Rocketship Sí Se Puede Elementary

Charter Renewal Petition

Submitted to the Santa Clara County Board of Education
August 20, 2024

RECEIVED

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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 Si Se Puede Academy

Name & Title of Lead Petitioner	DATE	Signature of Lead Petitioner
Maricela Guerrero, Executive Director	8-15-2024	

Name & Title of County Personnel Receiving Petition	DATE	Signature of County Personnel Receiving Petition
Michelle Johnson, Assc. Dir.	8/20/24	

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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, 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 Sí Se Puede is proud to have accomplished all of these intended results, as discussed herein.

AFFIRMATIONS AND DECLARATION

Rocketship Sí Se Puede Academy ("**RSSP**" 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 referred to as the "Authorizer" or the "County"), and located within the boundaries of Alum Rock Union Elementary School District ("**ARUSD**" or the "**District**"), 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 non-charter 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 §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. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]

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

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

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

13. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

14. 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)]

15. 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)]

16. 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)]

17. 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)]

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

19. 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]

20. 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**").

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

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

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

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

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

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

Maricela Guerrero, Executive Director, Rocketship Education - California

8.20.2024

Date

EXECUTIVE SUMMARY

Nestled within the heart of East San Jose, the Dobern neighborhood found itself dubbed with the nickname "sal si puedes" in the early 2000s. This literally translates to "get out if you can;" a nickname coined due to the harsh realities faced by the community. People worked hard, but were still struggling for survival. There was violence and overwhelming gang activity, which extended to the recruitment of our youth to gangs at an early age. The streets were filled with trash and the walls with graffiti, but there was something special that had started in this community. If you know the power of Cesar Chavez and Dolores Huerta in East San Jose, then you understand that the voices of East San Jose, regardless of income or status, were starting to rise and demand better treatment, better options for quality of life, and organizing a movement for change.

These voices led to a significant change in the community, particularly in launching small autonomous schools in the Alum Rock Union Elementary School District in 2004, which eventually led the foundation to families of East San Jose to recruit Rocketship as a school operator. In 2007, Rocketship opened its first school in the Washington neighborhood in Downtown San Jose. As our co-founder had taught in ARUSD and launched an original small autonomous school, the East San Jose community was aware of what was possible. Once families saw this success replicated again at Rocketship in the Washington neighborhood, these families then personally met with our founders to demand Rocketship come to East San Jose. The families made it clear that they were not asking, but instead demanding a high-quality public school option. Families were losing their kids to drugs and violence, and wholeheartedly believed that a better education would yield a better life. They were not wrong. For our founders, the demands of our community were clear, and the task was no longer an “if,” but rather a “how.”

And so it happened. In 2008, an empty plot of land with overgrown grass, usually filled with trash within the “sal si puedes” neighborhood, began its transformation into a new school. The decision to build Rocketship Sí Se Puede in this specific neighborhood was intentional. There was a vision of new hope, of changing generational cycles of poverty, beginning with a high-quality education for a community that had long been ignored and underserved.

As is Rocketship tradition, our families name the schools prior to their opening. In 2009, it was no surprise that families referenced the power of community organizing and foreground leaders like Cesar Chavez and Dolores Huerta. Families picked the name “Sí Se Puede,” a promise that “yes you can,” and a promise that we have continued to live by every day at Rocketship Sí Se Puede.

Since Rocketship’s inception, our mission has been 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 and families to enable high-quality public schools to thrive in their community. Over the last 15 years, Rocketship Sí Se Puede has served over 2,000 Rocketeers, many having gone to college, some of whom even having returned to work within the Rocketship Community, but all, nonetheless, simultaneously fulfilling the dreams of their families and our organization.

By focusing exclusively on elementary education, we work to improve the entire ecosystem of public education in the communities we serve. Our expertise in elementary education prepares thousands of Rocketeers in their vital early years of education. When our graduates move on to attend local middle schools, those students are ready for the rigors of middle school, meaning more middle schools are

enrolling more students who are on grade level and ready to effectively advance their educational goals. At Rocketship, we know that parent and family voices are necessary for community transformation. During their time at Rocketship, our families and parents are deeply engaged in their Rocketeers' education, becoming further champions for their child's learning and increasingly harnessing the power of their voice to advocate for their children and their communities. Strong elementary schools beget stronger middle schools, which beget stronger high schools. It's a virtuous cycle designed to scale impact far beyond the number of seats offered by Rocketship. This impact is felt and seen in the Dobern neighborhood of East San Jose in many ways, including the explicit transformation of an empty lot into a beautiful campus engulfed with children's laughter and learning.

With a specific eye to academics, and as confirmed by the California Department of Education in March 2024, RSSP 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). RSSP 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:

- Consistent and improving academic indicator results on the California School Dashboard, demonstrating a bounce-back after pandemic lows.
- Achieving Dashboard blue performance indicators for student suspensions
- Results among student subgroups that reflect schoolwide averages, thus eliminating the achievement gap
- Verified data showing a year's progress for each year in school
- Achieving the green performance indicator on the 2023 Dashboard for ELPI

Zooming out, we are immensely proud of the Rocketship network, which was highlighted in a 2023 Stanford CREDO longitudinal study as a "gap busting" public charter school network that is providing empirical proof that high-quality public education is possible *anywhere*.

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 pandemic, we celebrate many additional successes over the past charter term. These accomplishments include the establishment of daily Social-Emotional Learning blocks, the creation of a tier-3 family support role (Care Corps Coordinator), and the addition of a full-time wellness (mental health) counselor 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 Sí Se Puede continues to be a community school that partners with the community, living out our promise that anything is possible! In partnership with the City of San Jose, we have begun the cooperative work of kickstarting the Dobern Neighborhood Association, many of those meetings taking place on our campus. With family involvement at the epicenter, we have worked across projects that emphasize traffic safety initiatives, most recently having partnered with the city to repaint sidewalks and increase street safety. Anchoring further in Rocketship's approach to community partnerships, our alumni continue to be involved with the *"jovenes activos"* program, as well as an active network partnership with theSecond Harvest Food Bank, to name a few.

Rocketship Sí Se Puede 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 and County Board of Education for your time reviewing our charter petition. On behalf of families, students and community, we ask for the County Board of Education 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 California School Dashboard ("**Dashboard**"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

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

The three performance categories are as follows:

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

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

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

The state indicators include the following:

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

Rationale for Renewal of RSSP Charter Petition

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

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

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

STUDENT PERFORMANCE DATA

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

CA DASHBOARD: STATE ACCOUNTABILITY SYSTEM

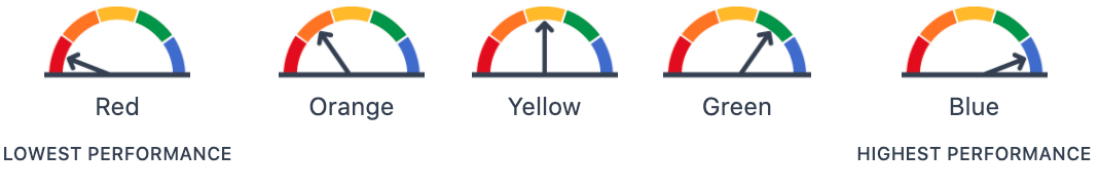
The most recent California School Dashboard Reports for RSSP is attached to this petition as Appendix 1, and a snapshot of the overview for RSSP's California School Dashboard Report is provided below.

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

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

Therefore, the remainder of this section highlights Rocketship Sí Se Puede's Dashboard data from 2018 to 2023 for all students and 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 authorizers to consider the schoolwide performance on the state indicators, with greater weight given to the academic indicators. Rocketship Sí Se Puede's Math academic indicator performance level was Green, the second highest level, in both 2018 and 2019, and Orange in 2023 when Dashboard colors resumed post-pandemic. Rocketship Sí Se Puede's ELA academic indicator was Yellow prior to 2020 and Orange in 2023. Rocketship Sí Se Puede earned Green on the ELPI in 2023, the first year ELPI was reported with a performance level.

With respect to the non-academic indicators, the Charter School's Chronic Absenteeism performance level improved to Yellow in 2023 and Rocketship Sí Se Puede's Suspension rate has been Blue, the highest level, in two of the three years with performance levels.

Table 1 reports Rocketship Sí Se Puede's 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

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

the 2022 Dashboard published modified performance indicators. For that year, current statuses ("very high" to "very low") are reported in the table for years when performance levels were not available.

Table 1 - Rocketship Rocketship Sí Se Puede's Historical State Indicator Performance Levels

Indicator	2018	2019	2020	2021	2022	2023
Chronic Absenteeism	Orange	Orange	N/A	N/A	Very High	Yellow
Suspension Rate	Blue	Orange	N/A	N/A	Very Low	Blue
ELA	Yellow	Yellow	N/A	N/A	Low	Orange
Mathematics	Green	Green	N/A	N/A	Low	Orange
ELPI	N/A	Low	N/A	N/A	Low	Green

Comparisons to the State, the District and Comparison Schools

We have included the following Dashboard data to provide another analysis of Rocketship Sí Se Puede's student achievement. The Charter School is located in the Alum Rock Union Elementary School District, and that is also where a significant number of its students reside.

In 2023, Rocketship Sí Se Puede was equal to or outperformed state and ARUSD on all indicators. Furthermore, Rocketship Sí Se Puede earned the highest two performance levels on 2 out of 5 indicators.

Table 2 - 2023 State Indicator Performance Levels: State and District

Indicator	Rocketship Sí Se Puede	CA State	ARUSD
Chronic Absenteeism	Yellow	Yellow	Red
Suspension Rate	Blue	Orange	Yellow
ELA	Orange	Orange	Orange
Mathematics	Orange	Orange	Orange
ELPI	Green	Yellow	Orange

The student population of Rocketship Sí Se Puede may differ greatly from the state and ARUSD due to student demographics and grades served. Table 3 below provides a more direct elementary school comparison between Rocketship Sí Se Puede and local elementary schools in the surrounding

neighborhood. The table includes the 2023 Dashboard results for three comparison schools (elementary schools in close proximity to Rocketship Sí Se Puede, serving a similar demographic of students): San Antonio Elementary School, A.J. Dorsa Elementary, and Aptitud Community Academy at Goss. The table also outlines the demographics of the Alum Rock Union Elementary School District.

Table 3 - 2022-2023 Demographics: Comparison Schools

Demographic	**Rocketship Sí Se Puede**	**San Antonio ES**	**A.J. Dorsa ES**	**Aptitud Community Academy At Goss**	**ARUSD** (Non-Charters)
% Hispanic	**86%**	83%	90%	86%	79%
% Socioeconomically Disadvantaged	**85%**	89%	89%	90%	77%
% English Learners	**68%**	59%	58%	56%	43%
% Students with Disabilities	**10%**	11%	16%	10%	13%

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

Rocketship Sí Se Puede outperformed all comparison schools on Chronic Absenteeism and Suspension rate in 2023. Rocketship Sí Se Puede also earned the same or higher performance levels as the comparison schools on ELA Academic Indicator and ELPI. Although Rocketship Sí Se Puede only outperformed one school on the Math Academic Indicator, the Charter School earned a higher Current Status than all comparison schools (reported in Table 4 below).

Table 4 - 2023 State Indicator Performance Levels: Comparison Schools

2023 Indicator	**RSSP**	**San Antonio ES**	**A.J. Dorsa ES**	**Aptitud Community Academy At Goss**
Chronic Absentee Rate	Yellow	Red	Red	Red
Suspension Rate	Blue	Red	Red	Orange
ELA	Orange	Red	Orange	Orange
Math	Orange	Red	Yellow	Yellow
ELPI	Green	Green	Red	Green

Chronic Absenteeism

The table below shows how most subgroups at Rocketship Sí Se Puede 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 Sí Se Puede has experienced a similar trend.[2] While Rocketship Sí Se Puede's chronic absentee rates remain above pre-2020 levels, the Charter School decreased its rate by over 10 percent to earn Yellow on the 2023 Dashboard. The Charter School is on-track to report another significant decrease in 2024.

Table 5 - Rocketship Sí Se Puede Chronic Absenteeism Indicator

Subgroup	2018	2019	2020	2021	2022	2023
All	Orange	Orange	N/A	N/A	Very High	Yellow
Asian	Orange	Green			Not Reported *(Number of students <30)*	Not Reported *(Number of students <30)*
English Learner ("**EL**")	Orange	Orange			Very High	Yellow
Hispanic	Orange	Orange			Very High	Yellow
Socioeconomically Disadvantaged ("**SED**")	Yellow	Orange			Very High	Yellow
Students with Disabilities ("**SwD**")	Yellow	Yellow			Very High	Orange

Suspension Rate

Rocketship Sí Se Puede has not suspended any students during the last two Dashboard publication years and, subsequently, earned the highest performance level school-wide and across all subgroups in 2023. Rocketship Sí Se Puede maintained a 0% suspension rate, which will be displayed on the 2024 Dashboard.

[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/

Table 6 - Rocketship Sí Se Puede Suspension Rate Indicator

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

ENGLISH LANGUAGE ARTS

As described above, Education Code Section 47607.2(b)(2) requires that greater weight be given to the academic indicators on the Dashboard. Rocketship Sí Se Puede's ELA Academic Indicator performance level was Yellow pre-2020 and Orange in 2023. All reported subgroups scored the same level as the school-wide indicator in each year.

Rocketship Sí Se Puede's ELA Academic Indicators are based on the performance of its 3rd-5th graders on CAASPP. The 3rd-5th grade 2023 cohorts were in K-2nd grade at the start of the pandemic and experienced school disruptions during a critical period in their early literacy skill development. While Rocketship Sí Se Puede's ELA Academic performance is lower than pre-2020 levels, the Charter School achieved a higher Current Status (ELA Distance from Standard, or "**DFS**") than ARUSD and all against of its local school comparisons (see Table 9 for additional details). Furthermore, the continuing cohort analysis below shows that students who were enrolled at the Charter School as 3rd graders in 2022 and continued as 4th graders in 2023 significantly improved their average ELA DFS (see Table 14). This cohort improvement demonstrates Rocketship Sí Se Puede's academic recovery success following the COVID-19 pandemic disruptions.

Table 7 - Rocketship Sí Se Puede ELA Academic Indicator

Subgroup	2018	2019	2020	2021	2022	2023
All	Yellow	Yellow	N/A	N/A	Low	Orange
Asian	Not Reported *(Number of students <30)*	Not Reported *(Number of students <30)*			Not Reported *(Number of students <30)*	Not Reported *(Number of students <30)*
EL	Yellow	Yellow			Low	Orange
Hispanic	Yellow	Yellow			Low	Orange
SED	Yellow	Yellow			Low	Orange
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 Sí Se Puede's Math Academic Indicator performance level was Green prior to 2020 and all reported subgroups earned the top two performance levels of Green or Blue. In keeping with statewide, District, and comparison schools, Rocketship Sí Se Puede's Math performance was negatively impacted during the pandemic. In 2023 the 3rd-5th grade cohort were still recovering from the schooling disruptions during a formative period for Math skill development. Rocketship Sí Se Puede's 2023 Math Academic Indicator performance level was Orange, however the Charter School achieved a higher Current Status (Math DFS) than the local school district and all its local school comparisons (see Table 10 for additional details).

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

Table 8 - Rocketship Sí Se Puede Mathematics Academic Indicator

Subgroup	2018	2019	2020	2021	2022	2023
All	Green	Green	N/A	N/A	Low	Orange

Asian	Not Reported *(Number of students <30)*	Not Reported *(Number of students <30)*			Not Reported *(Number of students <30)*	Not Reported *(Number of students <30)*
EL	Green	Green			Low	Orange
Hispanic	Green	Blue			Low	Orange
SED	Green	Green			Low	Orange
SwD	Not Reported *(Number of students <30)*	Not Reported *(Number of students <30)*			Not Reported *(Number of students <30)*	Not Reported *(Number of students <30)*

Historical DFS Comparisons: Academic ELA and Mathematics Indicators

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

Table 9 - Rocketship Sí Se Puede Average ELA DFS (Current Status)

School/District	2022	2023	2023 Difference from Rocketship Sí Se Puede
Rocketship Sí Se Puede	-41.5	-48.1	-
San Antonio	-72.5	-93.4	-45.3
A.J. Dorsa	-91.6	-87.5	-39.4

Aptitud Community Academy at Goss	-82.7	-71.9	-23.8
ARUSD	-56.2	-64.2	-16.1
CA State	-12.2	-13.6	+34.5

In the past two years, Rocketship Sí Se Puede's ELA DFS outperformed all comparison schools and the District. Rocketship Sí Se Puede's ELA DFS was over 20 points higher than any of the comparison schools in both 2022 and 2023. Furthermore, the Charter School's ELA DFS was a higher Current Status Designation (Low) than any of the comparison schools (Very Low for all comparison schools) in the past two years.

Table 10 - Rocketship Sí Se Puede Average Mathematics DFS (Current Status)

School/District	2022	2023	2023 Difference from Rocketship Sí Se Puede
Rocketship Sí Se Puede	-46.4	-51.2	-
San Antonio	-71.7	-95.4	-44.2
A.J. Dorsa	-108.4	-91.1	-39.9
Aptitud Community Academy at Goss	-117.1	-85.9	-34.7
ARUSD	-88.2	-86.3	-35.1
CA State	-51.7	-49.1	+2.1

Similar to ELA, Rocketship Sí Se Puede earned a higher DFS than the comparison schools and ARUSD for the past two years. The Charter School's Math DFS was more than 30 points higher than any of the comparison schools in both 2022 and 2023.

ENGLISH LEARNER PROGRESS

The ELPI measures the percentage of EL students making sufficient progress on the English Language Proficiency Assessments for California ("**ELPAC**"). The ELPI based on ELPAC first appeared on the Dashboard in 2019 and was reported as a school's baseline year data. Due to COVID-related school closures, data was not reported for two years, and the 2022 Dashboard reported a new baseline year. Performance level colors were not given due to the absence of a change metric from the immediate prior

year, but the CDE decided to use the ELPI status level "as a proxy for color" for the 2019 charter school performance categories.[3] The ELPI performance level colors were reported for the first time in 2023. Rocketship Sí Se Puede earned Green during the one year a performance level was reported.

Table 11 - Rocketship Sí Se Puede English Language Progress Indicator

Subgroup	2018	2019	2020	2021	2022	2023
All	N/A	Low	N/A	N/A	Low	Green

LOCAL INDICATORS

Education Code Section 47607.2(b)(1) also requires the authorizer 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.[4]

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

Table 12 - Rocketship Sí Se Puede Local Indicators

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

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

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

	Survey						
Academic Engagement	Access to a Broad Course of Study	Standard Met	Standard Met			Standard Met	Standard Met

MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT (Verified Data)

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

ACADEMIC INDICATOR DFS

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

Rocketship Sí Se Puede's overall school and all subgroup results demonstrated one year of growth in both subjects for the two years prior to 2020 due to improvements in the DFS. The Charter School's overall ELA and Math DFS declined in 2023, but the cohort composition should be taken into consideration. As stated in an earlier section, the 3rd-5th grade 2023 tested cohorts were greatly impacted by COVID-19 school disruptions and academic recovery is still ongoing.

Table 13 - Rocketship Sí Se Puede Average DFS and Change (2017-2023)

Subgroup	2017	2018	2018 Change	2019	2019 Change	2022	2023	2023 Change
ELA								
All	-45.8	-28.2	**+17.6**	-22.8	**+5.4**	-41.5	-48.1	**-6.6**
EL	-52.8	-30.5	**+22.3**	-24.5	**+6.1**	-53.2	-69.2	**-16.0**
Hispanic	-58.5	-36.2	**+22.3**	-30.9	**+5.2**	-47.3	-53.9	**-6.6**

SED	-54.2	-34.4	**+19.8**	-30.3	**+4.1**	-52.7	-52.0	**+0.7**
Mathematics								
All	-1.0	+2.9	**+3.9**	+15.1	**+12.2**	-46.4	-51.2	**-4.8**
EL	-4.8	+5.3	**+10.1**	+12.6	**+7.3**	-57.2	-64.2	**-7.0**
Hispanic	-13.8	-8.8	**+5.0**	+6.2	**+15.0**	-53.5	-58.3	**-4.8**
SED	-7.7	-3.0	**+4.7**	+8.4	**+11.4**	-57.2	-57.8	**-0.6**

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 6 different cohorts with growth during the period of Rocketship Sí Se Puede's charter term ("continuously enrolled students"). The continuously enrolled students improved or maintained DFS between 3rd-4th grade and between 4th-5th grade in ELA. The Charter School's continuously enrolled students have shown consistent improvement in ELA dating back to 2017, and inconsistent growth rates in Math during the same period.

Table 14 - Rocketship Sí Se Puede Growth of DFS (CAASPP) for Continuously Enrolled Students

School Years	**3rd Grade**	**4th Grade**	**Change**	**4th Grade**	**5th Grade**	**Change**
ELA						
2017 to 2018	-45.5	-31.1	**+14.4 improvement**	-58.2	-49.5	**+8.7 improvement**
2018 to 2019	-21.4	-4.0	**+17.4 improvement**	-54.1	-19.8	**+34.3 improvement**
2022 to 2023	-76.3	-45.5	**+30.8 improvement**	-27.6	-30.3	**-2.7 maintain**
Mathematics						
2017 to 2018	-2.9	-12.1	**-9.2 decline**	-13.1	-58.4	**-45.3 decline**
2018 to	+38.8	+29.2	**-9.6**	-37.8	-33.6	**+4.2**

2019			**decline**			**improvement**
2022 to 2023	-41.1	-46.1	**-5.0 decline**	-52.8	-68.5	**-15.7 decline**

NWEA MAP

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

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

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

Table 15- Average CGI at Rocketship Sí Se Puede (2017-18 – 2023-24)

Student Group	**2017-18**	**2018-19**	**2019-20***	**2021-22**	**2022-23**	**2023-24**
Mathematics						
All students	0.82	0.92	0.68	0.57	0.58	0.13

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

EL	0.85	1.09	0.79	0.59	0.58	0.09
Hispanic	0.70	0.87	0.71	0.53	0.59	0.08
Asian	1.43	1.32	0.32	n<30	n<30	n<30
FRL	0.74	0.90	0.69	0.54	0.62	0.13
SwD	0.57	2.84	1.76	1.34	0.11	0.11
Reading						
All students	0.08	0.63	0.38	0.07	0.17	-0.11
EL	0.12	0.60	0.37	-0.06	0.19	-0.25
Hispanic	0.05	0.63	0.39	0.03	0.20	-0.17
Asian	0.31	0.53	0.42	n<30	n<30	n<30
FRL	0.05	0.64	0.39	-0.01	0.19	-0.16
SwD	-0.29	2.25	1.64	0.49	-0.16	-0.11

***** Growth reported is Fall-to-Winter because spring assessment could not be administered due to COVID-19 school closures
Growth based on 2020 NWEA Norms

Conclusion
RSSP 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.

RSSP 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.

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.

As of the 2023-24 school year, Rocketship operates thirteen schools in California. Ten of these schools are in San Jose, where we have grown to become a well-established presence over the past decade. We also have a campus in Redwood City, which opened in the 2015-16 school year. Rocketship also operates two schools in the East Bay.

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

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

In addition to benefiting from a deeply experienced Board of Directors, RSSP 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.

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

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

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

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

We believe that all children have potential and that great public schools unleash that potential. But the quality of public education in our country today still depends on where you live and how much money your parents earn. We are building a movement to create educational equity in disadvantaged communities across our country. As demonstrated in the Stanford Center for Research on Education Outcomes ("**CREDO**") study of over 3 million public school students, Rocketship Public Schools was

highlighted as a "gap busting" public charter school network that is providing empirical proof that high-quality public education is possible anywhere. 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 – WHOM 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. RSSP 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 RSSP students that we serve are socioeconomically disadvantaged. The majority of our students at RSSP are also Hispanic/Latino. We also serve a significant percentage of English learners and students who are eligible for special education and related services.

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

Table 16 - Demographic Percentages at RSSP

School Year	SED	EL	Hispanic	Black	Asian	White	Special Education
2012-13	91.2	66.0	88.0	0.8	9.7	0.9	3.2
2013-14	88.8	66.5	88.0	0.8	9.4	0.8	2.7
2014-15	90.4	69.4	87.0	0.5	10.3	0.7	3.6
2015-16	89.5	59.4	87.1	0.5	9.8	0.5	6.7
2016-17	89.8	55.1	86.8	0.4	9.4	0.4	6.9
2017-18	87.9	65.8	87.2	0.5	9.3	0.5	9.1
2018-19	90.6	50.4	87.0	1.2	9.2	2.4	8.2
2019-20	89.8	65.4	90.4	1.0	7.3	1.8	9.6
2020-21	90.0	68.4	90.9	1.4	8.9	1.9	11.9
2021-22	90.2	74.2	90.2	2.0	9.5	3.9	12.4
2022-23	85.2	67.9	85.8	1.5	8.0	2.8	9.6
2023-24	86.2	69.7	86.8	1.0	9.9	1.3	9.5

ENROLLMENT

RSSP enrolls approximately 305 students. Table 17 below shows the enrollment numbers at RSSP over the past five 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 RSSP

School Year	TK	K	1	2	3	4	5	Total
2012-13	0	119	125	124	124	102	64	658
2013-14	0	94	120	121	115	111	66	627
2014-15	0	112	108	116	117	102	36	591
2015-16	0	101	108	112	107	111	42	581
2016-17	0	93	99	93	106	101	16	508
2017-18	0	78	85	85	77	95	19	439
2018-19	13	51	88	85	79	74	25	415
2019-20	14	58	49	75	82	78	28	384
2020-21	7	49	59	51	77	82	36	361
2021-22	14	37	47	54	51	69	35	306
2022-23	38	61	42	45	55	53	30	324
2023-24	24	55	56	41	45	57	26	304

RSSP currently serves students in grades TK-5.[9]

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

[9] RSSP affirms that it shall comply with the adult to student ratios and teacher qualifications for TK, as set forth in Education Code Section 48000(g).

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 Common Core State Standards ("**CCSS**") for English/Language Arts, English Language Development, and Mathematics; the Next Generation Science Standards ("**NGSS**"); and state standards for other content areas including Social Studies and Visual and Performing Arts.[10]

We understand and appreciate the rigor of the CCSS. 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 CCSS 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 to track student progress. Through it all, we constantly share our learnings with teachers and leaders to develop processes for receiving feedback from

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

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.[11]

ELA/LITERACY

CCSS-ALIGNED INSTRUCTION

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

Reading Strand. In accordance with the 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)

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

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.

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

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

(4) The explicit teaching and application of writing skills and the writing process. Our writing instruction includes both teacher-driven and student-driven components.

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

<u>INSTRUCTIONAL PLANNING AND PREPARATION</u>

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

- End-of-unit, CCSS-aligned assessments to test mastery and prepare students for the SBAC requirements
- Ongoing unit assessments to be administered every three to four weeks, depending on the grade level and unit
- Scope and sequence curriculum maps, which lay out the standards-aligned objectives for each unit throughout the school year

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

Samples of Rocketship's preparation materials, including scope and sequence maps, are attached as Appendix 4.

MATHEMATICS

CCSS-ALIGNED INSTRUCTION

Our mathematics instruction is centered on the California 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 utilize Eureka Math as our core curriculum. The Eureka block is the portion of the math instructional block where new skills are taught. While the breakdown of each component varies slightly by grade level and lesson, a typical Eureka block consists of the following components:

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

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

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

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

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

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

The student debrief follows the independent problem set and provides an opportunity for students to discuss and synthesize their learning before concluding the day's lesson. A strong student debrief should focus on a common misconception from the lesson (guided by the debrief questions provided in the lesson

plan), allow opportunities for all students to engage with each other in discourse, and end with a transferable stamp of the key takeaway. The student debrief is followed by the exit ticket.

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

- Math meeting: Math Meeting is a daily routine in the TK & K classroom, where students practice routinized skills (e.g. counting), explore the calendar for math patterns, and spiral review previously taught content. At the beginning of the year, math meeting is a group exercise, while students become more independent as they become more familiar with the routine. Kindergarten students start the year with math meeting, and transition to math board by the end of the year in preparation for Grade 1.
- Math board: Math Board is a review worksheet with 4-6 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, which is attached as Appendix 5. We believe that by addressing unfinished learning right as it becomes necessary to access grade-level content, we can both close gaps and help students find success with the rigorous work expected of them at their grade level. We utilize the Bridges intervention curriculum to support students across all tiers of support.

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

Even the most skilled teachers will not reach 100% mastery with every objective they teach. Responsive reteaching seeks to address precise misconceptions so that students can increase their proficiency with concepts in their journey towards grade-level mastery. Effective responsive reteaching is data-informed and follows analysis of an assessment, such as a topic quiz or module assessment, to both identify students who require additional support and specific misconceptions that need to be addressed. It is most often taught in a small-group setting but can be taught to a 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 CA CCSSM Practice and Content Standards. As described in Section A above, our teachers and School Leaders are provided with many resources to help them effectively plan and execute their mathematics instruction. These include:

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

Samples of our preparation materials are attached as 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 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.

<u>SOCIAL STUDIES INSTRUCTION</u>

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 ("**NCSS**") 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 CA 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 the standards-aligned STEMscopes curriculum. Our units encompass the three Disciplinary Core Ideas of the NGSS:

1. 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.

2. 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.

3. 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, due to:

- **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. We will administer the Physical Fitness Test ("**PFT**") to our 5th grade students.

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, RSSP offers enrichment courses including athletics, arts, and hands-on science. 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. RSSP's bell schedule is attached as 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 students must master both academic and critical life skills to truly be successful participants in and contributors to society. To this end, our instructional program includes a social-emotional learning curriculum as well as other initiatives to help students develop into confident, competent, self-motivated, and productive lifelong learners. We look to the Collaborative for Academic, Social, and Emotional Learning ("**CASEL**") to define and describe our intentions when developing programs and measuring students' social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of Social Emotional Learning ("**SEL**") as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our core values: respect, responsibility, persistence, empathy, and healthy choices. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy.

CORE VALUES

At every Rocketship campus, we teach four core values— respect, responsibility, persistence, and empathy. Additionally, each school chooses a fifth core value of its own. RSSP's fifth core value is "healthy choices." The Charter School emphasizes making healthy choices for both the body and mind.

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

LAUNCH

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

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

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

Each school has a PBIS Team comprised of a wide cross-section of staff members, including teachers, school leaders, and operational and support staff members.

SOCIAL-EMOTIONAL CURRICULUM

The Shortest Distance. The Shortest Distance Curriculum ("**SDC**") is our own SEL curriculum which seeks to inspire crucial conversations, skills development, and storytelling in classrooms. The curriculum title is inspired by the words of Anthody de Mello, "...the shortest distance between a human being and truth is a story." By centering stories, the curriculum builds from the research-base of developmental bibliotherapy and culturally responsive pedagogy, creating an opportunity for students to see themselves and diverse community members represented in stories as they consider themselves and their world.

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

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

PERSONALIZED INSTRUCTION

"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 his or her 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 ("**OLP**"), further described below.

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

In addition to playing a vital role in the Learning Lab, our ILSs have invaluable short and long term benefits for our students and their families. Our ILSs often come from the communities that we serve and thus bring exceedingly important perspective into the Charter School. 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.

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

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

Adaptability. A program is adaptive if it automatically senses a student's gap in understanding or mastery of a skill and systematically changes the pace or lessons. Often, programs will assess student understanding through instructional lessons or intermittent mini-tests, adjusting as necessary to focus on that individual student. While our OLPs are always subject to change to reflect the latest advances in adaptive technology, our current programs that assess regularly in this fashion include Amplify Boost, Lexia Core 5, Lexia English, Reflex and IXL. Other programs, such as ST Math, utilize more extensive diagnostic assessments or pre-tests to gauge a student's level and assign appropriate instructional lessons. Through these intelligent adaptive systems, students focus on their own personalized levels, working on the skills that they need to practice most.

Assignability. Additionally, we leverage programs that allow for in-program assignability. Rather than giving online programs 100% control over the online content that students engage in, we balance both online assessment systems as well as teacher input. Several of our current programs, including Zearn and STMath, 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.

Ahart displaying the various features of our current OLPs is attached as 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

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

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

We expect a significant number of our students to arrive at Rocketship below grade level, and so we aim to provide students with maximal instructional time to make the progress that they need to catch up. We will typically offer the same or greater number of instructional days as the District. 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 annual instructional minutes that we offer for all grades will meet or exceed the state requirements (described above and found in Education Code Section 47612.5(a)(1)).[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.

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

Table 18 - Rocketship Daily Minutes

	Humanities	STEM	Launch/ Social-Emotional Learning	Total Daily Instructional Minutes	*Learning Lab*	*Enrichment*	*Total Daily Minutes*
TK	120	65	50 + 15 T-led recess	**250**	**25**	*40*	**375**
K	170	80	50	**300**	*45-50*	*40-45*	***450***
1	170	90	45-50	**310**	35	*45*	***450***
2	170	90	45	**305**	*40*	*45*	***450***
3	180	90	45	**330**	*40-45*	*45-50*	***465***
4	180	90	45	**330**	35	55	***465***
5	180	90	45	**330**	35	55	***465***

A sample full day RSSP bell schedule is attached as Appendix 6.

ROTATIONAL MODEL

Our unique rotational model allows students to receive instruction in core academic subjects from specialized teachers. Students will be divided into cohorts in which they rotate to various classes throughout the day. For example, a kindergarten cohort may begin their day in the Humanities block and receive instruction from a credentialed teacher who focuses on Humanities instruction. Students may also receive 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 School Leader and run by an ILS, Humanities, or STEM teacher. After 85 minutes, the third and fourth cohorts switch classroom spaces. This completes the students' first half of the day.

