCULATION						
	12-13 Rate	2028-29 ADA				N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ -	593.96				$ -
2012-13 NSS Allowance (deficited)	$ -					-
Minimum State Aid Adjustments						
Less Current Year Property Taxes/In-Lieu						(2,149,096)
Less Education Protection Account Entitlement						(118,793)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**
Categorical Minimum State Aid						-
Charter School Categorical Block Grant adjusted for ADA	-	-	-	-	-	-
Minimum State Aid Guarantee Before Proration Factor						**$ -**
Proration Factor						0.00%
Minimum State Aid Guarantee						**$ -**
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						9,364,719
Minimum State Aid plus Property Taxes including RDA						2,149,096
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
State Aid Before Additional State Aid						**$ 7,445,965**
ADDITIONAL STATE AID						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 7,445,965**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ 9,713,853**
Change Over Prior Year			3.09%	291,217		1,487,866
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 16,354
Per-ADA Change Over Prior Year			3.09%	490		2,490
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES						
				Increase		2028-29
State Aid				226,788		$ 7,445,965
Education Protection Account						118,792
Property Taxes Net of In-Lieu Transfers			0.00%			-
Charter In-Lieu Taxes			3.09%	64,429		2,149,096
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			3.09%	291,217		**$ 9,713,853**

Rocketship Rising Stars (1334496) - RRS Charter Renewal	v27.1b	CY3
LOCAL CONTROL FUNDING FORMULA		**2029-30**
LCFF ENTITLEMENT CALCULATION		
Calculation Factors	COLA & Augmentation 3.11%	Base Grant Proration 0.00% / Unduplicated Pupil Percentage 74.07% / 74.07%
Current Year	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	486.66	$ 11,746	$ 1,222	$ 1,921	$ 1,607	$ 8,028,266
Grades 4-6	107.30	11,925		1,767	1,478	1,627,652
Grades 7-8	-	12,277		1,819	1,522	-
Grades 9-12	-	14,229	370	2,163	1,810	-
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant		$ 6,995,860	$ 594,704	$ 1,124,466	$ 940,888	$ 9,655,918
NSS Allowance		-	-	-	-	-
TOTAL BASE	593.96	$ 6,995,860	$ 594,704	$ 1,124,466	$ 940,888	$ 9,655,918
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	57.48	TK Add-on rate	$ 6,263.00		359,997
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF Entitlement Before Adjustments						$ 10,015,915
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						**$ 10,015,915**
Local Revenue (including RDA)						(2,215,924)
Gross State Aid						**$ 7,799,991**
Education Protection Account Entitlement						(118,792)
Net State Aid						**$ 7,681,199**
MINIMUM STATE AID CALCULATION						
	12-13 Rate	2029-30 ADA				N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ -	593.96				$ -
2012-13 NSS Allowance (deficited)	$ -					-
Minimum State Aid Adjustments						
Less Current Year Property Taxes/In-Lieu						(2,215,924)
Less Education Protection Account Entitlement						(118,792)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**
Categorical Minimum State Aid						-
Charter School Categorical Block Grant adjusted for ADA	-	-	-	-	-	-
Minimum State Aid Guarantee Before Proration Factor						**$ -**
Proration Factor						0.00%
Minimum State Aid Guarantee						**$ -**
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						9,655,918
Minimum State Aid plus Property Taxes including RDA						2,215,924
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
State Aid Before Additional State Aid						**$ 7,681,199**
ADDITIONAL STATE AID						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 7,681,199**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ 10,015,915**
Change Over Prior Year			3.11%	302,062		1,793,978
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 16,863
Per-ADA Change Over Prior Year			3.11%	509		3,019
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES						
				Increase		2029-30
State Aid				235,234		$ 7,681,199
Education Protection Account						118,792
Property Taxes Net of In-Lieu Transfers			0.00%			-
Charter In-Lieu Taxes			3.11%	66,828		2,215,924
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			3.11%	302,062		**$ 10,015,915**

Rocketship Rising Stars (1334496) - RRS Charter Renewal	v27.1b	CY4
LOCAL CONTROL FUNDING FORMULA		**2030-31**
LCFF ENTITLEMENT CALCULATION		
Calculation Factors	COLA & Augmentation 3.12%	Base Grant Proration 0.00% / Unduplicated Pupil Percentage 74.07% / 74.07%
Current Year	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	486.66	$ 12,112	$ 1,260	$ 1,981	$ 1,658	$ 8,278,375
Grades 4-6	107.30	12,297		1,822	1,524	1,678,427
Grades 7-8	-	12,660		1,875	1,569	-
Grades 9-12	-	14,673	381	2,230	1,866	-
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant		$ 7,213,893	$ 613,197	$ 1,159,505	$ 970,207	$ 9,956,802
NSS Allowance		-	-	-	-	-
TOTAL BASE	593.96	$ 7,213,893	$ 613,197	$ 1,159,505	$ 970,207	$ 9,956,802
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	57.48	TK Add-on rate	$ 6,458.00		371,206
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF Entitlement Before Adjustments						$ 10,328,008
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						**$ 10,328,008**
Local Revenue (including RDA)						(2,284,972)
Gross State Aid						**$ 8,043,036**
Education Protection Account Entitlement						(118,793)
Net State Aid						**$ 7,924,244**
MINIMUM STATE AID CALCULATION						
	12-13 Rate	2030-31 ADA				N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ -	593.96				$ -
2012-13 NSS Allowance (deficited)	$ -					-
Minimum State Aid Adjustments						
Less Current Year Property Taxes/In-Lieu						(2,284,972)
Less Education Protection Account Entitlement						(118,793)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**
Categorical Minimum State Aid						-
Charter School Categorical Block Grant adjusted for ADA	-	-	-	-

Rocketship Rising Stars (133496) - RRS Charter Renewal

EDUCATION PROTECTION ACCOUNT

USER NOTES

Additional columns are hidden to the right and available for optional use. For tips, click on microsoft support links: how to hide, unhide rows or columns

		CDE P-2 Certification* 2023-24	Calculated* 2023-24	CDE P-2 Certification* 2024-25	Calculated* 2024-25	Estimated P-2 2025-26	Calculated* 2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT												
A-1	Total ADA for EPA Minimum	568.96	568.96	575.52	575.52	579.92	579.92	593.96	593.96	593.96	593.96	593.96
A-2	Minimum Funding per ADA	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	$ 113,792	$ *113,792*	$ 115,104	$ 115,104	$ 115,984	$ 115,984	$ 118,792	$ 118,792	$ 118,792	$ 118,792	$ 118,792
EPA PROPORTIONATE SHARE CAP												
B3,B7	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)		$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B4, B8	Current Year Funded ADA, excluding NSS		568.96		575.52	579.92	579.92	593.96	593.96	593.96	593.96	593.96
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)		$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-12	Current Year Funded ADA, including NSS		568.96		575.52	579.92	579.92	593.96	593.96	593.96	593.96	593.96
B9+B13	*Adjusted Total Revenue Limit*		$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B14	*Current Year Adjusted NSS Allowance*		$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-17	Local Revenue/In-Lieu of Property Taxes	$ 2,010,119	$ 2,010,005	$ 2,170,309	$ 2,149,492	$ 1,935,978	$ 1,935,978	$ 2,034,306	$ 2,084,667	$ 2,149,096	$ 2,215,924	$ 2,284,972
B-18	EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA PROPORTIONATE SHARE												
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$ -	$-	$ -	$-	$-	$-	$-	$-	$-	$-	$-
C-2	Statewide EPA Proportionate Share Ratio *(as of P-2 certification)*	21.98880689%		49.68656772%		36.06588113%		36.06588113%	36.06588113%	36.06588113%	36.06588113%	36.06588113%
C-3	EPA Proportionate Share (C-1 * C-2)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA ENTITLEMENT												
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	$ *113,792*	$ *113,792*	$ 115,104	$ 115,104	$ 115,984	$ 115,984	$ 118,792	$ 118,792	$ 118,792	$ 118,792	$ 118,792
D-2	Miscellaneous Adjustments**	$ -	$ -	$ -	$ -	$ -	$ -	$-	$-	$-	$-	$-
D-3	Adjusted EPA Entitlement (D-1 + D-2+D-2a)	*113,792*	*113,792*	115,104	115,104	115,984	115,984	118,792	118,792	118,792	118,792	118,792
D-4	Prior Year Annual Adjustment	$ -	-	$ -	-	$ -	-	-				
D-5	P2 Entitlement Net of PY Adjustment	$ *113,792*	*113,792*	$ *115,104*	*115,104*	$ 115,984	*115,984*	118,792	118,792	118,792	118,792	118,792
C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**	22.03836064%	22.03836064%	50.54446491%	50.54446491%	36.06588113%	36.06588113%	36.06588113%	36.06588113%	36.06588113%	36.06588113%	36.06588113%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)	$ *113,792*		$ *115,104*		$ *115,984*		*118,792*	*118,792*	*118,792*	*118,792*	*118,792*

**CDE P-2 Certification and Calculated columns can be compared to determine accruals or budget adjustments. Enter accrual information on Data Entry tab.*

***A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issuing an invoice to an LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.*

Rocketship Rising Stars (133496) - RRS Charter Renewal	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
General Assumptions								
COLA & Augmentation	8.22%	1.07%	2.30%	4.31%	3.30%	3.09%	3.11%	3.12%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:								
Enrollment Count	609	621	621	620	620	620	620	620
Unduplicated Pupil Count (UPC)	501	483	460	459	459	459	459	459
Unduplicated Pupil Percentage (UPP)	85.99%	82.01%	78.01%	75.31%	74.07%	74.07%	74.07%	74.07%
Current Year LCFF Average Daily Attendance (ADA)	568.96	575.52	579.92	593.96	593.96	593.96	593.96	593.96
Funded LCFF ADA	568.96	575.52	579.92	593.96	593.96	593.96	593.96	593.96
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
LCFF Entitlement Summary								
Base Grant	$5,657,805	$5,785,393	$5,963,022	$6,371,566	$6,581,771	$6,784,954	$6,995,860	$7,213,893
Grade Span Adjustment	488,848	491,816	513,025	541,658	559,177	576,697	594,704	613,197
Adjusted Base Grant	$6,146,653	$6,277,209	$6,476,047	$6,913,224	$7,140,948	$7,361,651	$7,590,564	$7,827,090
Supplemental Grant	1,057,101	1,029,588	1,010,393	1,041,270	1,057,860	1,090,555	1,124,466	1,159,505
Concentration Grant	899,347	1,003,726	968,590	912,649	885,156	912,513	940,888	970,207
Total Base, Supplemental and Concentration Grant	$8,103,101	$8,310,523	$8,455,030	$8,867,143	$9,083,964	$9,364,719	$9,655,918	$9,956,802
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	122,886	184,620	295,537	327,866	338,672	349,134	359,997	371,206
Total Allowance and Add-On Amounts	$122,886	$184,620	$295,537	$327,866	$338,672	$349,134	$359,997	$371,206
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$8,225,987**	**$8,495,143**	**$8,750,567**	**$9,195,009**	**$9,422,636**	**$9,713,853**	**$10,015,915**	**$10,328,008**
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 8,225,987**	**$ 8,495,143**	**$ 8,750,567**	**$ 9,195,009**	**$ 9,422,636**	**$ 9,713,853**	**$ 10,015,915**	**$ 10,328,008**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 14,458	$ 14,761	$ 15,089	$ 15,481	$ 15,864	$ 16,354	$ 16,863	$ 17,388
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	8,225,987	8,495,143	8,750,567	9,195,009	9,422,636	9,713,853	10,015,915	10,328,008
LCFF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	*$ 2,010,005*	*$ 2,149,492*	*$ 1,935,978*	*$ 2,034,306*	*$ 2,084,667*	*$ 2,149,096*	*$ 2,215,924*	*$ 2,284,972*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 113,792	$ 115,104	$ 115,984	$ 118,792	$ 118,792	$ 118,792	$ 118,792	$ 118,792
Net State Aid *(excludes Additional State Aid)*	$ 6,102,190	$ 6,230,547	$ 6,698,605	$ 7,041,911	$ 7,219,177	$ 7,445,965	$ 7,681,199	$ 7,924,244
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 8,225,987**	**$ 8,495,143**	**$ 8,750,567**	**$ 9,195,009**	**$ 9,422,636**	**$ 9,713,853**	**$ 10,015,915**	**$ 10,328,008**
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	$ 6,102,190	$ 6,230,547	$ 6,698,605	$ 7,041,911	$ 7,219,177	$ 7,445,965	$ 7,681,199	$ 7,924,244
EPA, Current Year (Resource 1400, Object Code 8012)	$ 113,792	$ 115,104	$ 115,984	$ 118,792	$ 118,792	$ 118,792	$ 118,792	$ 118,792
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	2,010,005	2,149,492	1,935,978	2,034,306	2,084,667	2,149,096	2,215,924	2,284,972
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 8,225,987	$ 8,495,143	$ 8,750,567	$ 9,195,009	$ 9,422,636	$ 9,713,853	$ 10,015,915	$ 10,328,008
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 8,225,987	$ 8,495,143	$ 8,750,567	$ 9,195,009	$ 9,422,636	$ 9,713,853	$ 10,015,915	$ 10,328,008
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 6,269,539	$ 6,461,829	$ 6,771,584	$ 7,241,090	$ 7,479,620	$ 7,710,785	$ 7,950,561	$ 8,198,296
Supplemental and Concentration Grant funding in the LCAP year	$ 1,956,448	$ 2,033,314	$ 1,978,983	$ 1,953,919	$ 1,943,016	$ 2,003,068	$ 2,065,354	$ 2,129,712
Projected Additional 15% Concentration Grant funding in the LCAP year	$ 207,541	$ 231,629	$ 223,521	$ 210,611	$ 204,266	$ 210,579	$ 217,128	$ 223,894
Percentage to Increase or Improve Services	31.21%	31.47%	29.22%	26.98%	25.98%	25.98%	25.98%	25.98%
Necessary Small School Allowance by School								
District Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
District Funded NSS ADA	-	-	-	-	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #1								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
NSS #2								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
NSS #3								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
NSS #4								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
NSS #5								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 14,436.65	$ 14,653.15	$ 14,783.14	$ 15,149.20	$ 15,519.56	$ 15,999.14	$ 16,496.53	$ 17,010.45
Grades 4-6	$ 13,273.91	$ 13,473.53	$ 13,592.45	$ 13,929.42	$ 14,270.36	$ 14,711.78	$ 15,169.73	$ 15,642.95

User Notes

Additional columns are hidden to the right and available for optional use. For tips click on microsoft support link: ***how to hide-unhide rows or columns***

background color on rows 63-66 can be removed to see calculation if needed

Grades 7-8	$ 13,666.76	$ 13,872.03	$ 13,994.57	$ 14,341.14	$ 14,692.70	$ 15,146.84	$ 15,617.51	$ 16,104.72
Grades 9-12	$ 16,250.62	$ 16,496.04	$ 16,640.99	$ 17,052.63	$ 17,470.95	$ 18,011.59	$ 18,571.31	$ 19,150.12
Base Grants								
Grades TK-3	$ 9,919	$ 10,025	$ 10,256	$ 10,698	$ 11,051	$ 11,392	$ 11,746	$ 12,112
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,218	$ 11,565	$ 11,925	$ 12,297
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,550	$ 11,907	$ 12,277	$ 12,660
Grades 9-12	$ 12,015	$ 12,144	$ 12,423	$ 12,958	$ 13,386	$ 13,800	$ 14,229	$ 14,673
Grade Span Adjustment								
Grades TK-3	$ 1,032	$ 1,043	$ 1,067	$ 1,113	$ 1,149	$ 1,185	$ 1,222	$ 1,260
Grades 9-12	$ 312	$ 316	$ 323	$ 337	$ 348	$ 359	$ 370	$ 381
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 10,951	$ 11,068	$ 11,323	$ 11,811	$ 12,200	$ 12,577	$ 12,968	$ 13,372
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,218	$ 11,565	$ 11,925	$ 12,297
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,550	$ 11,907	$ 12,277	$ 12,660
Grades 9-12	$ 12,327	$ 12,460	$ 12,746	$ 13,295	$ 13,734	$ 14,159	$ 14,599	$ 15,054
Prorated Base Grants								
Grades TK-3	$ 9,919	$ 10,025	$ 10,256	$ 10,698	$ 11,051	$ 11,392	$ 11,746	$ 12,112
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,218	$ 11,565	$ 11,925	$ 12,297
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,550	$ 11,907	$ 12,277	$ 12,660
Grades 9-12	$ 12,015	$ 12,144	$ 12,423	$ 12,958	$ 13,386	$ 13,800	$ 14,229	$ 14,673
Prorated Grade Span Adjustment								
Grades TK-3	$ 1,032	$ 1,043	$ 1,067	$ 1,113	$ 1,149	$ 1,185	$ 1,222	$ 1,260
Grades 9-12	$ 312	$ 316	$ 323	$ 337	$ 348	$ 359	$ 370	$ 381
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 2,190	$ 2,214	$ 2,265	$ 2,362	$ 2,440	$ 2,515	$ 2,594	$ 2,674
Grades 4-6	$ 2,014	$ 2,035	$ 2,082	$ 2,172	$ 2,244	$ 2,313	$ 2,385	$ 2,459
Grades 7-8	$ 2,073	$ 2,096	$ 2,144	$ 2,236	$ 2,310	$ 2,381	$ 2,455	$ 2,532
Grades 9-12	$ 2,465	$ 2,492	$ 2,549	$ 2,659	$ 2,747	$ 2,832	$ 2,920	$ 3,011
Actual - 1.00 ADA, Local UPP as follows:	*85.99%*	*82.01%*	*78.01%*	*75.31%*	*74.07%*	*74.07%*	*74.07%*	*74.07%*
Grades TK-3	$ 1,883	$ 1,815	$ 1,767	$ 1,779	$ 1,807	$ 1,863	$ 1,921	$ 1,981
Grades 4-6	$ 1,732	$ 1,669	$ 1,624	$ 1,636	$ 1,662	$ 1,713	$ 1,767	$ 1,822
Grades 7-8	$ 1,783	$ 1,719	$ 1,672	$ 1,684	$ 1,711	$ 1,764	$ 1,819	$ 1,875
Grades 9-12	$ 2,120	$ 2,044	$ 1,989	$ 2,002	$ 2,035	$ 2,098	$ 2,163	$ 2,230
Concentration Grant (>55% population)	65%	65%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 7,118	$ 7,194	$ 7,360	$ 7,677	$ 7,930	$ 8,175	$ 8,429	$ 8,692
Grades 4-6	$ 6,545	$ 6,615	$ 6,767	$ 7,059	$ 7,292	$ 7,517	$ 7,751	$ 7,993
Grades 7-8	$ 6,739	$ 6,811	$ 6,967	$ 7,268	$ 7,508	$ 7,740	$ 7,980	$ 8,229
Grades 9-12	$ 8,013	$ 8,099	$ 8,285	$ 8,642	$ 8,927	$ 9,203	$ 9,489	$ 9,785
Actual - 1.00 ADA, Local UPP >55% as follows:	*22.5100%*	*24.6000%*	*23.0100%*	*20.3100%*	*19.0700%*	*19.0700%*	*19.0700%*	*19.0700%*
Grades TK-3	$ 1,602	$ 1,770	$ 1,694	$ 1,559	$ 1,512	$ 1,559	$ 1,607	$ 1,658
Grades 4-6	$ 1,473	$ 1,627	$ 1,557	$ 1,434	$ 1,391	$ 1,434	$ 1,478	$ 1,524
Grades 7-8	$ 1,517	$ 1,675	$ 1,603	$ 1,476	$ 1,432	$ 1,476	$ 1,522	$ 1,569
Grades 9-12	$ 1,804	$ 1,992	$ 1,906	$ 1,755	$ 1,702	$ 1,755	$ 1,810	$ 1,866

Rocketship Rising Stars (133496) - RRS Charter Renewal

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.
1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Local Property Taxes (w/out RDA)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
District LCFF ADA	-	-	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-	-	-
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Funding Method:								
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Prior Year Basic Aid Status		-	-	-	-	-	-	-
1 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

USER NOTES

NOTE: Data pulls in funded ADA from ADA tab
NOTE: Data pulls from the Data Entry tab if no data is entered ADA will pull from certified data.

9	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
10	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
11	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
12	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
13	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
14	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
15	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
16	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
17	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
18	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
19	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
20	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
21	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-

	ADA		-		-		-		-		-		-		-		-		-	
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
22	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
	ADA		-		-		-		-		-		-		-		-		-	
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
23	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
	ADA		-		-		-		-		-		-		-		-		-	
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
24	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
	ADA		-		-		-		-		-		-		-		-		-	
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
25	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
	ADA		-		-		-		-		-		-		-		-		-	
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
26	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
	ADA		-		-		-		-		-		-		-		-		-	
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
27	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
	ADA		-		-		-		-		-		-		-		-		-	
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
28	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
	ADA		-		-		-		-		-		-		-		-		-	
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
29	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
	ADA		-		-		-		-		-		-		-		-		-	
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
30	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
	ADA		-		-		-		-		-		-		-		-		-	
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
31	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
	ADA		-		-		-		-		-		-		-		-		-	
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
32	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
	ADA		-		-		-		-		-		-		-		-		-	
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
33	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	
	ADA		-		-		-		-		-		-		-		-		-	
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	

2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
34	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
35	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
36	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
37	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
38	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
39	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
40	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
41	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
42	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
43	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
44	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
45	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
	ADA		-		-		-		-		-		-		-		-		-
1	In-Lieu at Property tax/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
2	In-Lieu at LCFF Adj Base grant/ADA	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-

46	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
	ADA	-	-	-	-	-	-	-	-	
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
47	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
	ADA	-	-	-	-	-	-	-	-	
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
48	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
	ADA	-	-	-	-	-	-	-	-	
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
49	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
	ADA	-	-	-	-	-	-	-	-	
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
50	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
	ADA	-	-	-	-	-	-	-	-	
1	In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	

Rocketship Rising Stars (133496) - RRS Charter Renewal

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NSS-funded. The best option (combination that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal year's comparison section.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES		2023-24	12/13 deficted
ADA	Level / # FTE	Allowance	rate
Elementary			
1 - 24	1	268,348	151,414
25 - 48	2	531,045	302,829
49 - 72	3	793,973	454,243
73 - 96	4	1,056,670	605,656
High School			
1 - 19	1	226,141	122,901
1 - 19	2	322,421	245,803
1 - 19	3	716,202	545,921
20 - 38	4	877,412	668,822
39 - 57	5	1,038,623	791,725
58 - 71	6	1,199,833	914,626
72 - 86	7	1,361,044	1,037,527
87 - 100	8	1,522,254	1,160,429
101 - 114	9	1,683,465	1,283,330
115 - 129	10	1,844,675	1,406,231
130 - 143	11	2,005,886	1,529,133
144 - 171	12	2,167,097	1,652,035
172 - 210	13	2,594,792	1,774,936
211 - 248	14	3,063,276	1,897,838
249 - 286	15	3,531,767	2,020,739
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2023-24 8.22%
Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,919	1,032	1,883	1,602
Grades 4-6	10,069	-	1,732	1,473
Grades 7-8	10,367	-	1,783	1,517
Grades 9-12	12,015	312	2,120	1,804

ADA & NSS FTE — **2023-24**

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			0.0	0.0	0.0	0.0	0.0	
Second PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			0.0	0.0	0.0	0.0	0.0	
PRIOR YEAR ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
	PRIOR YEAR NUMBER OF FTE		0.0	0.0	0.0	0.0	0.0	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
	CURRENT YEAR NUMBER OF FTE		0.0	0.0	0.0	0.0	0.0	0.0

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level using PY	-	-	-	-	-
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average	Eligible	Eligible	Eligible	Eligible	Eligible
NSS allowance level using 3 PY average	-	-	-	-	-
NSS Allowance using 3 PY average	-	-	-	-	-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level using CY	-	-	-	-	-
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

2023-24 — 2023-24

Funded P2 NSS ADA and NSS Allowances	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Third Prior Year 2020-21						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Second Prior Year 2021-22						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2022-23						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2023-24						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funded **NSS allowance Level**	-	-	-	-	-	-
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	9,919	1,032	-	-	-
Grades 4-6	-	10,069	-	-	-	-
Grades 7-8	-	10,367	-	-	-	-
Grades 9-12	-	12,015	312	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES		2024-25	12/13 deficted
ADA	Level / # FTE	Allowance	rate
Elementary			
1 - 24	1	271,219	153,034
25 - 48	2	536,727	306,069
49 - 72	3	802,469	459,103
73 - 96	4	1,067,976	612,137
High School			
1 - 19	1	228,561	124,216
1 - 19	2	325,871	248,433
1 - 19	3	723,865	551,762
20 - 38	4	886,800	675,978
39 - 57	5	1,049,736	800,196
58 - 71	6	1,212,671	924,412
72 - 86	7	1,375,607	1,048,629
87 - 100	8	1,538,542	1,172,846
101 - 114	9	1,701,478	1,297,062
115 - 129	10	1,864,413	1,421,278
130 - 143	11	2,027,349	1,545,495
144 - 171	12	2,190,285	1,669,712
172 - 210	13	2,622,556	1,793,928
211 - 248	14	3,096,053	1,918,145
249 - 286	15	3,569,557	2,042,361
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2024-25 1.07%
Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,025	1,043	1,815	1,770
Grades 4-6	10,177	-	1,669	1,627
Grades 7-8	10,478	-	1,719	1,675
Grades 9-12	12,144	316	2,044	1,992

ADA & NSS FTE — **2024-25**

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
	PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
	CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	-

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level using PY	-	-	-	-	-
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average	Eligible	Eligible	Eligible	Eligible	Eligible
NSS allowance level using 3 PY average	-	-	-	-	-
NSS Allowance using 3 PY average	-	-	-	-	-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level using CY	-	-	-	-	-
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

2024-25 — 2024-25

Funded P2 NSS ADA and NSS Allowances	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
202 **NSS Allowance**						
Third Prior Year 2021-22						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Second Prior Year 2022-23						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2023-24						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2024-25						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funded **NSS allowance Level**	-	-	-	-	-	-
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	10,025	1,043	-	-	-
Grades 4-6	-	10,177	-	-	-	-
Grades 7-8	-	10,478	-	-	-	-
Grades 9-12	-	12,144	316	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

2023-24 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	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
NSS 2 funding method	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
NSS 3 funding method	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
NSS 4 funding method	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
NSS 5 funding method	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
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-

RATES	2025-26		12/13 deficted rate (adj. for
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	277,457	156,554
25 - 48	2	549,072	313,109
49 - 72	3	820,926	469,662
73 - 96	4	1,092,539	626,216
High School			
1 - 19	1	233,818	127,073
1 - 19	2	333,366	254,147
1 - 19	3	740,514	564,453
20 - 38	4	907,196	691,525
39 - 57	5	1,073,880	818,601
58 - 71	6	1,240,562	945,673
72 - 86	7	1,407,246	1,072,747
87 - 100	8	1,573,928	1,199,821
101 - 114	9	1,740,612	1,326,894
115 - 129	10	1,907,294	1,453,967
130 - 143	11	2,073,978	1,581,041
144 - 171	12	2,240,662	1,708,115
172 - 210	13	2,682,875	1,835,188
211 - 248	14	3,167,262	1,962,262
249 - 286	15	3,651,657	2,089,335
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2025-26 2.30%
Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,256	1,067	1,767	1,694
Grades 4-6	10,411	-	1,624	1,557
Grades 7-8	10,719	-	1,672	1,603
Grades 9-12	12,423	323	1,989	1,906

ADA & NSS FTE — 2025-26

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE		-	-	-	-	-	-	
Second PY ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE		-	-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA							
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2025-26	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	-	-

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level using PY	-	-	-	-	-
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average	Eligible	Eligible	Eligible	Eligible	Eligible
NSS allowance level using 3 PY average	-	-	-	-	-
NSS Allowance using 3 PY average	-	-	-	-	-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level using CY	-	-	-	-	-
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

2025-26

Funded P2 NSS ADA and NSS Allowances	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
20 NSS Allowance						
Third Prior Year 2022-23						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Second Prior Year 2023-24						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2024-25						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2025-26						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funded NSS Allowance Level	-	-	-	-	-	
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	10,256	1,067	-	-	-
Grades 4-6	-	10,411	-	-	-	-
Grades 7-8	-	10,719	-	-	-	-
Grades 9-12	-	12,423	323	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2026-27		12/13 def. rate +
ADA	Level / # FTE	Allowance	COLA for EPA
Elementary			
1 - 24	1	285,420	161,047
25 - 48	2	564,830	322,095
49 - 72	3	844,487	483,141
73 - 96	4	1,123,895	644,188
High School			
1 - 19	1	240,529	130,720
1 - 19	2	342,934	261,441
1 - 19	3	761,767	580,653
20 - 38	4	933,233	711,372
39 - 57	5	1,104,700	842,095
58 - 71	6	1,276,166	972,814
72 - 86	7	1,447,634	1,103,535
87 - 100	8	1,619,100	1,234,256
101 - 114	9	1,790,568	1,364,976
115 - 129	10	1,962,033	1,495,696
130 - 143	11	2,133,501	1,626,417
144 - 171	12	2,304,969	1,757,138
172 - 210	13	2,759,874	1,887,858
211 - 248	14	3,258,162	2,018,579
249 - 286	15	3,756,460	2,149,299
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2026-27 2.87%
Proration Factor 0.00%
Proposed NSS Augmentation 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,698	1,113	1,779	1,559
Grades 4-6	10,860	-	1,636	1,434
Grades 7-8	11,181	-	1,684	1,476
Grades 9-12	12,958	337	2,002	1,755

ADA & NSS FTE — 2026-27

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE		-	-	-	-	-	-	
Second PY ADA (net of charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE		-	-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2025-26	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2026-27	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	-	-

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level using PY	-	-	-	-	-
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average	Eligible	Eligible	Eligible	Eligible	Eligible
NSS allowance level using 3 PY average	-	-	-	-	-
NSS Allowance using 3 PY average	-	-	-	-	-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level using CY	-	-	-	-	-
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

2026-27

Funded P2 NSS ADA and NSS Allowances	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
20 NSS Allowance						
Third Prior Year 2023-24						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Second Prior Year 2024-25						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2025-26						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2026-27						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funded NSS Allowance Level	-	-	-	-	-	
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	10,698	1,113	-	-	-
Grades 4-6	-	10,860	-	-	-	-
Grades 7-8	-	11,181	-	-	-	-
Grades 9-12	-	12,958	337	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2027-28		12/13 def. rate +
ADA	Level / # FTE	Allowance	COLA for EPA
Elementary			
1 - 24	1	294,839	166,362
25 - 48	2	583,469	332,724
49 - 72	3	872,355	499,085
73 - 96	4	1,160,984	665,446
High School			
1 - 19	1	248,466	135,034

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2027-28 3.30%
Proration Factor 0.00%

2025-26 COMPARISON

OPTION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
NSS 1 funding method	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
NSS 2 funding method	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
NSS 3 funding method	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
NSS 4 funding method	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
NSS 5 funding method	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
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-

1 - 19	2	354,251	270,069
1 - 19	3	786,905	599,815
20 - 38	4	964,030	734,847
39 - 57	5	1,141,155	869,884
58 - 71	6	1,318,279	1,004,917
72 - 86	7	1,495,406	1,139,952
87 - 100	8	1,672,530	1,274,986
101 - 114	9	1,849,657	1,410,020
115 - 129	10	2,026,780	1,545,054
130 - 143	11	2,203,907	1,680,089
144 - 171	12	2,381,033	1,815,124
172 - 210	13	2,850,950	1,950,157
211 - 248	14	3,365,681	2,085,192
249 - 286	15	3,880,423	2,220,226
		-	-

NSS Add-on per ADA

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	11,051	1,149	1,807	1,512
Grades 4-6	11,218	-	1,662	1,391
Grades 7-8	11,550	-	1,711	1,432
Grades 9-12	13,386	348	2,035	1,702

ADA & NSS FTE — **2027-28**

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE		-	-	-	-	-	-	
Second PY ADA (net of charter shift)								
2025-26	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE		-	-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2026-27	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2027-28	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	-	-

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level using PY	-	-	-	-	-
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average	Eligible	Eligible	Eligible	Eligible	Eligible
NSS allowance level using 3 PY average	-	-	-	-	-
NSS Allowance using 3 PY average	-	-	-	-	-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level using CY	-	-	-	-	-
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

Funded P2 NSS ADA and NSS Allowances — 2027-28	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
20 **NSS Allowance**						
Third Prior Year 2024-25						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Second Prior Year 2025-26						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2026-27						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2027-28						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funded **NSS allowance Level**	-	-	-	-	-	
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	11,051	1,149	-	-	-
Grades 4-6	-	11,218	-	-	-	-
Grades 7-8	-	11,550	-	-	-	-
Grades 9-12	-	13,386	348	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES — **2028-29**

ADA	Level / # FTE	Allowance	12/13 def. rate + COLA for EPA
Elementary			
1 - 24	1	303,950	171,503
25 - 48	2	601,498	343,005
49 - 72	3	899,311	514,507
73 - 96	4	1,196,858	686,008
High School			
1 - 19	1	256,144	139,207
1 - 19	2	365,197	278,414
1 - 19	3	811,220	618,349
20 - 38	4	993,819	757,554
39 - 57	5	1,176,417	896,763
58 - 71	6	1,359,014	1,035,969
72 - 86	7	1,541,614	1,175,177
87 - 100	8	1,724,211	1,314,383
101 - 114	9	1,906,811	1,453,590
115 - 129	10	2,089,408	1,592,796
130 - 143	11	2,272,008	1,732,004
144 - 171	12	2,454,607	1,871,211
172 - 210	13	2,939,044	2,010,417
211 - 248	14	3,469,681	2,149,624
249 - 286	15	4,000,328	2,288,831
		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2028-29 3.09%
Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	11,392	1,185	1,863	1,559
Grades 4-6	11,565	-	1,713	1,434
Grades 7-8	11,907	-	1,764	1,476
Grades 9-12	13,800	359	2,098	1,755

ADA & NSS FTE — **2028-29**

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2025-26	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE		-	-	-	-	-	-	
Second PY ADA (net of charter shift)								
2026-27	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE		-	-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2027-28	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2028-29	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	-	-

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level using PY	-	-	-	-	-
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average	Eligible	Eligible	Eligible	Eligible	Eligible
NSS allowance level using 3 PY average	-	-	-	-	-
NSS Allowance using 3 PY average	-	-	-	-	-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level using CY	-	-	-	-	-
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

Funded P2 NSS ADA and NSS Allowances — 2028-29	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
20 **NSS Allowance**						
Third Prior Year 2025-26						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Second Prior Year 2026-27						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2027-28						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2028-29						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funded **NSS allowance Level**	-	-	-	-	-	
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	11,392	1,185	-	-	-
Grades 4-6	-	11,565	-	-	-	-
Grades 7-8	-	11,907	-	-	-	-
Grades 9-12	-	13,800	359	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES — **2029-30**

ADA	Level / # FTE	Allowance	12/13 def. rate + COLA for EPA
Elementary			
1 - 24	1	313,403	176,837
25 - 48	2	620,205	353,672
49 - 72	3	927,280	530,508
73 - 96	4	1,234,080	707,343
High School			
1 - 19	1	264,110	143,536
1 - 19	2	376,555	287,073
1 - 19	3	836,449	637,580
20 - 38	4	1,024,727	781,114
39 - 57	5	1,213,004	924,652
58 - 71	6	1,401,279	1,068,188
72 - 86	7	1,589,558	1,211,725
87 - 100	8	1,777,834	1,355,260
101 - 114	9	1,966,113	1,498,797
115 - 129	10	2,154,389	1,642,332

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2029-30 3.11%
Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	11,746	1,222	1,921	1,607
Grades 4-6	11,925	-	1,767	1,478
Grades 7-8	12,277	-	1,819	1,522
Grades 9-12	14,229	370	2,163	1,810

NSS 4 funding method	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
NSS 5 funding method	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
AVERAGE DAILY ATTENDANCE																																
Third PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																
NSS Allowance																																
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672
Subtotal	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672	338,672

130 - 143	11	2,342,667	1,785,869
144 - 171	12	2,530,945	1,929,406
172 - 210	13	3,030,448	2,072,941
211 - 248	14	3,577,588	2,216,477
249 - 286	15	4,124,738	2,360,014

NSS Add-on per ADA - -

ADA & NSS FTE — **2029-30**

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2026-27	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE		-	-	-	-	-	-	
Second PY ADA (net of charter shift)								
2027-28	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE		-	-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2028-29	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2029-30	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	-	-

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level using PY	-	-	-	-	-
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average	Eligible	Eligible	Eligible	Eligible	Eligible
NSS allowance level using 3 PY average	-	-	-	-	-
NSS Allowance using 3 PY average	-	-	-	-	-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level using CY	-	-	-	-	-
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

2029-30

Funded P2 NSS ADA and NSS Allowances	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
20 **NSS Allowance**						
Third Prior Year 2027-28						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Second Prior Year 2027-28						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2028-29						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2029-30						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funded NSS allowance Level	-	-	-	-	-	-
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	11,746	1,222	-	-	-
Grades 4-6	-	11,925	-	-	-	-
Grades 7-8	-	12,277	-	-	-	-
Grades 9-12	-	14,229	370	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	**2030-31**		**12/13 def. rate +**
ADA	**Level / # FTE**	**Allowance**	**COLA for EPA**
Elementary			
1 - 24	1	323,181	182,354
25 - 48	2	639,555	364,707
49 - 72	3	956,211	547,060
73 - 96		1,272,583	729,412
High School			
1 - 19	1	272,350	148,014
1 - 19	2	388,304	296,030
1 - 19	3	862,546	657,472
20 - 38	4	1,056,698	805,485
39 - 57	5	1,250,850	953,501
58 - 71	6	1,444,999	1,101,515
72 - 86	7	1,639,152	1,249,531
87 - 100	8	1,833,302	1,397,544
101 - 114	9	2,027,456	1,545,559
115 - 129	10	2,221,606	1,693,573
130 - 143	11	2,415,758	1,841,588
144 - 171	12	2,609,910	1,989,603
172 - 210	13	3,124,998	2,137,617
211 - 248	14	3,689,209	2,285,631
249 - 286	15	4,253,430	2,433,646

NSS Add-on per ADA - -

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2030-31 3.12%
Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	12,112	1,260	1,981	1,658
Grades 4-6	12,297	-	1,822	1,524
Grades 7-8	12,660	-	1,875	1,569
Grades 9-12	14,673	381	2,230	1,866

ADA & NSS FTE — **2030-31**

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2027-28	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE		-	-	-	-	-	-	
Second PY ADA (net of charter shift)								
2028-29	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE		-	-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2029-30	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2030-31	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	-	-

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level using PY	-	-	-	-	-
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average	Eligible	Eligible	Eligible	Eligible	Eligible
NSS allowance level using 3 PY average	-	-	-	-	-
NSS Allowance using 3 PY average	-	-	-	-	-
NSS Add-on using 3 PY average	-	-	-	-	-
Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level using CY	-	-	-	-	-
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

2030-31

Funded P2 NSS ADA and NSS Allowances	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Third Prior Year 2027-28						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Second Prior Year 2028-29						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2029-30						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2030-31						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funded NSS allowance Level	-	-	-	-	-	-
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	12,112	1,260	-	-	-
Grades 4-6	-	12,297	-	-	-	-
Grades 7-8	-	12,660	-	-	-	-
Grades 9-12	-	14,673	381	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA for NSS-funded schools																																	
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA for NSS-funded schools																																	
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA for NSS-funded schools																																	
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)																																	
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Third PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)																																	
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Second PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY ADA (net of charter shift & NSS-funded ADA)																																	
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)																																	
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 3 PY Average ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CY ADA (net of NSS-funded ADA)																																	
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CY ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Declining or Increasing ADA	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change	No Change
NPS, CDS, & COE-operated ADA																																	
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total NPS, CDS, & COE-operated ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ADA (excludes NSS-funded ADA)																																	
Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LCFF ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT before Minimum State Aid																																	
NSS Allowance																																	
Funded NSS ADA - TK-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 4-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 7-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA - 9-12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Funded NSS ADA TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Base	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade Span	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplemental	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concentration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Targeted Instructional Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transitional Kindergarten	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997
Subtotal	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997
Economic Recovery Target Add-on	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997
LCFF MINIMUM STATE AID																																	
LCFF Funding																																	
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid before Minimum State Aid	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997	359,997
Minimum State Aid																																	
12-13 Adj. RL per ADA * CY Funded ADA (incl. NSS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-13 NSS Allowance (deficited)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Historical RL & NSS Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Less: Local Revenue																																	
Local Property Taxes (excluding RDA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Redevelopment Agency Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total district and charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - Property Tax per ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu to charters - LCFF Funding per ADA	-	-

Rocketship Rising Stars (133496) - RRS Charter Renewal

Charts and Graphs

Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). **The Graphs tab remains unprotected to allow editing for local standards.**

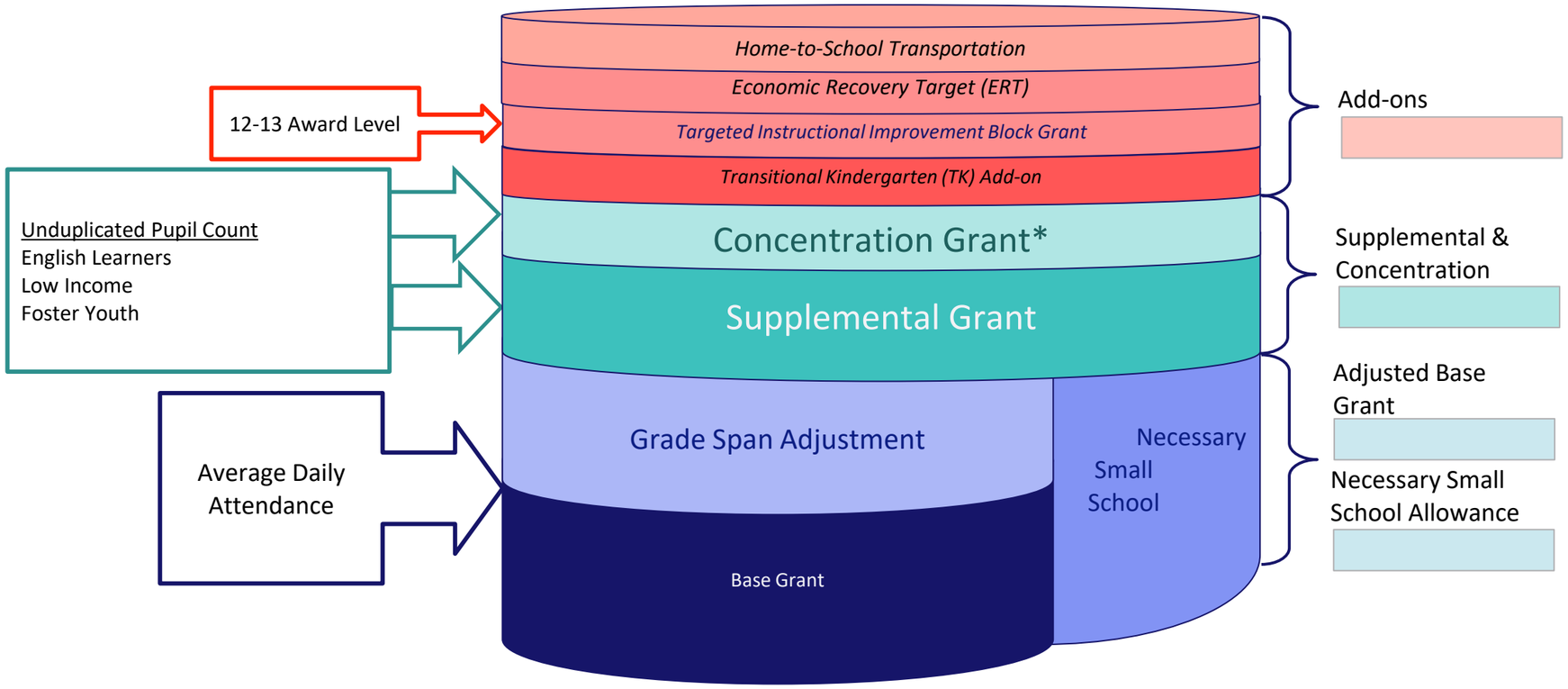
2026-27

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

Components of LCFF Entitlement

		2026-27				
Base Grant	$	6,371,566			593.96	ADA
Grade Span Adjustment	$	541,658		$	6,913,224	Adjusted Base Grant
Supplemental Grant	$	1,041,270	75.31%			
Concentration Grant	$	912,649	75.31%	$	1,953,919	Supplemental & Concentration
Allowance: Necessary Small School	$	-		$	-	Allowance
Add-on: Targeted Instructional Improvement Block Grant	$	-				
Add-on: Home-to-School Transportation	$	-				
Add-on: Small School District Bus Replacement Program	$	-		$	327,866	Add-ons
Add-on Economic Recovery Target	$	-				
Add-on: Transitional Kindergarten	$	327,866				
Total	$	9,195,009		$	9,195,009	

Total LCFF Funding:



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

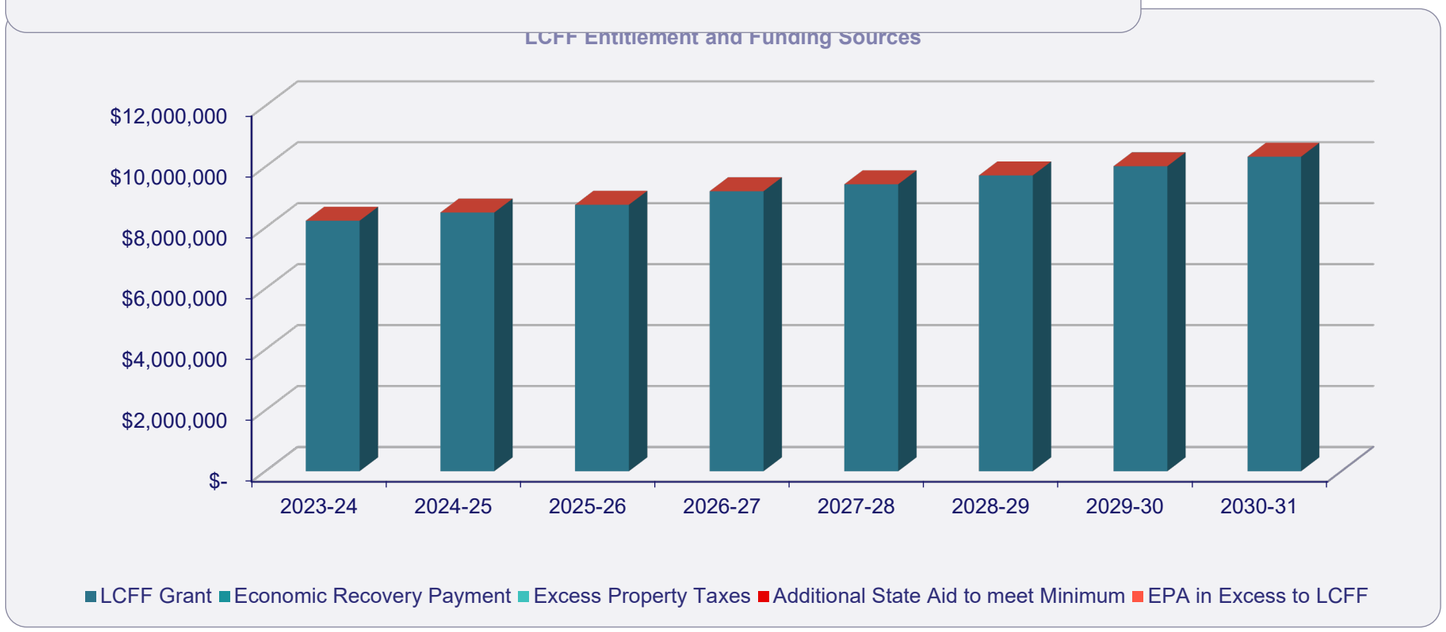
Supplemental Grant Calculation-EC 42238.02 (e)

2026-27	Base Grant	Grade Span	Supplemental	Maximum	Unduplicated Pupil	Effective	ADA	Supplemental

	a	b	c	d = (a+b) x c	e	f = (a+b) x c x e	g	h = f x g
*Grades TK-3	$ 10,698	$ 1,113	20.00%	$ 2,362.20	75.31%	**$ 1,778.97**	486.66	**865,762**
Grades 4-6	$ 10,860	$ -	20.00%	$ 2,172.00	75.31%	**$ 1,635.73**	107.30	**175,508**
Grades 7-8	$ 11,181	$ -	20.00%	$ 2,236.20	75.31%	**$ 1,684.08**	-	**-**
*Grades 9-12	$ 12,958	$ 337	20.00%	$ 2,659.00	75.31%	**$ 2,002.49**	-	**-**
*Base Grant + Grade Span								**$ 1,041,270**

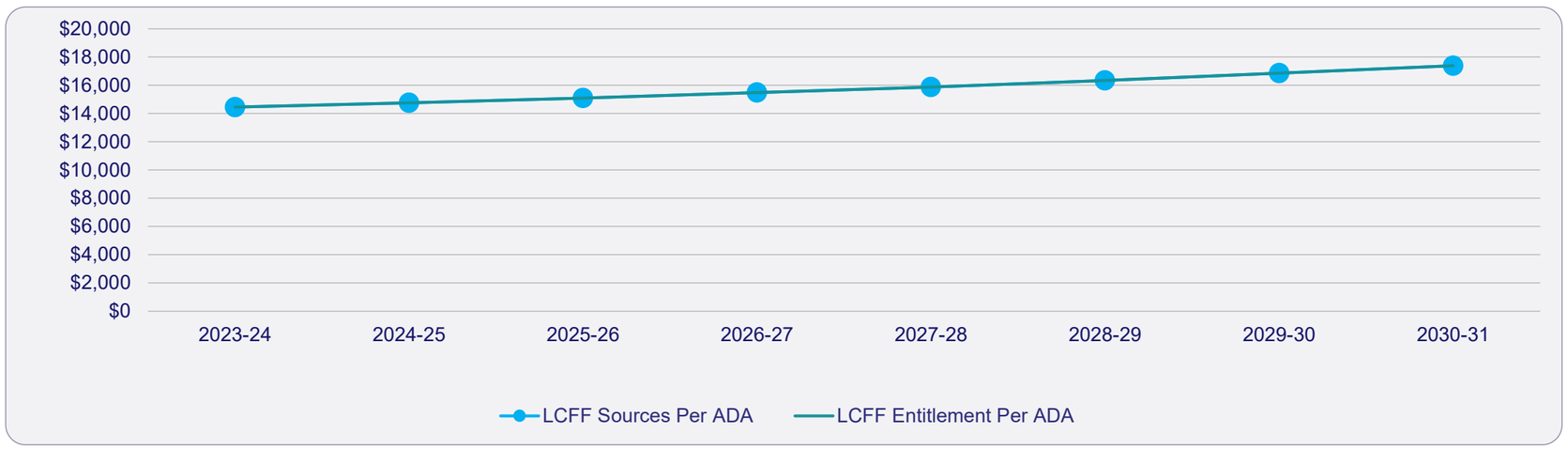
Concentration Grant Calculation-EC 42238.02 (f)								
2026-27	**Base Grant**	**Grade Span**	**Concentration**	**Maximum**	**Unduplicated Pupil**	**Effective**	**ADA**	**Concentration**
	a	*b*	*c*	*d = (a+b) x c x 45%*	*e = UPP - 55%*	*f = (a+b) x c x e*	*g*	*h = f x g*
*Grades TK-3	$ 10,698	$ 1,113	65.00%	$ 3,454.72	20.31%	**$ 1,559.23**	486.66	**758,821**
Grades 4-6	$ 10,860	$ -	65.00%	$ 3,176.55	20.31%	**$ 1,433.68**	107.30	**153,828**
Grades 7-8	$ 11,181	$ -	65.00%	$ 3,270.44	20.31%	**$ 1,476.06**	-	**-**
*Grades 9-12	$ 12,958	$ 337	65.00%	$ 3,888.79	20.31%	**$ 1,755.14**	-	**-**
*Base Grant + Grade Span								**$ 912,649**

urces					
5-26	2026-27	2027-28	2028-29	2029-30	2030-31
-	$ -	$ -	$ -	$ -	$ -	$ -
-	$ -	$ -	$ -	$ -	$ -	$ -
-	$ -	$ -	$ -	$ -	$ -	$ -
-	$ -	$ -	$ -	$ -	$ -	$ -
3,750,567	$ 9,195,009	$ 9,422,636	$ 9,713,853	$ 10,015,915	$ 10,328,008
3,750,567	$ 9,195,009	$ 9,422,636	$ 9,713,853	$ 10,015,915	$ 10,328,008

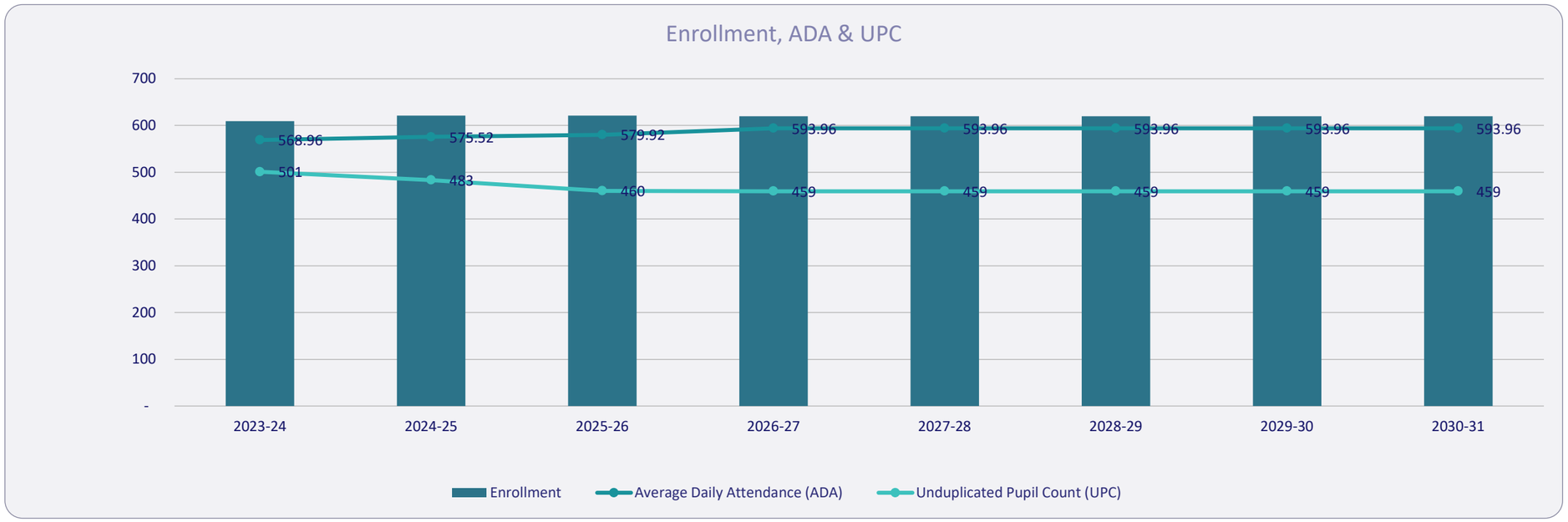


LCFF Entitlement per ADA								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Funded ADA (LCFF & NSS)	568.96	575.52	579.92	593.96	593.96	593.96	593.96	593.96
LCFF Sources per ADA, including NSS	$ 14,457.94	$ 14,760.81	$ 15,089.27	$ 15,480.86	$ 15,864.09	$ 16,354.39	$ 16,862.95	$ 17,388.39
Net Dollar Change per ADA		$ 302.88	$ 328.45	$ 391.59	$ 383.24	$ 490.30	$ 508.56	$ 525.44

Net Percent Change		2.09%	2.23%	2.60%	2.48%	3.09%	3.11%	3.12%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	$ 14,457.94	$ 14,760.81	$ 15,089.27	$ 15,480.86	$ 15,864.09	$ 16,354.39	$ 16,862.95	$ 17,388.39
Net Change per ADA		$ 302.88	$ 328.45	$ 391.59	$ 383.24	$ 490.30	$ 508.56	$ 525.44
Net Percent Change		2.09%	2.23%	2.60%	2.48%	3.09%	3.11%	3.12%



Student Summary, excluding COE								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Enrollment	609	621	621	620	620	620	620	620
Unduplicated Pupil Count (UPC)	501	483	460	459	459	459	459	459
Average Daily Attendance (ADA)	568.96	575.52	579.92	593.96	593.96	593.96	593.96	593.96



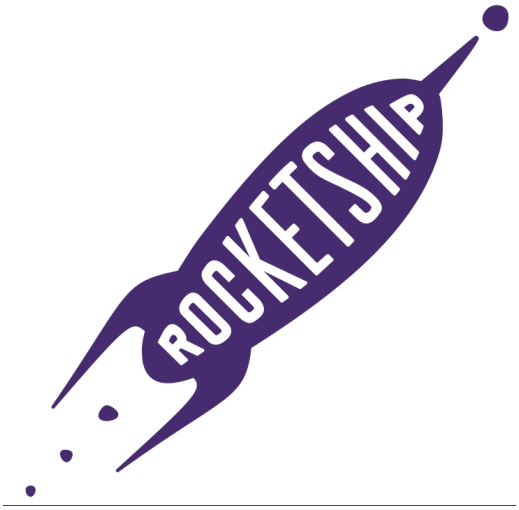
for Community Funded or Basic Aid Districts Only

Basic Aid Break Even Analysis, per EC 42238.02(o)								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
(a) Total LCFF Entitlement (excludes Additional State Aid)	$ 8,225,987	$ 8,495,143	$ 8,750,567	$ 9,195,009	$ 9,422,636	$ 9,713,853	$ 10,015,915	$ 10,328,008
(b) Local Revenue and In-Lieu of Property Taxes (net for School Districts)	2,010,005	2,149,492	1,935,978	2,034,306	2,084,667	2,149,096	2,215,924	2,284,972

(c) Categorical Minimum State Aid	-	-	-	-	-	-	-	-
(d) Depth of Basic Aid	**$ 6,215,982**	**$ 6,345,651**	**$ 6,814,589**	**$ 7,160,703**	**$ 7,337,969**	**$ 7,564,757**	**$ 7,799,991**	**$ 8,043,036**
(e) Basic Aid Status	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid
(f) Breakeven Local Revenue*	**$ 8,225,987**	**$ 8,495,143**	**$ 8,750,567**	**$ 9,195,009**	**$ 9,422,636**	**$ 9,713,853**	**$ 10,015,915**	**$ 10,328,008**

**Given all other assumptions*

Rocketship Rising Stars Academy



Charter Renewal Petition
For the term July 1, 2027 – June 30, 2032

Submitted to the Santa Clara County Board of Education
September 21, 2026 <<verify>>

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

The Charter Schools Act of 1992, codified as 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.

Rocketship Rising Stars Academy is proud to have accomplished all of these intended results, as discussed herein.

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AFFIRMATIONS AND DECLARATION

Rocketship Rising Stars Academy, (**"Rocketship Rising Stars,"** "**RRS**" or the "**Charter School**"), operated by Rocketship Education d/b/a Rocketship Public Schools ("**RSED**" or "**Rocketship**:), authorized by the Santa Clara County Board of Education ("**SCCBOE**"), with oversight by the Santa Clara County Office of Education ("**SCCOE**") (SCCBOE and SCCOE are hereinafter sometimes collectively the **"Authorizer" or the "County"**), and located within the boundaries of Santa Clara County, will follow any and all applicable federal, state, and local laws and regulations 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 noncharter public schools. [Ref. Education Code Section 47605(d)(1)]

2. The Charter School declares that RSED shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.c)(6)]

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

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

5. The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)].

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

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

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

9. The Charter School will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("**CTC**") certificate, permit, or other document required for the teacher's certificated

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assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]

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

11. The Charter School shall, for each fiscal year, offer at a minimum, the following number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

12. 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(e)(3)]

13. 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)]

14. The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

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

16. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)(2)]

17. The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

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

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

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

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

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

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

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

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

26. The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]

Maricela Guerrero, Executive Director, Rocketship Education - California

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EXECUTIVE SUMMARY

Rocketship's story began in 1999, when Father Mateo Sheedy, Pastor of Sacred Heart Parish, created the Juan Diego Scholarship to Santa Clara University. After realizing that none of the children in his parish qualified due to the lack of academic preparation in local schools, Father Mateo set forth a vision for a new kind of education—one that would provide children from historically underserved communities with the opportunity to thrive. Though Father Mateo passed away before his dream was realized, his legacy lived on. In 2006, parishioners partnered with John Danner and Preston Smith to found Rocketship Mateo Sheedy Elementary, the first school in what has grown into a thriving network of high-performing public charter schools.

In 2016, the tenth Rocketship school in San Jose opened its doors near the Seven Trees Community off Senter Road. Although the third Rocketship school in the Franklin-McKinley School District, it was the first authorized by the Santa Clara County Board of Education.

The need for another school in the neighborhood came from the demand of families on the ever-growing waitlist at Rocketship Spark Academy. School leaders and staff at Rocketship Spark, having built strong relationships with community members who catalyzed the need for another campus, worked with families to open a new school, further extending the reach of our Rocketship community.

Founding parents had a specific vision of the type of school they wanted their children to attend. They wanted a campus that not only had rigorous academics, but also fostered leadership potential in every child, every day. These founding families chose the name Rocketship Rising Stars (RRS) for their school. They had a vision that Rocketship Rising Stars would be the place to help their children rise and be the stars of their future, and this is exactly what we have been doing for the last 10 years since Rising Stars first opened its doors.

Rocketship Rising Stars Academy now serves over 600 students in grades transitional kindergarten ("TK") to 4th. It is part of the Rocketship Public Schools network of high-performing public charter schools that was highlighted as a "gap busting" public school system in Stanford University's groundbreaking CREDO study of over 3 million public school students nationwide. The study found that Rocketship students gained the equivalent of 96 additional days of learning in reading and 138 additional days of learning in math in a single school year. The full Stanford CREDO National Charter School Study is attached as Appendix 2. This is the gap-busting model that Rocketship Public Schools is proud to offer students and families.

With a specific eye to academics, and as confirmed by the California Department of Education in April of 2026, RRS has achieved the status of a **middle performing** charter school under the standards implemented in 2019 through Assembly Bill ("AB") 1505, and is entitled to renewal of its charter under the default approval standard in Education Code Section 47607.2(b). RRS is pleased to present a comprehensive analysis of its academic and other achievement data in the sections that follow, documenting why the charter should be renewed, and we note the following highlights:

- Innovative "Top Schools" recognition in 2024-2025: Named a Top Elementary school for Latino students in Math
- Improving academic indicators on the California School Dashboard ("Dashboard"), including significant gains in Mathematics
- Results among student subgroups that reflect schoolwide averages, thus eliminating the achievement gap
- Consistently strong student culture, with Suspension Rates at the highest performance level (Blue)

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Father Mateo began working to create a solution that included alternative neighborhood schools.
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- Although not currently legally required, verified data showing over year's progress for each year in school

Beyond our academic successes, the growth in diversity of our student body, the continuity of high quality learning, and increased supports for students' social-emotional needs throughout the years, we celebrate many additional successes over the past charter term. These accomplishments include the establishment of daily Social-Emotional Learning ("SEL") blocks, the creation of a tier-3 family support role (Care Corps Coordinator), and the addition of a full-time wellness (mental health) teacher to further support increased tiered approaches to academic interventions, social-emotional interventions, and behavioral interventions. Other notable changes to be found within this charter petition, aside from a reasonably comprehensive description of new legal requirements of charter schools enacted since the charter was last approved, include curriculum updates and overall program elevation as a whole, to be found in full detail in the sections to follow.

Rocketship Rising Stars has reflected the intent and ideals of the Charter Schools Act of 1992, "to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish," among other objectives, "provid[ing] parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system … hold[ing] the schools established under this part accountable for meeting measurable pupil outcomes, and provid[ing] the schools with a method to change from rule-based to performance-based accountability systems," and "[p]rovid[ing] vigorous competition within the public school system to stimulate continual improvements in all public schools." We thank the Santa Clara County Office of Education for its time reviewing our charter petition. On behalf of families, students and community, we ask for the SCCOE to approve the renewal petition for a **five-year** charter term.

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INTRODUCTION

CRITERIA FOR RENEWAL

Introduction

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the Dashboard.

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

The three performance categories are as follows:

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

As determined by law and the CDE, RRS is designated as middle-performing, and is thus eligible for a five-year charter renewal term.

The 2025 Dashboard is the third year since 2019 to display the intended red, orange, yellow, green, and blue colors for schools' status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data.

The state indicators include the following:

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

Rationale for Renewal of RRS Charter Petition

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

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

STUDENT PERFORMANCE DATA

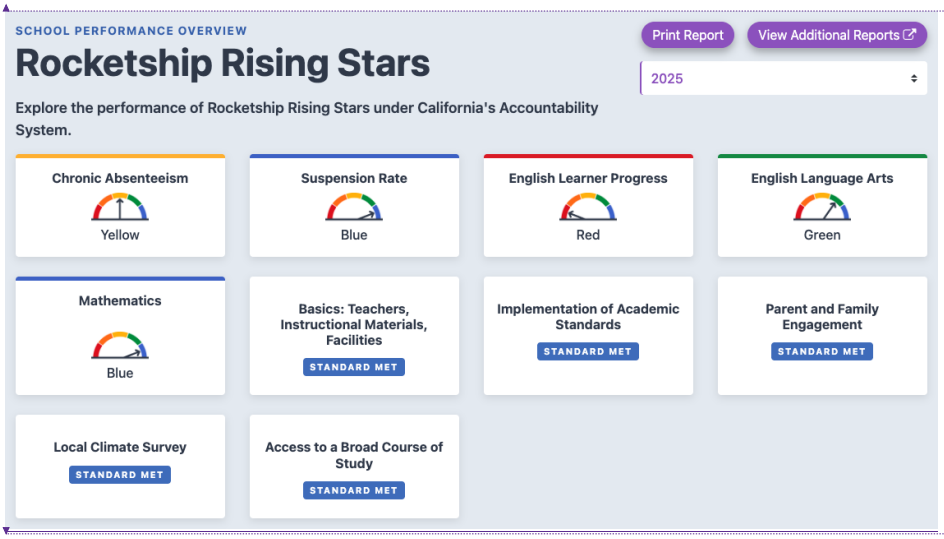
As noted above, Education Code Section 47607.2(b) provides that a chartering authority's decision to renew a middle-performing charter school's charter shall be based upon the charter school's performance on the state and local indicators adopted under Education Code Section 52064.5 (both on a schoolwide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

DASHBOARD: STATE ACCOUNTABILITY SYSTEM

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

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

Therefore, the remainder of this section highlights Rocketship Rising Stars' Dashboard data from 2020 to 2025 for all students (schoolwide) and numerically significant student groups.



Per the Dashboard website, "Performance on state measures, using comparable statewide data, is

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STATE PERFORMANCE INDICATORS

Education Code Section 47607.2(b) requires chartering authorities to consider the schoolwide performance on the state indicators, with greater weight given to the academic indicators. RRS's Math academic indicator performance levels have been Green and Blue, the two highest levels, for all three years since 2023. RRS's ELA academic indicator performance levels have consistently been Green for the three years with performance colors. Rocketship Rising Stars earned Red on the English Learner Progress Indicator ("ELPI") in 2023, improved to Blue in 2024, and fell back to Red in 2025 - a clear sign that RRS can deliver strong outcomes for English Learners ("EL") but needs to demonstrate sustained performance year over year.