The entire grade level will then rotate. The first and second cohorts will move to either the STEM 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 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 CCSS. Furthermore,

[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.

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 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 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 quarterly 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 their specific data-tracker approach, but all Rocketship classrooms display individual student goals and progress to student goals. For example, some classrooms use frogs that jump from lily-pad to lily-pad; others use "rocket ships" to align with school mascots. (See Appendix 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. A parent guide with instructions for OLP notification signup in English, Spanish, and Vietnamese is Appendix 10; 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 greatest progress on OLPs (e.g. lessons passed in i-Ready), 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 CCSS-aligned report cards that are shared with parents online as well as printed out for parent conferences which occur at least three times annually. (See Appendix 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 school leaders. Most reports are built in Tableau, a visual analytics platform, to allow educators to access and understand the needs of their students in real time. Through the use of data dashboards, 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 in Section XI.B 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. DIBELS is a web-based platform designed to support schools in engaging in data-based decision making within a Response to Intervention ("RtI") framework. Rocketship utilizes the curriculum-based measurements ("CBM") provided via DIBELS as one of the assessment tools in the universal screening process that indicates which students are candidates for Tier 2 and Tier 3 academic interventions. Once identified students are placed in intervention, Rocketship utilizes DIBELS as our ongoing progress monitoring system, administering weekly CBMs to all students participating in Tier 2 and Tier 3 reading interventions. The data yielded by these weekly progress monitoring assessments is then utilized to make instructional decisions for each student in intervention (for example, students who have met their annual progress monitoring goal may exit back to Tier 1, and students who are not making sufficient progress may receive a more intensive and individualized level of intervention).

SERVING SPECIAL POPULATIONS OF STUDENTS

AT-PROMISE STUDENTS

MULTI-TIERED SYSTEM OF SUPPORTS: OVERVIEW AND PURPOSE

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

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

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

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

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

MTSS AND THE SPECIAL EDUCATION IDENTIFICATION PROCESS

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

Rocketship also responds formally to all parent and staff requests for special education evaluation in accordance with state and Special Education Local Plan Area ("SELPA") guidelines and regulations. If a verbal request for special education evaluation is made by a parent or staff member, the receiving staff member assists the parent in putting their request in writing. Written requests are day and time stamped by the receiving staff member and immediately delivered to the special education team, including a special education teacher, a school leader and a school psychologist. The 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 days. Parents will be given at least 15 days to provide consent. If the

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

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

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

- Tier 1- General Classroom Instruction: All Rocketship students participate in and benefit from the instruction and support that takes place at the Tier 1 level. Examples of academic supports that take place at the Tier 1 level include homogenous guided reading groups in the ELA classroom, CCSS-aligned units in the math classroom, and adaptive online learning programs in the learning lab. Examples of behavioral and social-emotional supports that occur at the Tier 1 level include school wide positively stated behavior expectations, access to a school wide incentive system, and social-emotional curricula that are implemented as a component of our Positive Behavior Interventions and Supports (PBIS) model.
- Tier 2- Supplemental, Small Group Supports: Even in the best of instructional models, some students will require additional supports in order to reach grade level proficiency. At Rocketship, we have a number of evidence-based interventions that are delivered in a small group setting to students at the Tier 2 level, including but not limited to small group phonics and fluency intervention in the learning lab and small group behavior interventions (such as small group counseling and Check-in/Check-out).
- Tier 3- Intensive, Individualized Supports: Students who don't respond favorably to supports at the Tier 1 and Tier 2 levels may be referred for a more intensive level of intervention. Intervention at the Tier 3 level is more targeted and more individualized. At Rocketship, we may use an alternative curriculum which is more specifically focused on an area of skill deficit (for example, Seeing Stars, and Lindamood Bell curriculum that addresses phonemic awareness), and our interventions will also be more specifically targeted to the individual student (for example, developing and implementing an individualized behavior intervention plan). At the Tier 3 level, we may also make a referral further assessment and evaluation to determine if the student is presenting with a disability that requires special education services and supports.

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

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

Ongoing Progress Monitoring. Rocketship utilizes a variety of tools to conduct ongoing progress monitoring of students participating in interventions. Students participating in Tier 2 and Tier 3 academic intervention participate in weekly progress monitoring activities using curriculum-based measurements. The DIBELS assessment (further described above) is also utilized to monitor the progress of students participating in reading intervention. The progress of students participating in Check-in/Check-out is tracked daily by CICO coordinators. For our students who have a behavior intervention plan, we regularly progress monitor the frequency and duration of key student behaviors.

Data-Based Decision Making. Rocketship's four to six week data cycles support the data-based decision making component of our MTSS model. On data days, school staff analyze the progress monitoring data of students who have participated in intervention in order to determine whether to continue, modify, or discontinue the intervention for each individual student. We have developed a number of protocols and structures to support school staff in engaging in this problem-solving process, examples of which can be found in Rocketship's "Pre-Referral Handbook" (See Appendix 14).

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

Problem-solving. Rocketship uses a variety of structures to engage in the problem-solving component of the MTSS process. Our pre-referral process consists of Student Huddle meetings, wherein grade level teams and school leaders meet to discuss and plan supports for individual students, followed by formal SST meetings where more intensive and targeted supports can be planned. Rocketship's current "Pre-Referral Handbook" can be found in Appendix 14.

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

ACADEMICALLY HIGH-ACHIEVING STUDENTS

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

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

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

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

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

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

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

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 challenge 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

RSSP 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, RSSP 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 regional 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, school leaders, and families to appropriately support each student's individualized education plan.

In order to fulfill this mission, Rocketship seeks to apply current, research with evidence based best practices 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.
RSSP 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 SELPA. A change in LEA status or SELPA membership shall not require a material revision of this charter.

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

RSSP strives to achieve a student population representative of the community which we are serving. Whether a child is eligible for special education services under IDEA, or is provided a plan under Section 504, he or she is considered with all others for enrollment at RSSP. 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 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. If a parent agrees to and or request placement for a student at a non-public school, private school or residential facility, Rocketship will immediately inform the SELPA.

Educationally Related Mental Health Services. As an LEA for the purposes of special education, Rocketship is responsible for the provision of Educationally Related Mental Health Services ("ERMHS") for any student who requires this related service in order to access and benefit from his or her educational program. Rocketship conducts Social-Emotional and Behavior assessments and develops recommendations for ERMHS provision in accordance with state regulations and SELPA guidelines. ERMHS services are provided by a combination of Rocketship Mental Health Providers and contracted NPAs, depending on the recommendations of the IEP team and needs of the individual student. See Appendix 15 for additional information regarding ERMHS procedures.

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

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

have additional, unique needs that must be addressed. Towards that end, we have adopted a suite of curricular resources specifically designed to support students with more significant needs, and our moderate-to-severe teaching staff weave support and instruction in adaptive and communication skills throughout the day for these learners.

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

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

In order to proactively identify students who have already been found eligible to receive accommodations and/or services via an IEP or Section 504 plan, Rocketship includes a "Child Find Supplement," which asks families to indicate if the enrolling student has a current IEP or 504 plan, has recently been evaluated for any purpose, or if the family has additional concerns. (For a sample Child Find Supplement, please see Appendix 15.) 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 Charter School has reason to believe may have a disability. Rocketship's pre-referral process includes the following student and staff supports:

- A Universal Screener – Administered to all students at least three times a year to get an understanding of student knowledge.
- A "student huddle" process, wherein grade level teams and school leaders collaborate to plan classroom-level supports for students with identified academic and/or behavioral needs.
- A formal Student Study Team, which includes family members, classroom teachers, school leaders, the school psychologist, and other staff as necessary, which plans targeted, individualized students who present with more significant academic and/or behavioral needs. (For a copy of our Pre-Referral 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 Charter School has reason to suspect that a child has a disability. For that reason, even when a formal evaluation of a student is in process, academic and/or 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 Charter 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, including office managers and business operations managers, are trained in the Child Find mandate and pre-referral process prior to the start of each school year.

ASSESSMENT AND REVIEW

An assessment for special education services is a comprehensive, in-depth evaluation of a student's school, health, and family history, and present academic and social-emotional functioning. An assessment is the same as evaluation in IDEA (CFR Section 1414, Title 20). At Rocketship, students are assessed by a multidisciplinary team in all areas of suspected disability. The assessment team includes a lead assessor (generally the School Psychologist or the Speech Language Pathologist), the family, the Education Specialist, classroom teachers, and any other individual knowledgeable of the student. Additional specialists, such as occupational or physical therapists, adapted PE teachers, 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.[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 his or her peers. Education Specialists complete the academic portion of the evaluation, which includes formal as well as informal assessment.

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

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

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

In the case where a parent disagrees with Rocketship's assessment in a particular area, they are informed of their right to request an Independent Educational Evaluation, which is provided at public expense.

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

Prior to the triennial IEP, the IEP team reviews existing evaluation data, including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and teacher and related service providers' observations. On the basis of that review and input from the student's parents, the IEP team identifies what additional information is needed to establish the present levels of performance and determine the educational needs of the student. An

[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.

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

Rocketship designs IEPs such that it can be reasonably expected that the child will receive meaningful educational benefit from the program that is developed. IEP teams focus on developing the accommodations and services that are necessary for the student to access and benefit from the general education program, and we take very seriously our mandate to educate students with disabilities in the least restrictive environment. Towards this effort, whenever possible, special education services are provided by specialists within the general education classroom (see Appendix 16 for a sample professional development session for school leaders 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.

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

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

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

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, 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 appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

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

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

CONSIDERATIONS FOR EL STUDENTS

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

The results of the Home Language Survey and state-mandated language assessment (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 Specialists (mild to moderate support needs and extensive support needs), Paraprofessionals, Speech Therapists, Speech and Language Pathologist Assistants, Occupational Therapist, and other specialists as might be required by a student's IEP.

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

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

The Education Specialist is responsible for managing the IEP caseload for Rocketship students who need ISE/special education 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
- Writing and implementing high quality IEPs;
- Facilitating high quality IEP meetings
- Data-based decision making

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

PARENT INVOLVEMENT

Participation and Training. Rocketship parents are encouraged to participate in the school community through 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 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 parent 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.[16] As such, our instructional model is targeted toward ensuring that all of our students become Lifelong Language Learners who have reached

[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

full proficiency in the English language. Rocketship will follow all applicable laws and regulations in serving its ELs as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing and reporting requirements. Rocketship will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Rocketship 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 Rocketship. 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 and for primary language assessment within 90 days, as required by law. School personnel shall arrange for these assessments and will place the HLS in the student's cumulative file.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

State and federal laws require that schools administer a state test of English language proficiency. Pursuant to California law, we will administer the English Language Proficiency Assessments of California 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.

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

language skills of listening, speaking, reading, and/or writing necessary to succeed in the 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.

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 transitional kindergarten through grade twelve; (2) determine their level of English proficiency; (3) monitor their progress in learning English on an annual basis; and (4) determine when students have met one of the criteria to be reclassified to RFEP 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.

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.

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

Teachers will also hold in-person conferences with parents to review students' language progress. If the Charter 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. RSSP 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 Achievement Team in the same manner as our core content instruction, as described in the Curriculum and Instruction section of this petition above.

ELD Standards. We design our English language instruction to encompass all three parts of the 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 is not required or intended to be separate or isolated from the content areas, but it is a time when teachers actively engage ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks.

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

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

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

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

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

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

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

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

- Vocabulary development: Teachers will introduce new vocabulary words while introducing a new concept.
- Guided interaction: Teachers will structure lessons so that students work together to understand what they are learning.
- Metacognition and authentic assessment: Teachers will model and explicitly teach thinking skills and use a variety of activities to check for understanding.
- Explicit instruction: Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension, text patterns, vocabulary, writing, and decoding skills needed to complete classroom activities.

- Meaning-based context and universal themes: Teachers will incorporate meaningful references from students' everyday lives and create classroom environments that provide authentic opportunities to learn the English language.
- Modeling, graphic organizers, and visuals: Teachers will regularly utilize a variety of visual aids, graphic organizers, diagrams, summaries, and charts to help ELs easily recognize essential information and its relationship to supporting ideas.

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

PARENT COMMUNICATION AND PARTICIPATION

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

RSSP 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 Talent Development & 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 educations after students graduate from Rocketship and move onto middle and high school. This helps ensure that our students succeed to and through college. School leaders, including both Principals and Assistant Principals, participate in 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 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, the Santa Clara County Office of Education, 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.

<u>COACHING</u>

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.

<u>NEW TEACHER RESIDENCY - PILOT</u>

We have recently been awarded the Teacher Residency Capacity Grant Program by the California Commission on Teacher Credentialing to launch our first Teacher Residency Program in SY 25-26. This program will provide high-quality immersive and comprehensive training experiences for our aspiring

teachers, by combining coursework with hands-on classroom experience under the guidance of mentor teachers. Research shows that residency programs have a positive impact on student outcomes. Teachers who have successfully completed residency programs are often better equipped to meet the diverse needs of their students, can differentiate instruction effectively and create engaging and inclusive learning environments.

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

TEACHER PERFORMANCE MANAGEMENT AND EVALUATION

Rocketship implements an annual performance evaluation system for 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 promote transparency, consistency, and communication.

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

Student Impact. 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 completing 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, Classroom Environment, Instruction, Professional Responsibilities. (For a copy of the rubric, please see Appendix 17.)

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 (PTO) 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 career. The performance-based pay structure is a key lever for retaining our highest-performing teachers. Rocketship also deploys incentives and competitive benefits to create opportunities for additional growth within their profession, including a teacher professional development fund.

LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

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

Rising Leaders engage in monthly workshops, leadership dinners, and take on a leadership project to build their skills. The program also provides opportunities for teachers to practice and build their leadership skills in their work as classroom teachers and to build strong and collaborative relationships among teacher leaders across Rocketship campuses.

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

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

LEADERSHIP DEVELOPMENT FOR SCHOOL LEADERS

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

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

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

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 RSSP's annual goals and outcomes in the State Priorities, schoolwide and for all numerically significant student subgroups, in accordance with Education Code Section 47605(c)(5)(A)(ii),which will be updated annually in accordance with applicable law and the State Board of Education's LCAP template. The LCAP is annually presented to families and the public at the Board of Directors LCAP Public Hearing and subsequently approved at the following meeting. The Charter School shall also present a report on the annual update to the LCAP for parents on or before February 28 of each year at a regularly scheduled Board meeting.

The LCAP is designed to align with the state priorities, as described in Section 52060(d) and listed below. Each LCAP goal and associated actions directly address a subset of the state priorities. For a reasonably comprehensive description of which LCAP goals address which state priorities, please see the LCAP attached as Appendix 18.

- State Priority 1 – Basic Services
- State Priority 2 – Implementation of Common Core State Standards

- State Priority 3 – Parental Involvement
- State Priority 4 – Student Achievement
- State Priority 5 – Student Engagement
- State Priority 6 – School Climate
- State Priority 7 – Course Access
- State Priority 8 – Other Student Outcomes

The LCAP is attached to this petition as Appendix 18 and 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 AND METHODS OF ASSESSMENT

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all pupil subgroups 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 RSSP LCAP provides a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for numerically significant subgroups of pupils, which address and align to the Eight State Priorities identified in Education Code Section 52060(d), as well as the mission, curriculum, and assessments of the Charter School. The Charter School maintains the same goals, actions, and outcomes for all students, both schoolwide and for all numerically significant student subgroups, except where explicitly noted within the LCAP. The Charter School maintains that all students, including all subgroups, can achieve the goals it sets. The LCAP, attached as Appendix 18, explains how the Charter School addresses the Eight State Priorities.

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

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

- CAASPP met or exceeded schoolwide (ELA): 43% for 2023-24
- CAASPP met or exceeded schoolwide (math): 59% for 2023-24
- CAASPP met or exceeded schoolwide (science): 17.5% for 2023-24
- Average growth years for reading (NWEA MAP), grades K-2: 1.2 years
- Percentage of EL students who increase at least one ELPI level or maintained the ELP criterion (Level 4): 55% (green indicator on Dashboard)
- EL reclassification rate: 15%
- Percentage of students with access to their own copies of standards aligned instructional materials for use at school and at home: 100%
- Percentage of students who feel safe on campus: 75%
- Percentage of students who feel connected to at least one staff member: 75%
- Chronic absenteeism rate (schoolwide): 10% or lower
- Suspension rate (schoolwide): 0.5%
- Expulsion rate (schoolwide): 0%
- Average daily attendance: 95%
- Percentage of students with access to a broad course of study: 100%

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

- As RSSP's student outcomes are aligned with state assessments (CAASPP, CAST, ELPAC, etc.), they directly address state content and performance standards in core academics.
- RSSP'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.
- RSSP affirms that "benchmark" skills and specific classroom-level skills will be developed.
- RSSP affirms that its student outcomes align to its mission, curriculum and assessments.
- RSSP'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.
- RSSP 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).

ELEMENT C: ASSESSMENT MEASURES

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

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

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

Formative assessments will be frequent and will include formal and informal performance based assessments in the context of classroom activities and daily learning. These assessments will help students 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 above, teachers will analyze assessment results to identify student, class, and school trends, to find specific areas of instructional strength and weakness, identify students who need additional support, and ensure children are making progress towards grade-level proficiency as measured by the CCSS. Assessments will be used to inform instruction as well as to track and monitor student growth and learning. Rocketship has a comprehensive Response to Intervention program, further described in our At-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 Standards Test for science will be administered annually in the spring to students in grade five (or a new science assessment if the state chooses one). These tests will help monitor progress on grade level content and skill development, and will be reflected in meeting state measurements. The ELPAC will be administered to English Learners annually.

- Leveled Reading Assessments (baseline, formative, summative)—All students in grades K-5 will be assessed three times throughout the year using the DIBELS assessment.
- Writing Assessments (baseline, formative, summative)—A writing sample will be collected and assessed for each student several times a year. Students will be instructed on how to use writing checklists throughout the writing process. Students will use these writing checklists for self-review and self-assessment on writing projects throughout the year. Teachers will also use these checklists to assess student writing.
- Mathematics Assessments (baseline, formative, summative)—Throughout the year, student progress in mathematics will be measured using formal and informal formative assessments. Ongoing assessment will take the form of teacher observations, assignments, and lesson exit tickets. At the end of each Eureka 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 assure they will be prepared for Smarter Balanced Assessments.
- Science Assessments (formative, summative)—We will assess student progress toward the Next Generation Science Standards using interim assessments from the science program we choose. Teachers will also use a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects.
- 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, 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. CAASPP test data will also be reviewed at this time.

REPORTING TO PARENTS/GUARDIANS

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

REPORTING TO THE AUTHORIZER AND OTHER STAKEHOLDERS

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

ELEMENT D: GOVERNANCE STRUCTURE

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

- Education Code Section 47605(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) tax-exempt status. All staff will be employees of RSED. RSED will be governed by a Board of Directors (the "**Board**") pursuant to its corporate Bylaws as adopted, and as subsequently amended from time to time, which shall be consistent with this charter. RSED's Articles of Incorporation and Bylaws are attached as Appendix 19 and 20, respectively.

RSED will operate independently from the County, 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.

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

Rocketship's Bylaws state that the Board must consist of at least three and up to 25 members. Board members serve for staggered terms of two years and until a successor director has been appointed or elected as required by the position. This staggering of terms will create a natural flow for future elections and ensure that the Board does not experience full turnover at once. Bios of our current Board members are attached as Appendix 21.

The Board will be comprised of the following individual officers:

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

The Bylaws also authorize the Board to appoint one or more Vice Presidents, one or more assistant secretaries, one or more assistant treasurers, and other officers as deemed necessary. Rocketship affirms that SCCBOE shall be entitled to a single representative on the Board, consistent with Education Code Section 47604(c).

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

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

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

BOARD DUTIES

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

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

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

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

The Board will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act and Education Code Section 47604.1(c), and thus be held openly and easily accessible to the public. Rocketship will establish an annual calendar listing the dates of its regular meetings and provide the locations of those meetings. Rocketship will ensure that a teleconference location, which will be staffed by a Rocketship staff member, is available at all schoolsites. 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 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 - California'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; build local partnerships to enhance the quality and sustainability of Rocketship schools.

RSED STAFF

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

The current support that RSED staff provides includes the following:

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

The staff is overseen by a Senior Leadership Team ("**SLT**"), which is a group of department leaders with deep and diverse functional expertise. Bios of our current SLT members are attached as Appendix 22.

FAMILY PARTICIPATION

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

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

We also 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 incite excitement for the day of learning ahead! Reading to their child at home, assisting in classrooms or participating in any school meetings or events are also ways families are encouraged to get involved with their child's school. We also have special processes in place to involve families in the creation of the LCAP. In addition to the regular community meetings and parent meetings, RSSP holds meetings specifically designed to help parents understand the components of the LCAP and to discuss the best ways for the Charter School to use LCFF funds to serve students in alignment with the

state priorities. RSSP also has developed a survey, translated into English and Spanish, to ask parents about their preferences regarding the allocation of LCFF funds for various services and resources.

SCHOOL SITE COUNCIL

Each Rocketship school forms a School Site Council ("**SSC**"), the composition of which mirrors the requirements of Education Code Section 52852 and will be comprised of the following:

- The school Principal;
- School personnel, at least 50% of which are classroom teachers;
- Families of students attending the Charter 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 Local Control and Accountability Plan.

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. Records of attendance and meeting minutes for each meeting will be kept at the school site.

ENGLISH LEARNER ADVISORY COMMITTEE

RSSP shall establish an English Learner Advisory Committee ("**ELAC**") 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 RSSP's EL Master Plan, including policies, guiding the consistent implementation of EL educational programs
- Assist with an RSSP-wide needs assessment.
- Review and comment on RSSP's program, goals, and objectives for EL programs and services.
- Review RSSP's plan to ensure compliance with applicable EL Authorization and Cross-cultural, Language and Academic Development ("CLAD") Certificate requirements applicable to RSSP's teachers and instructional aides.
- Review and comment on RSSP's 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 school leaders, 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 RSSP.

- Engaging each RSSP family to complete at least 20 volunteer hours at the school per year: As described above, RSSP 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 RSSP 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 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

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

All Rocketship teachers will hold the CTC 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.

RSSP 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 RSSP 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 and the Office Manager. The Principal may serve as the manager and coach of all educators, which includes conducting observation cycles, modeling lessons, and providing support and resources aimed at increasing teacher effectiveness and leadership. The Principal is also responsible for engaging and empowering parents to become lifelong advocates for their children's education.

***Qualifications*:**

- 2+ years of experience teaching in an urban city classroom and realizing significant gains
- Strong leadership skills and personal drive

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

ASSISTANT PRINCIPAL

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

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

***Qualifications*:**

- Have achieved significant gains with their students for at least the past year or years;
- Espouse RSSP's culture of caring, showing concern not just for the academic, but for the emotional welfare of their students;
- Demonstrated the desire and ability to mentor young teachers. Teaching adults is different from teaching children. Mentoring requires a commitment on the part of an Assistant Principal to their Teachers and an ability to demonstrate and explain verbally their own practices;
- Ability to be a strong team player, helping to make the faculty cohesive in our goals of creating both a safe and supportive environment, and one in which students will make significant academic progress.
- 2+ years' experience teaching in an urban city classroom
- Strong time management and organizational skills
- Result-oriented and data-driven
- Relentless pursuit of high expectations
- Ability to inspire and motivate others
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Ability to develop others

- Passion for urban children and their families
- Strategic planning and project management experience
- Strong verbal and written communication skills
- Deep knowledge of elementary literacy and/or math instruction
- Experience with or interest in the use of technology in promoting teacher development a plus
- Background check, TB test and fingerprinting
- BA from accredited university

TEACHERS

RSSP shall comply with Education Code Section 47605(l), 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 chartering authority.

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

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

***Qualifications*:**

- Demonstrated mastery of classroom skills including classroom management, planning, assessment and instructional practice;
- Hold a valid teaching certificate, permit or other document required for the teacher's certificated assignment;
- Demonstrate the potential to make significant gains for students.
- Background check, TB test and fingerprinting required

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

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.

EDUCATION SPECIALIST

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

Qualifications

- Embrace the mission of Rocketship Education
- Thrive in a fast-paced, dynamic work environment
- Knowledge of curriculum, education code and special education law/policies
- Skills in appropriate special subject matter
- Ability to navigate school setting to support students in multiple spaces
- Skills in organization and planning in order to plan excellent instruction for students
- Thrive in an inclusive school setting, as well as an interest in participating in co-teaching and collaboration with other staff members
- Willingness to participate in ongoing PD over the course of th3e school year to develop one's practice and skills
- Ability to stand and walk for prolonged periods
- Perform a variety of specialized and responsible tasks: maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and compliance deadlines
- Possession of a valid California driver's license: willingness to provide own transportation in conduct of work assignments.
- Background check, TB test and fingerprinting required
- Valid Education Specialist Credential or enrolled in an accredited teacher preparation program working towards a credential
- Bachelor's degree required; advanced degree optional

<u>INDIVIDUALIZED LEARNING SPECIALISTS</u>

Individualized Learning Specialists 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 and RSSP
- Fluency in English
- Flexibility and a willingness to learn
- 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 his/her responsibility 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

OCCUPATIONAL THERAPIST

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

Responsibilities:

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

Qualifications:

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

SCHOOL PSYCHOLOGIST

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

Responsibilities:

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

Qualifications:

- Valid California Pupil Personnel Services credential in School Psychology;
- Master's degree or Ph.D in School Psychology Bilingual, Spanish (preferred)

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

SPEECH-LANGUAGE PATHOLOGIST

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

Responsibilities:

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

Qualifications

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

OFFICE MANAGER

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

Qualifications:

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

BUSINESS OPERATIONS MANAGER

The primary purpose of the Business Operations Manager 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.

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

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

OPERATIONS TEAM MEMBER

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

CALIFORNIA REGIONAL LEADERSHIP TEAM

All of Rocketship's charter schools in California, including RSSP, are overseen by a regional leadership team. Descriptions of the responsibilities and qualifications for those roles are attached as Appendix23.

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) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

- 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 24)
- Rocketship Education School Safety Plan, attached as Appendix 25)
- Rocketship Public Schools Student/Parent Handbook, attached as Appendix 26.

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)(F)(i), employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Charter School shall monitor compliance with this policy on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. (**See also Employee Handbook, p.10., attached as Appendix 24)**

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

- Additional conditions for employment, including reference checks and tuberculosis screening, **pp. 9-10**
- Prohibitions on harassment, discrimination, and retaliation, **p. 14**
- Prohibitions on sexual harassment, **pp. 17-20**
- Lactation accommodation, **p. 37**

- Campus access and security protocols, **p. 39**
- Accident and incident reporting, **p.40**
- OSHA compliance, **p. 44**
- Workplace violence, **p. 45**
- First aid and CPR requirements, **p.44**
- Mandated reporter obligations, **p.87**

SCHOOL SAFETY PLAN

In accordance with Education Code 47605(c)(5)(F)(ii), the Charter School has a school safety plan **("SSP")** that contains the safety topics listed in subparagraphs (A) to (K), inclusive of paragraph (2) of subdivision (a) of Section 32282, as further detailed below.

- *Section 32283(a)(2)(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.* **See SSP, pp. 74-79.** Please note that the policy included in the SSP is also contained in the Employee Handbook that is attached as Appendix 24. The Employee Handbook is approved by the Board during a meeting that falls subsequent to the SSP. To the extent that any of the policies contained in the Employee Handbook differ from those contained in the SSP, the latter version governs Rocketship's operations and the SSP will be updated accordingly the following year.
- *Section 32283(a)(2)(B) Disaster procedures, routine* **(see SSP, p. 14)** *and emergency* **(see SSP, pp. 8-14; 15-49),** *including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.)* **(see SSP, p. 15)**. *The disaster procedures shall also include, but not be limited to, both of the following:*
    - *(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom.* **See SSP, pp. 18-20; 38**
    - *(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.* **See SSP, p.14**
- *Section 32283(a)(2)(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.* **See SSP, pp. 84-102.**
- *Section 32283(a)(2)(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.* **See SSP, p.99**
- *Section 32283(a)(2)(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.* **See SSP, pp. 80-84**.
- *Section 32283(a)(2)(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code.* **See SSP, p.79**
- *Section 32283(a)(2)(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.* **See SSP, p.7**
- *Section 32283(a)(2)(H) A safe and orderly environment conducive to learning at the school.* **See SSP, p.5**

- *Section 32283(a)(2)(I) The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6.* **See SSP, p.66.**
- *Section 32283(a)(2)(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.* **See SSP, pp. 22-25**
- *Section 32283(a)(2)(K) Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school.* **See SSP, p.24**

In accordance with Education Code 47605(c)(5)(F)(iii), the SSP shall be reviewed and updated by March 1 of every year by the Charter School.

OTHER HEALTH AND SAFETY POLICY SUMMARIES

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

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 Charter 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 by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

MENSTRUAL PRODUCTS

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

ALL GENDER RESTROOMS

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

SCHOOL MEALS

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

RECESS

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

WORKPLACE VIOLENCE PREVENTION PLAN

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

BLOODBORNE 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. RSSP 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.

BULLYING PREVENTION

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

GUN SAFETY NOTICE

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

ELEMENT 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, RSSP shall strive, through recruitment and admissions practices, to achieve a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, among its students that is reflective of the general population residing within the territorial jurisdiction of the District.

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

- Printing 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, ability, and linguistic groups represented in the territorial jurisdiction of the District.
- 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 District and County.

Rocketship shall 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)

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

RSSP 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 RSSP. RSSP will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

In accordance with Education Code Sections 49011 and 47605(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. RSSP shall admit all students who wish to attend the Charter School, subject only to capacity. In the event that this occurs, RSSP will hold a public random drawing, further 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.. The admission application submitted prior to any public random drawing and before a student is offered a space at the Charter School shall specifically be limited only to the above-listed general information and in no event shall any application/registration/enrollment materials that are requested or required prior to the student being offered a place at the Charter School include any information concerning any protected characteristic of the student or their parent/guardian, including, but not limited to, mental or physical disability or current or prior eligibility for services pursuant to the IDEA or Section 504.

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

- Student enrollment form which contains student name, address, and other identifying and demographic information;
- Proof of immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum age requirements;
- Release of records[19]

LOTTERY POLICIES AND PROCEDURES

As described above, RSSP 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:

1. Siblings of students currently admitted to or attending RSSP
2. Children of employees of RSSP (not to exceed 10% of total enrollment)
3. Students who qualify for free or reduced price meals
4. Residents of the Alum Rock Union Elementary School District
5. Other California residents

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. RSSP 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.

[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.

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

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

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list in the order of their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year. Students may also apply to RSSP 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: FINANCIAL AUDIT

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

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

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

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

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

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

The auditor will verify the accuracy of the Charter School's financial statements attendance and enrollment, accounting practices, revenue-related data collection and reporting practices and will review the Charter School's internal controls. The audit will include a review of ADA as reported by the Charter School. Moreover, the audits will address whether the Charter School's money is being handled responsibly (in accordance with generally accepted accounting principles such as GAAP, LAO, GAGAS, and GAO) and that its financial statements conform to generally accepted accounting principles.
In the case that the Charter School either does not pay for or have an independent audit completed within one month of the applicable timelines, the SCCOE, may, at its option, pay for an audit to be completed and invoice the Charter School for the expense, which shall be immediately due and payable, or subtract such payment from any funds due to the Charter School.
Further, the SCCBOE shall have the right to request or conduct an audit at any time of the year. The cost for such audit shall be borne by the SCCOE if the audit reveals no financial or enrollment discrepancies

resulting in under- or over-reporting of greater than five percent (5%) total; in all other cases, the Charter School shall bear the cost of the audit..

ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

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….
Education Code Section 47605(c)(5)(J)

Rocketship's Suspension and Expulsion Policy is maintained in RSSP's Board-approved Student/Parent Handbook which, as discussed above in Element F, is attached and fully incorporated by reference as Appendix 26.

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)(J), as further detailed below.

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story. **See Student/Parent Handbook, p. 50**

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

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. **See Student/Parent Handbook, p. 52**

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. **See Student/Parent Handbook, pp. 52-56**

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). **See Student/Parent Handbook, p. 59.**

Rocketship also maintains an Attendance and Truancy Policy in the Student/Parent Handbook that is attached as Appendix 26. The Attendance and Truancy Policy contains additional requirements pertaining to involuntary removals, which can be found on pp. 14-15 of the Student/Parent Handbook.

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

The full Suspension and Expulsion Policy is found on **pages 44-59** of the 2024-25 Student/Parent Handbook attached as Appendix 26. In addition to the above requirements, the Suspension and Expulsion Policy also contains:

- Procedures for in-school suspensions **(pp. 44-45)**
- Homework assignments during suspension, in accordance with Education Code Section 47606.2 **(pp. 51-52)**
- Grounds for suspensions and expulsions **(pp. 45-50)**
- Full suspension procedures and student rights during suspension **(pp. 50-52)**
- Full expulsion procedures **(pp. 52-56)**
- Special procedures for expulsion hearings involving sexual assault or battery offenses **(pp. 53-54)**
- Special procedures for suspension or expulsion of students with disabilities **(pp. 56-58**)
- Procedures for students not yet eligible for special education services (**p.58)**
- Disciplinary records **(p.58)**

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)(K)

All full-time employees of Rocketship will participate in a qualified retirement plan. All full-time employees will be offered a 403(b) program with a 3% match from RSED. Full-time, eligible, certificated employees shall 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. The Charter School shall inform all applicants for positions within that Charter School of the retirement system options for employees of the Charter School. Rocketship employees may have access to additional Rocketship-sponsored retirement plans according to policies developed by the Board 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.

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

For more details on benefits offered to Rocketship employees, please see the Employee Handbook, attached as Appendix 24.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend RSSP. Students who reside within the Alum Rock Union School District 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 RSSP will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.-- Education Code Section 47605(c)(5)(M)*

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

Sick and vacation leave, and/or years of service credit, from any school district 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 school district or County have the authority to determine whether a collective bargaining agreement is controlling. Charter School staff shall not continue to earn service credit in a school district or the County while employed at the Charter School.

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

For more details on employee rights at Rocketship, please see the Employee Handbook, attached as Appendix 24.

ELEMENT N: 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)(N)

Disputes Between the SCCOE and the Charter School

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

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

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

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

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

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

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

The Charter School Board will adopt 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.

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

Notice of Violation and Opportunity to Remedy

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

Internal Disputes

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

ELEMENT O: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. -- Education Code Section 47605(c)(5)(O)

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

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

E. On closure, 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 the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. Section 1232g. As permitted by each student's district of residence, the Charter School shall transfer all appropriate student records to the district of residence, or the district to which the student is transferring if requested by the parent/guardian. Charter School will ask the

SCCOE to store original records of Charter School students for which the district of residence/district of attendance is not known or will not accept the records. If the SCCOE will not or cannot do so, Charter School will ask the SCCOE to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred 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, 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 the SCCOE promptly upon completion. The auditor and audit shall comply with all of the requirements for Charter School's annual audit as set forth in the Charter. Any costs for the audit incurred by the SCCOE shall remain a liability of Charter School until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by Charter School shall be the responsibility of Charter School and not the SCCOE. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. By October 1, 2017, Charter School shall create a "Closure Review Policy," which shall be approved by SCCOE.

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

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.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School - including but not limited to all leaseholds, personal property, intellectual property developed or acquired using state or federal funds, and all ADA apportionments and other revenues generated by students attending the Charter School - which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to another Rocketship school within Santa Clara County or if there are no other Rocketship schools in Santa Clara County to a California public school or school district, which identity shall to be determined by mutual agreement between Rocketship Education and SCCOE. Any assets acquired from the SCCOE or SCCOE 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.

Upon the winding up and dissolution of the corporation, if applicable, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds may be by the Board according to the corporations' governing documents, and such assets may be distributed to the SCCOE, Rocketship Education, or another California public charter school, school district, or county office of education, as the Board may elect, subject to applicable legal requirements. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

This Closure Protocol and the Closure Protocol set forth in the Charter shall survive the revocation, expiration, termination, or cancellation of the Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to the Charter or cause the Charter School to cease operation. The Charter School and the SCCOE agree that, due to the nature of the property and activities that are the subject of this provision, the SCCOE and public shall suffer irreparable harm should the Charter School breach any obligation under its Closure Protocol. The SCCOE, therefore, shall have the right to seek equitable relief to enforce any right arising under the Closure Protocol or any provision of the Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the SCCOE. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

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

As RSSP 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. The Alum Rock Union School District shall remit in-lieu property tax payments to the Charter School pursuant to Education Code Section 47635, which provides, in relevant part:

> (b) The sponsoring local educational agency shall transfer funding in lieu of property taxes to the charter school in monthly installments, by no later than the 15th of each month.
>
> (1) For the months of August to February, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes received by the sponsoring local educational agency during the preceding fiscal year, as reported to the Superintendent for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to the charter school the charter school's estimated annual entitlement to funding in lieu of property taxes as follows:
>
> (A) Six percent in August.
>
> (B) Twelve percent in September.
>
> (C) Eight percent each month in October, November, December, January, and February.
>
> (2) For the months of March to June, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the fiscal year, as reported to the Superintendent for purposes of the first principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to one-sixth of the difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraph (1). An additional one-sixth of this difference shall be included in the amount transferred in the month of March.
>
> (3) For the month of July, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the prior fiscal year, as reported to the Superintendent for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to the remaining difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraphs (1) and (2).
>
> (4) Notwithstanding subdivision (a) of Section 14002, final adjustments to the amount of funding in lieu of property taxes allocated to a charter school shall be made in June, in conjunction with the third recertification of annual apportionments to schools.

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

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

FINANCIAL REPORTING

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

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

The Charter School shall provide reporting to the Authorizer as required by law and as requested by the Authorizer including, but not limited to, the following: California Basic Educational Data System, actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card, 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 governing board shall require that the petitioner or petitioners provide information regarding…the facilities to be used by the school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. – Education Code Section 47605(h).

RSSP is located at 2249 Dobern Avenue in the Mayfair neighborhood of San Jose, California. The Charter School plans to remain located at this site through the term of this renewal. The facility was originally built for RSSP's specific program and has been carefully maintained and updated throughout RSSP's occupancy.

IMPACT ON THE DISTRICT

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

RSSP 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 19 and Appendix 20, 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 RSSP.

Further, RSED and the Authorizer may 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 RSSP.

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 District with the strongest possible proposal for establishment of a charter for a five-year term to begin July 1, 2025. In order to comply with rigorous Authorizer charter approval requirements, the Petitioners have attached a comprehensive series of detailed appendices. With the exception of Appendices 1, 18, 24, 25, and 26, these appendices are not intended to be incorporated by reference into the petition, but are provided to ensure that the Authorizer has a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intend to achieve the academic results outlined in the charter.

Pursuant to Education Code section 47605(c) the chartering authority shall be guided by the intent of the legislature that: "…charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of the school if it is satisfied the granting of the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate."

4865-9474-0406, v. 8

APPENDIX 1:
CALIFORNIA SCHOOL DASHBOARD REPORTS

SCHOOL PERFORMANCE OVERVIEW

Rocketship Si Se Puede Academy

Explore the performance of Rocketship Si Se Puede Academy under California's Accountability System.

Chronic Absenteeism

Yellow

Suspension Rate

Blue

English Learner Progress

Green

English Language Arts

Orange

Mathematics

Orange

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

School Details

NAME
Rocketship Si Se Puede Academy

ADDRESS
2249 Dobern Avenue
San Jose, CA 95116-3405

WEBSITE
https://www.rocketships...

GRADES SERVED
K-5

CHARTER
Yes

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

ROCKETSHIP SI SE PUEDE ACADEMY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
324	85.2%	67.9%	0%

ROCKETSHIP SI SE PUEDE ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Orange

48.1 points below standard

Declined 6.6 Points ▼

EQUITY REPORT

Number of Student Groups in Each Level

0 Red	3 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics

Orange

51.2 points below standard

Declined 4.8 Points ▼

EQUITY REPORT

Number of Student Groups in Each Level

0 Red	3 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress

Green

47.3% making progress

Increased 8% ▲

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

ROCKETSHIP SI SE PUEDE ACADEMY

Academic Engagement

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

LEARN MORE

Chronic Absenteeism

Yellow

34.1% chronically absent

Declined 14.3% ▼

EQUITY REPORT

Number of Student Groups in Each Level

0	1	3
Red	Orange	Yellow
0	0	
Green	Blue	

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

ROCKETSHIP SI SE PUEDE ACADEMY

Conditions & Climate

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

LEARN MORE

Suspension Rate

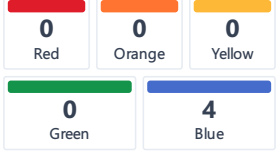
Blue

0% suspended at least one day

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Level



Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

Academic Performance

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

English Language Arts

All Students

Explore how well students are meeting grade-level 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.

All Students

Orange

48.1 points below standard

Declined 6.6 Points ▼

Number of Students: 131

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups

Red

No Student Groups

Orange

Socioeconomically Disadvantaged

English Learners

Hispanic

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

Homeless

Students with Disabilities

White

African American

Asian

Filipino

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Students with Disabilities

No Performance Color

128 points below standard

Declined 18.7 Points ▼

Number of Students: 17

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Socioeconomically Disadvantaged

Orange

52 points below standard

Maintained 0.7 Points

Number of Students: 111

English Learners

Orange

69.2 points below standard

Declined 16 Points ▼

Number of Students: 86

Hispanic

Orange

53.9 points below standard

Declined 6.6 Points ▼

Number of Students: 115

Distance From Standard (English Language Arts)

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.

	2022	2023
All Students	41.5 points below standard	48.1 points below standard

English Language Arts 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 English Language Arts.

Current English Learners	Recently Reclassified English Learners	English Only
82.5 points below standard	Less than 11 students - data not displayed for privacy	27.6 points below standard
Declined 11 Points ▼	Number of Students: 8	Increased 6.9 Points ▲
Number of Students: 78		Number of Students: 33

Mathematics

All Students

Explore how well students are meeting grade-level 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.

All Students

Orange

51.2 points below standard

Declined 4.8 Points ▼

Number of Students: 130

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups

Red

No Student Groups

Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

Asian

Filipino

Homeless

Students with Disabilities

White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Students with Disabilities

No Performance Color

135.5 points below standard

Declined 3.2 Points ▼

Number of Students: 17

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners

Orange

64.2 points below standard

Declined 7 Points ▼

Number of Students: 85

Hispanic

Orange

58.3 points below standard

Declined 4.8 Points ▼

Number of Students: 114

Socioeconomically Disadvantaged

Orange

57.8 points below standard

Maintained -0.6 Points

Number of Students: 110

Distance From Standard (Mathematics)

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.

	2022	2023
All Students	46.4 points below standard	51.2 points below standard

Mathematics 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 mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
78.1 points below standard	Less than 11 students - data not displayed for privacy	45.3 points below standard
Maintained -1.9 Points	Number of Students: 8	Maintained -1.2 Points
Number of Students: 77		Number of Students: 33

English Learner Progress Indicator

All English Learner Students

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

LEARN MORE

English Learner Progress

Green

47.3% making progress towards English language proficiency

Increased 8% ▲

Number of EL Students: 129

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.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

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

4 Full Implementation

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

5 Full Implementation And Sustainability

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

Career Technical Education

0

APPENDIX 2:
CREDO NATIONAL CHARTER SCHOOL STUDY

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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.

CREDO also acknowledges the Walton Family Foundation and The City Fund for supporting this research.

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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.

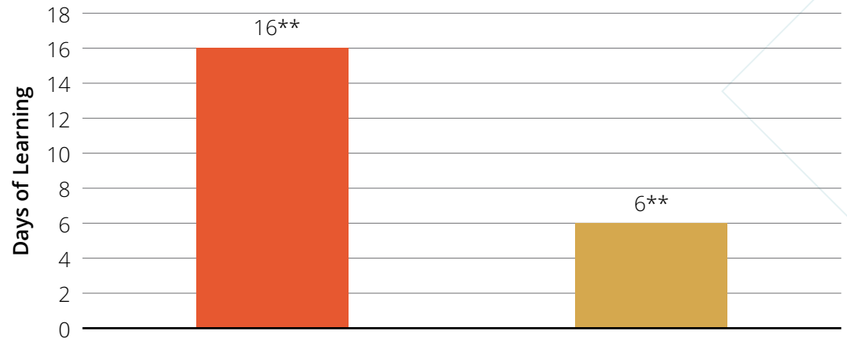
In these 2023 studies, we present our findings about learning outcomes measured in days of learning. The measure uses a benchmark of learning: the average student in TPS will obtain a year's learning in a year's time. Computationally, the benchmark student attends school for 180 days in a year and advances 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

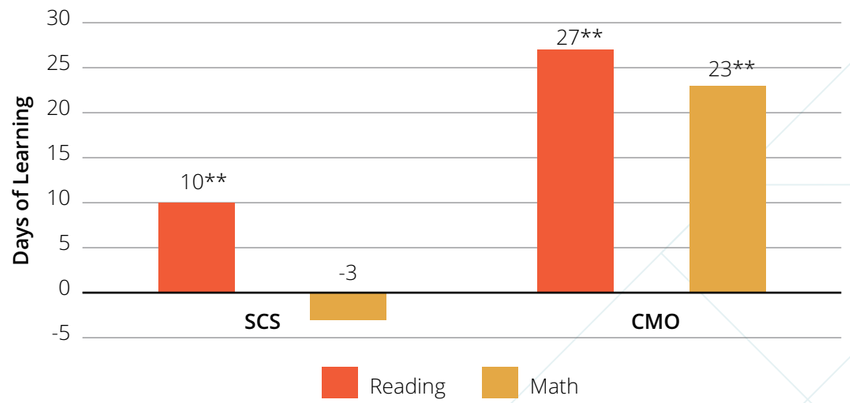


Figure above originally appears as Figure 2.4 in CMO23.

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

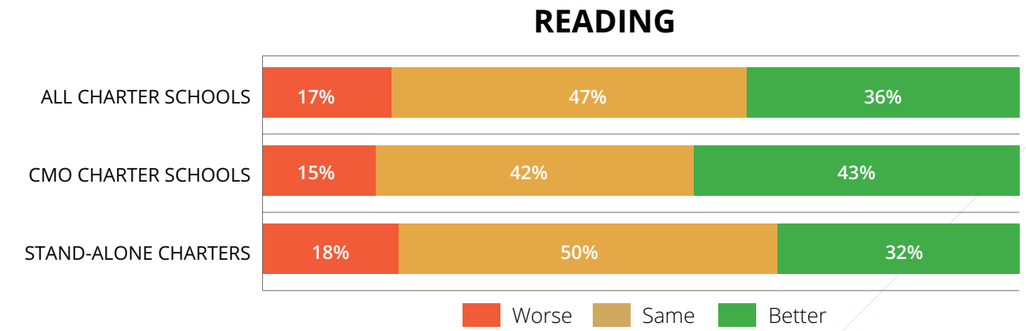


Figure above draws from Figure 1.22 in CSP31, and Figure 36 in CMO23.

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

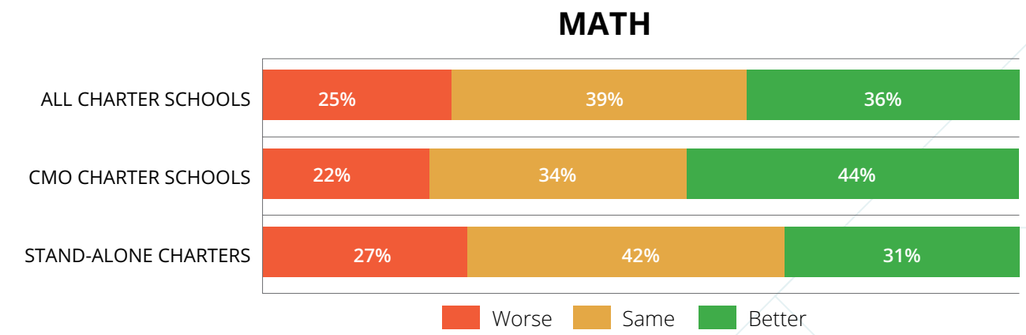


Figure above draws from Figure 1.22 in CSP31, and Figure 37 in CMO23.

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

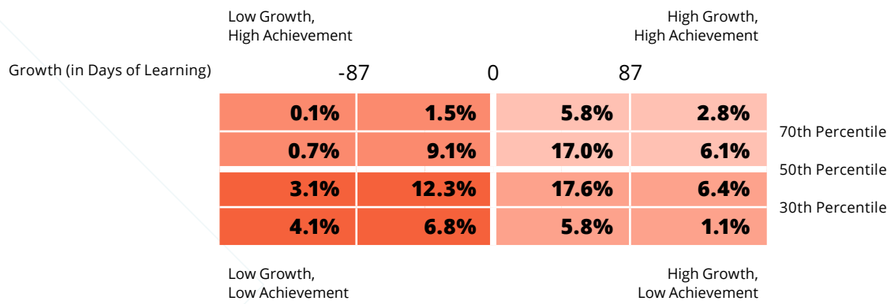


Figure above originally appears as Figure 1.25 in CSP31.

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

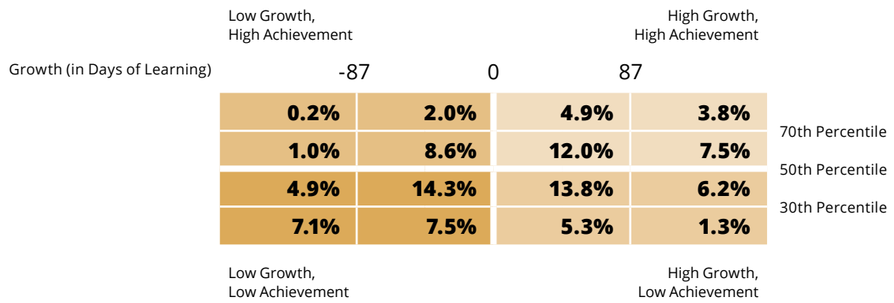


Figure above originally appears as Figure 1.26 in CSP31.

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.

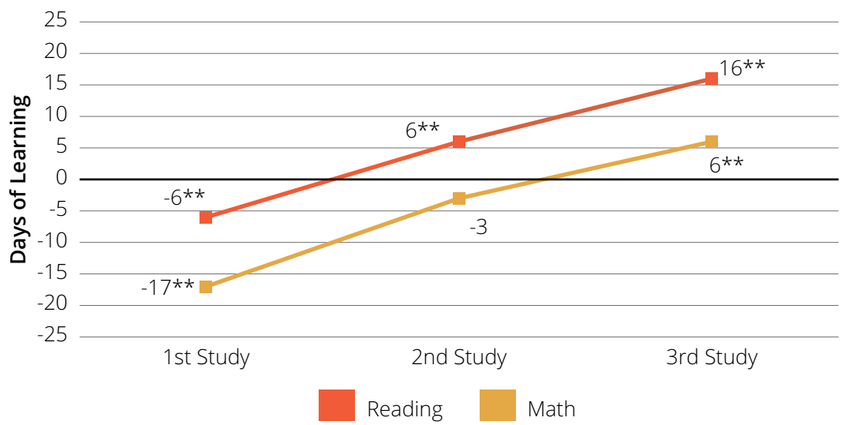
Exceptional Performance in Charter Schools

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 $p \leq 0.01$
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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- 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.

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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:

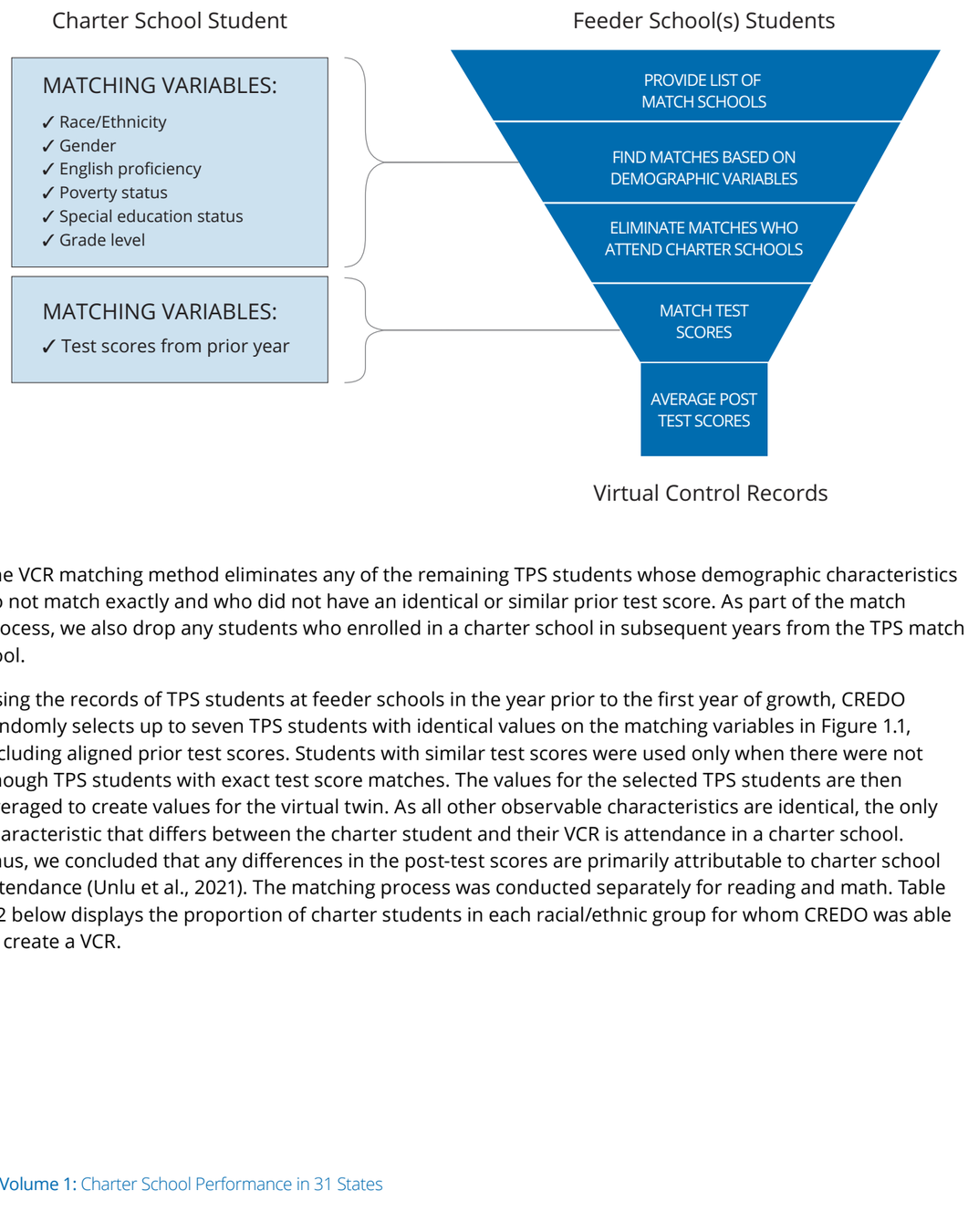
- Grade level
- Gender
- Race/ethnicity
- Free or reduced-price lunch eligibility
- English-language learner status
- Special education status
- Prior test score on state achievement tests

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).

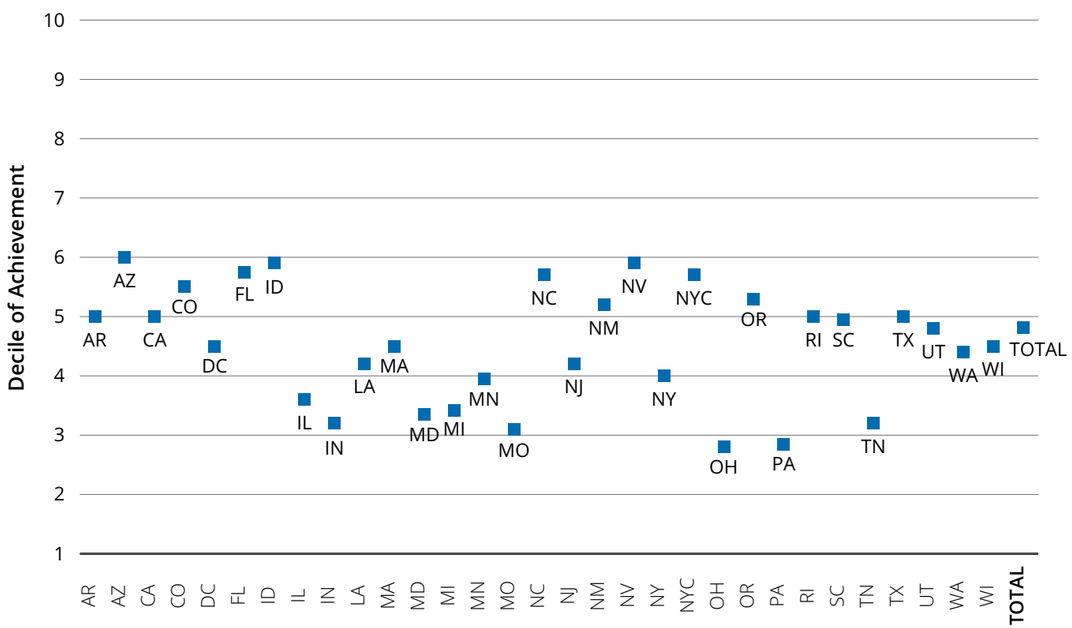
Figure 1.2 shows the within-state decile of the average achievement level for all students enrolled in charter schools by state for math. There is a wide variance in the achievement levels of charter students in different states. While some states have average charter student achievement as high as the 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

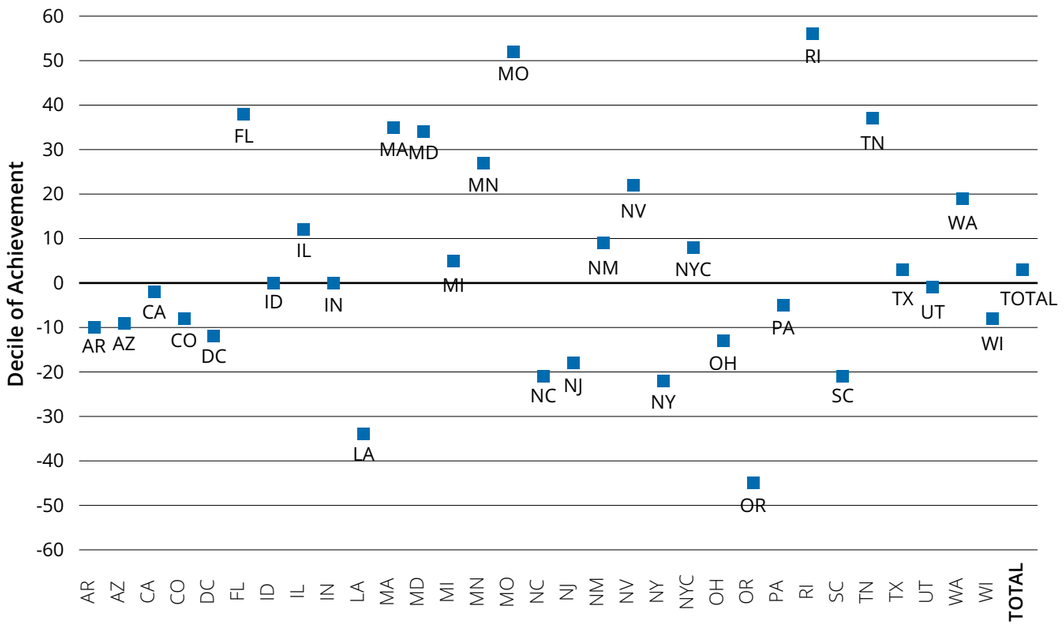
Table 1.6: Achievement Decile Distribution of Charter Enrollees by State 2017, Math

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

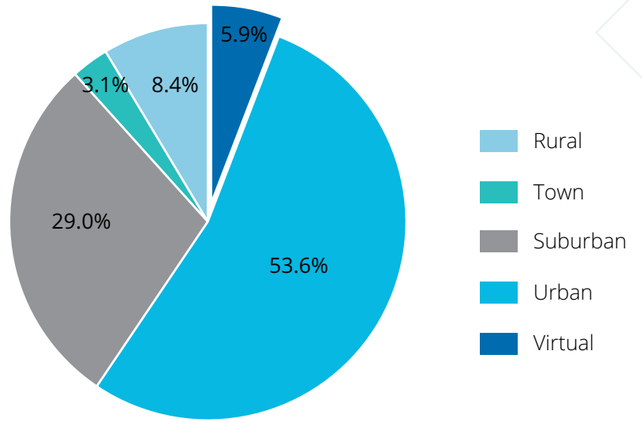
14 Full breakout by decile is included in the Technical Appendix.

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



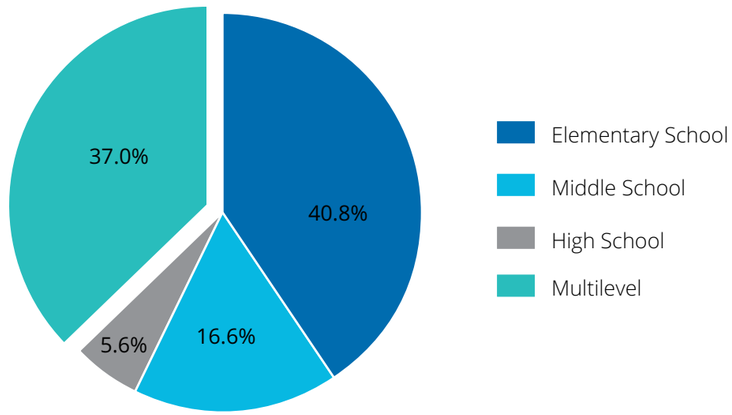
The geographic settings where charter students attend school remain relatively stable between the 2013 and the 2023 studies. The one exception is the number of rural students dropping by half, from 16 percent of the matched sample to just eight percent. Between the two studies, CREDO added the virtual 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



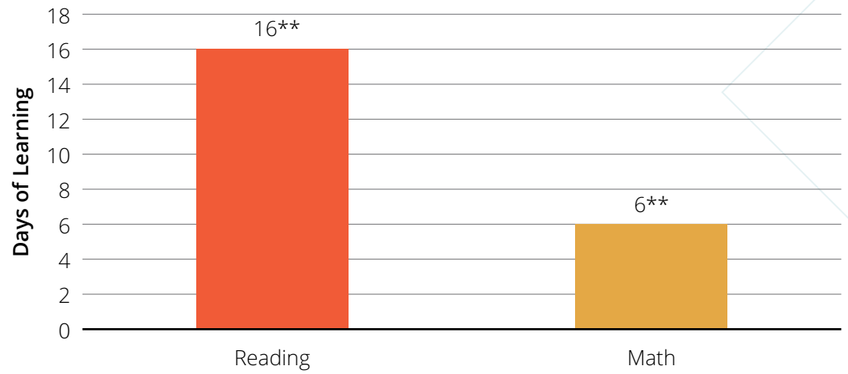
Between the 2013 and 2023 studies, the only major changes we see in locales are an eight percentage point decrease in the proportion of charter students attending high schools and a seven percent increase in the proportion of charter schools classified as multilevel schools.

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



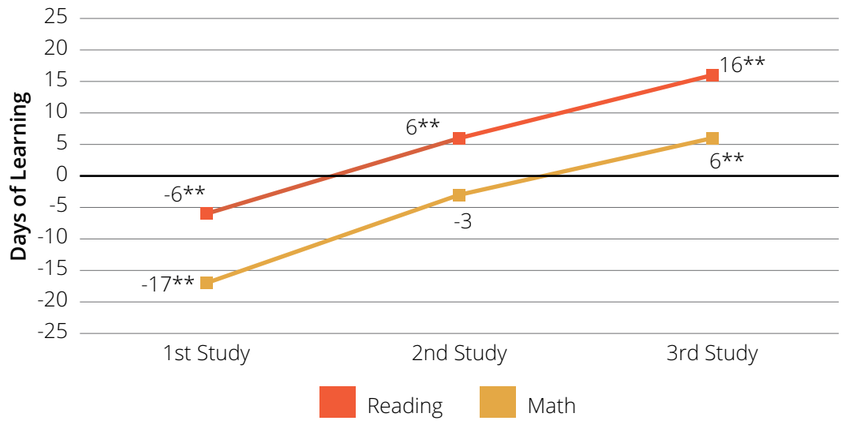
** Significant at $p \leq 0.01$

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

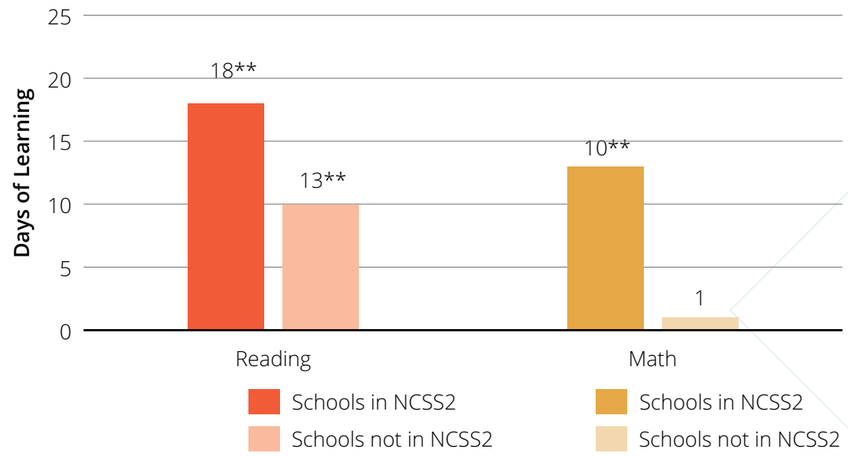


** Significant at p ≤ 0.01

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



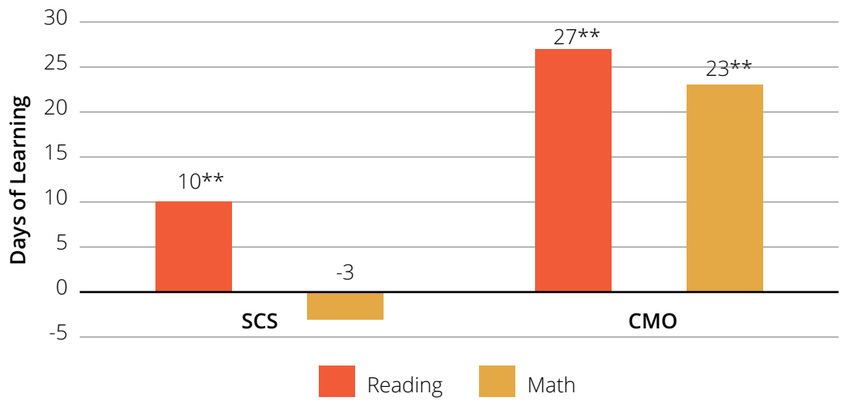
** Significant at p ≤ 0.01

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



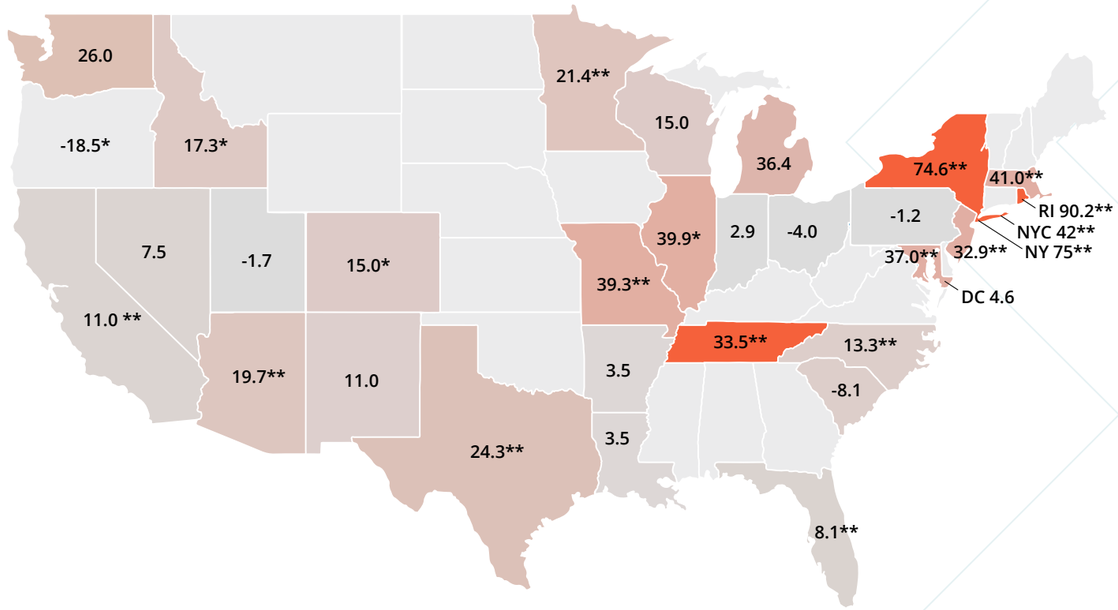
** Significant at p ≤ 0.01
Figure above originally appears as Figure 2.4 in CMO23.