With respect to the non-academic indicators, the Charter School's Chronic Absenteeism performance level has consistently been Yellow and its Suspension rate indicator has consistently been Blue, the highest level, in all years with reported performance colors.

Table 1 reports Rocketship Rising Stars' historical performance levels during its charter term. The state suspended indicator performance levels reporting in 2020 and 2021 due to the COVID-19 pandemic, and the 2022 Dashboard published modified performance indicators. For 2022, current statuses ("very high" to "very low") are reported in the table for years when performance levels were not available.

Table 1 - Rocketship Rising Stars' Historical State Indicator Performance Levels

Indicator	2020	2021	2022	2023	2024	2025
Chronic Absenteeism	N/A	N/A	Very High	Yellow	Yellow	Yellow
Suspension Rate	N/A	N/A	Very Low	Blue	Blue	Blue
ELA	N/A	N/A	High	Green	Green	Green
Mathematics	N/A	N/A	High	Blue	Green	Blue

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EL Progress	N/A	N/A	High	Red	Blue	Red

Comparisons to the State, the District and Comparison Schools

We have included the following Dashboard data to provide another analysis of RRS's student achievement. The Charter School is located in the Franklin-McKinley School District ("FMSD") boundaries, and that is also where a significant number of its students reside.

In 2025, Rocketship Rising Stars was equal to or outperformed the state and FMSD on four of the five indicators; the Chronic Absenteeism, Suspension Rate, ELA and Mathematics academic indicators. Furthermore, Rocketship Rising Stars earned the two highest performance levels on 3 out of 5 indicators.

Table 2 - 2025 State Indicator Performance Levels: State and District

Indicator	Rocketship Rising Stars	State	FMSD
Chronic Absenteeism	Yellow	Yellow	Yellow
Suspension Rate	Blue	Green	Green
ELA	Green	Yellow	Orange
Mathematics	Blue	Yellow	Orange
EL Progress	Red	Yellow	Green

The student population of Rocketship Rising Stars may differ greatly from the state and FMSD due to student demographics and grades served. Table 3 below provides a more direct elementary school ("ES") comparison between Rocketship Rising Stars and local elementary schools in the surrounding neighborhood. The table also outlines the demographics of the Franklin-McKinley School District. Table 4 includes the 2025 Dashboard results for four comparison schools (elementary schools in close proximity to Rocketship Rising Stars): Captain Jason M. Dahl Elementary, G.W. Hellyer Elementary School, Lairon College Preparatory Academy, and Los Arboles Literacy and Technology Academy.

Table 3 - 2024-25 Demographics: Comparison Schools

Demographic	Rocketship Rising Stars	Dahl ES	G.W. Hellyer ES	Lairon	Los Arboles	FMSD (Non Charters)
% Asian	**30%**	16%	20%	10%	11%	30%
% Hispanic	**63%**	76%	74%	85%	82%	62%
% Socioeconomically Disadvantaged ("SED")	**66%**	88%	83%	85%	82%	83%

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% English Learners			**40%**	45%	41%	52%	59%	44%
% Students with Disabilities ("SwD")			**9%**	15%	14%	16%	32%	14%

Sources: California Department of Education Data Reporting Office (DataQuest) and California School Dashboard. Only numerically significant student subgroups at RRS are included in this table.

As reported in Table 4, Rocketship Rising Stars was equal to or outperformed all comparison schools on four out of five indicators in 2025.

Table 4 - 2025 State Indicator Performance Levels: Comparison Schools

2025 Indicator	**Rocketship Rising Stars**	**Dahl ES**	**G.W. Hellyer ES**	**Lairon**	**Los Arboles**
Chronic Absenteeism	Yellow	Yellow	Orange	Yellow	Red
Suspension Rate	Blue	Yellow	Yellow	Green	Green
ELA	Green	Orange	Orange	Red	Orange
Math	Blue	Red	Orange	Red	Orange
ELPI	Red	Yellow	Green	Orange	Red

Chronic Absenteeism

The table below shows how most subgroups at Rocketship Rising Stars scored within one level of the schoolwide indicator in the years in which the indicator has been included on the Dashboard. Districts across the state and country have reported higher chronic absentee rates after the 2020 COVID-related school disruptions and Rocketship Rising Stars has experienced a similar trend.[3] Although RRS's chronic absenteeism rates remain above pre-2020 levels, the Charter School has decreased its chronic absentee rates each year since 2022. RRS is on-track to report another decrease in 2026.

Table 5 - Rocketship Rising Stars Chronic Absenteeism Indicator

Subgroup	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
All	N/A	N/A	Very High	Yellow	Yellow	Yellow

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

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Asian			High	Yellow	Green	Green
EL			Very High	Red	Yellow	Yellow
Hispanic			Very High	Yellow	Yellow	Orange
SED			Very High	Yellow	Yellow	Orange
SwD			Very High	Red	Yellow	Red

Suspension Rate

Rocketship Rising Stars did not suspend any students in 2022 through 2025 and, subsequently, earned the highest performance level school-wide and across all subgroups for the last three years. The Charter School is on-track to maintain its Suspension Rate indicator performance on the 2026 School Dashboard.

Table 6 - Rocketship Rising Stars Suspension Rate Indicator

Subgroup	2020	2021	2022	2023	2024	2025
All	N/A	N/A	Very Low	Blue	Blue	Blue
Asian			Very Low	Blue	Blue	Blue
EL			Very Low	Blue	Blue	Blue
Hispanic			Very Low	Blue	Blue	Blue
SED			Very Low	Blue	Blue	Blue
SwD			Very Low	Blue	Blue	Blue

ENGLISH LANGUAGE ARTS

As described above, Education Code Section 47607.2(b)(2) requires that greater weight be given to the academic indicators on the Dashboard. For all three years with official ELA Academic Indicator performance levels, Rocketship Rising Stars earned Green, the second highest level. Most reported

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subgroups scored the same level or within one level of the school-wide indicator or higher in each year.

Rocketship Rising Stars' ELA Academic Indicators are based on the performance of its 3rd-4th graders on CAASPP. The state testing cohorts for all reported years experienced school disruptions during a critical period in their early literacy skill development. The 3rd-4th grade 2023 cohorts were in K-1st grade at the start of the pandemic. Additionally, the 3rd grade 2024 cohort started Kindergarten during the pandemic and the 3rd grade 2025 cohort started Kindergarten while still under pandemic-related restrictions. Earning the second highest performance levels each year demonstrates RRS's academic recovery following the COVID-19 pandemic disruptions. Furthermore, the Charter School achieved a higher Current Status (ELA Distance from Standard, or "DFS") than FMSD and against all of its local school comparisons each year (see Table 9 for additional details).

Table 7 - Rocketship Rising Stars ELA Academic Indicator

Subgroup	2020	2021	2022	2023	2024	2025
All	N/A	N/A	High	Green	Green	Green
Asian			Very High	Green	Green	Green
EL			High	Green	Yellow	Yellow
Hispanic			Medium	Yellow	Orange	Orange
SED			High	Green	Green	Green
SwD			Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*

MATHEMATICS

Rocketship Rising Star's Math Academic Indicator performance level has earned the top two performance levels each year with official Math Academic Indicator performance levels: Blue, in 2023 and 2025, and Green in 2024. All reported subgroups scored the same level or within one level of the school-wide indicator or higher in each year.

As with ELA, the 2023-2025 3rd-4th grade cohorts were still recovering from the schooling disruptions of a formative period for Math skill development. RRS earning Blue and Green performance levels demonstrate the Charter School's progress toward academic recovery following the COVID-19 pandemic disruptions. The Charter School also achieved a higher Current Status (Math DFS) than the local school district and all its local school comparisons every year (see Table 10 for additional details).

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Table 8 - Rocketship Rising Stars Mathematics Academic Indicator

Subgroup	2020	2021	2022	2023	2024	2025
All	N/A	N/A	High	Blue	Green	Blue
Asian			Very High	Blue	Green	Green
EL			High	Blue	Green	Blue
Hispanic			Medium	Blue	Green	Green
SED			High	Blue	Green	Blue
SwD			Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*	Not Reported *(Number of students<30)*

Historical DFS Comparisons: Academic ELA and Mathematics Indicators

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

Table 9 - Rocketship Rising Stars Average ELA DFS (Current Status)

School/District	2023	2024	2025	2025 Difference from Rocketship Rising Stars
Rocketship Rising Stars	30.1	19.8	18.4	
Dahl ES	-72.0	-84.8	-73.4	-91.8
G.W. Hellyer ES	-19.0	-10.4	-28.9	-47.3

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Lairon	-66.4	-89.2	-91.5	-109.9
Los Arboles	-60.3	-43.1	-54.0	-72.4
FMSD	-38.5	-43.4	-41.2	-59.6
State	-13.6	-13.2	-8.1	-26.5

In the past three years, RRS's ELA DFS outperformed all comparison schools, the District, and the State. Rocketship Rising Stars' ELA DFS was over 30 points higher than any of the comparison schools every year. Furthermore, the Charter School's ELA DFS was a higher Current Status Designation (High) than any of the comparison schools (ranging from Low to Very Low).

Table 10 - Rocketship Rising Stars Average Mathematics DFS (Current Status)

School/District	2023	2024	2025	2025 Difference from Rocketship Rising Stars
Rocketship Rising Stars	43.2	34.4	43.4	
Dahl ES	-73.0	-104.4	-103.2	-146.6
G.W. Hellyer ES	-29.3	-19.9	-42.2	-85.6
Lairon	-118.1	-134.8	-134.6	-178.0
Los Arboles	-47.6	-21.9	-51.6	-95.0
FMSD	-63.1	-64.5	-64.3	-107.7
State	-49.1	-47.6	-42.4	-85.8

Similar to ELA, Rocketship Rising Stars earned a higher DFS than the comparison schools, the District, and the State for the past three years. The Charter School's Math DFS was more than 50 points higher than any of the comparison schools every year. Furthermore, RRS's Math DFS was a higher Current Status Designation (High or Very High) than any of the comparison schools (ranging from Medium to Very Low).

ENGLISH LEARNER PROGRESS

The ELPI measures the percentage of EL students making sufficient progress on the **ELPAC**. The ELPI performance level colors were reported for the first time in 2023. Rocketship Rising Stars earned Red in

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2023 and 2025 and Blue in 2024. In response to the variability in the data, the team has since revised all designated ELD instructional resources to more closely align to the Tier 1 ELA content, and have also instituted a new progress monitoring system to track student progress towards English language proficiency. Additionally, the team removed some time-intensive assessment measures to maximize instructional time for multilingual learners.

Table 11 - Rocketship Rising Stars English Language Progress Indicator

Subgroup	2020	2021	2022	2023	2024	2025
All	N/A	N/A	High	Red	Blue	Red

LOCAL INDICATORS

Education Code Section 47607.2(b)(1) also requires the chartering authority to consider performance on the Dashboard's local indicators. Performance on local indicators is rated through one of three designations: (1) Standard Met; (2) Standard Not Met; or (3) Standard Not Met for Two or More Years.[5]

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

Table 12 - Rocketship Rising Stars Local Indicators

Category	Local Indicator	2020	2021	2022	2023	2024	2025
Academic Performance	Implementation of Academic Standards	N/A	N/A	Standard Met	Standard Met	Standard Met	Standard Met
Conditions and Climates	Basics: Teachers, Instructional Materials, Facilities			Standard Met	Standard Met	Standard Met	Standard Met
	Parent and Family Engagement			Standard Met	Standard Met	Standard Met	Standard Met
	Local Climate Survey			Standard Met	Standard Met	Standard Met	Standard Met

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

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

MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT

Although verified data is not currently legally required, the Charter School has included a multitude of data from various verified data assessment measures and for different student populations to demonstrate the growth students have seen over the charter term. The data clearly demonstrates that RRS's students - as a whole and as broken down by student subgroups - have largely made at least one year's growth for each year of the Charter School's charter term.

ACADEMIC INDICATOR DFS

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

As shown in Table 13<**verify**>, Rocketship Rising Stars demonstrated one year of growth or more in both subjects in 2023 and 2025 by maintaining a high level of DFS in ELA and increasing the average DFS in Math. Most subgroups also achieved one year of growth in both of those years. While RRS DFS declined in 2024, the cohort composition should be taken into consideration. As stated in an earlier section, the 2024 3rd grade testing cohort started school in the pandemic and had been greatly impacted by COVID-19 school disruptions. Table 14<**verify**> shows that the Charter School was consistently achieving DFS growth within cohorts each year.

Table 13<**verify**>* - Rocketship Rising Stars Average DFS and Change (2022-2025)*

Subgroup	2022	2023	2023 Change	2024	2024 Change	2025	2025 Change
ELA							
All	31.3	30.1	-1.2	19.8	-10.3	18.4	-1.4
Asian	95.9	89.8	-6.1	83.5	-6.3	66.0	-17.5
EL	29.4	25.4	-4.0	4.4	-21.0	5.3	+0.9
Hispanic	2.1	-0.3	-2.4	-11.5	-11.2	-8.9	+2.7
SED	29.4	29.6	+0.2	17.7	-12.0	17.9	+0.3

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Mathematics							
All	7.1	43.2	+36.1	34.4	-8.8	43.4	+9.0
Asian	77.1	105.8	+28.7	101.4	-4.4	96.0	-5.3
EL	9.2	39.3	+30.1	25.4	-14.0	36.1	+10.8
Hispanic	-24.9	13.1	+38.0	4.8	-8.3	16.1	+11.3
SED	4.7	38.3	+33.6	34.1	-4.2	40.7	+6.6

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

Because the specific students included in a school or subgroup's DFS calculations will change each year, it is informative to look at how the average DFS progresses for continuously enrolled cohorts. The table below shows 3 different cohorts with growth during the period of Rocketship Rising Stars' charter term ("continuously enrolled students"). The continuously enrolled students improved or maintained DFS between 3rd-4th grade in both subjects in all three years, demonstrating one or more years of growth.

Table 14 <verify> - Rocketship Rising Stars Growth of DFS (CAASPP) for Continuously Enrolled Students

School Years	3rd Grade	4th Grade	Change
ELA			
2022 to 2023	34.6	31.9	-2.7 maintain
2023 to 2024	29.0	33.7	+4.7 improvement
2024 to 2025	22.6	30.7	+8.1 improvement
Mathematics			
2022 to 2023	15.4	36.6	+21.2 improvement

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2023 to 2024		45.4	53.2	+7.8 improvement
	2024 to 2025	30.3	48.7	+18.4 improvement

NWEA MAP

The Charter School has consistently administered the Northwest Evaluation Association's ("**NWEA**") Measures of Academic Progress ("**MAP**"), a nationally-normed assessment recognized across the nation as a high-quality and valid assessment. More than 8,500 schools in the United States, including more than 450 districts and school partners in California, use NWEA MAP.[6]

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

Rocketship Rising Stars' students have achieved at least one year of growth as demonstrated by the Charter School's NWEA MAP average CGI every year in each subject. Table 15<verify> below shows that RRS's average school-wide CGI was either within the one year's growth range or above it for all years with assessment results. Blue cells indicate accelerated growth above 0.2, green cells indicate one-year growth and orange cells indicate growth that was less than one year. Rocketship Rising Stars achieved accelerated growth, with CGI averages above 0.2, for all five years in Mathematics and Reading. Furthermore, the Charter School's numerically significant subgroups also made at least one year's progress in both subjects as measured by the NWEA MAP assessment.

Table 15<verify> - Average CGI at Rocketship Rising Stars (2021-22 – 2025-26) [2025 NWEA Norms]

Student Group	2021-22	2022-23	2023-24	2024-25	2025-26
Mathematics					
All students	0.49	0.56	0.26	0.51	0.80
Asian	0.71	0.65	0.38	0.69	0.78

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

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EL	0.49	0.52	0.23	0.59	0.76
Hispanic	0.35	0.52	0.22	0.43	0.78
FRL	0.46	0.49	0.18	0.45	0.79
SwD	0.52	0.42	-0.13	0.26	0.57
Reading					
All students	0.67	0.61	0.52	0.64	0.43
Asian	0.91	0.69	0.53	0.78	0.70
EL	0.61	0.44	0.44	0.51	0.17
Hispanic	0.54	0.55	0.51	0.57	0.33
FRL	0.70	0.62	0.53	0.59	0.39
SwD	0.87	0.52	-0.13	0.64	0.22
Growth based on 2025 NWEA Norms					

Conclusion

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

RRS AS PART OF THE ROCKETSHIP EDUCATION NETWORK

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

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

Unfortunately, Father Mateo Sheedy passed away too soon, but his movement lived on. In 2006, his parishioners approached John Danner and Preston Smith—two educational entrepreneurs who were developing a new model for schools in low-income neighborhoods. John Danner, a former software

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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.

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

Rocketship Education has taken the successful model pioneered at Rocketship Mateo Sheedy Elementary School and translated it into critical systems necessary for successful replication. As described above, Rocketship Education provides each of its schools with systems and support for Curriculum, School Leadership, operations, Finance, Legal, Online Technology, Human Resources, and other services. By capturing best practices, Rocketship Education 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.

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.

RRS is part of a network of high-performing charter schools that is centrally governed and operated by Rocketship Education, a non-profit public benefit corporation with 501(c)(3) status. As further described in Element D below, Rocketship Education is governed by a Board of Directors ("Board"), 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.

In addition to benefiting from a deeply experienced Board of Directors, RRS receives support from our centralized network staff. As we have expanded our network and impact over the past decade, we have focused on building organizational capacity to support a robust network of high-quality schools in historically disadvantaged communities. 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.

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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, 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(c)(5)(A)(i)-(ii)

MISSION, VISION, AND MODEL

At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Our non-profit network of public elementary charter schools propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

Our Vision
Equal access to opportunity for all.

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

Our Pillars
The Rocketship model is built on three foundational pillars of excellence:

1. **Personalized Learning -** Tailoring instruction, content, learning experience, and pace to unleash the potential of every student.
2. **Talent Development -** Investing in the growth and development of every team member to unleash their full potential in the classroom and beyond.
3. **Parent Power** - Unleashing the power of parents to champion their children's education, hold leaders accountable, and enable high-quality public schools to thrive.

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

All Rocketship we work to ensure all of our students are on a path to college and career readiness. Our instruction is aligned to the Common Core State Standards ("CCSS"), Next Generation Science Standards

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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.¶
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("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively referred to herein as "State Standards") - focusing deeply on critical thinking, writing, and mathematical reasoning and problem solving. Additionally our teachers use data-driven practices to ensure students master key skills that are essential for long-term academic success - a foundation critical for later college and career readiness.

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

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

Rocketship schools are community schools. Across all our schools, families are deeply engaged in their student's academic life and our school community. We believe that parents are their child's first teacher and we treat them as true partners in the education of their children. Our founding parents name our schools and select the Charter School's unique fifth core value. Then, every fall, our teachers visit the home of every student we serve to learn more about their family, life, and experiences outside of school. By changing the dynamic from parent in a teacher's classroom, to teacher in a parent's house we are able to develop much deeper ties with our parents that carries through the school year and beyond. Additionally, Rocketship Rising Stars Academy is a proud participant in the statewide California Community Schools Partnership Program ("CCSPP"), having been awarded a multi-year grant which supports the amazing work of our Care Corps Coordinators (providing services and referrals for at risk families), our Wellness Counselors (providing mental health supports and social-emotional interventions for our rocketeers with Tier 3 social and behavioral needs), and our Los Dichos Coordinators (providing training for families to engage in our family reading program).

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

We believe that all children have potential and that great public schools unleash that potential. But the quality of public education in our country today still depends on where you live and how much money your parents earn. We are building a movement to create educational equity in disadvantaged communities across our country. As demonstrated in the Stanford CREDO study of over 3 million public school students, Rocketship Public Schools was highlighted as a "gap busting" public charter school network that is

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providing empirical proof that high-quality public education is possible anywhere. The full Stanford CREDO National Charter School Study is attached as Appendix 2. In short, we still have a long way to go to realize our vision of equal access to opportunity for all, but the progress we are making for the students and families we serve is transformational.

SCHOOL POPULATION – WHO THE SCHOOL IS ATTEMPTING TO SERVE

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. RRS will continue outreach efforts to students from predominantly socio-economically disadvantaged neighborhoods where access to high-quality, high-performing schools is limited. As Table 16 below shows, the vast majority of RRS students that we serve are **SED**. The majority of our students at RRS are also either Asian or Hispanic/Latino. We also serve a significant percentage of **ELs** and students in special education.

Table 16 below shows the demographic breakdowns at RRS at the time of submission of this petition for charter renewal.

Table 16 - Demographic Percentages at RRS

School Year	SED	EL	Hispanic	Black	Asian	White	Special Education
2020-21	74.7	54.5	64.0	1.5	29.2	0.8	7.8
2021-22	72.4	60.0	62.3	2.1	32.6	0.2	7.9
2022-23	73.7	52.3	62.9	1.9	31.0	0.8	7.8
2023-24	72.5	48.4	64.7	2.9	28.0	1.0	8.5
2024-25	65.7	40.3	63.1	2.7	29.6	1.1	8.5
2025-26	62.2	32.9	64.3	3.1	27.2	1.3	9.8

ENROLLMENT

RRS enrolls approximately 620 students. Table 17 below shows the enrollment numbers at RRS over the past 6 school years.

We expect this to remain steady over the next five years, as further shown in our Budget Narrative, attached as Appendix 3 and incorporated into this petition. To absorb expected attrition, the Charter School will continuously enroll vacated spaces to maintain its enrollment numbers. Attrition is primarily driven by families leaving the area and is similar to other Rocketship and high-performing charter schools in the area.

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

Table 17 - Enrollment Numbers at RRS

School Year	TK	K	1	2	3	4	Total
2020-21	33	116	122	122	117	106	616
2021-22	44	114	113	111	114	112	608
2022-23	47	112	112	118	99	105	593
2023-24	49	119	112	114	118	102	614
2024-25	66	104	119	111	111	110	621

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2025-26	65	113	111	113	112	107	621

RRS currently serves students in grades TK-4.

OUR EDUCATIONAL PHILOSOPHY

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

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

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

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

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

HOW LEARNING BEST OCCURS

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

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

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

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CURRICULUM AND INSTRUCTION

STANDARDS-ALIGNED CURRICULUM

The Rocketship curriculum follows California's adoption of the State Standards.[9]

We understand and appreciate the rigor of the State Standards. Additionally, the CCSS-aligned Smarter Balanced assessment system tests a 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 similarly teach students to not only build skills, but then to apply their understandings in a diverse variety of tasks and settings. These practices also help further the academic skills that, as described above, we believe all educated persons in the 21st century must possess.

Our teachers develop and align their classroom practices to the rigor of the State Standards and CAASPP. Rocketship's centralized network Program Team, in partnership with the California Regional Achievement Team, is tasked with designing an intellectual preparation process to best set teachers and students up for short and long-term success. The Program Team partners with regional leaders (school principals and assistant principals, and teachers), to develop plans and materials that span from long-term curriculum maps to daily lessons. Teachers also meet regularly throughout the school year with their school-based coaches and members of the Program 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?"*

The Program Team works year-round to dissect, analyze, and further investigate the standards for all content areas that we teach. The Program Team, along with the Analytics Team and California Regional Team, also design and analyze standards-based assessments throughout the year to help further differentiate instructional materials and supports, and track student progress. Through it all, we constantly share our learnings with teachers and leaders to develop processes for receiving feedback from the "ground level." We make adjustments as necessary to ensure that our teachers continue to feel motivated, supported, and prepared and our students continue to make significant growth.

The below sections provide further details on our curriculum and instruction.[10]

ELA/LITERACY

CCSS-ALIGNED INSTRUCTION

Each of the elements of our reading and writing instruction are focused on the CCSS for **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.

[9] Pursuant to Education Code Section 47605(d).

[10] 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 equipped for mastery. In accordance with Education Code 47607, we will notify our Authorizer at any time should any adjustment become of the magnitude that may constitute a material revision to our charter.

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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). We also teach the reading standards for foundational skills, which include print concepts, phonological awareness, phonics and word recognition, and fluency. Our instructional strategies for teaching reading are further described in the following section.

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

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

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

Additionally, in alignment with the CCSS, we are committed to: (1) regular practice with complex texts and their academic language; (2) reading, writing, and speaking grounded in evidence from texts, both literary and informational (i.e. asking students to answer not solely from their prior knowledge but rather from a close, careful reading of the text); and (3) building knowledge through content-rich information (i.e. students are immersed in information about the world around them, especially through content-rich nonfiction). Overall, through both our whole group and small group instruction, students receive consistent exposure to both narrative and nonfiction text, with opportunities to synthesize their thinking verbally and in writing.

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.

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

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

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

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

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

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

We use assessments as the starting point for our small group reading instruction. Our assessments, particularly Amira and the Dynamic Indicators of Basic Early Literacy Skills ("**DIBELS**") assessment system, our reading screeners, are designed to provide teachers with critical and targeted information on how students process information and read texts. Teachers will use this data to gauge students' approximate reading proficiency, assess reading growth over time, and plan small group reading instruction. Teachers' plans will include selecting a text that will give multiple opportunities for students to practice a skill or

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

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

*(4) **The explicit teaching and application of writing skills and the writing process***. Reading and writing reinforce and support each other. When reading, students are exposed to vocabulary, grammar, and syntax. When writing, students build transcription skills by improving the fluency and efficiency of their handwriting and applying their spelling knowledge. They also strengthen composition skills by using vocabulary, grammar, and syntax to express ideas clearly. In addition to specific writing lessons, there are numerous writing opportunities for students throughout the day.

Humanities teachers explicitly teach handwriting, spelling, and grammar, guiding students through various writing tasks to strengthen grammar, usage, and mechanics, applying language skills in context.

In addition, the process of writing is taught throughout TK–5. Instruction begins with a three-step writing process: plan, draft, and edit. The process is reinforced as each new writing genre is addressed. Students get practice in multiple writing genres: informative, narrative, poetry, and opinion writing. Each genre is taught through a gradual reduction in scaffolding over a set of lessons that includes teacher modeling, group practice, independent practice, and independent application.

By Grade 3, students have worked their way up to a five-step writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the writing process expands to seven components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing).

As further described below in our Special Populations section, we also incorporate the English Language Development Standards into our Humanities block through both integrated and designated English Language Development instruction.

INSTRUCTIONAL PLANNING AND PREPARATION

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

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

For samples of Rocketship's preparation materials, including scope and sequence maps, please see Appendix 4.

MATHEMATICS

CCSS-ALIGNED INSTRUCTION

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

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

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

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

- Kindergarten: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.
- Grade 1: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

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

COMPONENTS OF OUR MATHEMATICS INSTRUCTION

To best meet the demands of the CCSS, our math instruction will include 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 routines closely matched to grade-level content and the development of number sense and math strategies (calendar math, oral fluency, e.g.)

In order to accomplish all of these each day, it is imperative that our STEM blocks are designed to make the most of every minute, and ensure that the teacher is able to be as impactful as possible with their time and attention.

Core Grade-Level Instruction. To address the mathematical standards at each grade level, we teach a daily lesson as part of the math instructional block. While the breakdown of each component varies slightly by grade level and lesson, a typical lesson consists of the following components:

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

The math lesson begins with fluency activities. These activities are meant to provide necessary practice with fluency skills, including counting, fact fluency, and automaticity with current-module skills. Teachers

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strategically select activities that align to their students' areas of need while incorporating a variety of different activities over the course of a week or topic.

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

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

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

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

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

Spiral review. Spiral review is critical to ensure our learners are repeatedly engaging with content and applying their burgeoning understandings to a wide assortment of contexts and challenges. This component of the block also keeps skills fresh in the minds of students and allows teachers opportunities to shore up small misconceptions, review key vocabulary, and investigate application of previously learned content in new situations. There are two main forms of spiral review: math meeting (Grades TK & K) and math board (Grades 1-5).

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

- Math board: Math Board is a review worksheet with 4-6 problems aligned to previous objectives and skills. Students spend the first half of their spiral review time completing these math board problems independently.. Teachers then use the remaining spiral review time to review 1-2 targeted problems as a class, focusing on key misconceptions from their formative assessment data or

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important background knowledge required for upcoming content. For maximum effectiveness, math board can be differentiated to reach students at different levels.

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

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

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

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

We deliver targeted supplemental instruction that aligns with core mathematical curricula, providing essential support to students whose instructional needs are not met through the core lessons alone. Our supplemental instruction aligns with the concrete-pictorial-abstract ("**CPA**") continuum we use during core lessons and focus on building conceptual understanding.

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

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

INSTRUCTIONAL PLANNING AND PREPARATION

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

- Scope and Sequence Map: This is a curriculum map that identifies the key practice and content standards, skills, and concepts to be taught throughout the year as well as the assessments to be used to track and evaluate progress.

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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.¶
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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 understa... [1433]
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- Intellectual Preparation Resources: All principals, assistant principals and teachers are provided with guidance on strong intellectual preparation, including lesson planning checklists, exemplar intellectual prep, and module launch meeting agendas.
- Curriculum-Specific Resources: All teachers have access to our core & supplemental lesson materials to support understanding of content at a lesson and module level.

For samples of our preparation materials, please see Appendix 4.

SCIENCE AND SOCIAL STUDIES INSTRUCTION

INTEGRATED CONTENT INSTRUCTION

At Rocketship, we have three main learning spaces: the Humanities classroom, the STEM classroom, and the Learning Lab. As further described above, the Humanities classroom is where we teach ELA/Literacy and social studies. The STEM classroom is where we teach mathematics and science. The Learning Lab, further described below, is where students receive targeted interventions, a variety of enrichments, and engage with hands on centers and online learning programs.

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

Because the CCSS 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 CCSS.

Explicit vocabulary instruction. Consistent with the goals of the CA English Language Development standards to authentically expose students to academic vocabulary, we teach students vocabulary during our instructional blocks. For example, teachers will select domain-specific Tier 2 and Tier 3 words that are reviewed at the beginning of every reading comprehension lesson.

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

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

SOCIAL STUDIES INSTRUCTION

Our Social Studies instruction is designed to provide students with an understanding of historical, cultural, and societal concepts that align with the National Council for Social Studies standards. The units emphasize the development of civic competence through the study of social studies strands such as history, geography, and economics.

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

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

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

SCIENCE INSTRUCTION

NGSS-Aligned Instruction. At Rocketship, we are continuing to monitor and participate in the **CDE's** NGSS Implementation Plan, which addresses how the CDE, schools, and community stakeholders can collaboratively work to actualize the NGSS in California classrooms.

We have participated in meetings, trainings, and workshops and developed 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 NGSS-aligned assessment resources.

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

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

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

As described above, science instruction is also integrated into our Humanities and STEM blocks to ensure that students are having an authentic and meaningful experience with the content they are learning.

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

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

ARTS AND ENRICHMENT

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

We have a strong focus on wellness, and as such we will aim to align our Enrichment Program to incorporate physical activity.

Each Rocketship school has at least two enrichment programs. We hire enrichment instructors who have demonstrated expertise and interest in a specific enrichment content area. Currently, RRS offers enrichment courses including athletics, science, and STEAM. Students rotate through these courses throughout the school year to ensure that students can delve into the units in a robust and meaningful way and get to know the instructors better. (For Rocketship Rising Stars Academy's bell schedule, please see Appendix 6.)

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

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SOCIAL-EMOTIONAL LEARNING

We believe that student success requires the development of both strong academic skills and essential social-emotional competencies. Accordingly, our instructional program intentionally integrates a comprehensive **SEL** curriculum and related initiatives designed to support students in becoming confident, capable, self-motivated, and productive lifelong learners. In designing and evaluating our SEL programming, we are guided by the Collaborative for Academic, Social, and Emotional Learning ("**CASEL**") Framework, which identifies five core competencies: (1) self-awareness; (2) self-management; (3) social awareness; (4) relationship skills; and (5) responsible decision-making.

Our commitment to SEL is embedded in the daily school experience. Each student begins the day with a Community Meeting that intentionally blends relationship-building practices with explicit SEL instruction and prosocial skill development. At the Tier 1 level, our SEL curriculum is purposefully designed to align with the CASEL competencies, ensuring that all students have access to the social-emotional skills necessary for academic success and positive community engagement. Implementation fidelity and effectiveness are supported through ongoing monitoring of instruction, instructional coaching for educators, and targeted professional development focused on SEL practices and student needs. In addition, structured feedback mechanisms—including classroom observations, student experience surveys, and staff experience surveys—are used to inform continuous improvement of SEL implementation.

CORE VALUES

At every Rocketship campus, we teach four core values: respect, responsibility, persistence, and empathy. Additionally, each school chooses a fifth core value of its own. RRS 5th core value is "advocacy." The Charter School emphasizes student self-advocacy and initiative in academic pursuits and beyond.

Core values form the foundation of the Charter School's behavioral instruction and management systems. At the start of each school year, teachers explicitly teach core values lessons, modeling what each value looks like in action across school settings. The Charter School reinforces core values through positive behavioral interventions and supports ("**PBIS**"), including incentives connected to academic effort and behavior, which students may earn and redeem through school-based incentive and recognition systems.

LAUNCH

Each Rocketship campus begins the school day with Launch, a dedicated time for the entire school community to come together around shared priorities. Launch focuses on reinforcing schoolwide expectations and priorities, including a core value focus (such as a "core value of the month") and the development of positive student habits, such as attendance, perseverance, and exceeding expectations. Launch may also be used to introduce or reinforce elements of the school's incentive or behavior management systems.

In addition, Launch serves as a forum for promoting schoolwide academic focus and progress. Principals and assistant principals may introduce a word or idiom of the day, highlight instructional priorities, or celebrate progress toward academic goals. Launch also plays an important role in building school culture, pride, and student engagement through shared experiences, such as celebrating individual or classroom accomplishments or participating in community-building activities that involve both students and staff. Parents and family members are encouraged to participate in Launch, strengthening family engagement and reinforcing shared expectations and community values.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

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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, members of the school leadership team, including principals, assistant principals, business operations managers, and office managers, and operational and support staff members.

SOCIAL-EMOTIONAL CURRICULUM

Rocketship's approach to social-emotional learning is grounded in a coherent, internally developed framework that structures how SEL is taught and reinforced across the school day. This framework centers on daily Community Meetings and other schoolwide practices that promote meaningful dialogue, skill development, and reflection. Within this framework, Rocketship leverages high-quality, evidence-informed external resources to support social-emotional learning in classrooms.

Teachers implement SEL instruction through structured, daily lessons embedded within a consistent Community Meeting format. Lessons are intentionally brief, typically lasting 20–25 minutes, and incorporate relationship-building activities alongside explicit instruction. Instructional materials and lesson guidance support consistency in implementation while allowing educators to respond to the needs of their students and school community.

SEL instruction is organized into thematic units focused on core social-emotional skills and practices, such as inclusion, respect, kindness, responsibility, persistence, and mindfulness. Over the course of each week, students engage with shared learning objectives and commitments that reinforce these skills across classroom and school settings.

In addition to daily SEL instruction, the Charter School utilizes complementary tools and practices drawn from multiple external resources to support emotional awareness, self-regulation, and interpersonal skill development. These resources are integrated within the Charter School's SEL framework and Community Meeting structure, ensuring a cohesive and consistent experience for students while allowing flexibility to adapt to evolving student needs.

PERSONALIZED INSTRUCTION

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

LEARNING LAB

As our overall approach to providing each student with the most customized and appropriate instruction for their unique needs, personalized learning inherently occurs throughout the entire school day. To further maximize this targeted approach, we have also set aside a specific block during each school day- the

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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.¶ ... [1516]
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Learning Lab- to support students' individual learning needs and supplement the high-quality instruction occurring in our classrooms.

The Learning Lab is designed to be an extension of the classroom that provides valuable small-group and collaborative learning and instructional opportunities. We use this space for students to engage in age appropriate hands-on activities such as Developmental Play (TK/Kindergarten) and Lego Robotics (1st-5th grade) that target the 21st century skills of collaboration, communication, creativity, and critical thinking.. During this block, some students may also work with an interventionist, called an Individualized Learning Specialist, to refine a particular skill, concept, or strategy. Students may also engage in independent leveled reading. Enrichment may also be taught in the Learning Lab block. Finally, this space may be used for students to supplement their learning through Online Learning Programs ("**OLPs**"), further described below.

The Learning Lab is staffed by ILSs or classroom teachers and enrichment specialists, and it is closely supervised by the principal and assistant principals. The principal and assistant principals oversee the managerial aspects (i.e. hiring and developing 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 principal and assistant principals also serve as instructional 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 principal and assistant principals also work with the ILSs to collect and analyze data from in-person and online interventions to help design personalized support for our Rocketeers. ILSs also receive the same support and professional development as classroom teachers on campus.

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

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

ONLINE LEARNING PROGRAMS

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

- Personalized instruction delivered on a constant, reliable basis. While we believe that effective instructors are at the heart of effective instruction, the reality is that no single teacher can reach all learners at every minute. OLPs broaden the swath of students that we can effectively reach to give students additional opportunities to practice content they have learned in the classroom. 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

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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, principals, and assistant principals 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 English, Zearn and IXL. Through these intelligent adaptive systems, students focus on their own personalized levels, working on the skills that they need to practice most.

Assignability. Additionally, we leverage programs that allow for in-program assignability. Rather than giving online programs 100% control over the online content that students engage in, we balance both online assessment systems as well as teacher input. Several of our current programs, including Zearn, allow teachers to assign lessons and reorder objectives. All programs allow customization down to the individual student, allowing teachers to modify content below and above grade level as appropriate for each student. 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. Through these insights, teachers can ensure our programs are highly focused and continually benefiting student outcomes.

For a chart displaying the various features of our current OLPs, please see Appendix 7. As described above, students may engage with OLPs during any of the instructional blocks, including Humanities, STEM, and the Learning Lab.

CALENDAR AND INSTRUCTIONAL MINUTES

EXTENDED LEARNING TIME

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

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

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

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)).[12] Table 18 below delineates subject areas and approximate time per grade level, but we reserve the right to adjust students' instructional minutes in each subject and learning space based on students' personalized learning needs.

Table 18 - Rocketship Daily Minutes

	Humanities	STEM	Launch/ Social - Emotional Learning	Total Daily Instructional Minutes	*Lunch/ Recess*	*Learning Lab*	*Enrichment*	*Total Daily Minutes*
TK	130	65	55	250	60	45	20	375
K	160	80	55	295	60	50	30	435
1	170	85	45	300	60	55	30	445
2	175	85	45	305	60	60	30	455
3	180	90	45	315	60	60	30	465
4	180	90	45	315	60	60	30	465

**Humanities includes 20 minutes of DELD instruction in grades K-5*

ROTATIONAL MODEL

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

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

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The entire grade level will then rotate. The first and second cohorts will move to either the STEM block or the Learning Lab, and swap after 80 minutes. The third and fourth cohorts will move to the two Humanities classrooms and receive 170 minutes of Humanities instruction. [13]

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

DATA-DRIVEN INSTRUCTION

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 either Amira or the DIBELS assessment developed by the University of Oregon, 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 major interim assessments, Rocketship holds Data Days. These are 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 groups where we are not yet seeing the growth we know is possible. 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

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

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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 to eight weeks. The plan is not meant to be limited to these specific students. We expect teachers to use it to guide instruction for all students facing similar challenges. Thus, by focusing in-depth on focus students, the modified instruction should be able to positively impact the student achievement of all students within this group. Sample materials from a Data Day are attached as Appendix 8.

GOAL SETTING AND PROGRESS

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

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

Classroom Tracking. Each classroom or grade-level publicly tracks a number of class-based and individual goals, including progress toward ELA/Literacy and mathematics benchmarks, as well as other measures such as sight word recognition, 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 "rocketships" to align with school mascots. (See Appendix 9 for photos of classroom goal trackers.)

Online Learning Programs. Each student has individualized Online Learning Program goals for the week, which focus on individual progress during computer-based learning time. Students track progress on an internally created data platform called JetPacked. In addition to helping students build a habit of showing quality work, goal tracking helps teachers and the Individualized Learning Specialists hold students accountable for their independent work. JetPacked helps to build communication between classroom teachers, ILSs, students and parents. Parents receive biweekly updates on Mondays and Thursdays with their child's goals for the week and progress towards those goals. (See Appendix 10 for a parent guide with instructions for OLP notification signup in English, Spanish, and Vietnamese; See also Appendix 11 for a sample parent update message.)

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 highest percent of students who met their goals on one of our Literacy OLPs (e.g., IXL Reading), 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

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diversity of a college campus. As a result, all students believe and expect that they will go to college. See Appendix 12 picture of college banners in a Rocketship hallway.

Report Cards. Students' progress is shared with parents through State Standards-aligned report cards that are shared with parents online as well as printed out for parent conferences which occur at least three times annually. (See Appendix 13 for a sample report card.)

DATA TRACKING TOOLS

We use various tools to track and manage data, several of which are described below.[14]

EdCite. The EdCite platform provides educators with easy access to assessment items, and supports the scoring and data capture of assessments. Through EdCite, educators can administer standards-aligned assessment questions to measure the progress of their students and modify their approach as needed.

Data Warehouse/Dashboards. Rocketship's data warehouse is used to collect and organize student achievement, enrollment, and attendance data. The data warehouse incorporates data from a broad set of data systems across the organization and various external platforms which the Rocketship Analytics team uses to build reports, visualizations, and dashboards for educators and principals, assistant principals, business operations managers, and office managers. Most reports are built in Tableau, a visual analytics platform, to allow educators to access and understand the needs of their students in real time. Through the use of data dashboards, a teacher can quickly gain an understanding of which students have mastered a particular standard and the tool provides educators with both high-level and detailed comparisons of student achievement. Comparisons can be made by school, by grade, and by standard.

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

DIBELS and Amira. DIBELS and Amira are both web-based platforms designed to support schools in engaging in data-based decision making within a Multi-Tiered System of Supports (**"MTSS"**) framework. Once students have mastered basic decoding skills, Rocketship utilizes either curriculum-based measurements (**"CBM"**) in Dibels or Amira Reading Mastery ("ARM") scores to indicate which students are candidates for Tier 2 and Tier 3 reading interventions. Once identified students are placed in intervention, Rocketship utilizes Amira or DIBELS as our ongoing progress monitoring system, administering regular assessments to all students participating in Tier 2 reading interventions. Students participating in Tier 3 interventions receive additional progress monitoring. The data yielded by these progress monitoring assessments is then utilized to make instructional decisions for each student in intervention (for example, students who have met their annual progress monitoring goal may exit back to Tier 1, and students who are not making sufficient progress may receive a more intensive and individualized level of intervention).

TRANSITIONAL KINDERGARTEN

[14] 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 chartering authority if we plan any changes that may be sufficiently significant to require the need for a material revision to our charter.

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All transitional kindergarten classrooms will adhere to the requirements set forth in Education Code Section 48000(g), including adherence to classroom size, adult to student ratios, and teacher qualification requirements.

SPECIAL POPULATIONS

AT-PROMISE STUDENTS

The Charter School uses the term "at-promise students" to describe students who may experience barriers to academic success as a result of systemic, economic, linguistic, or educational factors. This strengths-based language reflects the belief that all students possess significant potential and that, with access to appropriate supports, high-quality instruction, and inclusive school practices, they can thrive academically and socially. The term encompasses students who may require additional or differentiated support, including but not limited to English learners, students with disabilities, students experiencing homelessness or foster care, and students who are academically at risk.

MULTI-TIERED SYSTEMS OF SUPPORT: OVERVIEW AND PURPOSE

MTSS is a data-based instruction and intervention model designed to efficiently identify at-promise 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 model contains four essential components:

1. **Universal Screening:** A systematic process used to identify students across the entire population who may be experiencing academic and/or behavioral difficulties and who are at risk for negative short-term or long-term outcomes.
2. **Multi-Level Prevention System:** A service delivery model that provides a gradated sequence of increasingly intensive, evidence-based interventions aligned to individual student needs.
3. **Ongoing Progress Monitoring:** The continuous use of research-based assessment tools to monitor student response to interventions and to evaluate the effectiveness of supports for individual students and across the system.
4. **Data-Based Decision Making:** The systematic use of progress-monitoring data to determine whether interventions should be intensified, modified, maintained, or discontinued.

To support effective MTSS implementation, the Charter School ensures that evidence-based interventions and supports are in place at each tier. Intervention implementation is monitored regularly to ensure fidelity, thereby supporting appropriate and legally defensible instructional and placement decisions. Additionally, the Charter School employs a structured problem-solving process that guides teams through identifying the problem, analyzing contributing factors, developing and implementing an action plan, and evaluating outcomes.

When implemented with fidelity, MTSS offers significant benefits for students from diverse economic, linguistic, and cultural backgrounds. This framework promotes equitable access to high-quality, standards-based instruction for all students and reduces the over-identification of students with learning difficulties—a persistent issue that disproportionately affects low-income and culturally diverse populations.