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

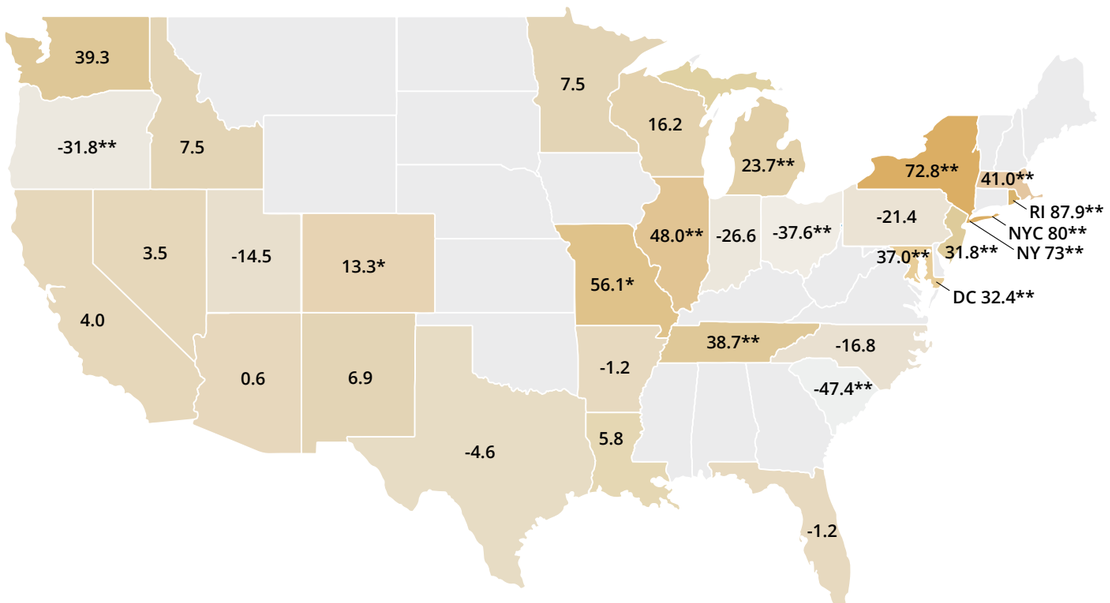


** Significant at p ≤ 0.01 * Significant at p≤ 0.05

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

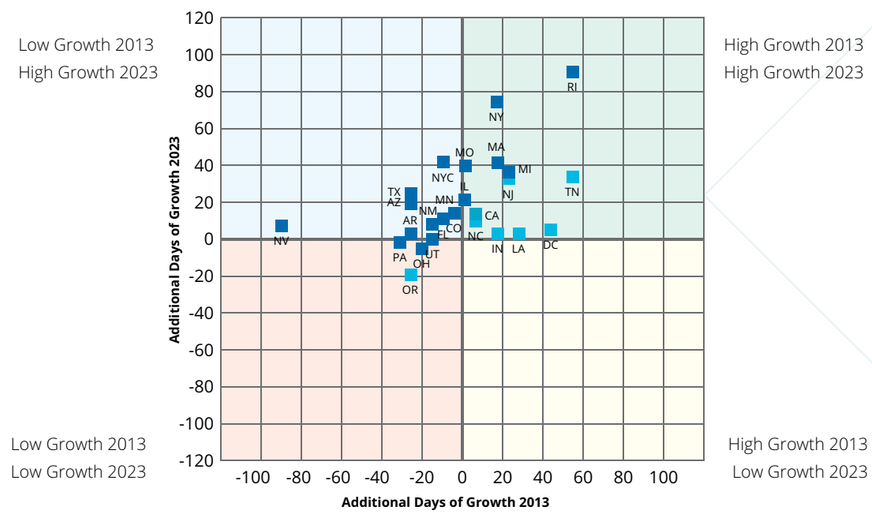
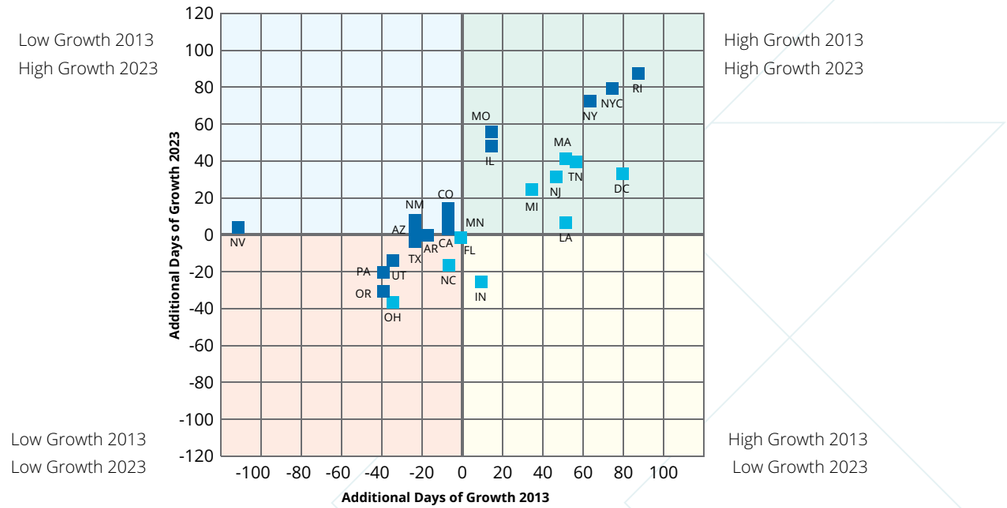


Figure 1.13: Average Math Growth of Charter School Students by State, 2013 vs 2023



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.

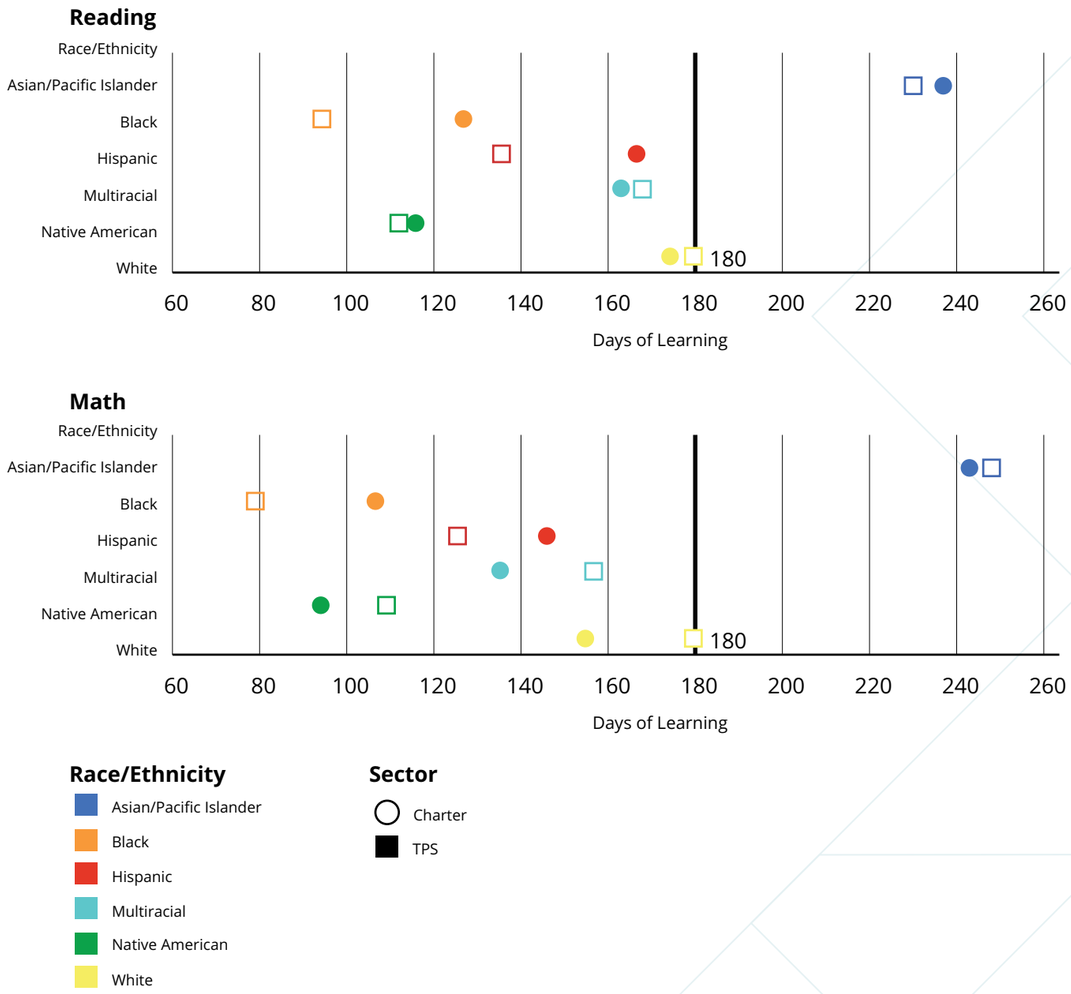
Compared to their TPS peers, Black students attending charter schools had 35 days more growth in a school year in reading and 29 days in math. This would be as if the students had attended an additional 1.5 months of schooling each year. The results were also positive and significant for Hispanic students. 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.

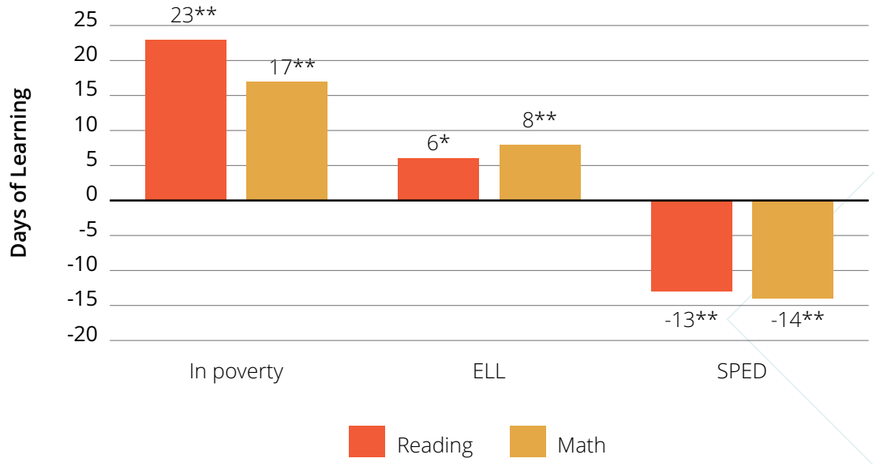
The second conclusion is more sobering: neither in the typical charter schools nor in the comparison TPS are Black, Hispanic, or Native American students posting growth that is close to 180 days a year in either reading or math. Multiracial students fare better but still don't reach typical growth. White 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

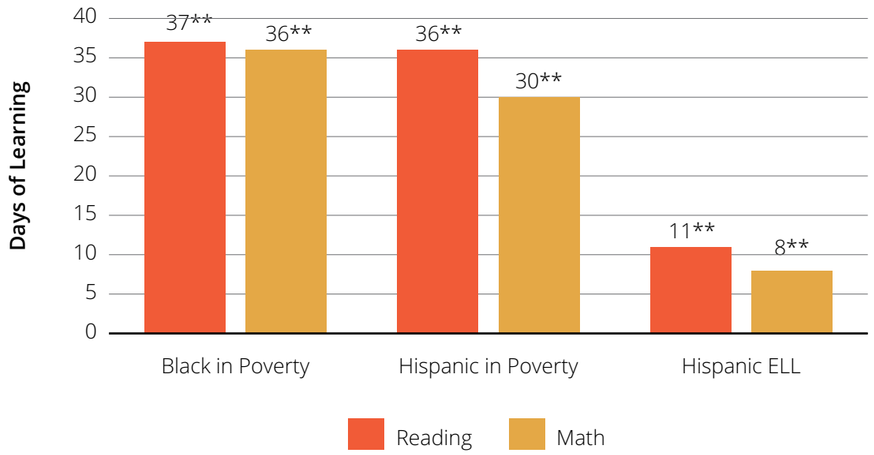


** Significant at p ≤ 0.01 * Significant at p≤ 0.05

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

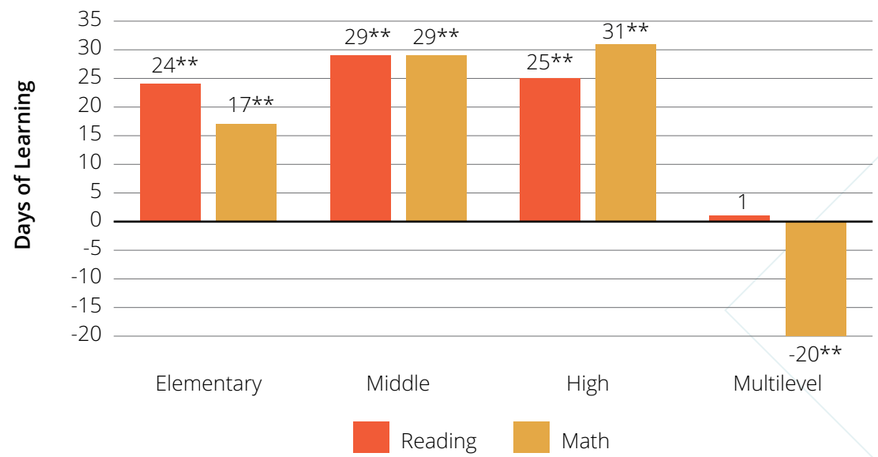
Another way CREDO has typically looked at charter school performance has been by examining charters grouped by the grades served by the school. Typically, there are four levels of schools. These are elementary (K–5), middle schools (6–8), high schools (9–12) and multilevel schools (a mix of grades that 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

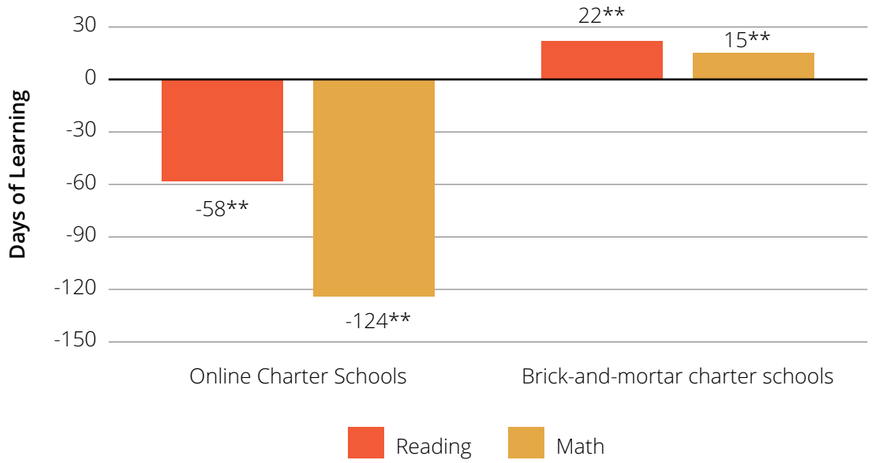
While enrolling only six percent of the charter school student population, online schooling continues to grow over time (Lehrer-Small, 2022). CREDO and other partners conducted a study of online charter schools in 2015, finding significant underperformance in the online setting compared to brick-and-mortar 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

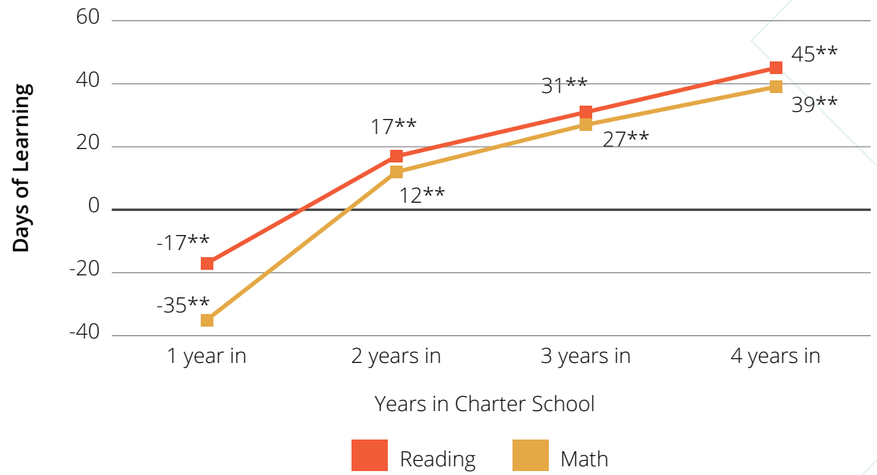
21 The comparison students for online charter students come from brick-and-mortar TPS. It is not possible to create comparison students from online TPS only.

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 $p \leq 0.01$

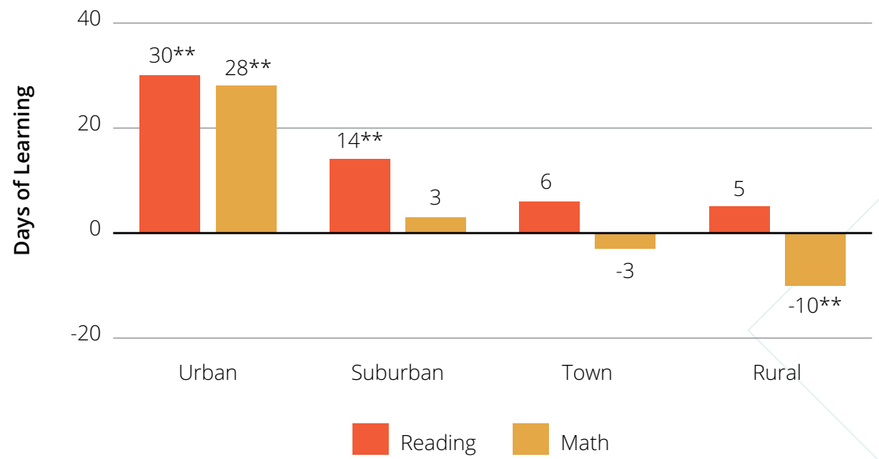
As with measures of charter growth presented earlier, we see persistent improvement in the charter sector in reading and math. While students consistently take a large dip in their first year in charter schools, the size of the drop has decreased from the 2009 study to the 2023 study. We also see steady 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 $p \leq 0.01$

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.

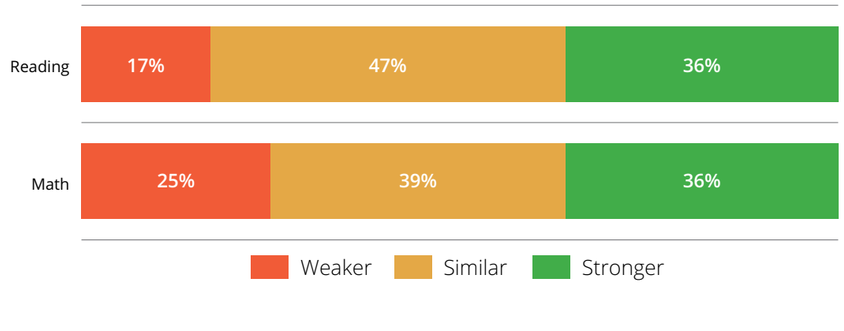
In order to determine school-level charter performance, we compute each charter school's average impact on student learning over the two most recent growth periods (2017 and 2018). We compare the school average to the same measure of learning for their TPS VCRs.[25] The average gains of the TPS VCRs 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.

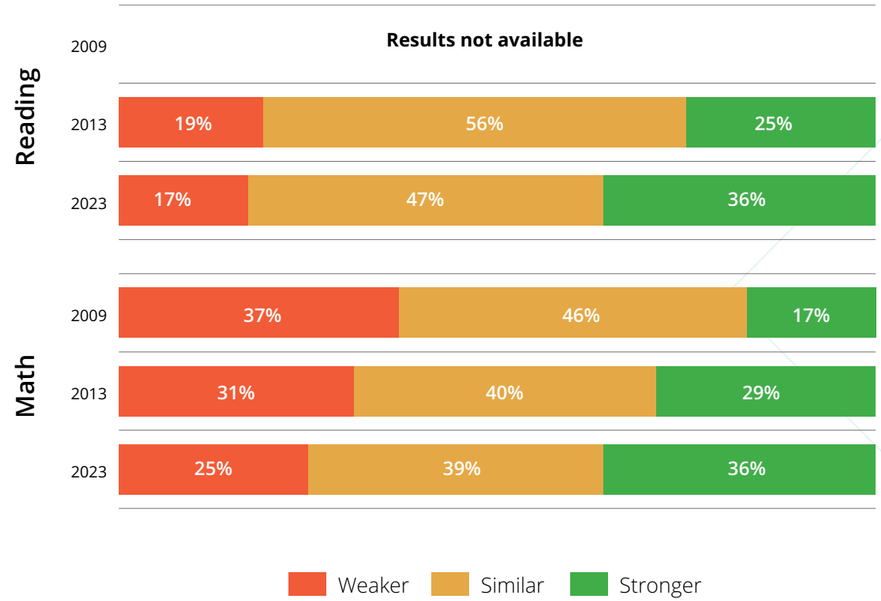
In math, 36 percent of charter schools had statistically significantly stronger growth for their students than the TPS peers. This is compared to 25 percent of charter schools with weaker math growth than their TPS comparisons and 39 percent with similar growth.

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

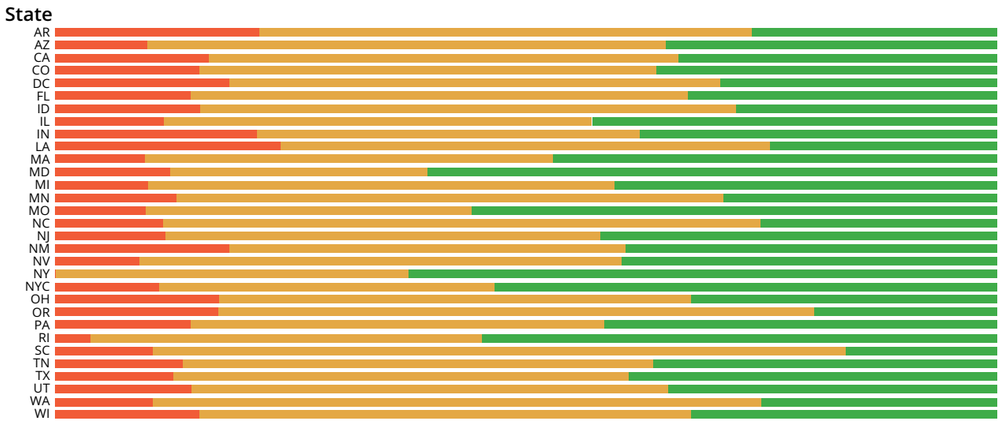


Figure 1.24: Average Academic Growth in Charter Schools versus. Their Local TPS by State: Math

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.

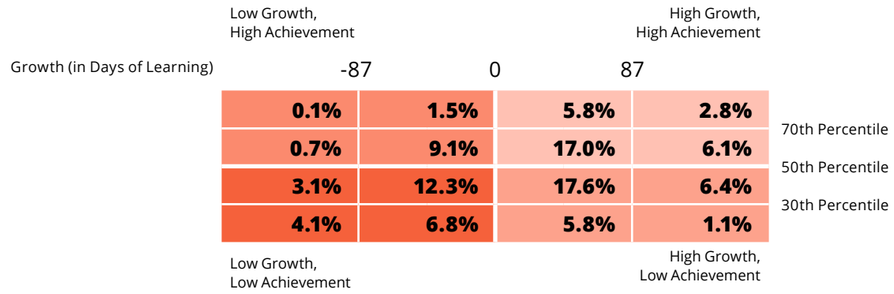
Using the last two years of school performance, we mapped the charter schools in this study onto the structure described above. (For reliability, we only included schools with 30 tested students.) We subdivided each quadrant into four smaller groups, yielding 16 cells within the map. The results appear 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.

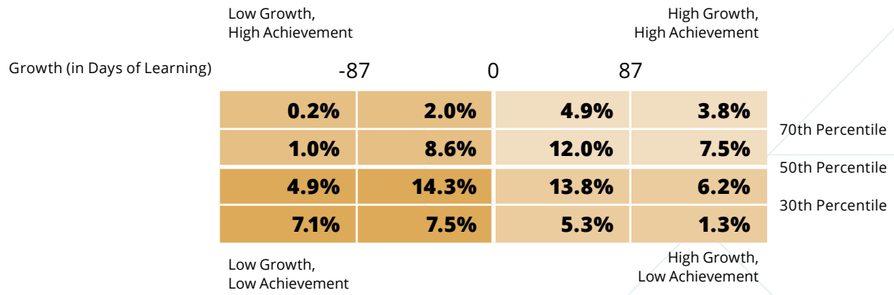
Schools in the Low Growth—High Achievement quadrant can expect to drift downward in the achievement ratings if they maintain their current pace of growth since other schools with higher growth rates will eventually surpass them. Since student achievement in these schools is above state averages, the 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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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

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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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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.

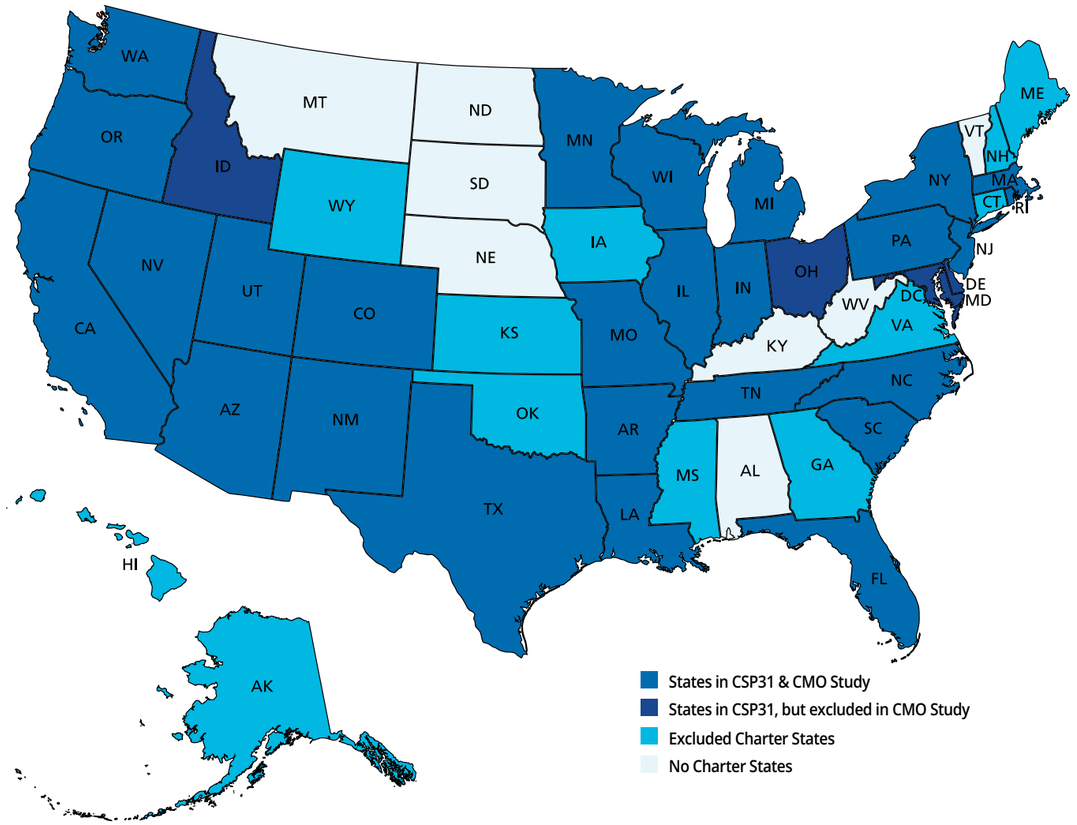
3 Due to the variable distribution of students by school type and subgroup across the country, some student subgroups have low match rate in some states. Low match rates require a degree of caution in interpreting the national pooled findings as they may not fairly represent the learning of the student 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

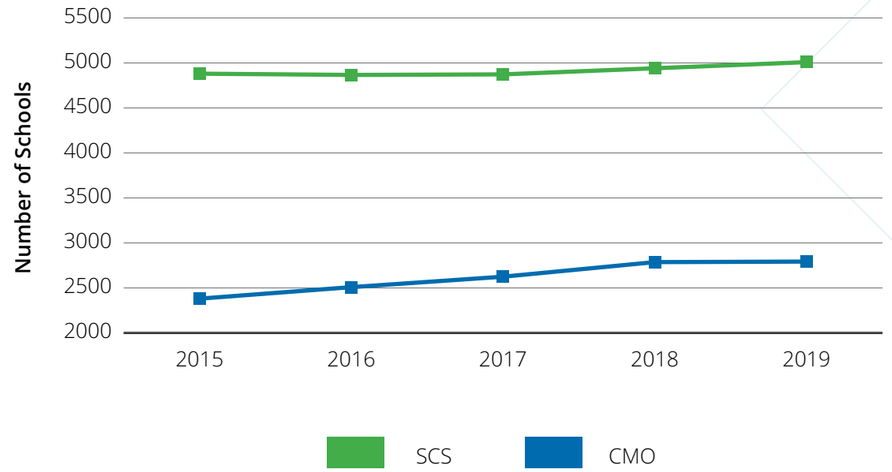


4 Figure 2.1 shows the map of states included in the CSP31 and CMO analysis.

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

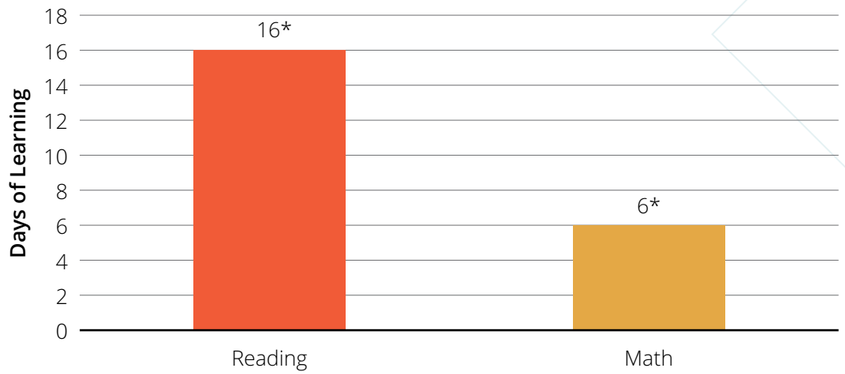
2.4 Analytic Findings

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.

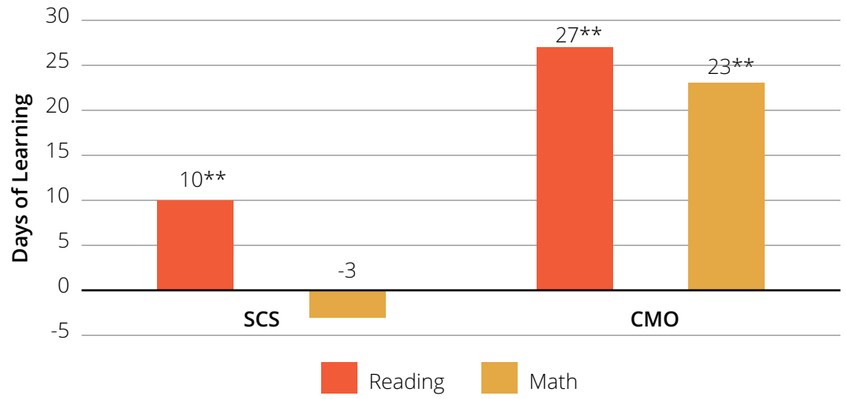
* Significant at the 0.05 level, ** Significant at the 0.01 level

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

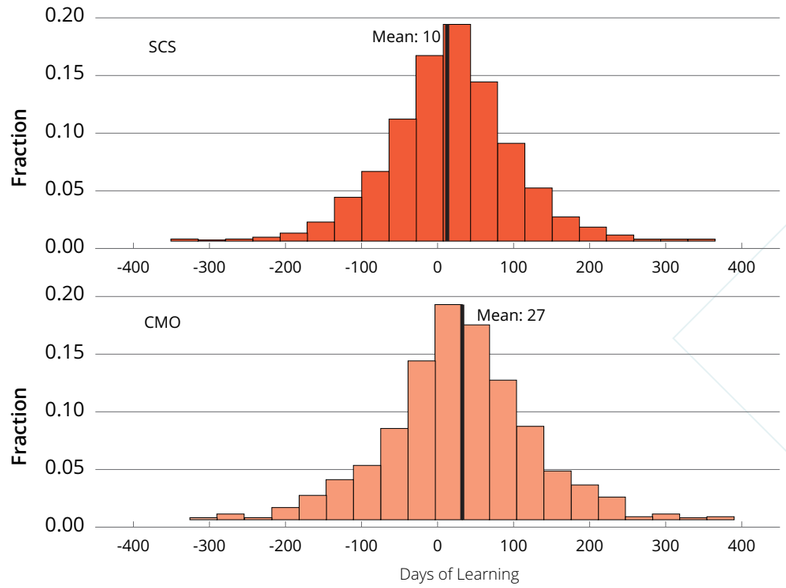
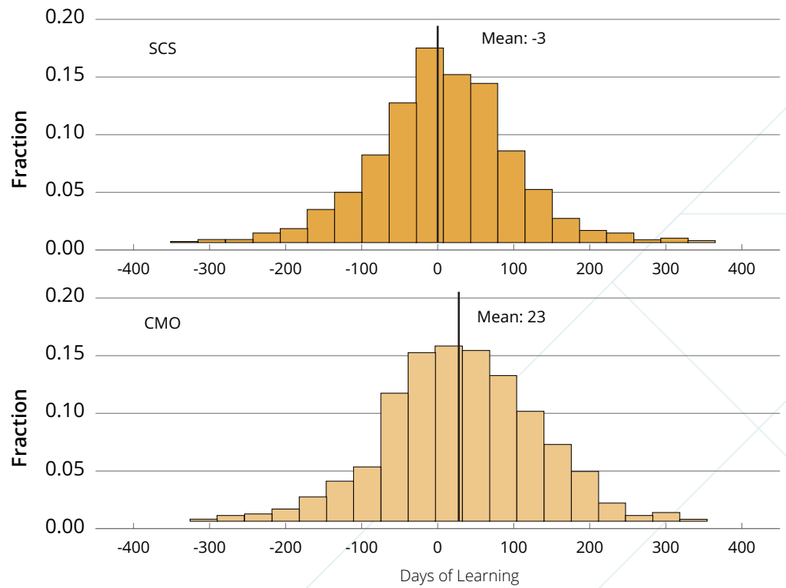


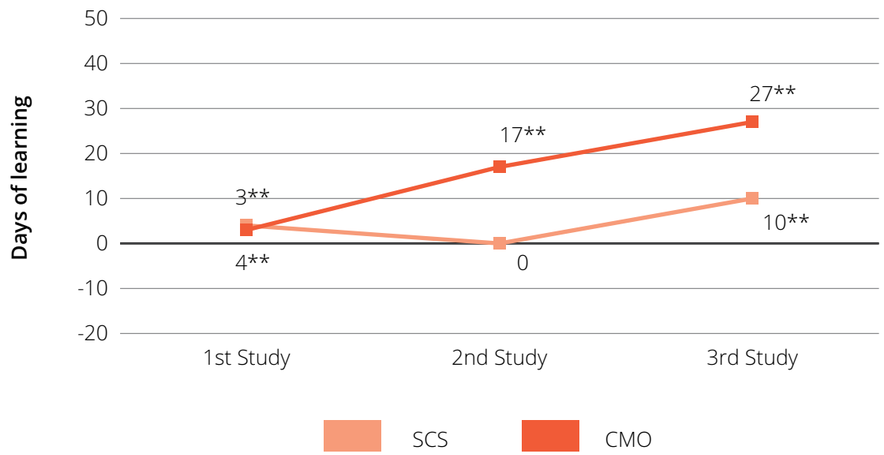
Figure 2.6. Distribution of Academic Growth in SCS and CMO Schools - Math



2.4.3. Academic Growth Trend by Charter School Type

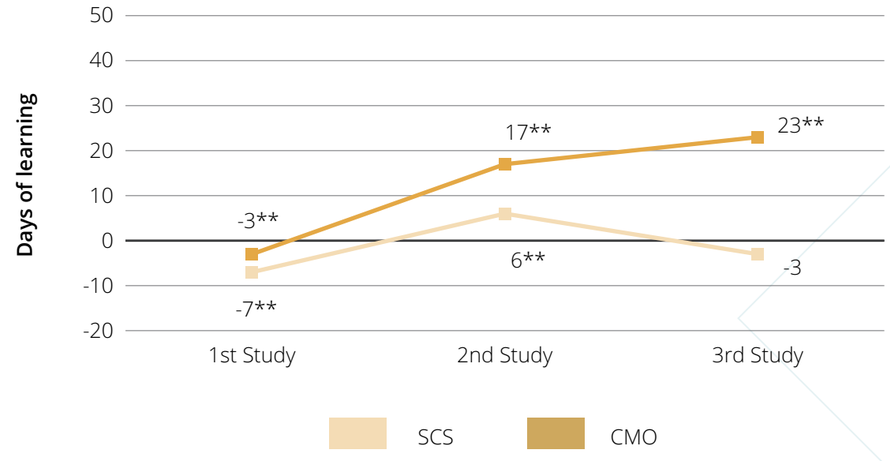
Figures 2.7 and 2.8 show the academic growth by charter group estimated in CREDO's series of CMO reports (Woodworth et al., 2017; Woodworth & Raymond, 2013). CMO-affiliated charter schools have seen a marked improvement in student academic growth in reading and math, adding approximately 10 additional 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

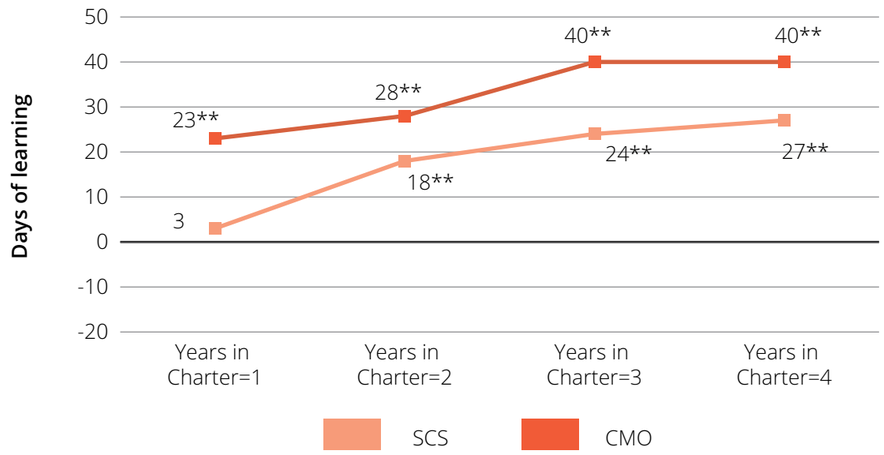
2.4.4. Academic Growth by Students' Years of Enrollment in Charter Schools

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.

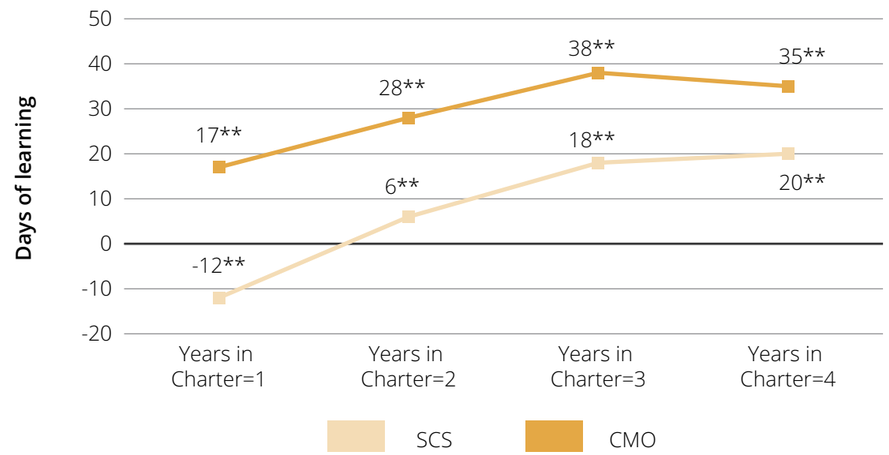
7 This analysis included only those students seen entering the charter schools from a TPS. Students already in charter schools in their first year of the data window were excluded.

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

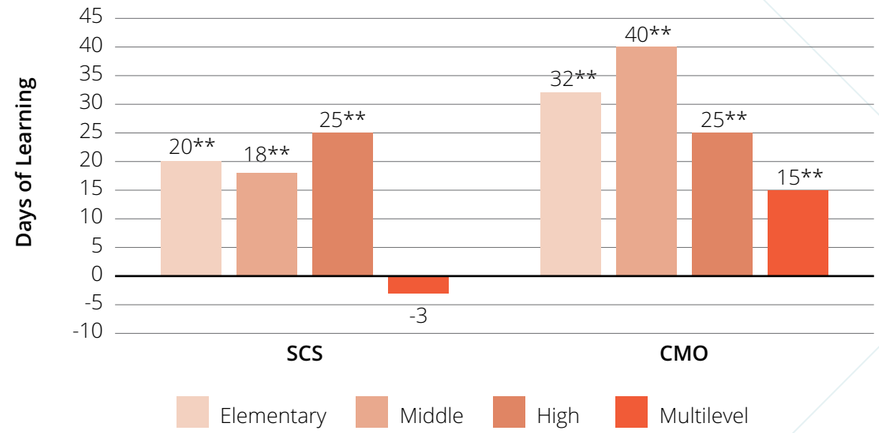


* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.5. Academic Growth by Charter School Grade Span

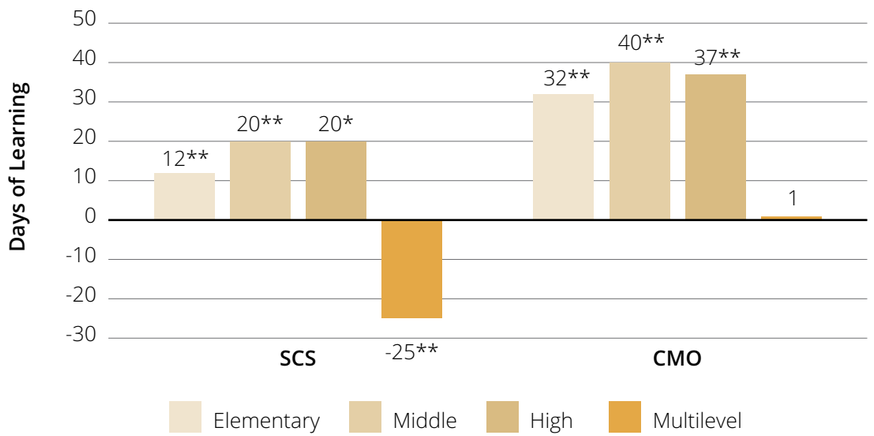
Students enrolled in all grades K through 12 in CMO-affiliated charter schools show statistically significant positive academic growth compared to their TPS VCRs. Consistent with previous CREDO findings, students in CMO-affiliated middle schools exhibit the most sizable academic growth at 40 additional 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

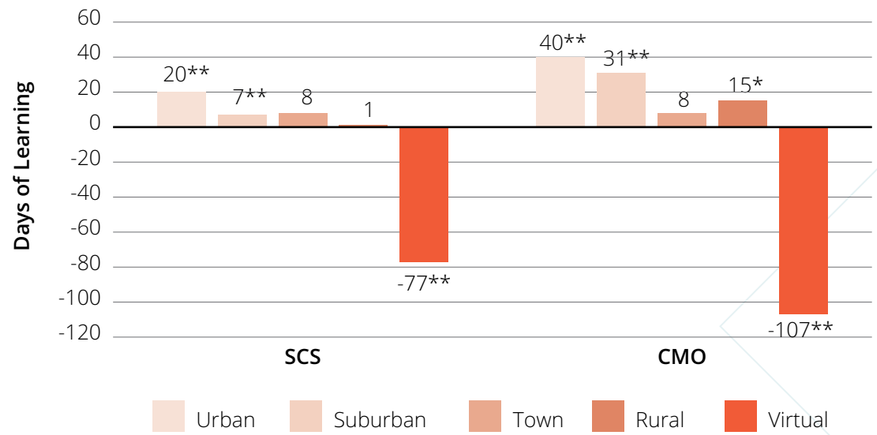
2.4.6. Academic Growth by Charter School Locale

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).

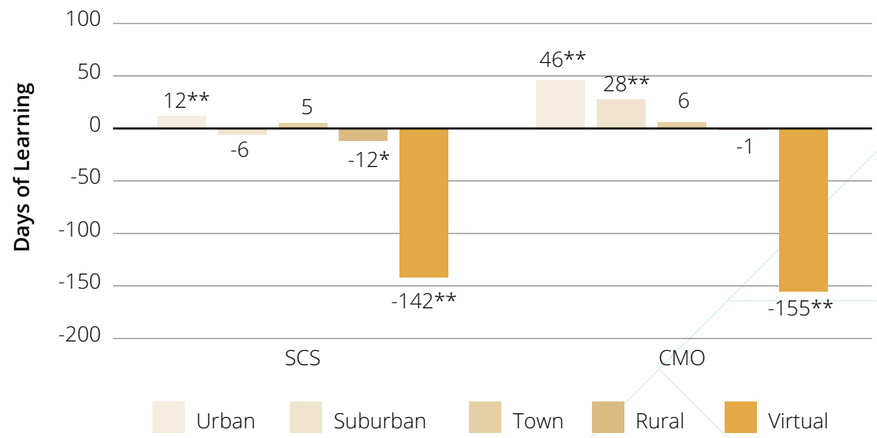
8 The results for CMO and SCS mirror but do not precisely align with the findings in CSP31 because three states are omitted from the CMO/SCS analysis.

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.

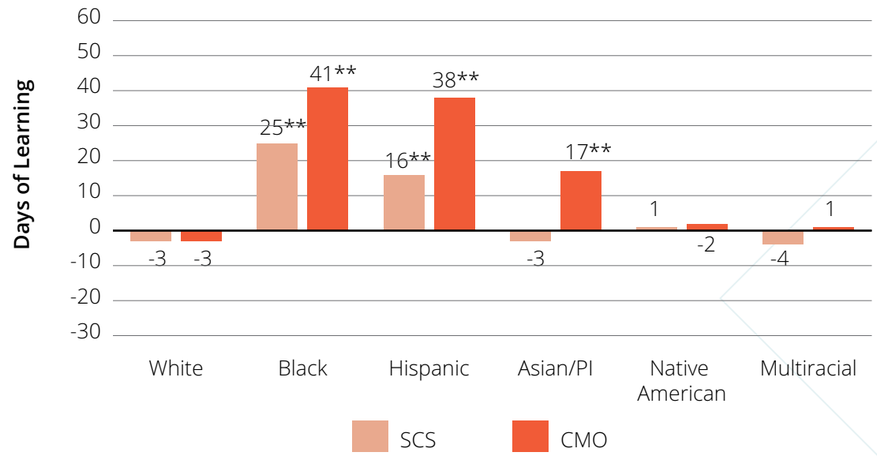
The effects on Asian/Pacific Islander students are not as strong as those on Black and Hispanic students. However, those enrolled in charters associated with CMOs increased their learning by 17 days in reading, while no statistically significant impact was found for math. Meanwhile, Asian/Pacific Islanders 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).

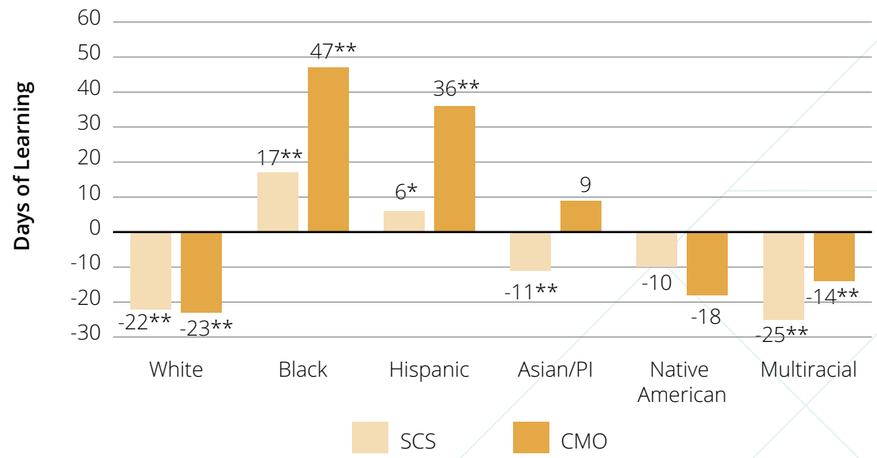
9 The 22 days of learning difference is derived by subtracting days of learning of SCS (16 days) from the days of learning of CMO (38 days).

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

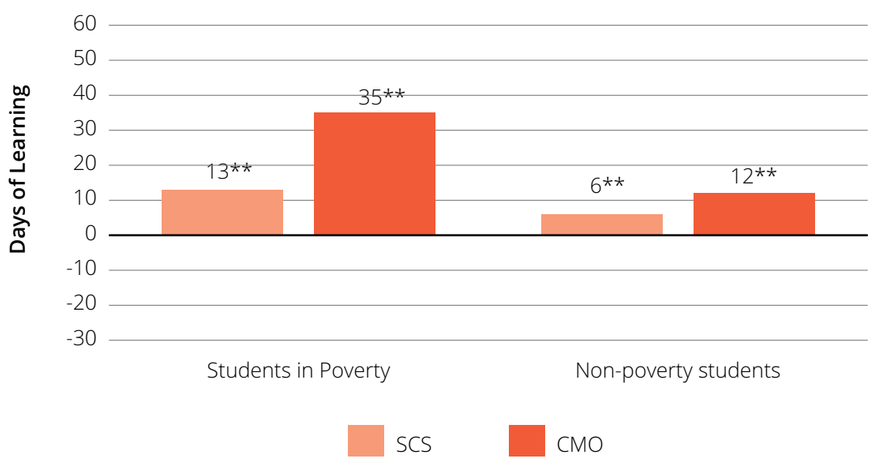
2.4.8.2. Academic Growth by Poverty Status

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.

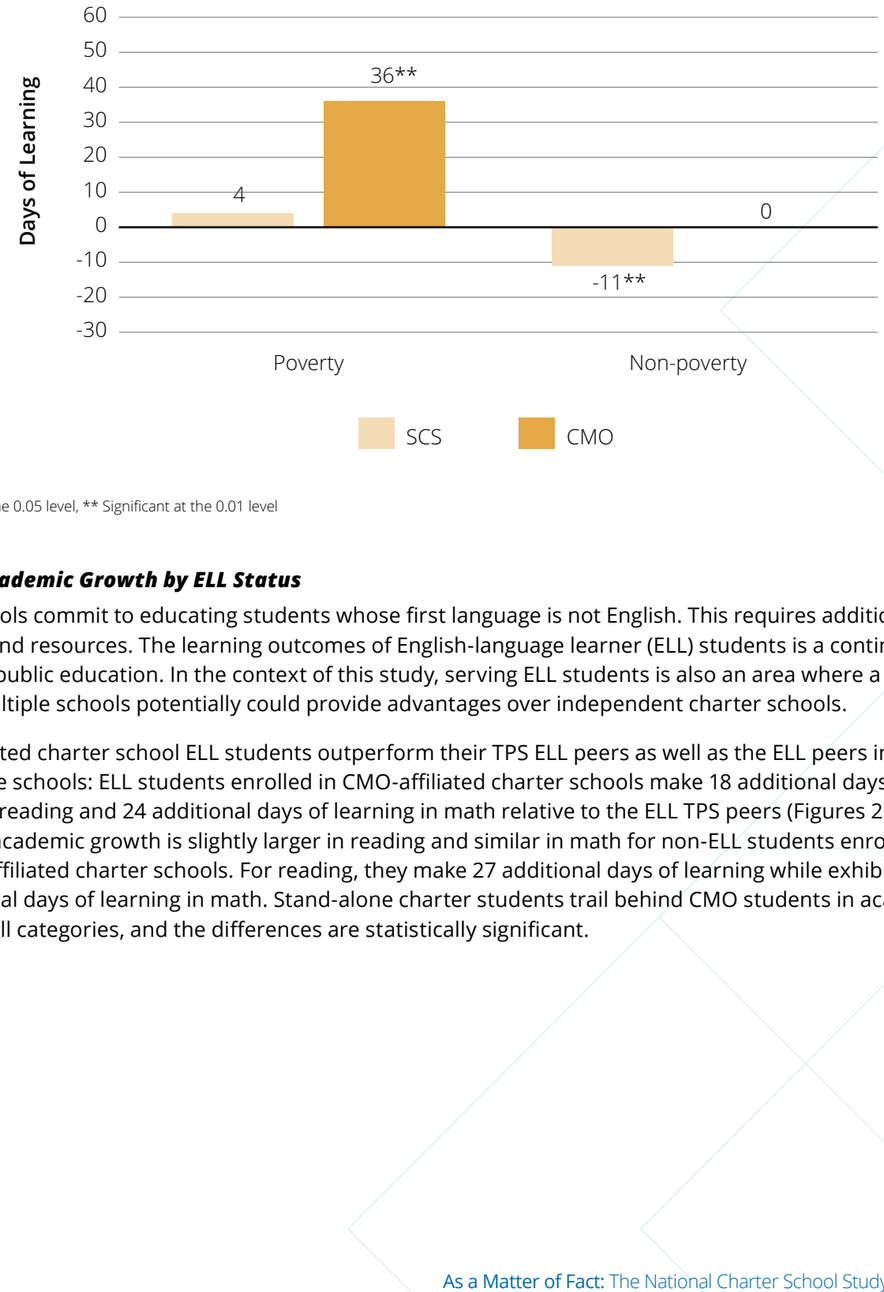
For non-poverty students, the magnitude of the effect is significant but smaller in reading. Non-poverty students in CMOs had similar growth to their peers in math. Non-poverty students attending stand-alone charter schools had negative growth compared to their TPS peers. CMO students not in poverty 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



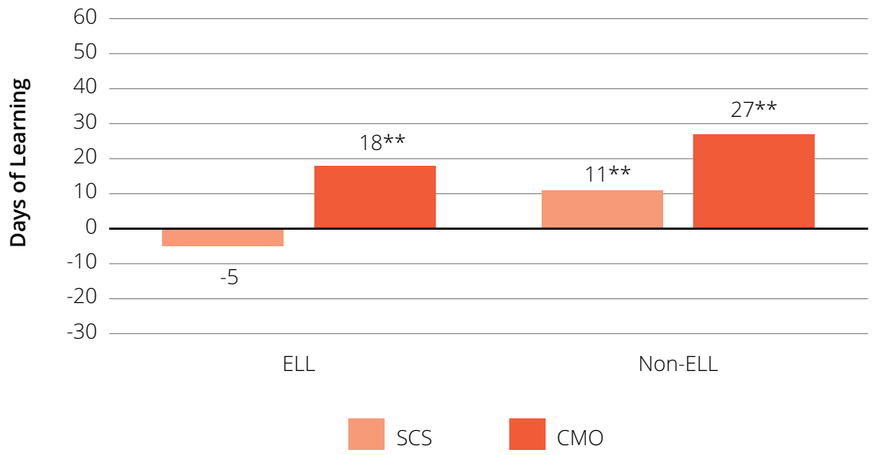
* Significant at the 0.05 level, ** Significant at the 0.01 level

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.

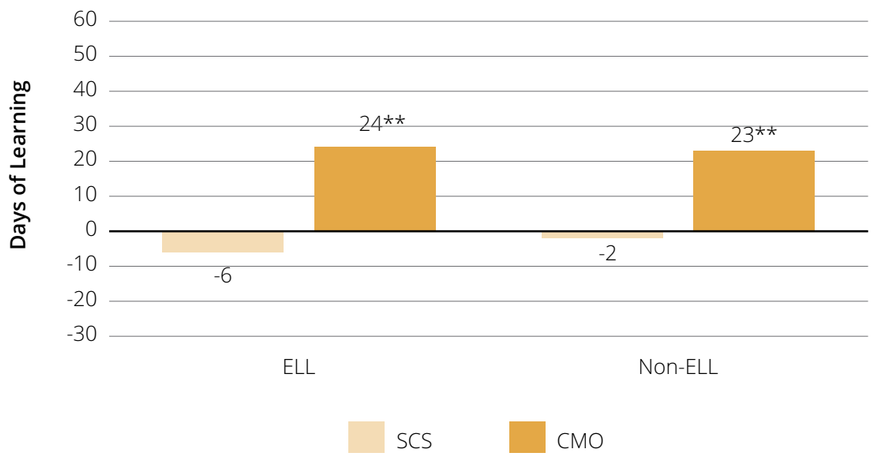
CMO-affiliated charter school ELL students outperform their TPS ELL peers as well as the ELL peers in the stand-alone schools: ELL students enrolled in CMO-affiliated charter schools make 18 additional days of learning in reading and 24 additional days of learning in math relative to the ELL TPS peers (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



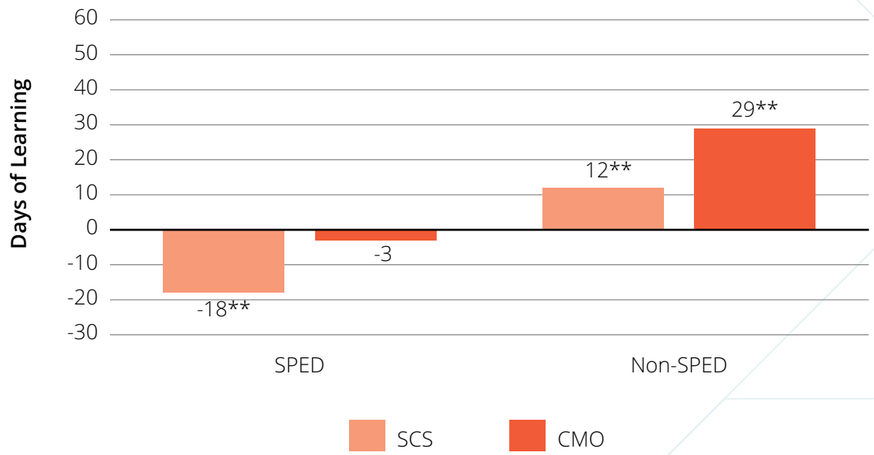
* Significant at the 0.05 level, ** Significant at the 0.01 level

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

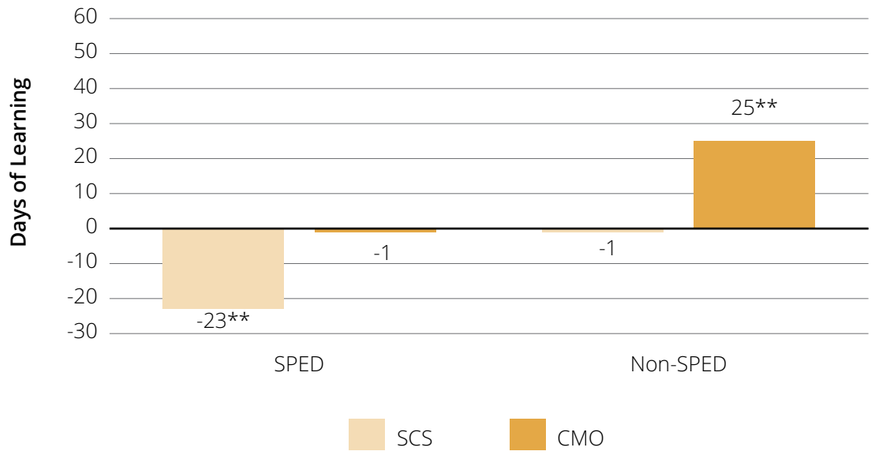


* Significant at the 0.05 level, ** Significant at the 0.01 level

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

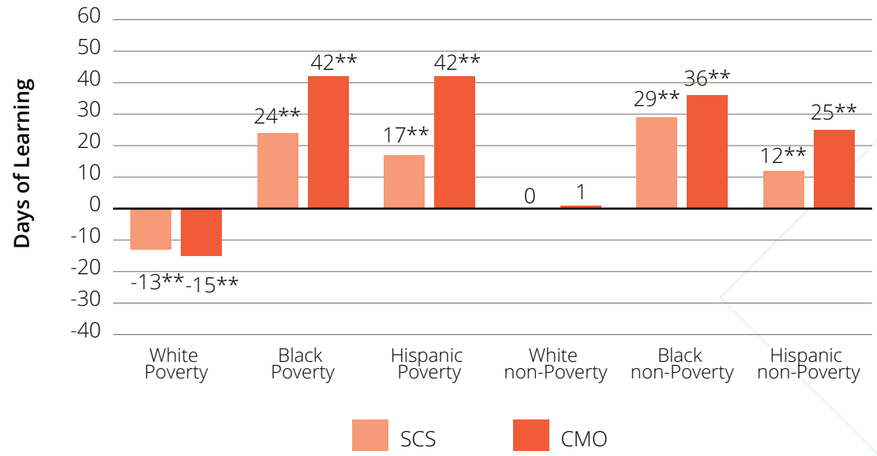
2.4.8.5. Academic Growth by Race/Ethnicity & Poverty Status

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.

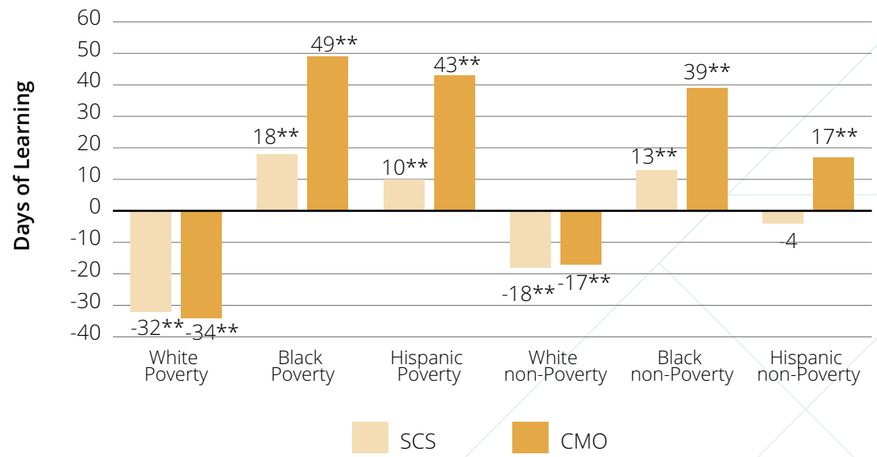
12 With one exception for the Hispanic non-poverty group in math, where students attending stand-alone charters grow on par with TPS peers.

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



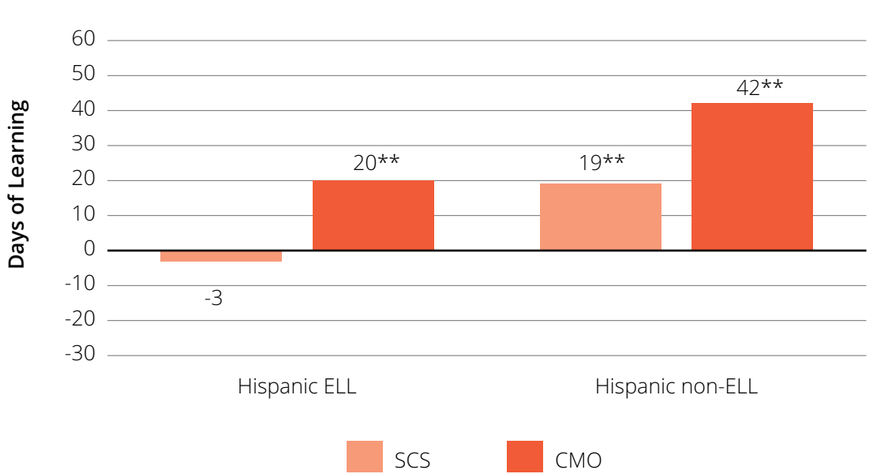
* Significant at the 0.05 level, ** Significant at the 0.01 level

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.