MTSS AND THE SPECIAL EDUCATION IDENTIFICATION PROCESS

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

Rocketship also responds formally to all parent and staff requests for special education evaluation in accordance with state and Special Education Local Plan Area ("**SELPA**") guidelines and regulations. If a verbal request for special education evaluation is made by a parent, 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 principal or assistant principal and a school psychologist. The Charter School team then schedules a formal Student Success Team ("**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 calendar days. Parents will be given at least 15 calendar days to provide consent. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules an Individualized Education Program ("**IEP**") meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 calendar 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 AT ROCKETSHIP

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

Universal Screening. Rocketship utilizes a multiple-gating process as part of its universal screening approach. Multiple gating refers to the use of data from multiple universal screening measures to ensure that students who are experiencing academic or behavioral challenges are identified accurately and in a timely manner.

For academics, initial universal screening data are used to identify students who fall below established performance benchmarks. These students receive additional targeted screening through curriculum-aligned measures to more precisely identify specific areas of academic need. Once an area of deficit is identified, additional diagnostic assessments are administered as needed to determine appropriate intervention entry points and instructional supports for each student.

For social-emotional and behavioral development, Rocketship administers an evidence-based universal screening process designed to identify both internalizing and externalizing behaviors. This process enables early identification of students who may benefit from additional social-emotional or behavioral supports.

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

- Tier 1 – Core Instruction and Universal Supports: All Rocketship students participate in and benefit from high-quality core instruction and universal supports provided at the Tier 1 level. Academic

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supports include standards-aligned instruction, differentiated classroom practices, small-group instruction, and the use of technology-supported learning to meet diverse learner needs. Behavioral and social-emotional supports at Tier 1 include clearly defined, positively stated schoolwide behavior expectations, access to a schoolwide incentive system, and the implementation of social-emotional learning practices as part of a Positive Behavioral Interventions and Supports framework.

- Tier 2 – Targeted, Small-Group Supports: Despite strong Tier 1 instruction, some students require additional support to meet grade-level expectations. Tier 2 supports consist of evidence-based academic and behavioral interventions delivered in small-group settings. These interventions are targeted to specific skill deficits and may include focused academic instruction or structured behavioral and social-emotional skill development, such as targeted social skills instruction and progress-based behavioral supports.

- Tier 3 – Intensive, Individualized Supports: Students who do not demonstrate adequate progress in response to Tier 1 and Tier 2 supports may be referred for more intensive intervention at Tier 3. Supports at this level are highly targeted and individualized, addressing specific areas of academic or behavioral need through intensified instructional strategies and individualized intervention plans. Tier 3 may also include referrals for additional assessment and evaluation to determine whether a student has a disability that requires special education services and supports.

Evidence-Based Interventions. Rocketship utilizes a comprehensive set of evidence-based intervention resources to support students across all tiers of instruction and intervention. These supports are selected based on demonstrated effectiveness, alignment to student needs, and responsiveness to data.

- Academic Interventions: Academic interventions include structured, systematic instruction targeting foundational literacy skills, such as phonemic awareness, phonics, fluency, and comprehension. Interventions are delivered using research-based instructional practices and are aligned to identified student skill deficits to accelerate progress toward grade-level standards.
- Behavioral and Social-Emotional Interventions: Behavioral and social-emotional supports include targeted and individualized interventions designed to promote positive behavior, social skills development, and emotional regulation. These may include structured check-in systems, small-group or individual counseling supports, and the use of functional behavior assessments to develop and implement positive behavior intervention plans and/or behavior support plans.

Ongoing Progress Monitoring. Rocketship utilizes multiple research-based methods to conduct ongoing progress monitoring for students participating in interventions. Students receiving Tier 2 and Tier 3 academic supports engage in regular progress monitoring using curriculum-aligned measures to assess growth in targeted skill areas. Progress monitoring occurs frequently enough to allow staff to evaluate student response to intervention and make timely instructional adjustments. For students receiving behavioral or social-emotional interventions, progress is monitored consistently through structured data collection processes, including tracking the frequency, duration, and intensity of identified behaviors.

Data-Based Decision Making. Rocketship uses structured data cycles, typically occurring every four to six weeks, to support data-based decision making within the MTSS framework. During designated data review meetings, school staff analyze progress monitoring data to determine whether interventions should be continued, modified, intensified, or discontinued for individual students. Protocols and systems are in place to guide teams through this collaborative problem-solving process and ensure consistent implementation across school sites. Detailed procedures supporting this work are outlined in Rocketship's Pre-Referral Handbook (see Appendix 14).

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Treatment Integrity. Principals, assistant principals and network support staff conduct regular implementation fidelity reviews of interventions to ensure that supports are delivered as designed. These reviews are non-evaluative and are intended to provide actionable feedback to staff, strengthen instructional practice, and maintain the effectiveness of evidence-based interventions.

Problem-solving. Rocketship employs structured problem-solving practices as part of its MTSS framework. The pre-referral process includes collaborative team meetings in which grade-level educators, principals, and assistant principals review student data, identify concerns, and develop targeted support plans. When needed, more formal student support meetings are convened to plan and monitor intensive interventions. Additional guidance related to these processes is provided in the Pre-Referral Handbook (see Appendix 14).

Family Communication. Family communication is a core component of Rocketship's MTSS framework. Families are informed and engaged throughout the process, beginning with written notification when a student is identified for intervention. Ongoing communication ensures that parents understand the supports being provided and are partners in their child's academic and social-emotional growth.

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., small group reading groups, advanced math activities, use of adaptive OLPs, regular progress-monitoring, and data-based decision making), we serve this population in a variety of ways, described below.

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

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

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

Teacher Collaboration. At least weekly, 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.

Focused Instruction. Rocketship's standard instructional approach is for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. One such subgroup is students who are performing

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above grade level. All students, including high-performing students, will receive targeted small group reading instruction and small group skills instruction in both the Humanities and STEM blocks. High-performing students may also participate in student-led literature circles. 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 STEM 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 receive adaptive software and hands-on activities such as Lego Robotics that challenges them. We anticipate providing other activities to our high-achieving students during Learning Lab which let them examine the current grade-level concepts in more depth.

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

SPECIAL EDUCATION SERVICES

RRS will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the IDEA, Section 504, the ADA, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights ("OCR"). Furthermore, RRS will comply with Authorizer guidelines, and all California laws pertaining to special education students.

OVERVIEW

Rocketship's commitment to ensuring equal access to opportunity for all, including students with diversity of learning, social-emotional and behavioral needs. The mission of the Integrated Special Education ("**ISE**") department within Rocketship is to ensure that students with disabilities receive a free and appropriate public education within the least restrictive environment. We partner as school and network support teams to ensure access, participation and success to the core curriculum, general education spaces and peers. For the ISE specific aims, this is accomplished through 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, principals, assistant principals, and families to appropriately support each student's individualized education program.

In order to fulfill this mission, Rocketship seeks to apply current research with evidence based best practices to create Individualized Education Programs that support students with disabilities. We believe that all students are best served within an inclusive model, and our service delivery model is grounded in students first, family centered, and team-based decision making. We approach educational programming for our students from a positive, strength-based perspective. Our ISE staff members serve as teachers, coaches and consultants who empower key stakeholders to support the academic and social development of our students both within the classroom and in their communities. We believe that our families are our students' greatest advocates, and we strive to support them to advocate to the fullest for their child.

RRS intends to continue to operate as a local educational agency ("**LEA**") for purposes of special education, as a LEA member of the El Dorado County Charter **SELPA** pursuant to Education Code Section 47641(a). All of Rocketship's existing California charter schools are members of the El Dorado County

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Charter SELPA. A change in LEA status or SELPA membership shall not require a material revision of this charter.

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

RRS 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, they are considered with all others for enrollment at RRS. Disability or non-disability status is not a factor for enrollment or acceptance. Admission is based solely on capacity at the Charter School.

INTEGRATED SPECIAL EDUCATION

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

We partner as regional leaders, school teams, and with our families to craft IEPs that are founded in meaningful inclusion and have individualized goals based on each student's academic, social emotional, and behavioral development needs. The core of our ISE Program is high-quality, rigorous, and inclusive instruction for the growth and absolute achievement of our Rocketeers. Special and general education teachers work in collaborative arrangements designed to bring appropriate instructional supports to each child in the general school environment. Support is built on culturally relevant differentiation and instruction through universal access to content-driven curriculum.

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

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

- Accommodations based on a Universal Design for Learning ("**UDL**") framework
- Heterogenous small group reading instruction
- Modified homework and independent classwork

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

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

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

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

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

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

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

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Transportation. Rocketship will provide transportation to any student if required by a written statement in the student's IEP, and only with the written consensus of the IEP team as needed, for any eligible child to and from school and all school related activities. As an IEP team during an IEP meeting, transportation will be discussed in accordance with state law regarding eligibility.

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

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

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

In order to proactively identify students who have already been found eligible to receive accommodations and/or services via an IEP or Section 504 plan, Rocketship includes a "Child Find Supplement," which asks families to indicate if the enrolling student has a current IEP or 504 plan, has recently been evaluated for any purpose, or if the family has additional concerns. 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 Universal Screener – Administered to all students at least three times a year to get an understanding of student knowledge.
- A "student huddle" process, wherein grade level teams and the principal or assistant principal collaborate to plan classroom-level supports for students with identified academic and/or behavioral needs.

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- A formal Student Study Team, which includes family members, classroom teachers, the principal or assistant principal, and other staff as necessary, to plans targeted, individualized supports for students who present with more significant academic and/or behavioral needs. (For a copy of our Pre-Referral Handbook, please see Appendix 14.)
- Tier 2 and 3 social-emotional, behavior, and academic interventions, further described above, delivered to students identified as needing them through the universal screening process
    - Diagnostic Assessment – For more specific information on a student's skill development needs.
    - Progress Monitoring – Weekly data collection aligned to the interventions provided to students in Tiers II, III, and special education. This supports the Charter School teams to review data and make data based decisions regarding instructional supports and programmatic needs.

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

Rocketship also responds formally to all parent requests for special education evaluation in accordance with state and SELPA guidelines and regulations. All requests, verbal and written, are day and time stamped by the receiving staff member and immediately delivered to the special education team. The school team then schedules a formal SST meeting to respond to the parent request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a prior written notice within 15 days of their request. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules and IEP meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent to Assessment Plans, Prior Written Notice and all documents are 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 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, social workers, mental health

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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.[15] Students are also assessed in their primary language, and Rocketship employs bilingual school psychologists and speech language pathologists to accommodate this requirement. Hearing and vision data is also included 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 their peers. Education Specialists complete the academic portion of the evaluation, which includes formal as well as informal assessment.

If a student is found eligible to receive special education services under one or more of the 13 qualifying conditions, the team meets to create an IEP 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 but not limited to the following:

- 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 eligibility assessment reports are comprehensive and typically 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
- The impact of the student's attendance on their achievement.
- Testing instrument specific data
- Parent and teacher interviews

[15] 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.

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Assessment reports will be provided to parents in their primary language whenever requested, or deemed necessary by the IEP team.

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 ("**IEE**"), which is provided at no cost to the family.

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

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

IEP DEVELOPMENT

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

Rocketship follows all applicable federal and state laws governing the IEP process and procedural safeguards. Parents, general education, special education services staff, other professionals and other service providers or professionals as appropriate will be involved throughout the IEP process. As a member of the El Dorado County Charter SELPA, all of the current Rocketship schools use the Special Education Information System ("**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 appropriate to student needs, special education services are provided by specialists within the general education classroom (see Appendix 15 for a sample professional development session for principals and assistant principals outlining our approach to co-teaching). We do, however, understand that an environment can only be considered "least restrictive" when the student is receiving meaningful educational benefit from the program, and as such, a critical component of the IEP process is designing the systems that will allow the team to continually monitor student progress and adjust the plan in the case that a student is not making adequate progress. While we have adopted an inclusive approach to our special education service delivery and place a high priority on students with disabilities spending as much time as is appropriate in the general education environment, alongside their

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neurotypical peers, based on student needs and IEP, we do provide pull-out specially designed services when the IEP team determines that this placement is most appropriate for the individual student.

For students identified as both English learners and students with disabilities, IEPs will address both disability-related and language development needs using culturally and linguistically inclusive practices. IEP teams will include staff knowledgeable in English language development, and interpretation/translation will be provided to ensure meaningful parent participation. The IEP will include appropriate goals, services, and accommodations that support language access and academic progress. Services will be coordinated to ensure access to grade-level curriculum, ELD instruction, and the least restrictive environment.

In the case that a student is exhibiting behaviors that significantly impede the learning of themselves 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.

When a student with an IEP transfers 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.

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

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

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SECTION 504 PLANS

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

A 504 team will be assembled by the principal or assistant principal and shall include the parent/guardian and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement option, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether a recommendation for 504 services and/or supports is appropriate. If the student has already been evaluated under 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 Charter 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 the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan will be maintained

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in the student's file. Each student's 504 Plan will be reviewed as needed and on a regular basis to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility. Any student with a 504 Plan has a Confidential File Folder maintained by the 504 Case Manager. This folder is a supplement to the student's cumulative folder.

CONSIDERATIONS FOR EL STUDENTS

Rocketship carefully considers the cultural and instructional needs of English Learners. 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 education specialists to ensure that IEP goals are written to support the unique learning needs of EL students with disabilities.

The results of the Home Language Survey and state-mandated language assessment (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

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Our ISE team is typically comprised of a program director, program specialist, school psychologist, education specialist (mild to moderate support needs and extensive support needs), paraprofessionals, speech therapists, speech and language pathologist assistants, occupational therapists, and other service providers or specialists 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 education specialists, the principal or assistant principals, and a program specialist who will provide weekly oversight, training and direction.

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

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

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

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

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

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

Rocketship believes 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

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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.

ENGLISH LEARNERS

At Rocketship, we serve a significant number of English Learners.[16] 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 ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Rocketship will provide access to grade-level core curriculum for all ELs.

IDENTIFICATION AND ASSESSMENT

We will administer the Home Language Survey ("HLS") upon a student's initial enrollment into a California public school. If a student's HLS shows a response other than English to the first three questions, the student must be tested for English comprehension, speaking, reading and writing within 30 days, as required by law. Prior to administering the ELPAC Initial Assessment, the Charter School will provide notice to the parent or guardian. School personnel shall arrange for these assessments and will place the HLS in the student's cumulative file.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

State and federal laws require that schools administer a state test of English language proficiency. Pursuant to California law, we will administer the **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.[17] For more details on these classifications, please see below. ELPAC scores will be placed in the student's cumulative file.

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

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

[17] 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.

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The ELPAC consists of two separate assessments:

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

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

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

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

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

The ELPAC 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 kindergarten through grade twelve; (2) determine their level of English proficiency; (3) monitor their progress in learning English on an annual basis; and (4) determine when students have met one of the criteria to be reclassified to RFEP 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 eligible to be classified as IFEP. The student is classified as IFEP if they meet the ELPAC initial assessment proficiency criterion set by the state.

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RECLASSIFICATION AS RECLASSIFIED FLUENT ENGLISH PROFICIENT

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

Under current state law, students who are identified as English learners must participate in the annual administration of the ELPAC until they are identified as 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.

The principal, assistant principals, 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.

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

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

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

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ENGLISH LANGUAGE INSTRUCTION

The State Board of Education has adopted the California 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 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 CCSS for ELA/Literacy and Mathematics. The 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 Program 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 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 ELD standards in tandem with the 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 ELD standards to develop critical language skills that ELs need for content learning in English. This instruction brings in

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content from core classes to 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 by proficiency levels so that teachers can strategically target students' language learning needs and accelerate English language and literacy development, further described below:

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

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

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

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

Instructional Strategies. Rocketship teachers are trained in integrated and designated ELD instructional strategies. These instructional strategies focus on vocabulary development, oral language, background knowledge, and several other strategies that have been proven to be highly effective with EL students.

These strategies may include:

- Vocabulary development: Teachers will introduce new vocabulary while introducing a new concept by having students repeat the word, predict the meaning, and use it in a sentence of their own after the teacher confirms the meaning.
- Sentence stems: Teachers will provide students sentence stems to help students effectively communicate using a complete sentence or encourage students to use more complex sentence structure and specific vocabulary in their oral responses.

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- Turn & Talks: Teachers will provide students opportunities to process new information and practice new language by discussing ideas with a partner.
- Guided interaction: Teachers will structure lessons so that students work together to understand what they are learning.
- Metacognition and authentic assessment: Teachers will model, 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 Bilingual, Cross-cultural, Language and Academic Development ("BCLAD") certification, or other CTC-approved EL authorization.

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.

RRS 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. Parents are encouraged to participate in the ELAC as well as the School Site Council ("**SSC**"), further described in Element D below. Parents are also encouraged to volunteer in their children's classrooms and attend community meetings, parent coffees, and school events. Community meetings will often advise parents on programs and services for EL students. We will inform parents on programmatic and assessment issues that affect EL students as well as relevant programs, funds, and instructional strategies.

PROFESSIONAL DEVELOPMENT AND TALENT MANAGEMENT

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

CREDENTIALING

Rocketship continuously strives to be a great place to work. We are committed to creating pathways to support our staff on their journey to becoming a certified teacher in California. We have a dedicated Credentialing team who educates and guides staff throughout the entire process.

Rocketship partners with Rivet School and Reach University, nonprofit college programs that help working adults earn an accelerated, affordable bachelor's degree and teaching credentials for California school

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employees. Teachers who enroll in an Intern Credential Program are eligible to receive tuition assistance and additional support such as tutoring, paid time off for studying, etc.

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

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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

School Year. In addition to summer training, Rocketship schools dedicate approximately 200 hours throughout the school year for staff professional development. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The principals and assistant principals at each school facilitate and organize sessions, 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 principals and assistant principals, Rocketship 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, local partner districts, Amplify, Great Minds, Code.org, and more. 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.

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

NEW TEACHER RESIDENCY - PILOT

We were awarded the Teacher Residency Capacity Grant Program by the California Commission on Teacher Credentialing to launch our first Teacher Residency Program in SY 2025-26. This pilot program provides high-quality immersive and comprehensive training experiences for up to 10 aspiring teachers, by combining coursework with hands-on classroom experience under the guidance of mentor teachers. Research shows that residency programs have a positive impact on student outcomes. Teachers who have successfully completed residency programs are often better equipped to meet the diverse needs of their students, can differentiate instruction effectively and create engaging and inclusive learning environments. The funding for this pilot program will continue through SY 2027-28.

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

TEACHER PERFORMANCE MANAGEMENT AND EVALUATION

Rocketship implements an annual performance evaluation system for teachers. We believe that performance evaluations are a vital part of helping us to achieve our mission because evaluations allow us to recognize and reward improvement and excellence and ensure that teachers receive consistent and direct feedback that helps them improve and grow.

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

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

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

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

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

Teaching Performance. The Rocketship teacher performance rubric outlines the expectations for teacher performance and is used by managers to provide feedback in evaluations. The core of Rocketship's teacher performance rubric is the Charlotte Danielson *Framework for Teaching*. The *Framework for Teaching* is a research-based performance rubric validated to show positive correlations between the *Framework for Teaching* ratings and student outcomes.[18] The Rocketship performance rubric examines teaching performance in four domains: Planning and Preparation, Learning Environments, Learning Experiences, Principled Teachings. (For a copy of the rubric, please see Appendix 16.)

TEACHER RETENTION AND COMPENSATION

Rocketship is committed to addressing and continually improving teacher retention in all of our schools. We have implemented a variety of programs, initiatives and support systems to make teaching a more viable and desirable career that the most talented individuals in our communities pursue. We provide support and counseling for principals, especially those new to the role, on teacher retention. Our Program and Regional Teams focus on teacher curricular tools and resources to provide teachers with high quality resources and support. 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 time to meet personal needs, including competitive paid time off packages and a credentialing paid time off policy for educators who need time away from school complete credentialing requirements (e.g., test preparation, test completion, etc.). We have increased opportunities for teachers to provide upward feedback on managers via surveys (i.e. manager effectiveness, staff satisfaction). We have a Teacher Advisory Group that is focused on keeping great teachers at Rocketship and providing a teacher voice on important topics that touch all aspects of our network.

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

LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

Teacher Leadership Programs. Rocketship's Teacher Leadership programs prepare teachers for the next steps in their leadership pathways through professional development in personal leadership skills, effective management frameworks, and essential mindsets. These programs are ideal for educators who are interested in developing either as a peer leader from the classroom or rising into the assistant principal within the next several years, as well as those who are considering other centralized network roles.

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

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Our Teacher Leadership programs engage in a variety of experiences depending on the program focus areas. These may include monthly workshops, leadership projects within their campus, and/or peer mentorship and support. These programs also provide opportunities for teachers to build strong and collaborative relationships among teacher leaders across Rocketship campuses.

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

LEADERSHIP DEVELOPMENT FOR SCHOOL LEADERS

Rocketship also has a comprehensive development system for its Principals, Assistant Principals, Business Operation Managers and Office Managers. (Qualifications and responsibilities for these roles are further described below in Element E.) Principals, assistant principals, business operations managers, and office managers receive ongoing professional development centered on key levers aligned to their role, including data-driven instructional leadership; systems planning; coaching and observation; family and community engagement; school culture; staff culture; and (for principals) team management. Principals and assistant principals who manage special education teachers also receive a special strand of professional development.

To support our principals, assistant principals, business operations managers, and office managers in team management, Rocketship provides key management development training and experiences. During our summer training, we start our training with self and team awareness development as a foundation of leadership. We also review evaluations and compensation training to ensure our leaders understand the process of setting clear expectations and compensation. We also ensure that new managers understand the foundations of employment law and performance management. During the school year, Rocketship has manager feedback and staff engagement surveys to give leaders clear feedback on their management and school experience. In addition to the surveys, our Human Resource team regularly meets with principals, assistant principals, business operations managers, and office managers to debrief any management challenges, review any upcoming management strategies, or people related skill building.

Our principals all spend approximately ten hours each month receiving professional development from Rocketship California's Regional Achievement team. Our assistant principals receive approximately two hours of professional development directly from the Program team and the Regional Achievement team and also get regular training and support from principals. Members of the Regional Achievement team also attend meetings between principals, assistant principals, and teachers to provide feedback on meeting facilitation and coaching, as well as conduct regular school and classroom walk-throughs. Business Operations Managers and Office Managers also receive weekly development from national Directors of Operations and Directors of School Communities.

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

The Charter School has created a Local Control and Accountability Plan ("**LCAP**"), which contains a reasonably comprehensive description of RRS's annual goals and outcomes in the Eight State Priorities, schoolwide and for all numerically significant student subgroups, in accordance with Education Code Section 47605(c)(5)(A)(ii), and will continue to annually update the LCAP in accordance with California laws. The LCAP is annually presented to families and the public at the Board of Directors LCAP Public Hearing and subsequently approved at the following meeting. The Charter School shall present a report on the annual update to the LCAP for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

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The LCAP is designed to align with the Eight State Priorities, as described in Section 52060(d) and listed below. Each LCAP goal and associated actions directly address a subset of the state priorities. For a description of which LCAP goals address which state priorities, please see the LCAP attached as Appendix 17.