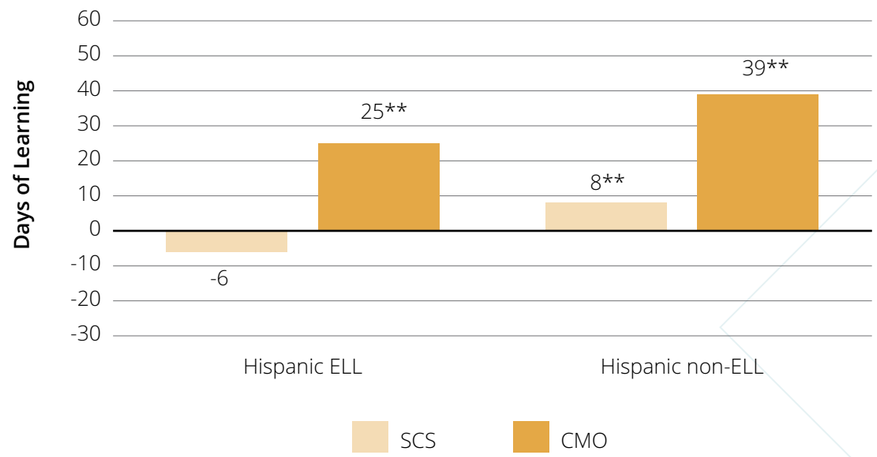
We found a marked difference in the learning impacts for Hispanic ELL students across the two types of charter schools. Figures 2.25 and 2.26 show that CMO-affiliated charters promote higher academic growth for Hispanic students in both subjects, independent of their ELL status. Hispanic ELL students 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

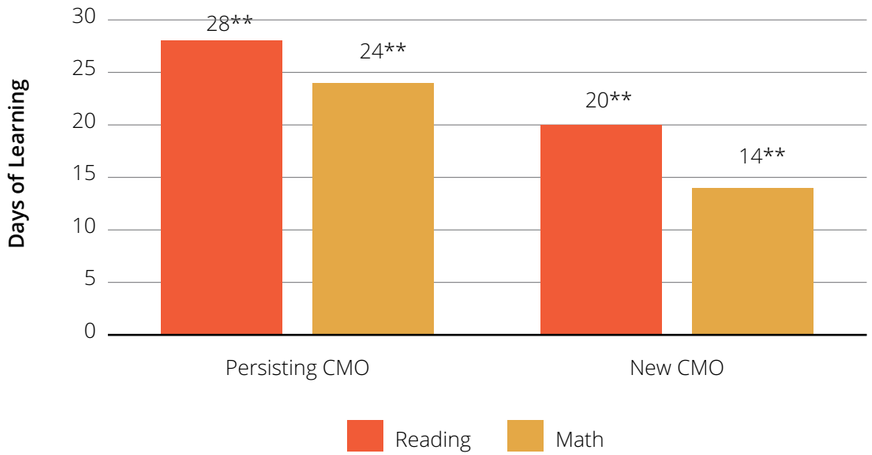
Questions of scale and effectiveness accompany growth in the CMO community. Policy makers and funders have targeted CMO expansion to increase education options for families or shift the proportion of high-quality seats in high-needs areas. Authorizers have faced a degree of scrutiny in their treatment 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

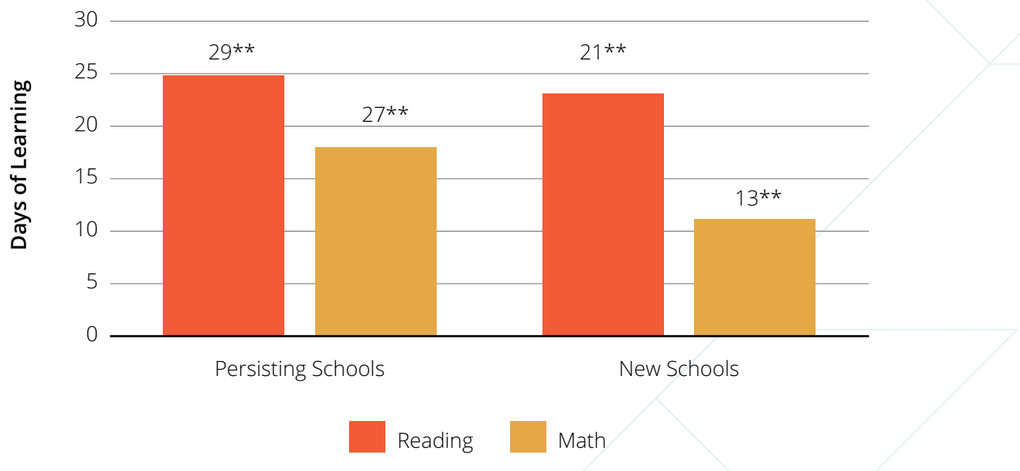
Another way to examine growth among CMOs is to see how well they can replicate and grow new schools. Adding new schools to a CMO portfolio entails two different forms of risk. One is that the school will not fledge successfully, and students will not have strong academic results. The second risk is that 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.

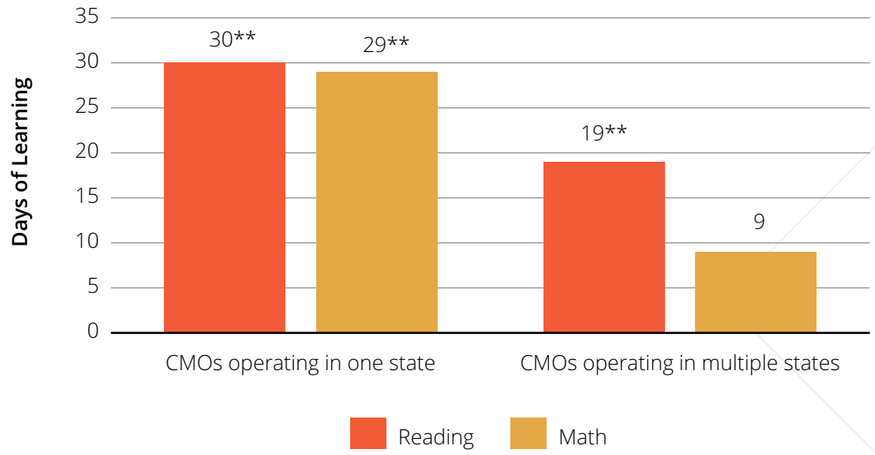
2.4.9.3. Annual Academic Growth of CMOs Operating in Multiple States

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]

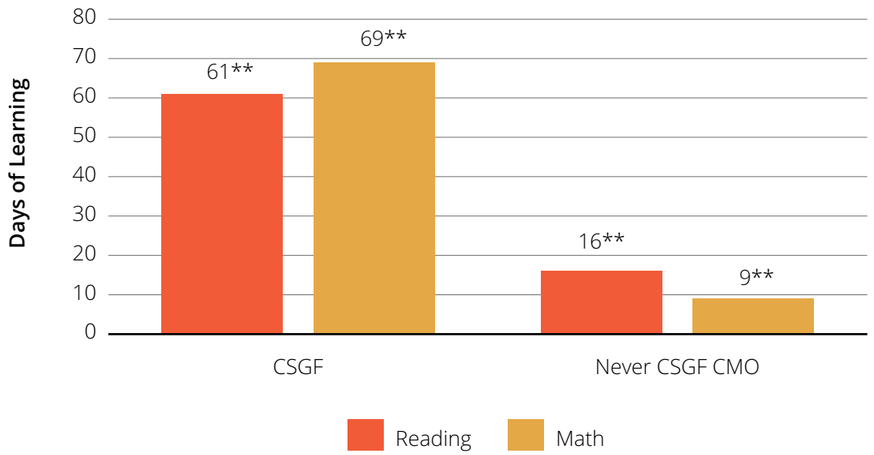
CSGF is a nonprofit organization that makes multiyear investments in charter school networks to grow into multi-school networks. The CSGF is known for selecting high-quality charter schools to receive expansion funds. A related expectation is that the entire portfolio will grow its impact on students. 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



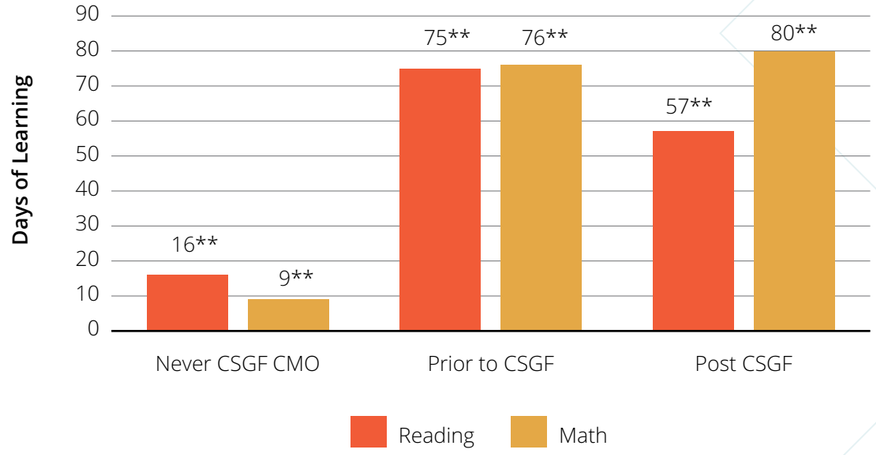
* Significant at the 0.05 level, ** Significant at the 0.01 level

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.

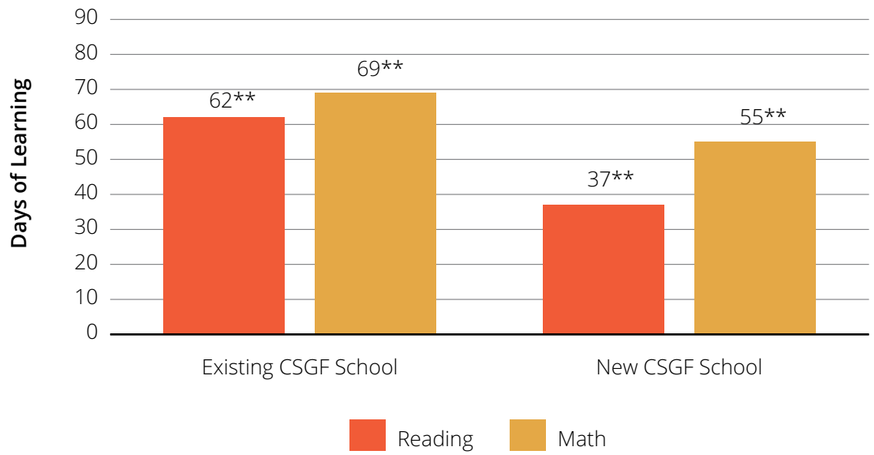
A corollary question is whether the CMOs affiliated with CSGF maintain their high performance levels after selection. The final columns of Figure 2.31 display their post-selection student learning, which covers up to three additional years of operation, depending on when the CSGF selected the CMO in 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.

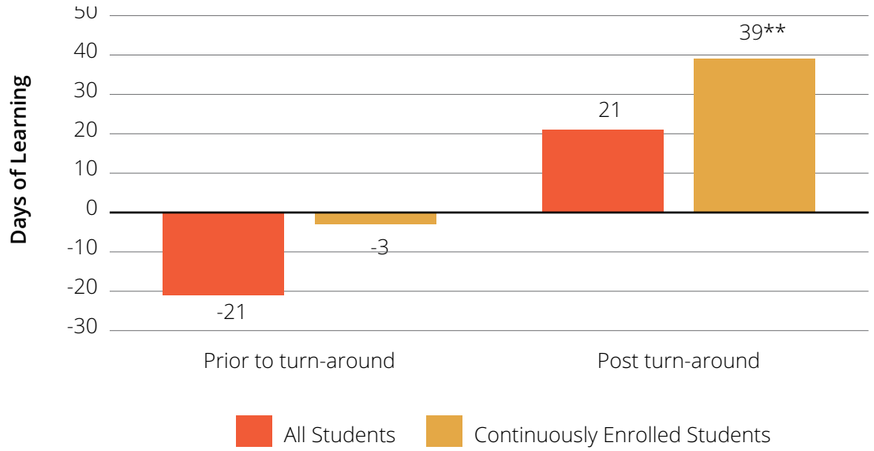
To thoroughly test the strength of improvement, however, we need to consider whether the observed positive academic growth stems from churn in student enrollment after the transfer. Some families may not have supported the newly reconstituted school and moved to other public schools. Some may have read 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.

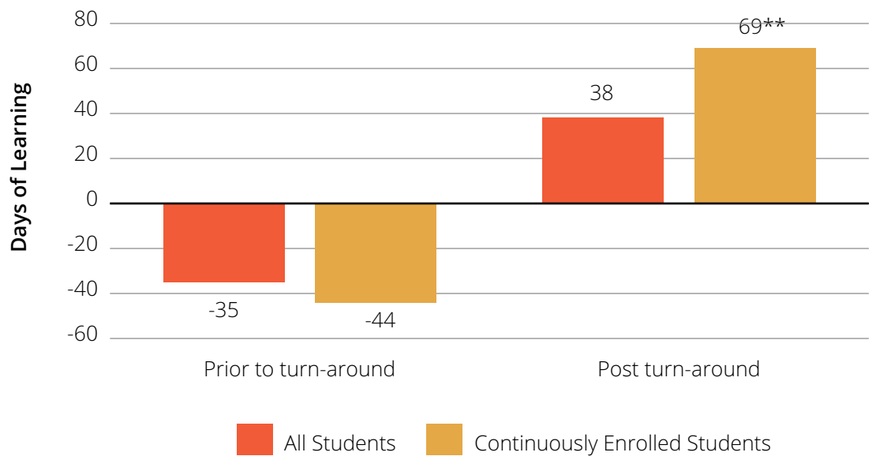
15 The pre-, post-turn difference was statistically significant at the 5 percent level in reading and the 10 percent level in math.

Figure 2.33. Academic Growth in Turnaround Schools: All Students vs. Continuously Enrolled Students, Reading



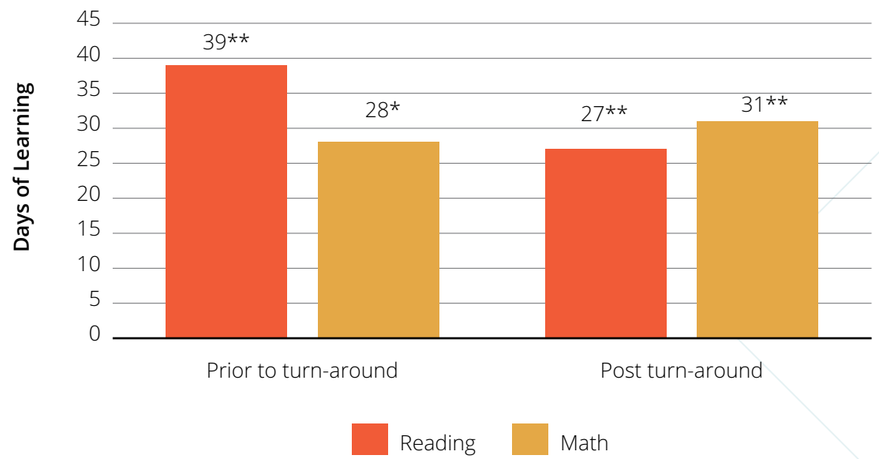
* Significant at the 0.05 level, ** Significant at the 0.01 level

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

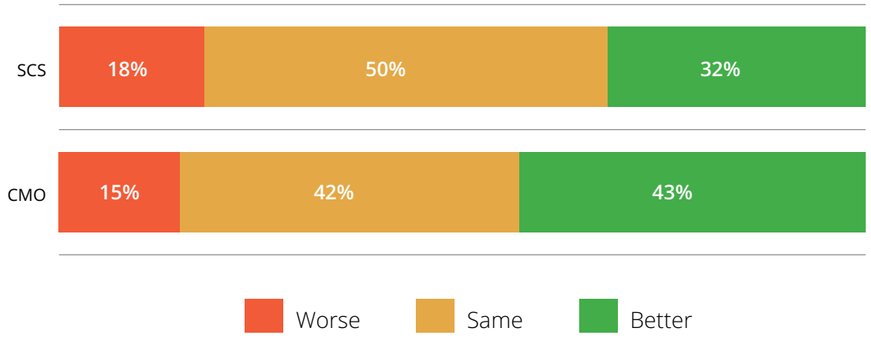
In this section, we examine school-level performance to assess the effectiveness of schools by charter group. The evidence presented in the prior sections showing a positive impact on student academic performance displays the average growth, which is the correct way to gauge the impact of each type of 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.

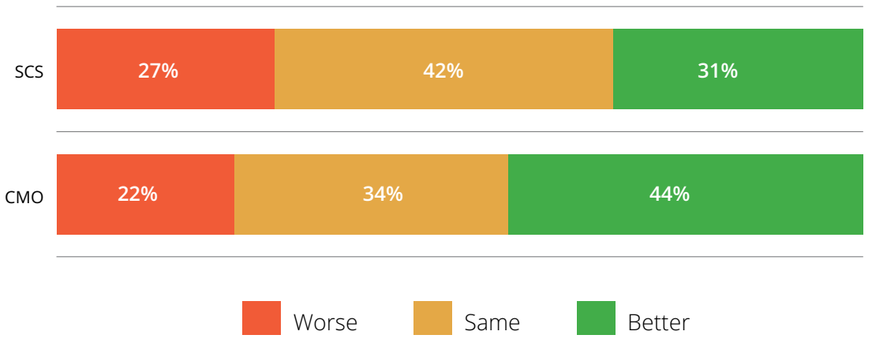
Figure 2.36. School Comparisons of Charter School vs. Local TPS Average Academic Growth by Charter School Type, Reading



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

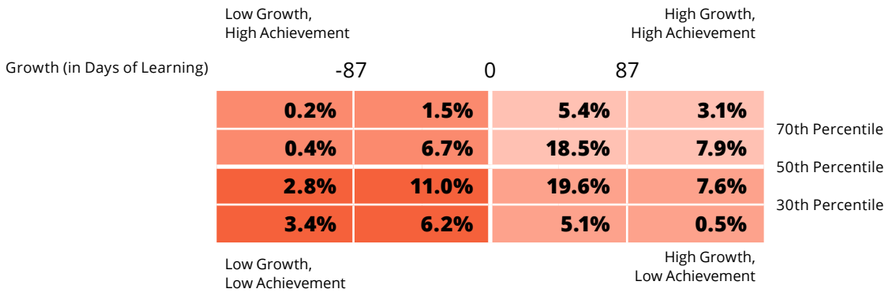
We mapped the charter schools in this study onto the structure described above using the last two years of school. (For reliability, we included only schools with 30 tested students.) We subdivided each quadrant into four smaller groups, yielding 16 cells within the map. The results appear in Figures 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

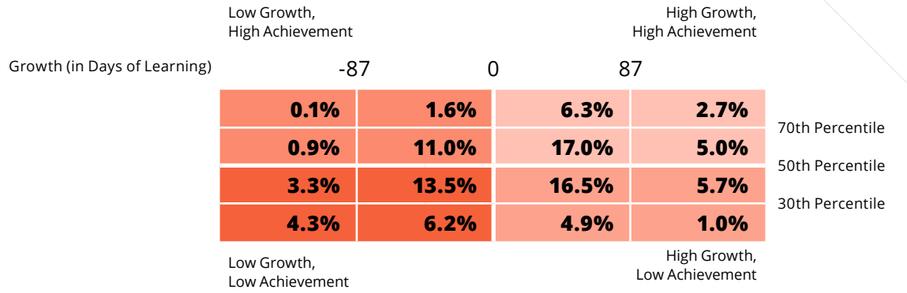


NOTE TO READERS:

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

Growth (in Days of Learning)	Low Growth, High Achievement		High Growth, High Achievement		
	-87	0	87		
	0.1%	2.2%	5.2%	5.7%	70th Percentile
	0.8%	7.3%	12.1%	10.8%	50th Percentile
	4.0%	12.0%	14.2%	7.9%	30th Percentile
	6.1%	6.3%	4.5%	0.8%	
	Low Growth, Low Achievement		High Growth, Low Achievement		

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

Growth (in Days of Learning)	Low Growth, High Achievement		High Growth, High Achievement		
	-87	0	87		
	0.2%	2.0%	4.8%	2.8%	70th Percentile
	1.1%	9.9%	12.5%	5.9%	50th Percentile
	5.7%	16.4%	13.7%	5.1%	30th Percentile
	6.8%	7.2%	5.0%	1.2%	
	Low Growth, Low Achievement		High Growth, Low Achievement		

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

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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).
- 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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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.

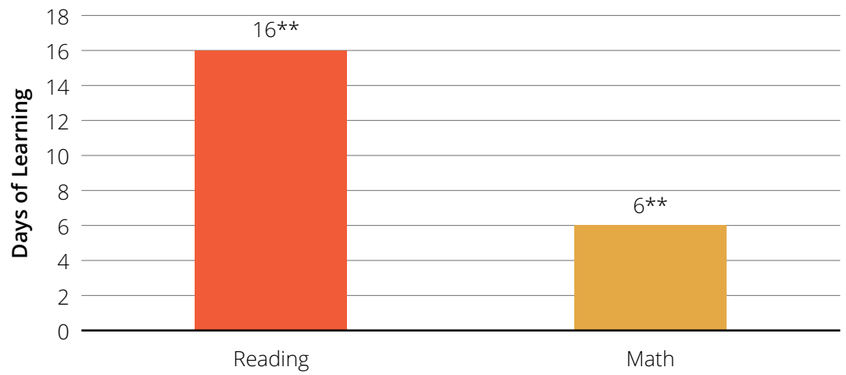
To organize the extensive body of this current research effort, CREDO separated the analysis into two parts and produced two reports: (1) *Charter School Performance in 31 States (CSP31)* and *(2) Charter Management Organization 2023 (CMO23)*. CSP31 examines the performance of the full set of charter 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.

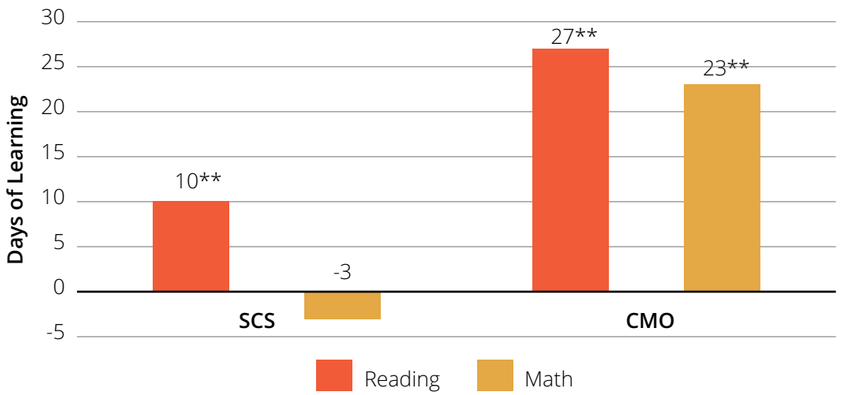
- **Continuous Enrollment** – charter students overcome an initial learning dip associated with a school change, and by their fourth year in their charter school, they show 45 days stronger growth in reading than their TPS peers and 39 additional days of learning per year in math. The longer a student 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.

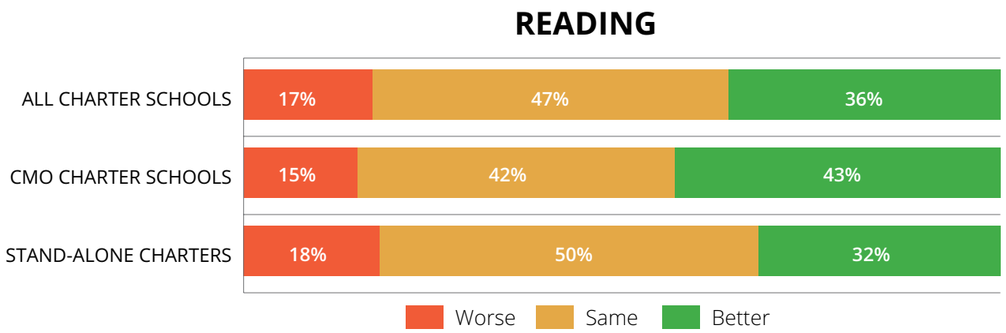
Our analysis uncovered additional ways that CMOs are returning more positive, and often gap-busting, results:

- **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.

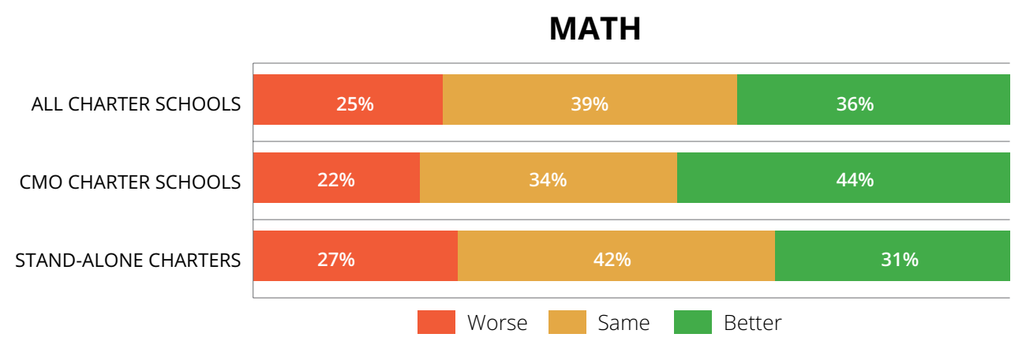
Figure 3.3: RECAP – Academic Growth of Charter Schools Compared to Their Local TPS, Reading



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.

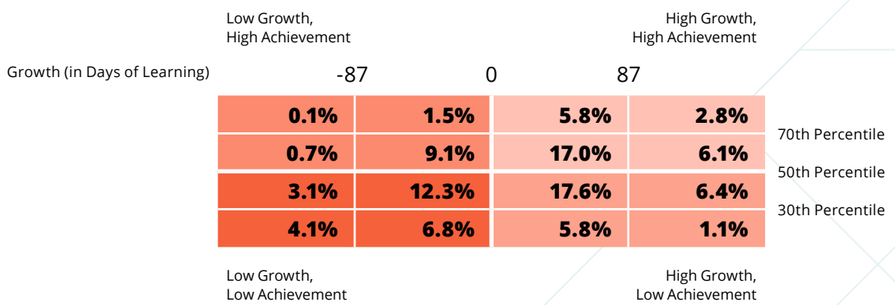
These encouraging results require a note of caution. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal if the difference is modest or large, nor does it indicate where in the range of absolute achievement the 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.

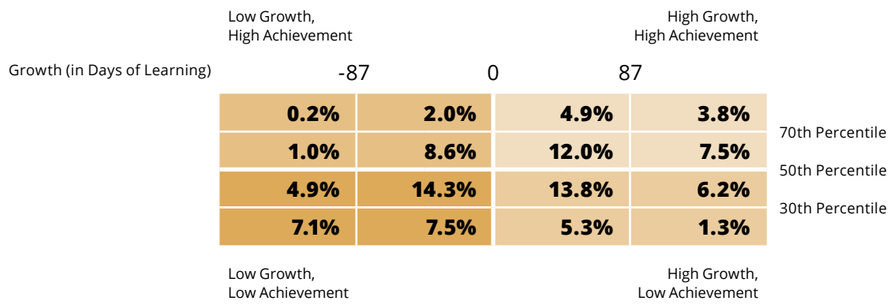
Figure 3.5: RECAP – Academic Growth and Achievement 2015 to 2018, Reading



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.

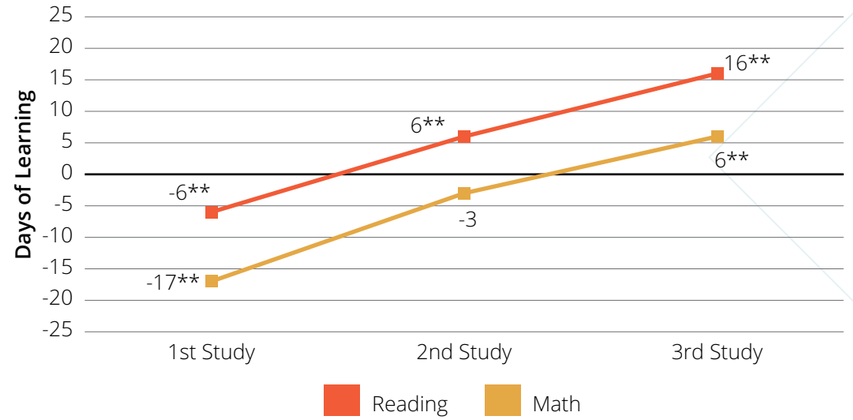
3.1.6 Exceptional Performance in Charter Schools

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

Appendix BO-1: Budget Narrative & Cash Flow Statement

The Rocketship Si Se Puede Academy Charter Renewal ("RSSP") financial statements include a five year pro-forma annual budget and a five year monthly cash flow statement including the periods 2025-26 to 2029-30.

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for RSSP will depend on the number of students enrolled and their demographics. Based on historical data this budget assumes 70 percent English Learners (EL), 84 percent Free and Reduced Lunch (FRL), and an unduplicated population of 92 percent. The Average Daily Attendance (ADA) is the aggregate attendance of a school during a reporting period divided by the number of days school is in session during this period. ADA is used to calculate many of the revenue sources. We assume ADA percentage of 93 percent.

The following table shows our projected enrollment and ADA.

Table A: Enrollment & ADA

	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment & ADA					
Projected Enrollment by Grade					
Transitional Kindergarten	23	23	23	23	23
Kindergarten	52	52	52	52	52
1st Grade	59	59	59	59	59
2nd Grade	55	55	55	55	55
3rd Grade	51	51	51	51	51
4th Grade	51	51	51	51	51
5th Grade	30	30	30	30	30
Total	**321**	**321**	**321**	**321**	**321**
Average Daily Attendance					
ADA %	93%	93%	93%	93%	93%
Total	**299**	**299**	**299**	**299**	**299**

Enrollment patterns and attrition rates are monitored very closely when creating enrollment targets for Rocketship schools each year. Higher attrition rates are often experienced in the 5th grade, due to students moving onto middle school charters that start with 5th grade. Rocketship encourages this choice for their families. As a result, our schools can experience up to 70 percent attrition in higher grades due to students exercising choice with their middle school options.

Revenues

Factoring in all revenues at the school, per-pupil funding is approximately $25,400 per ADA at RSSP. State revenue streams provide the largest source of funding, constituting 93.5 percent of the charter school funding. All revenues are monitored throughout the year as the funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2024-25	2025-26	2026-27	2027-28	2028-29
Summary of Revenue Programs (Thousands)					
State Revenue	$6,079	$5,239	$5,239	$5,239	$5,239
Federal Revenue	$576	$557	$557	$557	$557
Local Revenue	$12	$12	$12	$12	$12
Philanthropy	$44	$44	$44	$44	$44
Total Revenues	**$6,711**	**$5,853**	**$5,853**	**$5,853**	**$5,853**
State % of Revenues	*90.6%*	*89.5%*	*89.5%*	*89.5%*	*89.5%*
Revenues per ADA	*$22,456*	*$19,584*	*$19,584*	*$19,584*	*$19,584*

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. For purposes of this model, one-time funding is excluded from projections.

Table C: Projected State Revenues

	2024-25	2025-26	2026-27	2027-28	2028-29
State Revenues (Thousands)					
LCFF - State Aide	$3,810	$3,810	$3,810	$3,810	$3,810
In Lieu of Property Tax	$45	$45	$45	$45	$45
Prop 30 EPA	$628	$628	$628	$628	$628
Mandate Block Grant	$5	$5	$5	$5	$5
California Lottery	$54	$54	$54	$54	$54
State Lunch Reimbursements	$20	$20	$20	$20	$20
After School Education and Safety Program	$952	$952	$952	$952	$952
SB740 Facilities Subsidy	$424	$424	$424	$424	$424
One-time Funding	-	-	-	-	-
SPED State Revenue	$265	$265	$265	$265	$265
Total State Revenue	**$6,203**	**$6,203**	**$6,203**	**$6,203**	**$6,203**

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 Si Se Puede located in the Alum Rock School District, which has an unduplicated percentage of 84 percent. Therefore, RLS will qualify for concentration grant funding.

Based on historical disbursements, these projections assume 1 percent of the principal apportionment to be disbursed through property taxes, and 14 percent via the Education Protection Account.

Lottery & Mandate Block Grant

Lottery funding is based upon recent estimates provided by School Services of California. We project a total per student allocation of approximately $329 per year. Funding is based on annual ADA. Lottery funds are mainly allocated for general purpose use with slightly over 20 percent of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $18 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 2024-25, eligible charter schools may receive reimbursement for facilities rent and lease costs in an amount of up to $1,420 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 $1,420 per ADA for SB740 revenue projections for future years.

To be eligible for reimbursement, a charter school site must be geographically located within the attendance area of a public elementary school in which at least 55 percent of the pupil enrollment is eligible for free or reduced-price meals, or serving a student population that meets or exceeds 55 percent eligibility for free and reduced-price meals. RSSP has far exceeded this percentage each year and thus qualified and received this funding in the past.

ASES & One-Time Funding

RLS has partnered with 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. In addition, the school has received one-time competitive grant funding related to the California Community Schools Partnership Program, the Stronger Connections Program, the Learning Recovery Emergency Block Grant, and others. As one-time limited duration funds, those revenues and the restricted expenses are excluded from these projections to better present the sustainability of the school on an on-going basis.

Special Education

Rocketship provides special education services for all schools in its network, and works with the El Dorado County Special Education Local Planning Area (SELPA) to ensure resources are allocated across all

schools to ensure compliant, efficient and effective delivery of services. RSSP's state special education funding includes general state aid of $887 per ADA. In addition to state special education funding, the revenue projection for RSSP also assumes $150 per ADA of federal special education funding. Federal funding is based off of previous year's ADA.

Federal Revenues

As a direct-funded charter school, RSSP 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

	2024-25	2025-26	2026-27	2027-28	2028-29
Federal Revenues (Thousands)					
Title I	$147	$147	$147	$147	$147
Title II	$22	$22	$22	$22	$22
Title III	$20	$20	$20	$20	$20
IDEA	$64	$45	$45	$45	$45
National School Lunch Program	$324	$324	$324	$324	$324
Total Federal Revenue	**$576**	**$557**	**$557**	**$557**	**$557**

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent per guardian income levels. RSSP provides universal breakfast to all its students. For this budget, we assume that 83 percent of our students will be eligible to receive federal funding reimbursements per meal per day for lunch meals. For operational purposes, we project that 100 percent of all students receive lunch, based on historical percentages. Additional receipts from paid student meals are included in the budget as local revenue. Food expenses for this program are shown below; serving staff expenses are included in classified salaries and benefits.