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

The LCAP is attached to this petition as Appendix 17 and is fully incorporated by reference in fulfillment of Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B). Notwithstanding the foregoing, the LCAP is updated annually as required by state law, and any changes thereto shall be made without need for material revision of the charter.

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ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the 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 schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.
—Education Code Section 47605(c)(5)(B).

Goals, Actions, and Outcomes in Alignment with State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the RRS LCAP provides a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for numerically significant subgroups of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), as well as the mission, curriculum, and assessments of the Charter School. The Charter School maintains the same goals, actions, and outcomes for all students, both schoolwide and for all numerically significant student subgroups, except where explicitly noted within the LCAP. The Charter School maintains that all students, including all subgroups, can achieve the goals it sets. The LCAP, attached as Appendix 17, explains how the Charter School addresses the Eight State Priorities.

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

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

Metric	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome
CAASPP met or exceeded schoolwide (ELA)	59.0%	55.9%	70%
CAASPP met or exceeded schoolwide (Math)	63.9%	68.8%	70%
CAST met or exceeded schoolwide (Science)	n/a	n/a	n/a
Average growth years for reading (NWEA MAP), grades K-2	1.09 years	1.41 years	1.2 years
Average growth years for math (NWEA MAP), grades K-2	1.19 years	1.50 years	1.2 years
Percentage of EL students who increase at least one ELPI level or maintained the ELP criterion (Level 4)	67.9%	40.8%	55%
EL reclassification rate	15.2%	10.8%	17%

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Percentage of students with access to their own copies of standards aligned instructional materials for use at school and at home	100%	100%	100%
Number/Percentage of total and EL teachers credentialed & properly assigned	100%	100%	100%
Percentage of adopted standards including ELD standards implemented	100%	100%	100%
Percentage of facilities meeting the "good repair" standard	100%	100%	100%
Percentage of students who feel safe on campus	85%	84%	75%
Percentage of families who feel campus is safe	94%	90%	85%
Percentage of students who feel connected to at least one staff member	83%	84%	75%
Suspension rate (schoolwide)	0%	0%	0%
Expulsion rate (schoolwide)	0%	0%	0%
Percentage of students with access to a broad course of study	100%	100%	100%
Average daily attendance	93.7%	94.1%	94%
Chronic absenteeism rate (schoolwide)	20.9%	18.0%	20% or lower
Percentage of parents are involved	75%	87%	90%
Percentage Home visits completed	100%	99%	95%
Percentage of parents who are satisfied with their school	91%	89%	90%
Percentage of parents connected	87%	88%	85%
Portion of parents with input into decision making	100%	100%	90%

RRS makes the following affirmations related to its student outcomes/exit outcomes, in alignment with SCCOE's Charter Review Matrix:

- As RRS's student outcomes are aligned with state assessments (CAASPP, CAST, ELPAC, etc.), they directly address state content and performance standards in core academics.
- RRS's exit outcomes include acquisition of academic and non-academic skills, as shown by the list above, which includes academic performance outcomes, and outcomes related to student safety, attendance, and campus climate, etc.
- RRS affirms that "benchmark" skills and specific classroom-level skills will be developed.
- RRS affirms that its student outcomes align to its mission, curriculum and assessments.

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- RRS's list of school-wide student performance goals that students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc., are described in the above list.
- RRS acknowledges that exit outcomes and performance goals may need to be modified over time.
- Student achievement measurements, as established in the attached LCAP, include the following elements: alignment with the state priorities (documented in relation to each goal, action, and outcome in the LCAP); administration of state assessments; Dashboard indicator goals; the percentage of EL students who make progress toward English proficiency; and the EL reclassification rate.

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ELEMENT C: METHODS OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card

—Education Code Section 47605(c)(5)(C).

ASSESSMENT MEASURES

RRS affirms that, to the extent practicable, the method for measuring pupil outcomes for the Eight 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 and teachers to better understand students' strengths and areas in which they may be struggling. The information provided by the assessments will be used to guide instruction and to identify students who may need additional support and/or challenge.

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

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

As further described in Element A above, teachers will analyze assessment results to identify student, class, and school trends, to find specific areas of instructional strength and weakness, identify students who need additional support, and ensure children are making progress towards grade-level proficiency as measured by the State Standards. Assessments will be used to inform instruction as well as to track and monitor student growth and learning. Rocketship has a comprehensive MTSS program, further described in our At-Promise Students section in Element A, for students who fail to progress and/or achieve consistent with school expectations and goals.

Rocketship's current assessments are as follows:

- State-mandated Assessments (summative)—Students will be expected to meet statewide standards for academic achievement. Specifically, students will take the Smarter Balanced assessments for English Language Arts and Mathematics/CAASPP as applicable each spring. Additionally, the California 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

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in meeting state measurements. The ELPAC will be administered to English Learners annually; the California Alternative Assessments will be administered to eligible students annually; and the Physical Fitness Test will be administered to students in grade five.

- Leveled Reading Assessments (baseline, formative, summative)—All students in grades K-5 will be assessed three times throughout the year using either the Amira or DIBELS benchmark assessment. In addition to their use as a reading assessment, Amira or mCLASS with DIBELS Edition 8 will also be used as the schools K-2 universal screener in accordance with Education Code Section 53008. Both Amira and mCLASS with DIBELS Edition 8 are on the approved universal screener of reading difficulties platforms list provided in 2024 by the CDE.
- Writing Assessments (baseline, formative, summative)—A writing sample will be collected and assessed for each student several times a year. Students will be instructed on how to use writing checklists throughout the writing process. Students will use these writing checklists for self-review and self-assessment on writing projects throughout the year. Teachers will also use these checklists to assess student writing.
- Mathematics Assessments (baseline, formative, summative)—Throughout the year, student progress in mathematics will be measured using formal and informal formative assessments. Ongoing assessment will take the form of teacher observations, assignments, and lesson exit tickets. At the end of each unit, student understanding and mastery will be measured through a formal assessment.
- Standardized Assessments in Language Arts & Mathematics (interim)—In addition to leveled reading assessments and formative math assessments, students will also take NWEA MAP Interim Assessments three times per year in Reading and Math to ensure they will be prepared for Smarter Balanced Assessments.
- Science Assessments (formative, summative)—We will assess student progress toward the Next Generation Science Standards using NWEA MAP interim assessments two times a year. 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.
- Social Studies Assessments (formative, summative)—We will assess student progress toward California History–Social Science Standards using a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects.
- Social Emotional Learning Assessments (formative, summative)—Teachers will complete a social-emotional and behavioral screener three times a year to determine which students would benefit from additional supports, such as social skills groups or Check-in/Check-out, and to track social-emotional skills growth over the course of the year.

USE AND REPORTING OF DATA

Rocketship will utilize its data warehouse and reporting dashboards 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 and on scheduled Data Days. CAASPP test data will also be reviewed at this time.

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REPORTING TO PARENTS/GUARDIANS

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

REPORTING TO THE CHARTERING AUTHORITY AND OTHER STAKEHOLDERS

Rocketship will promptly meet all reasonable inquiries for data from the County and ensure 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.

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ELEMENT D: GOVERNANCE STRUCTURE

Governing Law: 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(c)(5)(D)

In accordance with Education Code Section 47604, all Rocketship charter schools will be operated by RSED, a California non-profit public benefit corporation with 501(c)(3) status. All staff will be employees of RSED. RSED will be governed by a Board of Directors **(the "Board")** pursuant to its corporate bylaws as adopted, and as subsequently amended from time to time, which shall be consistent with this charter. (RSED's Articles of Incorporation and Bylaws are attached as Appendix 18 and 19, respectively.)

RSED will operate independently from SCCBOE, with the exception of the supervisory oversight as required by statute and other contracted services. Pursuant to Education Code Section 47604(d), SCCBOE shall not be liable for the debts and obligations of RSED, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as SCCBOE has complied with all oversight responsibilities required by law.

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

GOVERNANCE STRUCTURE

BOARD OF DIRECTORS

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

Rocketship's Bylaws state that the Board must consist of at least three and up to 25 members. Board members serve for staggered terms of two years and until a successor director has been appointed or elected as required by the position. This staggering of terms will create a natural flow for future elections and ensure that the Board does not experience full turnover at once. For bios of our current Board members, please see Appendix 20.

The Board will be comprised of the following individual officers, at a minimum:

- 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 of Incorporation and Bylaws, and notice of Board and committee meetings.
- Treasurer, responsible for overseeing and validating audits, federal and state annual information return filings, and corporate filings.

The Bylaws also authorize the Board to appoint one or more Vice Presidents, one or more assistant secretaries, one or more assistant treasurers, and other officers as deemed necessary. Rocketship affirms that SCCBOE shall be entitled to a single representative on the Board, consistent with Education Code Section 47604(c).

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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
- Parents of current Rocketship students

BOARD DUTIES

The Board will be responsible for RRS'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 RRS's enrollment and grade-level configuration;
- Approval of annual school budget, calendar, salary schedules, and fundraising plans;
- Monitor negotiation and approval of a Memorandum of Understanding ("MOU") or other contracts with the County;
- Approval of all financial policies that set the processes and controls for contracts, expenditures, and internal controls;
- Hiring and firing of the CEO and oversight over other personnel actions;
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Oversee material revisions to the school charter;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance and approval of the LCAP;
- Evaluation of Rocketship Executive Director ("**ED**");
- Monitoring RRS's performance and taking necessary action to ensure that the school remains true to its mission and charter;
- Monitoring RRS'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 RRS.

The Board will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest, the Brown Act, and school finance (AB 640).

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

The Board may execute any powers delegated to it by law and shall discharge any duty imposed on it by law. The Board may delegate to an employee of RSED any of those duties with the exception of those listed in the Bylaws. The Board, however, retains ultimate responsibility for the performance of those powers or duties so delegated. The Board may not delegate approval of the budget, approval of independent fiscal

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audit, approval of Board policies, hiring or termination of the CEO, or any other duties prohibited by law. Where the Board has formally taken action to delegate authority to staff, changes must:

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

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

BOARD MEETINGS AND TRAINING

The Board will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act and Education Code Section 47604.1(c), and thus be held openly and easily accessible to the public. Rocketship will establish an annual calendar listing the dates of its regular meetings and provide the locations of those meetings. Rocketship will ensure that a teleconference location, which will be 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.

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

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

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

CALIFORNIA COMMITTEE

We believe it is critical to form strong local partnerships to inform our growth and maximize our impact in each of the communities we serve. To this end, the Board has created a California Committee whose membership consists of a diverse group of parents and civic and business leaders committed to closing the achievement gap. The California Committee serves as an advisory board to the Board of Directors.

The primary responsibility of the California Committee is to serve as a formal structure giving voice to Rocketship student, family, and community needs. The California Committee may provide advice and counsel to Rocketship Education's Executive Director; provide meaningful input to the Board of Directors on topics such as plans and strategies for local growth, model improvement and operational plans; and build local partnerships to enhance the quality and sustainability of Rocketship schools.

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ADDITIONAL COMMITTEES

In accordance with the Bylaws, the Board has established four additional standing committees to support the work of the Board. All standing committees comply with the Brown Act and the Rocketship Conflict of Interest Code. The committees are the Business Committee, Achievement Committee, Audit Committee and Executive Committee.

The Business Committee provides oversight of the budget and asset management, ensuring the Board understands the financial health of the organization. The Business Committee monitors current financial performance, partners with the CFO on in-depth financial reviews, supports long-term financial sustainability and ensures compliance with state and federal regulations.

The Achievement Committee monitors student academic performance, ensuring our schools provide an excellent education to all students. The Achievement Committee partners on academic goal setting and strategy, and ensures the board understands the performance framework and how schools are performing against it.

The Audit Committee provides oversight of the annual audit process, ensuring the Board understands the organization's performance on the audit. The Audit Committee reviews the annual audit and ensures compliance with state and federal regulations.

The Executive Committee supports the board member recruitment process through finding, recruiting and screening candidates. The Executive Committee additionally conducts reviews of the Board, organizes board retreats and training, and assists in the evaluation of the Executive Director.

BOARD RECRUITMENT

In the event of an opening on the board, the Executive Committee will facilitate the recruitment process to identify potential candidates for election to the Board. In partnership with the CEO, the Committee develops criteria for board membership, identifies potential candidates for outreach efforts and develops a recruiting plan for potential candidates. The Committee makes recommendations to the full Board to elect potential candidates, and the Board votes on such appointments.

RSED STAFF

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

The current support that RSED network staff provides includes the following:

- High-quality support via centralized Program team and Regional Achievement team to increase student achievement (i.e., planning and designing instructional materials and resources; creating academic visions and goals; coaching of principals, assistant principals, and teachers; guiding the data analysis process; facilitating professional development for teachers principals, assistant principals, business operations managers, and office managers)
- Talent management (i.e., recruitment; teacher and principal, assistant principal, business operations manager, and office manager pipeline development)
- Growth/policy (i.e., government relations; supervising community outreach and parent involvement)

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- Finance (i.e., financial analysis and monitoring; budgeting; accounting, payroll, billing)
- Strategy (i.e., project management; cross-functional facilitation; devising systems for operational issues; overseeing network expansion)
- Facilities (i.e., site location, design, permitting, entitlements)
- Legal (i.e., compliance; completion of required filings; support with education and governance laws and policies)
- Human Resources (i.e., hiring, infrastructure, employment issues, benefits, compliance)
- Operations (i.e., coordinating with service providers; developing and managing systems)
- Communications (i.e., marketing and public relations)

The staff is overseen by a Senior Leadership Team ("**SLT**"), which is a group of department leaders with deep and diverse functional expertise. For bios of our current SLT members and organizational chart, please see Appendix 21.

FAMILY PARTICIPATION

Family participation has been important to RRS since the very beginning. We understand that a parent/family is a child's first teacher and lifelong advocate. We strive to partner with parents in a variety of ways so that they can become active participants in the school and the community as they promote their children's education. As described in Element A above, our teachers, principals, assistant principals, business operations managers, and office managers conduct home visits and conferences and regularly communicate with parents via emails, phone calls, and notes home.

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

We encourage, but do not require, our families to complete at least 20 partnership hours each school year. Partnership activities vary widely and can include participating in Launch in the morning, a Rocketship daily tradition to foster excitement for the day of learning ahead, reading to their child at home, assisting in classrooms or participating in any school meetings or events. We also have special processes in place to involve families in the creation of the LCAP. In addition to the regular community meetings and parent meetings, RRS 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. RRS 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 **SSC** which mirror the requirements of Education Code Section 52852 applicable to traditional public schools and will be comprised of the following:

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

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

Pursuant to Education Code Section 64001(j), the SSC will be responsible for participating in the development of the **LCAP**.

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The LCAP is a three-year plan that describes the goals, actions, services and expenditures to support positive student outcomes that address state and local priorities. The LCAP governs how the Charter School will spend its state LCFF funding. The LCAP is a blueprint to improve the academic performance of all students through the coordination of all educational services at the Charter School. Additionally, the LCAP Federal Addendum will address how federal funds provided to the Charter School will be used to improve the academic performance of all students.

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

The SSC will seek to empower parents in the education of their children. The SSC may engage in a number of activities and initiatives, including, but not limited to:

- Engage in professional development opportunities for families (e.g., through trainings in data analysis, budget review, curriculum and instruction, etc.).
- Review of attendance trends and policies.
- Review of English learner achievement and reclassification data.
- Review of the Family 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 family engagement.

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

ENGLISH LEARNER ADVISORY COMMITTEE

RRS shall establish an English Learner Advisory Committee of which parents/guardians of EL students constitute membership in at least the same percentage as their children represent of the total number of students in the Charter School. Other members of the ELAC can be parents/guardians of non-EL students, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

The Charter School shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an ELAC.

The ELAC seeks to fulfill the following tasks:

- Review and comment on the RRS' EL Master Plan, including policies, guiding the consistent implementation of EL educational programs
- Assist with an RRS-wide needs assessment.
- Review and comment on the RRS' program, goals, and objectives for EL programs and services.
- Review RRS' plan to ensure compliance with applicable EL Authorization and/or CLAD Certificate requirements applicable to RRS' teachers and instructional aides.

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- Review and comment on the RRS' reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.

At Rocketship, we try to have our SSC and ELAC overlap to the extent desired by the Charter School and possible under the law.

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 LCAP.

Additionally, the ELAC shall assist the Charter School in the development of:

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

Family 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 principals, assistant principals, business operations managers, and office managers will use dashboard metrics to measure the success of parent involvement. The key goals for successful family involvement are:

- Enlisting family leaders at each campus: These individuals will help lead various activities at school as well as be key liaisons within the community to help inform other parents about Rocketship and promote grassroots, community efforts to help Rocketship eradicate the achievement gap in the community.
- Achieving at least 75% family attendance at school community events: These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to RRS.
- Engaging each RRS family to complete at least 20 volunteer hours at the school per year: As described above, RRS families will be encouraged to volunteer at the Charter School to help tighten the link between the families and the Charter School as well as assist RRS teachers and staff with various school operations. Volunteer service, however, is not a requirement for admission or continued enrollment at any Rocketship school.

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ELEMENT E: EMPLOYEE QUALIFICATIONS

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

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

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

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

RRS 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 will include leading RRS in all aspects of its day to day operations and working with the RSED Board of Directors, students, parents, and community members and the other governing bodies specified by local and state law.

The Principal is the instructional, cultural, managerial, and community leader of the Charter School. The Principal sets the vision for the Charter School and ensures that the Charter 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, the Office Manager, and the Business Operations 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.

***Qualifications*:**

- 3+ years of experience teaching in an urban city classroom and delivering significant gains
- 2 years of experience as an Assistant Principal (or equivalent) or a similar administrative position at an urban elementary school serving a diverse student population with a track record of realizing significant achievement gains

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- Experience managing, coaching and developing teachers
- Strong leadership skills with the ability to inspire and motivate staff and families
- Personal drive for high expectations
- Results-oriented, using data to make decisions
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Experience with instruction of multilingual learners
- Experience in building and maintaining outstanding school culture
- Excellent time management and organizational skills
- Commitment to parent partnership
- Strong verbal and written communication skills
- BA from an accredited university
- Valid teaching credential in CA or ability to transfer credentialing to CA (Teaching credential must have English as a Second Language endorsement)
- Background check, TB test and fingerprinting

ASSISTANT PRINCIPAL

RRS will have at least one Assistant Principal, focused full-time on the implementation of RRS' academic systems and mentoring teachers to improve their effectiveness.

Reporting directly to the Principal, the Assistant Principal plays a critical role in driving academic achievement for students. The Assistant Principal ensures academic excellence by working closely with the Principal to lead and implement the instructional vision for the Charter School. The Assistant Principal leads two primary streams of work: teacher coaching and professional development. 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.

***Qualifications*:**

- 3+ years of experience teaching in an urban city classroom and realizing significant gains.
- Deep knowledge of elementary instruction and planning skills.
- Strong leadership skills and personal drive.
- Relentless pursuit of high expectations.
- Result-oriented and data-driven.
- Ability to inspire, motivate and develop others.
- Adaptable and able to thrive in a dynamic, fast-paced environment.
- Ability to engage and empower parents and families.
- Experience in building and maintaining outstanding school culture.
- Excellent time management and organizational skills.
- Strategic planning and project management experience.
- Strong verbal and written communication skills.
- Valid teaching credential in CA or ability to transfer credentialing to CA (Teaching credential must have English as a Second Language endorsement)
- Background check, TB test and fingerprinting
- BA from an accredited university

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TEACHERS

RRS shall comply with Education Code Section 47605(l)(1), which states:

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

All teachers will have or be working toward CLAD certification and/or EL Authorization, as required for their certificated assignment.

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.

***Qualifications*:**

- Hold a B.A./B.S. degree from an accredited institution
- Hold the CTC certificate, permit, or other document required for their certificated assignment, including eligibility for a Provisional Internship Permit (PIP) or Short-Term Staff Permit (STSP), which requires current CPR certification from the American Heart Association or American Red Cross. *CPR certification must be active or candidate must be willing to complete CPR certification prior to start date at Rocketship.*
- Must maintain active and in-good-standing credential status once certified, throughout employment with Rocketship
- Preferred: Prior experience teaching in diverse school communities
- Background check, TB test and fingerprinting required

Teachers receive competitive, performance-based salaries to support retention and recognize them for their impact in our schools.

Teachers assigned to a TK classroom will have been issued at least one credential by the CTC and shall 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.

The Charter School will maintain the requisite classroom size, adult to pupil ratio, and credential requirements mandated by Education Code Section 48000(g) in its TK classrooms.

EDUCATION SPECIALIST

The Education Specialist is a full-time position that reports to the Charter School principal or assistant 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

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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.

Qualifications

- Hold a B.A./B.S. degree from an accredited institution
- Valid Special Education teaching credential (Mild/Moderate or equivalent) in the state of employment, or eligibility to obtain the appropriate licensure as required by state law
- Must maintain active and in-good-standing credential status throughout employment with Rocketship
- Hold a valid Education Specialist (Mild/Moderate Support Needs) credential or be eligible for a Provisional Internship Permit or Short-Term Staff Permit, which requires current CPR certification from the American Heart Association or American Red Cross. *CPR certification must be active or candidate must be willing to complete CPR certification prior to start date at Rocketship.*
- Background check, TB test and fingerprinting required

INDIVIDUALIZED LEARNING SPECIALISTS

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

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
- Interest in becoming a credentialed teacher is a plus, but not required.
- Bachelor's Degree is a plus, but not required
- Background check, TB test and fingerprinting required

PARAPROFESSIONAL

The Paraprofessional will be responsible for providing individual and small group instruction for students with both special and typical learning needs in the general education environment including, but not limited to: the classroom, recess, and lunch area. The Paraprofessional will work under the supervision of a certificated Education Specialist who will provide weekly oversight, training and direction.

Qualifications

- A team player who is detail-oriented, resourceful and able to manage their responsibilities with confidence and discretion

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- Comfort in a start-up environment with flexibility
- Interpersonal skills using tact, patience and courtesy
- Passion for working with young children
- At least 2 years of college or passing score on Rocketship's Paraprofessional Assessment required
- Experience working with students with disabilities desired
- Background check, TB test and fingerprinting required

OCCUPATIONAL THERAPIST

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

Responsibilities:

- Lead specialized evaluations related to sensory-motor development; write quality, compliant evaluation reports
- Develop Individualized Education Program present levels and recommendations for goals, objectives, supplementary aids, and services
- Attend IEP meetings; present evaluation findings; present information regarding student present levels and progress; recommend educationally relevant goals, services, and supports driven by student needs; collaborate with IEP teams to assist in finalizing the student's plan
- Attend 504 meetings; present evaluation findings and information regarding student present levels; recommend supports driven by student needs; collaborate with 504 teams to assist in finalizing the student's plan
- Develop appropriate, evidence-based intervention plans and provide high-quality, effective occupational therapy services;
- Assist in the implementation of evaluation/IEP/504 recommendations as needed
- Work with parents to build knowledge of disability and inclusive support for students with disabilities
- Assist in providing in-service training to parents, teachers, administrators and other professionals and paraprofessionals
- Provide consultation and advisement to administrators, teachers, and parents regarding the general and special education programs and supports under the Multi-tiered Systems of Support, 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 ISE Network Support Team
- Maintain a compliant practice and documentation
- Perform other duties as assigned or requested by the appropriate administrator

Qualifications:

- Must possess a Bachelor's or Master's degree 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 individuals with a range of disabilities (learning disabilities, emotional and behavioral disorders, autism, etc.)
- Excellent written and oral communication skills
- Embrace the mission of Rocketship Education
- Thrive in a fast-paced, dynamic work environment
- Ability to be flexible and adaptive in a work environment that is still evolving

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- Perform a variety of specialized and responsible tasks; maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and compliance deadlines.
- Possession of a valid driver's license; willingness to provide own transportation in conduct of work assignments as you will be required to travel from site to site to work with students and faculty at all sites.
- Background check, TB test and fingerprinting required

SCHOOL PSYCHOLOGIST

The School Psychologist is an exempt position that will work under the direction and supervision of the Associate Director of School Psychologists 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 consultation to school teams regarding intervention supports for struggling students.
- Work with parents to build knowledge of disability and inclusive support for students with disabilities.
- Assist in providing consultation and advice 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.
- Maintain a compliant practice.
- Some campuses may require consultation, collaboration, creation, and implementation of 504 plans
- Some campuses may require additional consultation around social emotional and behavioral systems and structures
- Perform other duties as assigned or requested by the Associate Director, School Psychology.

Qualifications:

- Required: Valid California Pupil Personnel Services credential (or applicable state credential); Master's degree in School Psychology.
- Nationally Certified School Psychologist credential (preferred)
- Bilingual, Spanish (preferred)
- Experience working in Multi-Tiered Systems of Support (highly 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.) (highly preferred)
- Excellent written and oral communication skills
- Commitment to Rocketship's special education inclusion model and overall mission to close the achievement gap within our lifetime.
- Thrive in a fast-paced, dynamic work environment
- Ability to be flexible and adaptive in a work environment that is still evolving.

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- 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 (or applicable state equivalent); willingness to provide own transportation in conduct of work assignments as the individual will be required to travel from site to site to work with students and faculty at all sites.
- Background check, TB test and fingerprinting required

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:

- Provide direct treatment to student's speech production, vocal production, and language needs through speech therapy.
- Deliver pre-referral speech/language interventions in Tier 1 and Tier 2.
- 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.
- Write high quality evaluation reports.
- Maintain student files and treatment logs in an organized manner to include as well as provide appropriate documentation to the interdisciplinary team.
- Communicate with the Associate Director with regards to any changes in status, problems, or intent to change any aspect of the education program.
- Attend and participate in meetings as required by the (speech team, staff, and IEP meetings).
- Develop instructional materials and evaluate commercially available material for treatment.
- Keep current on the latest development in the field of speech therapy by attending professional seminars, reading current literature and participating in professional organizations as assigned.
- Provide professional development support to school staff and families.
- Manage time efficiently, follow schedule and inform appropriate personnel of departures from schedule.
- Supervise Speech-Language Pathology Assistants ("SLPA"), Clinical Fellows ("CF"), or Interns.

Qualifications

- Valid Speech-Language Pathology Services Credential; Master's Degree required.
- Bilingual in English and Spanish or Vietnamese (strongly preferred, but not required).
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members (educators, school administrators, senior management.)
- Commitment and passion for Rocketship's mission, vision, and goals. Thrive in a fast-paced, dynamic work environment.
- Ability to demonstrate the skills necessary for fulfilling the job responsibilities of a Speech-Language Pathologist.
- Supervision experience of a CF or SLPA preferred but not required.
- Background check, TB test and fingerprinting required

OFFICE MANAGER

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

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Qualifications:

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

BUSINESS OPERATIONS MANAGER

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

Qualifications

- Minimum 5 years of relevant experience, with school-based experience strongly preferred. Many of our most successful BOMs have previously been teachers and/or School Leaders in other roles.
- Managerial experience is strongly preferred. Leadership and/or coaching roles among other adults can potentially substitute for this.
- Experience in a fast-paced, highly analytical, entrepreneurial environment. Ability to proactively manage multiple critical deadlines and quickly and confidently adapt to changing school needs, independently prioritizing and following through on completion of tasks and responsibilities. Demonstrated ability to be detail-oriented, organized, and resourceful.
- Team-player attitude and strong customer-service orientation. Skill at communicating respectfully and empathetically with students' families. Spanish language proficiency is preferred in many of our communities, but not required.
- Skilled at building strong and trusting working relationships with people in both senior- and junior-level roles, both within and beyond Rocketship. Ability to treat sensitive issues with respect and empathy, and maintain strict confidentiality where required.
- Strong PC-based computer skills, including the ability to use spreadsheets and the Google Suite, and ability to quickly become proficient in new software programs.
- Passion for Rocketship's mission, and the belief that all students can achieve high levels of academic success.
- Background check, TB test and fingerprinting required

ENRICHMENT CENTER COORDINATOR

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

Qualifications

- Passion for working with children; ability to motivate and support children in reaching high levels of academic success
- High School diploma required
- At least 2 years of college or passing score on Rocketship's Paraprofessional Assessment
- Belief in the value of enrichment education for all children

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- Previous experience or training working with youth
- Previous experience managing and/or teaching groups of elementary-age students is strongly preferred
- Content expertise preferred
- Excellent communication and interpersonal skills, with the 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
- Fluency in English
- Background check, TB test and fingerprinting required

OPERATIONS TEAM MEMBER

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

Qualifications

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

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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, and the annual review and update of the plan, pursuant to Section 47606.3.- Education Code Section 47605(c)(5)(F).

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

- Rocketship Education Employee Handbook, attached as Appendix 22
- Rocketship Education School Safety Plan, attached as Appendix 23
- Rocketship Public Schools Student/Parent Handbook, attached as Appendix 24

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

PERSONNEL

In accordance with Education Code 47605(c)(5)(G)(i), employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Charter School shall monitor compliance with this policy on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. (See also Employee Handbook, Appendix 22)

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks and testing for individuals providing transportation services for students.

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

- Additional conditions for employment, including reference checks and tuberculosis screening, **pp. 19-20**
- Prohibitions on harassment, discrimination, and retaliation, **p. 10**
- Prohibitions on sexual harassment, **pp. 13-16**
- Lactation accommodation, **p. 18**
- Campus access and security protocols, **p. 46**
- Accident and incident reporting, **p.47**

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- OSHA compliance, **p. 47**
- Workplace violence, **p. 53**
- First aid and CPR requirements, **p. 52**
- Mandated child abuse and neglect reporting and training obligations, **p.110**

SCHOOL SAFETY PLAN

In accordance with Education Code Section 47605(c)(5)(F)(ii), the Charter School has a School Safety Plan **("SSP")** that contains the safety topics listed in Education Code Section 32282(a)(2)(A)-(N), as further detailed below.

- *Section 32283(a)(2)(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.* **See SSP, pp. 78.** Please note that the policy included in the SSP is also contained in the Employee Handbook in Appendix 22. The Employee Handbook is approved by the Board during a meeting that falls subsequent to the SSP. To the extent that any of the policies contained in the Employee Handbook differ from those contained in the SSP, the latter version governs Rocketship's operations and the SSP will be updated accordingly the following year.
- *Section 32283(a)(2)(B) Disaster procedures, routine* **(see SSP, p. 8)** *and emergency* **(see SSP, pp. 10; 16-29),** *including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.)* **(see SSP, p. 15)**. *The disaster procedures shall also include, but not be limited to, both of the following:*
  - *(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom.* **See SSP, pp. 18; 39**
  - *(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.* **See SSP, p.14**
- *Section 32283(a)(2)(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.* **See SSP, pp. 83-107**
- *Section 32283(a)(2)(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.* **See SSP, p.99**
- *Section 32283(a)(2)(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.* **See SSP, pp. 84-89**
- *Section 32283(a)(2)(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code.* **See SSP, p.83**
- *Section 32283(a)(2)(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.* **See SSP, p.7**
- *Section 32283(a)(2)(H) A safe and orderly environment conducive to learning at the school.* **See SSP, p.5**
- *Section 32283(a)(2)(I) The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.* **See SSP, p.89**
- *Section 32282(a)(2)(J)-(K) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related*

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functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community. **See SSP, pp. 24-28.**

- *Section 32282(a)(2)(L) Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school.* **See SSP, p.24**
- *Section 32282(a)(2)(M) Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.* **See SSP, p.40**
- *Section 32282(a)(2)(N) Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite* **See SSP, p.77**

The SSP shall be reviewed and updated by March 1 of every year by the Charter School.

The SSP shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the SSP shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

OTHER HEALTH AND SAFETY ASSURANCES

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

IMMUNIZATIONS

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

MEDICATION IN SCHOOL

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

In accordance with Education Code Section 49414, the Charter School 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 applicable law, 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.

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The Charter School will store the epinephrine auto-injectors in a secure but accessible, well-marked, unlocked location. Per AB 1651 (2023), the Charter School shall include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

VISION/HEARING/SCOLIOSIS

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

DIABETES

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

SUICIDE PREVENTION POLICY

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

STUDENT RECORDS

The Charter School maintains policies and procedures for ensuring the safety of its student records. Rocketship's Director of Student Information Systems typically serves as the designated Custodian of Record for such records.

MENSTRUAL PRODUCTS

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

ALL GENDER RESTROOMS

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

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SCHOOL MEALS

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

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

RECESS

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

WORKPLACE VIOLENCE PREVENTION PLAN

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

BLOODBORNE PATHOGENS

Rocketship shall meet state and federal standards for dealing with bloodborne 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 bloodborne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

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

DRUG-FREE/SMOKE-FREE ENVIRONMENT

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

FACILITY

All facilities utilized by Rocketship must be in compliance with either the Field Act or the California Building Standards Code in accordance with Education Code 47610. All Rocketship facilities will comply with the Americans with Disabilities Act access requirements. Rocketship will maintain accessible records documenting all such compliances. RRS has received 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 local school district in the future under Proposition 39 and its implementing regulations. Rocketship agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Rocketship shall conduct fire drills as required under Education Code Section 32001.

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COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any 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. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

BULLYING PREVENTION

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

SAFETY ACT

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

HOMICIDE THREATS

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

GUN SAFETY NOTICE

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

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TRANSPORTATION SERVICES

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

EXTREME WEATHER POLICY

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

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ELEMENT G: MEANS TO ACHIEVE STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. – Education Code Section 47605(c)(5)(G)

Rocketship shall not discriminate against any student on the basis of any of the characteristics listed in Education Code Section 220, including immigration status. Furthermore, RRS shall strive, through recruitment and admission practices, to achieve a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, among its students that is reflective of the general population residing within the territorial jurisdiction of SCCOE.

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

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

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

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ELEMENT H: ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." - Education Code Section 47605(c)(5)(H)

RRS shall be an open enrollment and tuition-free public charter school and shall admit all pupils who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into RRS. RRS 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 their parent or legal guardian within the state.

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School 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 characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

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

APPLICATION AND REGISTRATION PROCESS

The application process begins with the completion of a student interest form, which includes basic student and family identification information for the purposes of entry into public random drawing. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. RRS shall admit all students who wish to attend the Charter School, subject only to capacity. If the number of applications exceeds capacity for any grade level, RRS will hold a public random drawing as described below, to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

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In order for students to be included in the public random drawing for admission to the Charter School (if a public random drawing is necessary), families must submit an application that includes only the student's name, grade, birthdate, and contact information for the family, including address, the current school that the student may attend, and whether a sibling attends the Charter School or other information in order to establish whether the student is entitled to admission preference. Prior to a public random drawing and before a student is offered admission, application materials shall be limited to general information necessary for admission processing and determining eligibility for admission preferences. Such materials shall not request or require information concerning protected characteristics of the student or parent/guardian, including but not limited to disability status or eligibility for services pursuant to IDEA or Section 504.

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

- Student enrollment form which contains student name, address, and other identifying and demographic information;
- Proof of immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum age requirements;
- Release of records[19]

LOTTERY POLICIES AND PROCEDURES

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

- Siblings of students currently admitted to or attending RRS
- Children of employees of RRS (not to exceed 10% of total enrollment)
- Students who qualify for free or reduced price meals
- Residents of Franklin-McKinley School District
- Other California residents

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Public random drawing rules, deadlines, dates and times will be communicated on Rocketship's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. RRS will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Each year, open enrollment begins in early November and remains open until the week of the lottery, typically conducted in late February or early March. Following completion of the lottery process, the enrollment process re-opens.

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

[19] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

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

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 RRS after the open application period and their applications will be held in abeyance for a subsequent lottery, as needed.

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

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

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ELEMENT I: 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 are consistent with all of the following:
-- Education Code Section 47605(c)(5)(I)

Rocketship's Suspension and Expulsion Policy is maintained in its Board-approved Student/Parent Handbook which, as discussed above in Element F, is attached and fully incorporated by reference as Appendix 24.

Rocketship's Suspension and Expulsion Policy is compliant with the federal and state constitutional procedural and substantive due process requirements listed in Education Code Section 47605(c)(5)(I), as further detailed below.

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story. **See Student/Parent Handbook, p. 41**

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. **See Student/Parent Handbook, p. 42**

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. **See Student/Parent Handbook, p.42**

(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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). **See Student/Parent Handbook, p. 42**

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Rocketship also maintains an Attendance and Truancy Policy in the Student/Parent Handbook that is attached as Appendix 24. The Attendance and Truancy Policy contains additional requirements pertaining to involuntary removals, which can be found on **p. 4 of the Student/Parent Handbook**.

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. **See Student/Parent Handbook, p. 42**

The full Suspension and Expulsion Policy is found in the 2026-27 Student/Parent Handbook in Appendix 24. In addition to the above requirements, the Suspension and Expulsion Policy also contains:

- Procedures for in-school suspensions **(p.37)**
- Homework assignments during suspension, in accordance with Education Code Section 47606.2 **(p.41)**
- Grounds for suspensions and expulsions **(p.38)**
- Full suspension procedures and student rights during suspension **(p.40)**
- Full expulsion procedures **(p.41)**
- Special procedures for expulsion hearings involving sexual assault or battery offenses **(p.42)**
- Special procedures for suspension or expulsion of students with disabilities **(p.42)**
- Procedures for students not yet eligible for special education services **(p.44)**
- Disciplinary records **(p.45)**

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ELEMENT K: STAFF 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(c)(5)(J)

All full-time employees of Rocketship will participate in a qualified retirement plan. All full-time employees will be offered a 403(b) program with a 3% match from RSED. Full-time certificated eligible employees may also participate in the State Teachers' Retirement System ("STRS"), and all part-time employees and full-time non-certificated employees will participate in the federal social security system. Rocketship employees may have access to additional Rocketship-sponsored retirement plans according to policies developed by the Board and adopted as Rocketship employee policies. Rocketship Education's Human Resources team, in conjunction with the principal, ensures that appropriate arrangements for coverage have been made.

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

For more details on benefits offered to Rocketship employees, please see the Employee Handbook, attached as Appendix 22.

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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. -- Education Code Section 47605(c)(5)(K).

No student may be required to attend RRS. Students who reside within FMSD who choose not to attend the Charter School 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 RRS will be informed on admission 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.

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ELEMENT L: 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(c)(5)(L)

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

Sick and vacation leave, and/or years of service credit, from the County shall not be transferred to Rocketship Education. Employment by Rocketship Education provides no rights of employment at any other entity.

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

Further, in the case of closure of RRS, RRS employees shall have no rights of employment/transfer to any other Rocketship school or entity, any school district, the County, or any other employer.

For more details on employee rights at Rocketship, please see the Employee Handbook, attached as Appendix 22.

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ELEMENT M: DISPUTE RESOLUTION PROCESS

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter."
- Education Code Section 47605(c)(5)(M)

Disputes Between the SCCOE and the Charter School

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

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

(1) Should either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and SCCOE may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.

(2) In the event that SCCOE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a prerequisite to the SCCOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCOE may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.

(3) If the violation or issue in question does not constitute a severe and imminent threat and SCCOE has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue ("the Dispute Statement") and refer the issue to the SCCOE Superintendent and Charter School Regional Director, or their respective designees. The date that this written notice is provided or sent shall be the "Notice Date." Upon issuance of the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date, or as mutually agreed upon by both parties. The SCCOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the Charter School's Regional Director or Regional Director's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties may proceed to step 4 or take any other action they deem appropriate in response to the dispute.

(4) If the dispute is not resolved in accordance with the procedures through Step 3, either Party will have been deemed to have exhausted the administrative remedies within the Charter and may pursue any alternative legal options for resolution, including, SCCOE may commence revocation

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of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law..

The Charter School Board will adopt policies and processes for airing and resolving disputes, other than those between the SCCOE and the Charter School which are covered above. Parents, students, Board members, volunteers and staff at the Charter School will be provided with a copy of the Charter School's policies and internal disputes process.

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

Notice of Violation and Opportunity to Remedy Internal Disputes

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

Internal Disputes

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

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ELEMENT : 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 pupil records. --Education Code Section 47605(c)(5)(N)

The Charter School shall comply with the applicable elements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school and the following requirements. The closure procedures set forth herein shall be collectively referred to as the "Closure Protocol." The official action by the Charter School's Board documenting the closure of the Charter School for any reason will be referred to as the "Closure Action."

A. Charter School shall identify an entity and person(s) responsible for closure- related activities and each notice required below shall include information on the responsible person and entity and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.

B. The Charter School Board shall provide written notification to the SCCOE of the determination of the Closure Action and of the effective date of the closure, and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure as a charter school within 72 hours of the Closure Action..

C. The Charter School shall provide written notification to the home districts of the list of returning students within 10 calendar days..

D. The Charter School shall provide written notification of the Closure Action and the effective date of closure of the Charter School to the California Department of Education, the Charter School's SELPA, and the retirement systems in which Charter School's employees participate by registered mail within 10 calendar days.

E. On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

F. This notice to the parents and students will be provided within 10 calendar days of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses and credits that meet graduation requirements.

G. Charter School will provide parents, students and the receiving school districts with copies of all appropriate student records. All transfers of student records will be made in compliance with FERPA. As permitted by each student's district of residence, the Charter School shall transfer all appropriate student records to the district of residence, or the district to which the student is transferring if requested by the parent/guardian. The Charter School will ask SCCOE to store original records of Charter School students for which the district of residence/district of attendance is not known or will not accept the records. If SCCOE will not or cannot do so, the Charter School will work with SCCOE to determine a suitable

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alternative location for storage. All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

H. As soon as is reasonably practical, but no later than 90 days after the latter of the Closure Action or the effective date of the closure, the Charter School shall prepare final financial records. The Charter School's independent audit completed by an independent auditor who meets the qualifications to perform Charter School's annual audits, as soon as is reasonably practical, but in no case later than six months after closure, and provide the audit report to SCCOE promptly upon completion. The auditor and audit shall comply with all of the requirements for Charter School's annual audit as set forth in the Charter. Any costs for the audit incurred by SCCOE shall remain a liability of Charter School until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by the Charter School shall be the responsibility of the Charter School and not SCCOE. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source.

I. For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the Charter School Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.

J. In addition to the final audit, the Charter School shall also submit any required year- end financial reports to the California Department of Education and SCCOE in the form and timeframe required.

K. If Rocketship Education does not operate any other charter school other than the Charter School, the corporation will be dissolved according to its Bylaws.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof.

Any assets acquired from the SCCOE or SCCOE property will be promptly returned to the SCCOE upon the Charter School's closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of Charter School will be liquidated and all creditors will be paid first. On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

As RRS 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

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Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

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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(h).

BUDGETS AND CASH FLOW

The following documents are attached as Appendix 3:

- 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. SCCOE will owe in-lieu property tax payments to the Charter School pursuant to Education Code Section 47635.

The attached budget assumes that these payments will be made timely by the Authorizer as required by Education Code Sections 47635 and 42238.02. The program outlined in the petition is predicated, among other things, on the Authorizer 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 2026-27 fiscal year budget.

FINANCIAL REPORTING

Rocketship shall provide reports as required by Education Code Section 47604.33 as follows, and shall provide additional fiscal reports as requested by the Authorizer:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County Office of Education, State Controller, and State Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the Authorizer as required by law and as requested by the Authorizer including, but not limited to, the following: California Basic Educational Data System ("**CBEDS**"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("**SARC**"), and the LCAP.

The Charter School agrees to and submits to the right of the Authorizer to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the Authorizer.

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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(h).

Administrative services will be managed in-house and contracted with appropriately qualified and/or credentialed (as necessary) outside providers to address all administrative services. Please see above Element D for the role of Rocketship Education as the primary provider of administrative services. The Charter School does not anticipate purchasing any services from the County, but reserves the opportunity to include a review of County services and pricing as the Charter School deems appropriate.

Selection of contractors includes a rigorous screening process. In the case where a contractor is paid for by federal funds, the Charter School shall follow applicable federal guidelines.

FACILITIES

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. – Education Code Section 47605(h).

Location. RRS is located at 3173 Senter Rd, San Jose, CA 95111. The Charter School plans to remain located at this site through the term of this renewal. The facility was originally constructed for RRS's specific program and has been carefully maintained and updated throughout RRS's occupancy.

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IMPACT ON THE COUNTY

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

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

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law.

The Rocketship Education Articles of Incorporation and Bylaws are attached as Appendix 18 and Appendix 19, respectively. Rocketship Education shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the Authorizer shall not be liable for the operation of RRS.

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

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

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

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CONCLUSION

By approving the renewal of this charter, the Santa Clara County Board of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve student learning; increase learning opportunities for all students, with special emphasis on expanded learning opportunities for all students who are identified as academically low-achieving; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and be following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently but cooperatively with the Authorizer to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with the Authorizer to answer any concerns over this document and to present the Authorizer with the strongest possible proposal for establishment of a charter for a five-year term to begin July 1, 2027. In order to comply with rigorous Authorizer charter approval requirements, the Petitioners have attached a comprehensive series of detailed appendices. These appendices, with the exception of the Budget included as Appendix 3, are not intended to be incorporated by reference into the petition, but are provided to ensure that the Authorizer has a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intend to achieve the academic results outlined in the charter.

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