Title I, II, & III

Title I funding is used to improve the academic achievement of economically disadvantaged students. The funding is calculated based on the number of students qualifying for free and/or reduced meals. We conservatively project $492 per overall ADA. Title II funding is used to improve the quality of teaching and principal leadership. These projections assume $13,800 per school each year. Title III funding is used for language instruction for limited English proficient and immigrant students. With a large portion of English Language Learner (ELL) students Title III funding is based off $66 per overall ADA. Finally, Title IV funding is used to provide access to a well-rounded education. We budget $42 per overall ADA.

Expenditures

The projected expenditures through 2029-30 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table E: Summary of Projected Expenses

	2024-25	2025-26	2026-27	2027-28	2028-29
Summary of Projected Expenses (Thousands)					
Certificated Salaries	$1,398	$1,410	$1,423	$1,436	$1,449
Classified Salaries	$794	$801	$809	$817	$825
Employee Benefits	$675	$652	$658	$665	$669
Total Compensation	**$2,867**	**$2,863**	**$2,890**	**$2,918**	**$2,943**
Books & Supplies	$271	$271	$271	$271	$271
Food Service	$356	$356	$356	$356	$356
Other Operating Expenses	$964	$964	$964	$964	$964
Professional Services	$1,848	$1,851	$1,851	$1,851	$1,851
Interest & Capital Outlay	$27	$46	$46	$46	$46
Total Non-Comp	**$3,466**	**$3,488**	**$3,488**	**$3,488**	**$3,488**
Total Expenses	**$6,333**	**$6,350**	**$6,378**	**$6,406**	**$6,431**
% Compensation	*45%*	*45%*	*45%*	*46%*	*46%*

Salaries and Employee Benefits

Total compensation costs (salary and benefits) remain constant at approximately 47 percent of total expenditures over the four years. "Compensation" includes the salary costs of all staff, including those who work full-time and part-time. Compensation also incorporates all staff benefits including social security, state teachers' retirement, Medicare, and workers' compensation.

RSSP'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 RSSP teachers engage in a teaming approach they are able to teach more than one class of students each day. In addition, our students spend a portion of their day in the learning lab in large groups. By using a teaming approach in conjunction with the learning lab, Rocketship is able to have an overall school-wide ratio of certificated teachers to students at approximately 25:1, while maintaining an actual classroom ratio of certificated teachers to students at approximately 22:1.

The Rocketship instructional model employs a mix of qualified instructional staff including teachers and tutors (Individualized Learning Specialists or "ILS") in each school. All of these positions are engaged in full-time student instruction, some providing group instruction in the classroom, and others providing personalized instruction, with students rotating to different subject areas during the day. This unique structure means that while instruction is being delivered, there are never more than 30 students working with a certificated teacher. In terms of ratios, as shown below in Table F, the ratio of instructional staff to

students is approximately 22:1. Also shown is a table showing planned staffing level across the school, along with a table following that provides detailed staffing projections on a grade-by-grade level.

Table F: Teacher - Instructional Staff Ratio

	2024-25	2025-26	2026-27	2027-28	2028-29
Instructional Staff Ratio					
Total Enrollment	321	321	321	321	321
Teachers	10	10	10	10	10
Tutors	4	4	4	4	4
Special Education Teachers	2	2	2	2	2
Para-Professionals	3	3	3	3	3
Total Instructional Staff	**19**	**19**	**19**	**19**	**19**
Student : Instructional Staff Ratio	*17*	*17*	*17*	*17*	*17*

Teachers at RSSP will be supported by a Principal and an Assistant Principal. Additionally, RSSP will have support staff to assist with operations and personalized learning within the Learning Lab. Special Education staffing is staffed based on the schools special education population. As of 2024 approximately 9.6 percent of the RSSP student body qualifies for special education.

The staffing tables associated with our financial projections are shown below:

Table G: Staffing Model

	2024-25	2025-26	2026-27	2027-28	2028-29
Staffing Model					
Instructional Staff					
Teachers					
Transitional Kindergarten	1.0	1.0	1.0	1.0	1.0
Kindergarten	1.5	1.5	1.5	1.5	1.5
1st Grade	1.5	1.5	1.5	1.5	1.5
2nd Grade	2.0	2.0	2.0	2.0	2.0
3rd Grade	1.5	1.5	1.5	1.5	1.5
4th Grade	1.5	1.5	1.5	1.5	1.5
5th Grade	1.0	1.0	1.0	1.0	1.0
Special Education Specialists	2.0	2.0	2.0	2.0	2.0
Total Teachers	**12.0**	**12.0**	**12.0**	**12.0**	**12.0**
Tutors/Para-Professionals					
Transitional Kindergarten	-	-	-	-	-
Kindergarten	-	-	-	-	-
1st Grade	0.5	0.5	0.5	0.5	0.5

2nd Grade	0.5	0.5	0.5	0.5	0.5
3rd Grade	0.5	0.5	0.5	0.5	0.5
4th Grade	0.5	0.5	0.5	0.5	0.5
5th Grade					
Para-Professional	3.0	3.0	3.0	3.0	3.0
Total Tutors/Para-Professionals	**5.0**	**5.0**	**5.0**	**5.0**	**5.0**
Total Instructional Staff	**17.0**	**17.0**	**17.0**	**17.0**	**17.0**
Non-Instructional Staff					
School Leaders					
Principal	1.0	1.0	1.0	1.0	1.0
Assistant Principal	1.0	1.0	1.0	1.0	1.0
Total School Leaders	**2.0**	**2.0**	**2.0**	**2.0**	**2.0**
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	2.0	2.0	2.0	2.0	2.0
Part-time Support Staff (Est. as FTE)	5.4	5.4	5.5	5.5	5.6
Total Other Non-Instructional Staff	**9.4**	**9.4**	**9.5**	**9.5**	**9.6**
Total Non-Instructional Staff	**11.4**	**11.4**	**11.5**	**11.5**	**11.6**
Total Staffing	**28.4**	**28.4**	**28.5**	**28.5**	**28.6**

The average salary and wage structure for key staff positions are listed in Table H.

Table H: Average Budgeted Salary by Position

	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Average Budgeted Salary by Position					
Instructional Positions					
Teachers (incl. Special Ed Teachers)	$76,617	$77,383	$78,157	$78,939	$79,728
Tutors/Para-Professionals	$53,791	$54,329	$54,872	$55,421	$55,975
Non-Instructional Positions					
Principal	$137,855	$139,234	$140,626	$142,032	$143,453
Assistant Principal	$110,865	$111,974	$113,094	$114,225	$115,367
Office Manager	$83,406	$84,240	$85,082	$85,933	$86,793
Business Operations Manager	$115,130	$116,281	$117,444	$118,619	$119,805

Table I: Employee Benefits

	2024-25	2025-26	2026-27	2027-28	2028-29
Employee Benefits (Thousands)					
Medical / Dental / Vision	$245	$219	$222	$225	$225
Workers Compensation	$16	$16	$16	$16	$16
Social Security / FICS / Medicare	$91	$92	$93	$94	$94
STRS Retirement	$246	$248	$250	$252	$255
403(b) Match	$25	$25	$25	$26	$26
PTO Payout	$20	$20	$20	$20	$20
Total Benefits	**$642**	**$619**	**$626**	**$632**	**$636**

The above table lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. RSSP employees participate in some combination of State Teachers' Retirement, Social Security, Medicare, and workers' compensation depending on position.. Other employee benefits include health care insurance to employees who are scheduled to work at least 30 hours per week.

Table J: Books, Supplies, and Food

	2024-25	2025-26	2026-27	2027-28	2028-29
Books & Supplies (Thousands)					
Curriculum	$64	$64	$64	$64	$64
Instructional Supplies	$61	$61	$61	$61	$61
Non-Instructional Supplies	$63	$63	$63	$63	$63
Software Programs (Admin & Assessments)	$42	$42	$42	$42	$42
Student Computer Equipment	$33	$33	$33	$33	$33
Other Non-Cap. Equipment & Furniture	$7	$7	$7	$7	$7
Total Books & Supplies	**$271**	**$271**	**$271**	**$271**	**$271**
Food Service (Thousands)					
Student Food Services	$356	$356	$356	$356	$356
Total Food Service	**$356**	**$356**	**$356**	**$356**	**$356**

Many of the core programming cost projections are based upon a per pupil allotment, such as food, instructional supplies, textbooks, and some assessments. With technology an innovative component of our school model, schools spend approximately $40K on online-learning curricula each year for use in the learning labs. Chromebooks are projected based on new student enrollment and pre-determined life-cycle for existing equipment. The budget assumes a 2.5:1 student to Chromebook ratio, with a 3 year-life.

Table K: Other Discretionary Expenses

	2024-25	2025-26	2026-27	2027-28	2028-29
Other Operating Expenses (Thousands)					
Travel & Conferences	$15	$15	$15	$15	$15
Dues & Memberships	$7	$7	$7	$7	$7
Communications	$50	$50	$50	$50	$50
Insurance	$32	$32	$32	$32	$32
Utilities	$160	$160	$160	$160	$160
Copier Leases	$6	$6	$6	$6	$6
Facility Maintenance & Repairs	$73	$73	$73	$73	$73
Facility Lease Expense	$622	$622	$622	$622	$622
Total Other Operating Expenses	**$964**	**$964**	**$964**	**$964**	**$964**

Many of the operating cost projections are based upon historical averages experienced at RSSP, such as communication costs, utility and copier lease costs. Communications costs include student mailings and telecommunication costs. These costs have been projected based on historical experience at RLS. Costs for insurance are an enrollment-based allocation of Rocketship's overall schools commercial insurance package.

Facility Lease Expense

In 2022, RSSP entered into a lease for its location at 2249 Dobern Avenue. RSSP has a current long term facility lease with average lease payment of $622K per year and expiration in 2042.

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 RSSP include a lease cost of approximately $622k per year. SB740 is a restricted revenue source and only used to cover RLS's lease expense. As shown in Table L this revenue stream relieves approximately 58 percent of this cost for the school.

Table L: SB740 Impact

	2024-25	2025-26	2026-27	2027-28	2028-29
SB740 Impact (Thousands)					
SB740 Revenue	$424	$424	$424	$424	$424
Lease Expense	$622	$622	$622	$622	$622
SB740 Relief	*68%*	*68%*	*68%*	*68%*	*68%*
Net Lease Burden to School	*$198*	*$198*	*$198*	*$198*	*$198*

Expenses in this next section are primarily based on preliminary negotiations with prospective service providers or based on historical amounts at RLS. We make note of items below as needed to explain our budgeting assumptions.

Table M: Professional Services

	2024-25	2025-26	2026-27	2027-28	2028-29
Professional Services (Thousands)					
Professional Development	$49	$49	$49	$49	$49
SPED Consultants	$106	$106	$106	$106	$106
Other Consultants	$31	$31	$31	$31	$31
IT Support	$18	$18	$18	$18	$18
Custodial Services	$70	$70	$70	$70	$70
Health & Testing	$4	$4	$4	$4	$4
After School Program	$461	$461	$461	$461	$461
Substitutes	$31	$31	$31	$31	$31
Field Trips	$31	$31	$31	$31	$31
Other Services	-	-	-	-	-
Authorizer Oversight	$40	$45	$45	$45	$45
SPED Admin Fee	$12	$11	$11	$11	$11
Central Office Allocation Fee	$993	$993	$993	$993	$993
Total Professional Services	**$1,848**	**$1,851**	**$1,851**	**$1,851**	**$1,851**

Professional Development

Professional development includes both certification costs and costs for other professional development of administrators, teachers, and staff.

SPED Consultants

Special Education Consultant costs include outsourced service provider costs. Rocketship also employs multiple psychologists, speech language pathologists and occupational therapists at the regional level to serve their Bay Area schools.

After School Program

The After School Program and Safety Grant and Extended Learning Opportunities grant cover the majority of RSSP's After School Program. YMCA covers the remaining cost of the program.

Substitute Teacher Costs

Teacher substitute provisions are included for both projected sick and personal leave as well as for professional staff development leave. Ten days per year per teacher FTE are projected for all forms of leave. For each day of leave per teacher FTE, $250 has been assumed for teacher substitute provisions. Estimates are based off of historical experience of Rocketship's existing schools. Included in this line-item are proctoring costs for CELDT testing, based on historical data at RLS.

Field Trips

Schools are budgeted $5,500 per grade for field trips; these costs have been projected based on historical experience at RLS.

Other Services

The budget line item for "Other Services" includes the following external expenses: audit fees, and security services.

Authorizer Oversight & SELPA Admin Fee

Authorizer oversight is the fee charged by each charter authorizer. We assume 1 percent of principal apportionment revenue is budgeted for all our Rocketship schools in the Bay Area. As a member of the El Dorado County SELPA, RLS is charged a 4 percent fee of special education revenue.

Central Office Expense Allocation Fee

Rocketship's model is highly centralized. Many services that benefit the school, and that are typically provided directly at the school in a traditional public school environment, are provided by Rocketship's central office. This structure allows school leaders to focus their time and energy on instruction, student achievement and student/parent engagement. By centralizing certain services we are able to provide more efficient and effective delivery of various support services. These centralized services include, but are not limited to:

Programmatic Services:

- Curriculum & Assessment
- Instructional Leadership
- Recruitment
- Lottery Management
- Student Data Analysis
- Parent & Community Engagement

Operational Services:

- Payroll
- Accounting & Financial Reporting
- Procurement
- Human Resources
- Legal Support
- IT Support
- Operational Policy Support
- Authorizer Relations

To cover the cost of these services listed above, schools are charged 15 percent revenue which is transferred to the central office (Note some reimbursed revenues are not included, i.e. lunch revenues).

Ending Cash Balance

RSSP will maintain a healthy cash reserve over the next five year. The projected reserves will be monitored and adjusted and refined as decisions and updates are provided relative to state funding amounts as well as when refinements or updates are made to the projected spending plan for the school.

Table N: Statement of Activities & Cash Reserve Balance

	2024-25	2025-26	2026-27	2027-28	2028-29
Statement of Activities (Thousands)					
Revenues					
State Revenue	$6,203	$6,203	$6,203	$6,203	$6,203
Federal Revenue	$576	$557	$557	$557	$557
Local Revenue	$12	$12	$12	$12	$12
Grants & Fundraising	$44	$44	$44	$44	$44
Total Revenues	**$6,835**	**$6,816**	**$6,816**	**$6,816**	**$6,816**
Expenses					
Certificated Salaries	$1,398	$1,410	$1,423	$1,436	$1,449
Classified Salaries	$794	$801	$809	$817	$825
Employee Benefits	$675	$652	$658	$665	$669
Books & Supplies	$271	$271	$271	$271	$271
Food Service	$356	$356	$356	$356	$356
Other Operating Expenses	$964	$964	$964	$964	$964
Professional Services	$1,848	$1,851	$1,851	$1,851	$1,851
Interest & Capital Outlay	$27	$46	$46	$46	$46
Total Expenses	**$6,333**	**$6,350**	**$6,378**	**$6,406**	**$6,431**
Increase/Decrease of Net Assets	**$502**	**$466**	**$438**	**$410**	**$385**
Beginning Cash Balance	$4,150	$4,505	$4,804	$5,026	$5,196
Ending Cash Balance	$4,505	$4,804	$5,026	$5,196	$5,636
Reserve Balance (% of Expenditures)	**71.1%**	**75.7%**	**78.8%**	**81.1%**	**87.6%**

Cash Flow

Revenues

Since revenues are disbursed from multiple sources at different times, projecting cash flow is a top priority for all Rocketship schools. The greatest cash flow challenge is predicting the flow of federal and state revenue sources. California law identifies the percentage of a school's general purpose funds to be paid at specified dates. The California Department of Education (CDE) disburses state aide on a 5-9-9 schedule.

Principal Apportionment

The principal apportionment comes from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In Lieu Property Tax amount per (ADA). State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. The Economic Protection Account flows quarterly in September, December, March and June. In Lieu Property Tax is disbursed monthly starting in August.

California Lottery

State Lottery payments, paid according to the prior year's ADA, are projected to be disbursed in January (25 percent), March (25 percent) and October (50 percent).

Title Funding

Title payments are projected to be paid in January (25 percent) and April (75 percent).

Free and Reduced Meals Program

Payments are made after RSSP files a reimbursement claim. Claims are generally filed monthly and the payment schedule is generally within 45 to 60 days after the claim is filed. This means that revenue for Free and Reduced Meals generally lag expenses by a month.

Expenditure

The most significant areas of RSSP'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 Si Se Puede — Summary Cash Flow Projections

2024-25	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	4,150,000	3,799,261	3,434,474	3,474,500	3,357,640	3,959,529	3,999,555	4,155,608	4,038,747	4,316,763	4,524,885	4,408,025
Total Receipts	203,759	207,494	559,719	402,833	1,121,582	559,719	675,746	402,833	797,709	727,816	402,833	549,385
Total Disbursements	(554,498)	(572,282)	(519,693)	(519,693)	(519,693)	(519,693)	(519,693)	(519,693)	(519,693)	(519,693)	(519,693)	(452,871)
Total Other Disbursement & Financing	-	-	-	-	-	-	-	-	-	-	-	-
Change in Cash	(350,739)	(364,787)	40,026	(116,860)	601,889	40,026	156,053	(116,860)	278,015	208,122	(116,860)	96,514
Ending Cash Balance	3,799,261	3,434,474	3,474,500	3,357,640	3,959,529	3,999,555	4,155,608	4,038,747	4,316,763	4,524,885	4,408,025	4,504,539
2025-26	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Beginning Cash Balance	4,504,539	4,182,008	3,831,895	3,855,789	3,733,323	4,329,606	4,364,026	4,514,473	4,392,006	4,664,416	4,848,010	4,725,543
Total Receipts	203,759	207,494	559,719	402,833	1,121,582	559,719	675,746	402,833	797,709	708,893	402,833	535,862
Total Disbursements	(513,790)	(545,107)	(535,825)	(525,299)	(525,299)	(525,299)	(525,299)	(525,299)	(525,299)	(525,299)	(525,299)	(457,279)
Total Other Disbursement & Financing	(12,500)	(12,500)	-	-	-	-	-	-	-	-	-	-
Change in Cash	(322,531)	(350,113)	23,894	(122,466)	596,283	34,420	150,447	(122,466)	272,409	183,594	(122,466)	78,583
Ending Cash Balance	4,182,008	3,831,895	3,855,789	3,733,323	4,329,606	4,364,026	4,514,473	4,392,006	4,664,416	4,848,010	4,725,543	4,804,126
2026-27	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Beginning Cash Balance	4,804,126	4,429,048	4,076,624	4,098,208	3,973,431	4,567,403	4,599,512	4,747,648	4,622,871	4,892,969	5,074,252	4,949,475
Total Receipts	203,759	207,494	559,719	402,833	1,121,582	559,719	675,746	402,833	797,709	708,893	402,833	535,862
Total Disbursements	(566,337)	(547,418)	(538,136)	(527,610)	(527,610)	(527,610)	(527,610)	(527,610)	(527,610)	(527,610)	(527,610)	(459,590)
Total Other Disbursement & Financing	(12,500)	(12,500)	-	-	-	-	-	-	-	-	-	-
Change in Cash	(375,078)	(352,424)	21,583	(124,777)	593,972	32,109	148,136	(124,777)	270,098	181,283	(124,777)	76,272
Ending Cash Balance	4,429,048	4,076,624	4,098,208	3,973,431	4,567,403	4,599,512	4,747,648	4,622,871	4,892,969	5,074,252	4,949,475	5,025,747
2027-28	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Beginning Cash Balance	5,025,747	4,635,838	4,268,582	4,287,834	4,160,726	4,752,367	4,782,144	4,927,949	4,800,840	5,068,607	5,247,559	5,120,450
Total Receipts	203,759	207,494	559,719	402,833	1,121,582	559,719	675,746	402,833	797,709	708,893	402,833	535,862
Total Disbursements	(568,668)	(549,750)	(540,467)	(529,942)	(529,942)	(529,942)	(529,942)	(529,942)	(529,942)	(529,942)	(529,942)	(460,267)
Total Other Disbursement & Financing	(25,000)	(25,000)	-	-	-	-	-	-	-	-	-	-
Change in Cash	(389,909)	(367,255)	19,252	(127,109)	591,641	29,778	145,805	(127,109)	267,767	178,952	(127,109)	75,595
Ending Cash Balance	4,635,838	4,268,582	4,287,834	4,160,726	4,752,367	4,782,144	4,927,949	4,800,840	5,068,607	5,247,559	5,120,450	5,196,045
2028-29	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Beginning Cash Balance	5,196,045	5,143,763	4,712,955	4,718,655	4,711,132	5,289,221	5,305,447	5,437,699	5,297,038	5,551,253	5,716,653	5,575,992
Total Receipts	606,592	207,494	559,719	535,971	1,121,582	559,719	675,746	402,833	797,709	708,893	402,833	535,862
Total Disbursements	(572,416)	(551,843)	(542,561)	(532,035)	(532,035)	(532,035)	(532,035)	(532,035)	(532,035)	(532,035)	(532,035)	(464,015)
Total Other Disbursement & Financing	(86,458)	(86,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)
Change in Cash	(52,282)	(430,808)	5,700	(7,523)	578,089	16,226	132,252	(140,661)	254,215	165,400	(140,661)	60,389
Ending Cash Balance	5,143,763	4,712,955	4,718,655	4,711,132	5,289,221	5,305,447	5,437,699	5,297,038	5,551,253	5,716,653	5,575,992	5,636,381

APPENDIX 4:
PREPARATION MATERIALS

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**		**Speaking 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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The **Classic Tales** *and* **Important People in American History** *domains contain content intended to be taught throughout the year. Thus, these domains' Teacher Guides only include instruction related to the Listening & Learning strand. On days when these lessons are taught, teachers should continue the daily routines previously implemented and use the Small Group Skills time for additional practice and remediation of skills as needed.*

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 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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The **Classic Tales** *and* **Important People in American History** *domains contain content intended to be taught throughout the year. Thus, these domains' Teacher Guides only include instruction related to the Listening & Learning strand. On days when these lessons are taught, teachers should continue the daily routines previously implemented and use the Small Group Skills time for additional practice and remediation of skills as needed.*

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 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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	Emerging Skills in Writing *Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*
Lesson 7B L&L Picture Talk	**Speaking and Listening**: Sonia Sotomayor **Deepening Understanding:** hard **Core Vocabulary:** bilingual, ceremony, hard, helpful, judge, obey, robe **Language & Content Use:** Extension Activity: Count to Ten in Spanish

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ROCKETSHIP
PUBLIC SCHOOLS

Thematic Unit Curriculum

Common Core Standards Alignment

Grade K

Rocketship Thematic Units					
Standard	Focus: Self and Community				
	Units 1-2 Emergent Storybooks & Oral Storytelling	Unit 3 Family Life Then and Now	Unit 4 Citizens, Rules, and Laws	Unit 5 All About Holidays	Unit 6 American Symbols
Reading: Literature					
Key Ideas and Details					
RL.K.1 With prompting and support, ask and answer questions about key details in a text.					
RL.K.2 With prompting and support, retell familiar stories, including key details.					
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.					
Craft and Structure					
RL.K.4 Ask and answer questions about unknown words in a text.					
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).					
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.					
Integration of Knowledge and Ideas					
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).					
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.					
Range of Reading and Level of Text Complexity					
RL.K.10 Actively engage in group reading activities with purpose and understanding.					

Standard	Focus: Self and Community				
	Units 1-2 Emergent Storybooks & Oral Storytelling	Unit 3 Family Life Then and Now	Unit 4 Citizens, Rules, and Laws	Unit 5 All About Holidays	Unit 6 American Symbols
Reading: Informational Texts					
Key Ideas and Details					
RI.K.1 With prompting and support, ask and answer questions about key details in a text.					
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.					
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.					
Craft and Structure					
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.					
RI.K.5 Identify the front cover, back cover, and title page of a book.					
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.					
Integration of Knowledge and Ideas					
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).					
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.					
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).					

Standard	Focus: Self and Community				
	Units 1-2 Emergent Storybooks & Oral Storytelling	Unit 3 Family Life Then and Now	Unit 4 Citizens, Rules, and Laws	Unit 5 All About Holidays	Unit 6 American Symbols
Range of Reading and Level of Text Complexity					
RI.K.10 Actively engage in group reading activities with purpose and understanding.					
Writing* **NOTICE: Writing standards will take place primarily in K-2 Skills*					
Texts Types and Purposes					
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).					
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.					
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.					
Production and Distribution of Writing					
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.					
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.					
Research to Build and Present Knowledge					
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).					
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					

Standard	Focus: Self and Community				
	Units 1-2 Emergent Storybooks & Oral Storytelling	Unit 3 Family Life Then and Now	Unit 4 Citizens, Rules, and Laws	Unit 5 All About Holidays	Unit 6 American Symbols
Speaking and Listening					
Comprehension and Collaboration					
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.					
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.					
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.					
Presentation of Knowledge and Ideas					
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.					
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.					
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.					

ROCKETSHIP
PUBLIC SCHOOLS

Thematic Unit Curriculum

National History Standards Alignment

Grade K

Rocketship Thematic Units					
Standard	Focus: Self and Community				
	Units 1-2 Emergent Storybooks & Oral Storytelling	Unit 3 Family Life Then and Now	Unit 4 Citizens, Rules, and Laws	Unit 5 All About Holidays	Unit 6 American Symbols
History Content Standards (Grades K-4)					
Topic 1: Living and Working Together in Families and Communities, Now and Long Ago					
Standard 1: Family Life Now and in the Recent Past; Family Life in Various Places Long Ago					
Standard 2: History of Students' Local Community and How Communities in North America Varied Long Ago					
Topic 2: The History of the Students' Own State or Region					
Standard 3: The People, Events, Problems, and Ideas that Created the History of Their State					
Topic 3: The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage					
Standard 4: How Democratic Values Came to Be, and How They Have Been Exemplified by People, Events, and Symbols					
Standard 5: The Causes and Nature of Various Movements of Large Groups of People into and within the United States, Now and Long Ago					
Standard 6: Regional Folklore and Cultural Contributions That Helped to Form Our National Heritage					
Topic 4: The History of Peoples of Many Cultures around the World					
Standard 7: Selected Attributes and Historical Developments of Various Societies in Africa, the Americas, Asia, and Europe					
Standard 8: Major Discoveries in Science and Technology, Their Social and Economic Effects, and the Scientists and Inventors Responsible for Them					

Kindergarten

Amplify Core Knowledge Language Arts®

Kindergarten Common Core State Standards

Amplify CKLA

Kindergarten | Unit 1–10

Skills

Alignment

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.K.1
Demonstrate understanding of the organization and basic features of print.

1	2	3	4	5	6	7	8	9	10

RF.K.1a
Follow words from left to right, top to bottom, and page by page.

1	2	3	4	5	6	7	8	9	10

RF.K.1b
Recognize that spoken words are represented in written language by specific sequences of letters.

1	2	3	4	5	6	7	8	9	10

Phonological Awareness

RF.K.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1	2	3	4	5	6	7	8	9	10

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.K.1
Participate in collaborative conversations with diverse partners *about Kindergarten topics and texts* with peers and adults in small and larger groups.

1	2	3	4	5	6	7	8	9	10

SL.K.2
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

1	2	3	4	5	6	7	8	9	10

SL.K.3
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

1	2	3	4	5	6	7	8	9	10

Presentation of Knowledge and Ideas

SL.K.6
Speak audibly and express thoughts, feelings, and ideas clearly.

1	2	3	4	5	6	7	8	9	10

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.K.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10

L.K.1e
Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).

1	2	3	4	5	6	7	8	9	10

Kindergarten | Skills 2

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.K.1
Demonstrate understanding of the organization and basic features of print.

1	2	3	4	5	6	7	8	9	10

RF.K.1a
Follow words from left to right, top to bottom, and page by page.

1	2	3	4	5	6	7	8	9	10

RF.K.1b
Recognize that spoken words are represented in written language by specific sequences of letters.

1	2	3	4	5	6	7	8	9	10

Phonological Awareness

RF.K.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1	2	3	4	5	6	7	8	9	10

RF.K.2b
Count, pronounce, blend, and segment syllables in spoken words.

1	2	3	4	5	6	7	8	9	10

RF.K.2c
Blend and segment onsets and rimes of single-syllable spoken words.

1	2	3	4	5	6	7	8	9	10

RF.K.2d

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

1 2 3 **4 5 6 7 8** 9 10

RF.K.2e

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

1 2 3 4 5 6 7 8 **9 10**

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.K.1

Participate in collaborative conversations with diverse partners *about Kindergarten topics and texts* with peers and adults in small and larger groups.

1 2 3 4 5 6 7 8 9 10

SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

1 2 3 4 5 6 7 8 9 10

Presentation of Knowledge and Ideas

SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

1 2 3 4 5 6 7 8 9 10

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.K.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10

L.K.1e
Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).

1	2	3	4	5	6	7	8	9	10

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Phonological Awareness

RF.K.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1	2	3	4	5	6	7	8	9	10	11	12	13	14

RF.K.2d
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14

RF.K.2e
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14

Phonics and Word Recognition

RF.K.3
Know and apply grade-level phonics and word analysis skills in decoding words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
		■	■	■	■	■	■	■	■	■	■	■	■

RF.K.3a
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
■	■	■	■	■	■	■	■	■	■	■	■	■	■

RF.K.3b
Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
■	■	■	■	■	■	■	■	■	■	■	■	■	■

RF.K.3c
Read common, high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14
												■	■

RF.K.3d
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
		■	■	■	■	■	■	■	■	■	■		

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.K.1
Participate in collaborative conversations with diverse partners *about Kindergarten topics and texts* with peers and adults in small and larger groups.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
■	■	■	■	■	■	■	■	■	■	■	■	■	■

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.K.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10	11	12	13	14

L.K.1a
Print many upper- and lowercase letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14

L.K.1e
Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14

L.K.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1	2	3	4	5	6	7	8	9	10	11	12	13	14

L.K.2c
Write a letter or letters for most consonant and short-vowel sounds (phonemes).

1	2	3	4	5	6	7	8	9	10	11	12	13	14

L.K.2d
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

1	2	3	4	5	6	7	8	9	10	11	12	13	14

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.K.1
Demonstrate understanding of the organization and basic features of print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

RF.K.1a
Follow words from left to right, top to bottom, and page by page.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

RF.K.1b
Recognize that spoken words are represented in written language by specific sequences of letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

RF.K.1c
Understand that words are separated by spaces in print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Phonological Awareness

RF.K.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

RF.K.2c
Blend and segment onsets and rimes of single-syllable spoken words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

RF.K.2d
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

RF.K.2e
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Phonics and Word Recognition

RF.K.3
Know and apply grade-level phonics and word analysis skills in decoding words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

RF.K.3a
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

RF.K.3b
Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

RF.K.3c
Read common, high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

RF.K.3d
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

SPEAKING AND LISTENING STANDARDS (SL)

SL.K.2
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

SL.K.3
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Presentation of Knowledge and Ideas

SL.K.6
Speak audibly and express thoughts, feelings, and ideas clearly.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.K.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

L.K.1a
Print many upper- and lowercase letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

L.K.1e

Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).

1	**2**	**3**	**4**	5	**6**	**7**	**8**	**9**	10	11	12	13	14	15

L.K.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1	**2**	**3**	**4**	5	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	14	**15**

L.K.2c

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

1	**2**	**3**	**4**	5	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	14	15

L.K.2d

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

1	2	3	4	5	6	7	8	9	10	11	**12**	**13**	14	**15**

Kindergarten | Skills 5

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.K.1
Demonstrate understanding of the organization and basic features of print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

RF.K.1a
Follow words from left to right, top to bottom, and page by page.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

RF.K.1b
Recognize that spoken words are represented in written language by specific sequences of letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

RF.K.1c
Understand that words are separated by spaces in print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Phonological Awareness

RF.K.2d
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Phonics and Word Recognition

RF.K.3
Know and apply grade-level phonics and word analysis skills in decoding words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

RF.K.3a
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

RF.K.3b
Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

RF.K.3c
Read common, high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
				5			8			11					

RF.K.3d
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1		3		5	6			9	10		12	13			

Fluency

RF.K.4
Read emergent-reader texts with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
						7						13	14	15	16

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.K.2
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

SL.K.3
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Presentation of Knowledge and Ideas

SL.K.6
Speak audibly and express thoughts, feelings, and ideas clearly.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.K.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.K.1a
Print many upper- and lowercase letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.K.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.K.2a
Capitalize the first word in a sentence and the pronoun *I*.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.K.2b
Recognize and name end punctuation.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.K.2c
Write a letter or letters for most consonant and short-vowel sounds (phonemes).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.K.2d
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.K.1

With prompting and support, ask and answer questions about key details in a text.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Integration of Knowledge and Ideas

RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Range of Reading and Level of Text Complexity

RL.K.10

Actively engage in group reading activities with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.K.1a
Follow words from left to right, top to bottom, and page by page.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.1b
Recognize that spoken words are represented in written language by specific sequences of letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.1c
Understand that words are separated by spaces in print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.1d
Recognize and name all upper- and lowercase letters of the alphabet.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Phonological Awareness

RF.K.2a
Recognize and produce rhyming words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.2c
Blend and segment onsets and rimes of single-syllable spoken words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Phonics and Word Recognition

RF.K.3
Know and apply grade-level phonics and word analysis skills in decoding words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.3a
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.3b
Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.3c
Read common, high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.3d
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Fluency

RF.K.4
Read emergent-reader texts with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.K.1
Participate in collaborative conversations with diverse partners *about Kindergarten topics and texts* with peers and adults in small and larger groups.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

SL.K.1a
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

SL.K.1b
Continue the conversation through multiple exchanges.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

SL.K.2
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

SL.K.3
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Presentation of Knowledge and Ideas

SL.K.5
Add drawings or other visual displays to descriptions as desired to provide additional detail.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.K.1a
Print many upper- and lowercase letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

L.K.1c
Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

L.K.1d
Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

L.K.1e
Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

L.K.1f
Produce and expand complete sentences in shared language activities.

1	**2**	**3**	**4**	**5**	6	**7**	**8**	**9**	**10**	11	**12**	**13**	**14**	15	**16**	17

L.K.2a
Capitalize the first word in a sentence and the pronoun I.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

L.K.2b
Recognize and name end punctuation.

1	**2**	**3**	4	**5**	6	7	**8**	9	**10**	11	**12**	13	**14**	15	**16**	17

L.K.2c
Write a letter or letters for most consonant and short-vowel sounds (phonemes).

1	**2**	**3**	**4**	5	**6**	7	**8**	9	10	**11**	12	13	14	**15**	**16**	17

L.K.2d
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

1	**2**	**3**	4	5	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	14	**15**	**16**	17

Vocabulary Acquisition and Use

L.K.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.

1	**2**	**3**	4	**5**	6	**7**	8	9	**10**	11	**12**	**13**	14	15	16	17

L.K.4a
Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

1	2	3	4	**5**	6	**7**	8	9	**10**	11	12	13	14	15	16	17

L.K.5d
Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	**16**	17

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.K.1
With prompting and support, ask and answer questions about key details in a text.

1	2	3	4	5	6	7	8	**9**	**10**	**11**	12	**13**	**14**	15	**16**	17

Craft and Structure

RL.K.4
Ask and answer questions about unknown words in a text.

1	2	3	4	5	6	7	8	**9**	**10**	**11**	12	**13**	**14**	15	**16**	17

Integration of Knowledge and Ideas

RL.K.7
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

1	2	3	4	5	6	7	8	9	**10**	**11**	12	**13**	**14**	15	**16**	17

Range of Reading and Level of Text Complexity

RL.K.10
Actively engage in group reading activities with purpose and understanding.

1	2	3	4	5	6	7	8	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.K.1
Demonstrate understanding of the organization and basic features of print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.1a
Follow words from left to right, top to bottom, and page by page.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.1b
Recognize that spoken words are represented in written language by specific sequences of letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.1c
Understand that words are separated by spaces in print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.1d
Recognize and name all upper- and lowercase letters of the alphabet.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Phonological Awareness

RF.K.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.2d
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.2e
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Phonics and Word Recognition

RF.K.3
Know and apply grade-level phonics and word analysis skills in decoding words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.3a
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.3b
Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.3c
Read common, high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

RF.K.3d
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Fluency

RF.K.4
Read emergent-reader texts with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

WRITING STANDARDS (W)SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.K.1
Participate in collaborative conversations with diverse partners *about Kindergarten topics and texts* with peers and adults in small and larger groups.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	

SL.K.1a
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	

SL.K.1b
Continue the conversation through multiple exchanges.

1	2	3	4	5	6	7	8	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	

SL.K.2
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

1	2	3	4	5	6	7	8	**9**	**10**	**11**	12	**13**	**14**	15	**16**	17	

SL.K.3
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	

Presentation of Knowledge and Ideas

SL.K.6
Speak audibly and express thoughts, feelings, and ideas clearly.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.K.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**

L.K.1a
Print many upper- and lowercase letters.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	13	**14**	15	16	**17**

L.K.1d
Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).

1	2	3	4	5	6	7	8	**9**	**10**	**11**	12	**13**	**14**	15	**16**	17

L.K.1e
Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).

1	2	**3**	4	5	6	7	8	**9**	10	**11**	12	13	14	15	16	17

L.K.1f
Produce and expand complete sentences in shared language activities.

1	2	3	4	5	6	7	8	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**

L.K.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**

L.K.2b
Recognize and name end punctuation.

1	2	3	4	5	6	7	8	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	17

L.K.2c
Write a letter or letters for most consonant and short-vowel sounds (phonemes).

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	13	**14**	15	16	**17**

L.K.2d
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	9	**10**	**11**	**12**	**13**	14	**15**	**16**	17

Vocabulary Acquisition and Use

L.K.5
With guidance and support from adults, explore word relationships and nuances in word meanings.

1	2	**3**	4	5	6	7	8	**9**	10	11	12	13	14	15	16	17

L.K.5b
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

1	2	**3**	4	5	6	7	8	**9**	10	11	12	13	14	15	16	17

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.K.1
With prompting and support, ask and answer questions about key details in a text.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	2	**3**	4	**5**	**6**	7	**8**	9	**10**	11	**12**	**13**	14	**15**	16	**17**	18	**19**	20

RL.K.3
With prompting and support, identify characters, settings, and major events in a story.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Craft and Structure

RL.K.4
Ask and answer questions about unknown words in a text.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	2	**3**	4	**5**	**6**	7	**8**	9	**10**	11	**12**	**13**	14	**15**	16	**17**	18	**19**	20

Integration of Knowledge and Ideas

RL.K.7
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	2	**3**	4	**5**	6	**7**	8	9	10	11	**12**	**13**	14	**15**	16	**17**	18	**19**	20

Range of Reading and Level of Text Complexity

RL.K.10
Actively engage in group reading activities with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.K.1
Demonstrate understanding of the organization and basic features of print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

RF.K.1a
Follow words from left to right, top to bottom, and page by page.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

RF.K.1b
Recognize that spoken words are represented in written language by specific sequences of letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

RF.K.1c
Understand that words are separated by spaces in print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

RF.K.1d
Recognize and name all upper- and lowercase letters of the alphabet.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Phonological Awareness

RF.K.2
Demonstrate understanding of spoken words, syllables, and sound (phonemes).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

RF.K.2a
Recognize and produce rhyming words.

1	2	3	**4**	5	6	7	8	**9**	10	11	12	13	14	15	**16**	17	18	19	**20**

RF.K.2d
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	**15**	**16**	17	18	19	20

RF.K.2e
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

1	2	3	4	5	**6**	**7**	8	9	10	11	12	13	14	15	16	17	**18**	**19**	20

Phonics and Word Recognition

RF.K.3
Know and apply grade-level phonics and word analysis skills in decoding words.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**

RF.K.3a
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

1	**2**	**3**	**4**	5	**6**	**7**	8	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**

RF.K.3b
Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

1	**2**	**3**	**4**	5	**6**	**7**	8	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**

RF.K.3c
Read common, high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

1	**2**	**3**	**4**	**5**	6	7	**8**	**9**	10	**11**	12	13	14	15	16	**17**	18	19	20

RF.K.3d
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

1	2	3	4	**5**	**6**	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Fluency

RF.K.4
Read emergent-reader texts with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.K.1
Participate in collaborative conversations with diverse partners *about Kindergarten topics and texts* with peers and adults in small and larger groups.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

SL.K.1a
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

SL.K.1b
Continue the conversation through multiple exchanges.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

SL.K.2
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

SL.K.3
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Presentation of Knowledge and Ideas

SL.K.6
Speak audibly and express thoughts, feelings, and ideas clearly.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.K.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

L.K.1a
Print many upper- and lowercase letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

L.K.1d
Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

L.K.1f
Produce and expand complete sentences in shared language activities.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

L.K.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

L.K.2b
Recognize and name end punctuation.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

L.K.2c
Write a letter or letters for most consonant and short-vowel sounds (phonemes).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

L.K.2d
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Vocabulary Acquisition and Use

L.K.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.

1	2	**3**	4	**5**	**6**	7	**8**	9	**10**	11	**12**	**13**	14	**15**	16	**17**	18	**19**	**20**

L.K.4a
Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

1	2	3	4	5	**6**	7	8	9	10	11	12	13	14	15	16	17	18	19	20

L.K.4b
Use the most frequently occurring inflections and affixes (e.g., *–ed*, *–s*, *re–*, *un–*, *pre–*, *–ful*, *–less*) as a clue to the meaning of an unknown word.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	**17**	18	19	20

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.K.1
With prompting and support, ask and answer questions about key details in a text.

1	**2**	**3**	**4**	5	**6**	7	**8**	**9**	**10**	**11**	**12**	**13**	**14**	15	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**

RL.K.3
With prompting and support, identify characters, settings, and major events in a story.

1	**2**	3	4	5	6	7	8	9	**10**	11	12	13	14	15	16	17	18	19	20	21	22	23

Craft and Structure

RL.K.4
Ask and answer questions about unknown words in a text.

1	**2**	**3**	**4**	5	**6**	7	**8**	**9**	**10**	**11**	**12**	**13**	**14**	15	16	17	18	19	20	21	22	23

Integration of Knowledge and Ideas

RL.K.7
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

1	2	**3**	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

Range of Reading and Level of Text Complexity

RL.K.10
Actively engage in group reading activities with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.K.1
Demonstrate understanding of the organization and basic features of print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

RF.K.1a
Follow words from left to right, top to bottom, and page by page.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

RF.K.1b
Recognize that spoken words are represented in written language by specific sequences of letters.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

RF.K.1c
Understand that words are separated by spaces in print.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

RF.K.1d
Recognize and name all upper- and lowercase letters of the alphabet.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

Phonological Awareness

RF.K.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1	2	3	4	**5**	6	**7**	**8**	**9**	10	**11**	12	13	14	**15**	16	17	18	19	20	21	22	23

RF.K.2d
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

1	2	3	4	5	6	7	**8**	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

Phonics and Word Recognition

RF.K.3
Know and apply grade-level phonics and word analysis skills in decoding words.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**

RF.K.3a
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

1	2	3	**4**	**5**	6	**7**	**8**	**9**	10	**11**	12	13	**14**	**15**	16	17	18	19	20	**21**	**22**	**23**

RF.K.3b
Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

1	2	3	**4**	**5**	6	**7**	**8**	**9**	10	**11**	12	13	**14**	**15**	16	17	18	19	20	**21**	**22**	**23**

RF.K.3c
Read common, high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

1	**2**	**3**	**4**	**5**	6	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	20	**21**	**22**	**23**

RF.K.3d
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

1	2	3	4	5	6	7	**8**	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

Fluency

RF.K.4
Read emergent-reader texts with purpose and understanding.

1	**2**	**3**	**4**	**5**	**6**	7	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**

WRITING STANDARDS (W)

Text Types and Purposes

W.K.3
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

1	2	3	4	5	6	7	8	**9**	10	**11**	**12**	13	**14**	15	16	**17**	18	**19**	20	**21**	22	**23**

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.K.1
Participate in collaborative conversations with diverse partners *about Kindergarten topics and texts* with peers and adults in small and larger groups.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**

SL.K.1a
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**

SL.K.1b
Continue the conversation through multiple exchanges.

1	**2**	**3**	**4**	5	**6**	7	**8**	**9**	**10**	**11**	**12**	**13**	**14**	15	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**

SL.K.2
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

1	**2**	**3**	**4**	5	**6**	7	**8**	**9**	**10**	**11**	**12**	**13**	**14**	15	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**

SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

1	2	**3**	4	5	**6**	7	**8**	9	**10**	11	**12**	**13**	14	15	16	**17**	**18**	19	**20**	21	**22**	**23**

Presentation of Knowledge and Ideas

SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

1	2	3	4	5	6	7	8	**9**	10	**11**	**12**	13	**14**	15	16	**17**	18	**19**	20	**21**	22	**23**

SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.K.1

Demonstrate command of the conventions of standard English grammar and the usage when writing or speaking..

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	15	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**

L.K.1a

Print many upper- and lowercase letters.

1	2	**3**	4	**5**	**6**	**7**	8	9	**10**	11	**12**	13	14	15	16	17	18	19	20	21	22	23

L.K.1d

Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	15	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**

L.K.1e

Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).

1	**2**	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

L.K.2
Demonstrate commandof the conventions of standard English capitalization, punctuation, and spelling when writing

1	2	3	**4**	5	**6**	7	8	**9**	10	**11**	**12**	13	**14**	15	**16**	**17**	18	**19**	20	**21**	**22**	**23**

L.K.2a
Capitalize the first word in a sentence and the pronoun *I*.

1	2	3	**4**	5	**6**	7	8	**9**	10	**11**	**12**	13	**14**	15	**16**	**17**	18	**19**	20	**21**	**22**	**23**

L.K.2b
Recognize and name end punctuation.

1	2	3	**4**	5	**6**	7	8	**9**	10	**11**	**12**	13	**14**	15	**16**	**17**	18	**19**	20	**21**	**22**	**23**

L.K.2c
Write a letter or letters for most consonant and short-vowel sounds (phonemes).

1	2	3	**4**	5	**6**	7	**8**	9	10	**11**	**12**	13	**14**	15	**16**	**17**	18	**19**	20	**21**	**22**	**23**

L.K.2d
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

1	2	3	**4**	5	**6**	7	**8**	**9**	10	**11**	**12**	13	**14**	15	**16**	**17**	18	**19**	20	**21**	**22**	**23**

Vocabulary Acquisition and Use

L.K.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.

1	**2**	**3**	4	5	**6**	7	8	9	**10**	11	**12**	13	14	15	**16**	**17**	**18**	19	**20**	21	**22**	23

L.K.4a
Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

1	**2**	**3**	4	5	**6**	7	**8**	9	**10**	11	**12**	**13**	14	15	**16**	**17**	**18**	19	**20**	21	**22**	**23**

L.K.5
With guidance and support from adults, explore word relationships and nuances in word meanings.

1	**2**	**3**	4	5	**6**	7	8	9	**10**	11	**12**	13	14	15	**16**	**17**	**18**	19	**20**	21	**22**	23

L.K.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

1	**2**	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.K.1
With prompting and support, ask and answer questions about key details in a text.

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**																							

Integration of Knowledge and Ideas

RL.K.7
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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																							

Range of Reading and Level of Text Complexity

RL.K.10
Actively engage in group reading activities with purpose and understanding.

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**																							

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.K.1
Demonstrate understanding of the organization and basic features of print.

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																							

RF.K.1a
Follow words from left to right, top to bottom, and page by page.

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																							

RF.K.1b
Recognize that spoken words are represented in written language by specific sequences of letters.

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																							

RF.K.1c
Understand that words are separated by spaces in print.

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																							

RF.K.1d
Recognize and name all upper- and lowercase letters of the alphabet.

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																							

Phonological Awareness

RF.K.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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																							

RF.K.2b

Count, pronounce, blend, and segment syllables in spoken words.

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**																							

RF.K.2d

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)

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																							

Phonics and Word Recognition

RF.K.3

Know and apply grade-level phonics and word analysis skills in decoding words.

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**																							

RF.K.3a

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

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**																							

RF.K.3b

Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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**																							

RF.K.3c

Read common, high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

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																							

RF.K.3d

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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**																							

Fluency

RF.K.4

Read emergent-reader texts with purpose and understanding.

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**																							

WRITING STANDARDS (W)

Text Types and Purposes

W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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**																							

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.K.1

Participate in collaborative conversations with diverse partners *about Kindergarten topics and texts* with peers and adults in small and larger groups.

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																							

SL.K.1a

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

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**																							

SL.K.1b

Continue the conversation through multiple exchanges.

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																							

SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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																							

Presentation of Knowledge and Ideas

SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

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**																							

SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

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**																							

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.K.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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																							

L.K.1a
Print many upper- and lowercase letters.

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																							

L.K.1d
Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).

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																							

L.K.1f
Produce and expand complete sentences in shared language activities.

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																							

L.K.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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																							

L.K.2a
Capitalize the first word in a sentence and the pronoun *I*.

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																							

L.K.2b
Recognize and name end punctuation.

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**																							

L.K.2c
Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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																							

L.K.2d
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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**																							

Vocabulary Acquisition and Use

L.K.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.

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																							

L.K.4a
Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

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																							

L.K.5
With guidance and support from adults, explore word relationships and nuances in word meanings.

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																							

ROCKETSHIP
PUBLIC SCHOOLS

Thematic Unit Curriculum

Common Core Standards Alignment

Grade 1

Rocketship Thematic Units						
Standard	Focus: Everyday Life in Different Times and Place					
	Unit 1 Stories of Inclusion and Acceptance	Unit 2 Characters Are Just Like Us	Unit 3 Stories from Diverse Cultures	Unit 4 Beliefs and Values in Different Times and Places	Unit 5 My Community: My School	Unit 6 State and National Symbols
Reading: Literature						
Key Ideas and Details						
RL.1.1 Ask and answer questions about key details in a text.						
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.						
RL.1.3 Describe characters, settings, and major events in a story, using key details.						
Craft and Structure						
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.						
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.						
RL.1.6 Identify who is telling the story at various points in a text.						
Integration of Knowledge and Ideas						
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.						
RL.1.8 (RL.1.8 not applicable to literature)						
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.						
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1						

Standard	Focus: Everyday Life in Different Times and Place					
	Unit 1 Stories of Inclusion and Acceptance	Unit 2 Characters Are Just Like Us	Unit 3 Stories from Diverse Cultures	Unit 4 Beliefs and Values in Different Times and Places	Unit 5 My Community: My School	Unit 6 State and National Symbols
Reading: Informational Texts						
Key Ideas and Details						
RI.1.1 Ask and answer questions about key details in a text.						
RI.1.2 Identify the main topic and retell key details of a text.						
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.						
Craft and Structure						
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.						
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.						
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.						
Integration of Knowledge and Ideas						
RI.1.7 Use the illustrations and details in a text to describe its key ideas.						
RI.1.8 Identify the reasons an author gives to support points in a text						
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).						

Standard	Focus: Everyday Life in Different Times and Place					
	Unit 1 Stories of Inclusion and Acceptance	Unit 2 Characters Are Just Like Us	Unit 3 Stories from Diverse Cultures	Unit 4 Beliefs and Values in Different Times and Places	Unit 5 My Community: My School	Unit 6 State and National Symbols
Range of Reading and Level of Text Complexity						
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.						
Writing						
Texts Types and Purposes						
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.						
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.						
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.						
Production and Distribution of Writing						
W.1. (W.1.4 begins in grade 3)						
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.						
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.						
Research to Build and Present Knowledge						
W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).						

Standard	Focus: Everyday Life in Different Times and Place					
	Unit 1 Stories of Inclusion and Acceptance	Unit 2 Characters Are Just Like Us	Unit 3 Stories from Diverse Cultures	Unit 4 Beliefs and Values in Different Times and Places	Unit 5 My Community: My School	Unit 6 State and National Symbols
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.						
W.1.9 (W.1.9 begins in grade 4)						
Range of Writing						
W.1.10 (W.1.10 begins in grade 3)						
Speaking and Listening						
Comprehension and Collaboration						
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.						
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.						
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.						
Presentation of Knowledge and Ideas						
SL.1.4.						

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.						
Standard	Focus: Everyday Life in Different Times and Place					
	Unit 1 Stories of Inclusion and Acceptance	Unit 2 Characters Are Just Like Us	Unit 3 Stories from Diverse Cultures	Unit 4 Beliefs and Values in Different Times and Places	Unit 5 My Community: My School	Unit 6 State and National Symbols
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings						
SL.1.6. Produce complete sentences when appropriate to task and situation.						

ROCKETSHIP
PUBLIC SCHOOLS

Thematic Unit Curriculum

National History Standards Alignment

Grade 1

Rocketship Thematic Units						
Standard	Focus: Everyday Life in Different Times and Place					
	Unit 1 Beliefs and Values in Different Times and Places	Unit 3 My Community: My School	Unit 3 Stories of Inclusion and Acceptance	Unit 4 Characters Are Just Like Us	Unit 5 Stories from Diverse Cultures	Unit 6 State and National Symbols
History Content Standards (Grades K-4)						
Topic 1: Living and Working Together in Families and Communities, Now and Long Ago						
Standard 1: Family Life Now and in the Recent Past; Family Life in Various Places Long Ago						
Standard 2: History of Students' Local Community and How Communities in North America Varied Long Ago						
Topic 2: The History of the Students' Own State or Region						
Standard 3: The People, Events, Problems, and Ideas that Created the History of Their State						
Topic 3: The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage						
Standard 4: How Democratic Values Came to Be, and How They Have Been Exemplified by People, Events, and Symbols						
Standard 5: The Causes and Nature of Various Movements of Large Groups of People into and within the United States, Now and Long Ago						
Standard 6: Regional Folklore and Cultural Contributions That Helped to Form Our National Heritage						
Topic 4: The History of Peoples of Many Cultures around the World						
Standard 7: Selected Attributes and Historical Developments of Various Societies in Africa, the Americas, Asia, and Europe						
Standard 8: Major Discoveries in Science and Technology, Their Social and Economic Effects, and the Scientists and Inventors Responsible for Them						

Grade 1

Amplify Core Knowledge Language Arts®

Grade 1 Common Core State Standards

Amplify CKLA

Grade 1 | Unit 1–7

Skills

Alignment

Grade 1 | Skills 1

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.1.1

Ask and answer questions about key details in a text.

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**																				

RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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																				

Craft and Structure

RL.1.6

Identify who is telling the story at various points in a text.

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																				

Integration of Knowledge and Ideas

RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

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																				

Range of Reading and Level of Text Complexity

RL.1.10
With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

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**																				

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.1.1
Demonstrate understanding of the organization and basic features of print.

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																				

RF.1.1a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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																				

RF.1.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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**																				

RF.1.2b
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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**																				

RF.1.2c
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

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**																				

RF.1.2d

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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**																				

Phonics and Word Recognition

RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

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**																				

RF.1.3a

Know the spelling-sound correspondences for common consonant digraphs.

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																				

RF.1.3b

Decode regularly spelled one-syllable words.

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**																				

RF.1.3g

Recognize and read grade-appropriate irregularly spelled words.

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																				

Fluency

RF.1.4
Read with sufficient accuracy and fluency to support comprehension.

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**																				

RF.1.4a
Read grade-level text with purpose and understanding.

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**																				

RF.1.4b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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																				

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.1.1
Participate in collaborative conversations with diverse partners about *Grade 1 topics* and texts with peers and adults in small and large groups.

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**																				

SL.1.1a
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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**																				

SL.1.1b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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**																				

SL.1.1c
Ask questions to clear up any confusion about the topics and texts under discussion.

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**																				

SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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																				

SL.1.3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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**																				

Presentation of Knowledge and Ideas

SL.1.6
Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 for specific expectations.)

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**																				

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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**																				

L.1.1a

Print all upper- and lowercase letters.

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**																				

L.1.1b

Use common, proper, and possessive nouns.

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																				

L.1.1d

Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).

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																				

L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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**																				

L.1.2a

Capitalize dates and names of people.

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																				

L.1.2b

Use end punctuation for sentences.

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**																				

L.1.2c

Use commas in dates and to separate single words in a series.

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**																				

L.1.2d

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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**																				

L.1.2e

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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																				

Vocabulary Acquisition and Use

L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 1 reading and content*, choosing flexibly from an array of strategies.

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																				

L.1.4a

Use sentence-level context as a clue to the meaning of a word or phrase.

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																				

L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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																				

Grade 1 | Skills 2

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.1.1
Ask and answer questions about key details in a text.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	**2**	3	**4**	**5**	**6**	**7**	8	9	**10**	**11**	**12**	**13**	14	**15**	16	**17**	**18**	**19**

RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	2	3	4	**5**	6	7	8	9	**10**	11	12	**13**	14	15	16	17	18	19

RL.1.3
Describe characters, settings, and major events in a story, using key details.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	**2**	3	**4**	**5**	**6**	**7**	8	9	**10**	**11**	**12**	**13**	14	**15**	16	17	**18**	19

Craft and Structure

RL.1.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	2	3	**4**	5	6	7	8	9	10	11	**12**	**13**	14	**15**	16	17	18	19

Integration of Knowledge and Ideas

RL.1.7
Use illustrations and details in a story to describe its characters, setting, or events.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	**2**	3	**4**	**5**	**6**	**7**	8	9	**10**	**11**	**12**	**13**	14	**15**	16	**17**	18	19

Range of Reading and Level of Text Complexity

RL.1.10
With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

1	2	3	4	5	6	**7**	8	9	10	11	12	13	14	15	16	**17**	18	19

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.1.1
Demonstrate understanding of the organization and basic features of print.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**

RF.1.1a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

1	**2**	3	4	**5**	**6**	**7**	8	9	10	11	12	13	14	15	16	17	18	19

Phonological Awareness

RF.1.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	14	**15**	16	**17**	**18**	**19**

RF.1.2a
Distinguish long from short vowel sounds in spoken single-syllable words.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	14	**15**	**16**	**17**	**18**	**19**

RF.1.2b
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	9	**10**	**11**	**12**	**13**	14	**15**	16	17	18	19

RF.1.2c
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

1	**2**	**3**	4	5	**6**	7	**8**	9	10	11	**12**	**13**	14	15	16	17	18	19

RF.1.2d

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Phonics and Word Recognition

RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

RF.1.3b

Decode regularly spelled one-syllable words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

RF.1.3c

Know final *–e* and common vowel team conventions for representing long vowel sounds.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

RF.1.3g

Recognize and read grade-appropriate irregularly spelled words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Fluency

RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

RF.1.4a

Read on-level text with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

RF.1.4b

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.1.1
Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and large groups.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

SL.1.1a
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

SL.1.1b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

SL.1.1c
Ask questions to clear up any confusion about the topics and texts under discussion.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Presentation of Knowledge and Ideas

SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

SL.1.6
Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 for specific expectations.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

L.1.1b
Use common, proper, and possessive nouns.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

L.1.2a
Capitalize dates and names of people.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

L.1.2b
Use end punctuation for sentences.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

L.1.2c
Use commas in dates and to separate single words in a series.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

L.1.2d
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

L.1.2e
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Vocabulary Acquisition and Use

L.1.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 1 reading and content*, choosing flexibly from an array of strategies.

1	2	3	4	5	6	7	8	9	**10**	**11**	**12**	**13**	14	**15**	16	**17**	18	19

L.1.4a
Use sentence-level context as a clue to the meaning of a word or phrase.

1	2	3	4	5	6	7	8	9	10	11	**12**	13	14	**15**	16	17	18	19

L.1.5a
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

1	2	3	4	5	**6**	7	8	9	**10**	**11**	**12**	13	14	15	16	17	18	19

L.1.5c
Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

1	2	3	4	5	6	7	8	9	10	**11**	**12**	13	14	15	16	17	18	19

L.1.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

1	**2**	**3**	**4**	**5**	**6**	**7**	8	9	10	**11**	**12**	**13**	**14**	15	**16**	17	**18**	19

Grade 1 | Skills 3

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.1.1
Ask and answer questions about key details in a text.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	2	**3**	**4**	5	**6**	7	**8**	9	**10**	11	**12**	13	14	15	**16**	**17**	**18**	**19**

RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	**2**	**3**	4	5	**6**	7	**8**	9	10	11	12	**13**	**14**	15	16	17	18	19

RL.1.3
Describe characters, settings, and major events in a story, using key details.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	**2**	**3**	**4**	5	**6**	7	**8**	9	**10**	11	**12**	**13**	**14**	15	**16**	**17**	**18**	**19**

Craft and Structure

RL.1.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Integration of Knowledge and Ideas

RL.1.7
Use illustrations and details in a story to describe its characters, setting, or events.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	2	**3**	4	5	**6**	7	**8**	9	**10**	11	**12**	13	14	15	**16**	**17**	**18**	**19**

Range of Reading and Level of Text Complexity

RL.1.10
With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

1	2	3	4	5	6	7	8	**9**	10	11	12	**13**	**14**	15	16	17	18	**19**

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.1.1
Demonstrate understanding of the organization and basic features of print.

1	**2**	**3**	**4**	5	**6**	**7**	**8**	**9**	**10**	11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**

RF.1.1a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

1	2	**3**	**4**	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

RF.1.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**

RF.1.2b
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

1	**2**	3	4	5	6	7	8	9	10	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	19

RF.1.2c
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

1	2	**3**	4	**5**	6	7	8	**9**	10	**11**	**12**	13	14	15	16	17	18	19

RF.1.2d
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

1	**2**	3	4	5	6	7	8	**9**	10	**11**	12	13	**14**	**15**	16	**17**	**18**	19

Phonics and Word Recognition

RF.1.3
Know and apply grade-level phonics and word analysis skills in decoding words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

RF.1.3a
Know the spelling-sound correspondences for common consonant digraphs.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

RF.1.3b
Decode regularly spelled one-syllable words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

RF.1.3c
Know final *–e* and common vowel team conventions for representing long vowel sounds.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

RF.1.3g
Recognize and read grade-appropriate irregularly spelled words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Fluency

RF.1.4
Read with sufficient accuracy and fluency to support comprehension.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

RF.1.4a
Read on-level text with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

RF.1.4b
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

RF.1.4c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

WRITING STANDARDS (W)

Text Types and Purposes

W.1.1
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

1	2	3	4	5	**6**	7	**8**	9	10	11	12	13	14	15	16	17	18	19

W.1.3
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

1	**2**	**3**	**4**	5	6	**7**	**8**	9	10	11	12	13	14	15	16	17	18	19

Production and Distribution of Writing

W.1.5
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

1	2	3	4	5	6	**7**	8	9	10	11	12	13	14	15	16	17	18	19

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.1.1
Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and large groups.

1	2	**3**	4	5	**6**	**7**	**8**	9	10	11	**12**	13	14	15	**16**	**17**	18	19

SL.1.1a
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

1	2	**3**	4	5	**6**	**7**	**8**	9	10	11	**12**	13	14	15	**16**	**17**	18	19

SL.1.1b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	2	**3**	4	5	**6**	**7**	**8**	9	10	11	**12**	13	14	15	**16**	**17**	18	19

SL.1.1c
Ask questions to clear up any confusion about the topics and texts under discussion.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	2	**3**	4	5	**6**	**7**	**8**	9	10	11	**12**	13	14	15	**16**	**17**	18	19

SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	2	**3**	4	5	**6**	7	**8**	9	10	11	**12**	13	14	15	**16**	**17**	18	19

Presentation of Knowledge and Ideas

SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	**2**	**3**	4	5	**6**	7	**8**	9	10	11	**12**	13	**14**	15	16	17	18	19

SL.1.5
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	2	3	4	5	6	7	8	9	10	11	12	**13**	**14**	**15**	16	17	18	19

SL.1.6
Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 for specific expectations.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	**2**	**3**	**4**	5	6	**7**	**8**	**9**	10	11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	**2**	**3**	**4**	5	**6**	**7**	**8**	**9**	10	11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**

L.1.1e
Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).

1	2	3	4	5	6	7	**8**	9	**10**	11	**12**	**13**	14	**15**	**16**	17	18	19

L.1.1j
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1	**2**	**3**	4	**5**	**6**	7	8	9	10	11	12	13	14	15	16	17	18	19

L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1	**2**	**3**	**4**	5	**6**	**7**	**8**	**9**	10	11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**

L.1.2a
Capitalize dates and names of people.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	10	11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**

L.1.2b
Use end punctuation for sentences.

1	**2**	**3**	**4**	5	**6**	**7**	**8**	9	10	11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**

L.1.2c
Use commas in dates and to separate single words in a series.

1	**2**	**3**	**4**	5	**6**	**7**	**8**	**9**	10	11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**

L.1.2d
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

1	**2**	**3**	**4**	**5**	**6**	**7**	8	9	**10**	**11**	12	13	14	**15**	16	17	18	19

L.1.2e
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

1	**2**	**3**	**4**	5	**6**	**7**	**8**	9	10	11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**

Grade 1 | Skills 4

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Craft and Structure

RL.1.5
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

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

READING STANDARDS FOR INFORMATIONAL TEXT (RI)

Key Ideas and Details

RI.1.1
Ask and answer questions about key details in a text.

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**

RI.1.2
Identify the main topic and retell key details of a text.

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**

RI.1.3
Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

Craft and Structure

RI.1.4
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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

RI.1.5
Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

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

Integration of Knowledge and Ideas

RI.1.7
Use the illustrations and details in a text to describe its key ideas.

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

RI.1.8
Identify the reasons an author gives to support points in a text.

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**

RI.1.9
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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

Range of Reading and Level of Text Complexity

RI.1.10
With prompting and support, read informational texts appropriately complex for Grade 1.

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**

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.1.1a

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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

RF.1.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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**

RF.1.2b

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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

RF.1.2c

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

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**

RF.1.2d

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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**

Phonics and Word Recognition

RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

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**

RF.1.3a

Know the spelling-sound correspondences for common consonant digraphs.

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**

RF.1.3b

Decode regularly spelled one-syllable words.

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**

RF.1.3c

Know final –*e* and common vowel team conventions for representing long vowel sounds.

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**

RF.1.3d

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

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**

RF.1.3e

Decode two-syllable words following basic patterns by breaking the words into syllables.

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**

RF.1.3f

Read words with inflectional endings.

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**

RF.1.3g

Recognize and read grade-appropriate irregularly spelled words.

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**

Fluency

RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

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**

RF.1.4a

Read on-level text with purpose and understanding.

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**

RF.1.4b

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

WRITING STANDARDS (W)

Text Types and Purposes

W.1.2
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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

Production and Distribution of Writing

W.1.5
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

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

W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

Research to Build and Present Knowledge

W.1.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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**

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.1.1
Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and large groups.

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
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

SL.1.1a
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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
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

SL.1.1b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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
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

SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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
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

Presentation of Knowledge and Ideas

SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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
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

SL.1.6
Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 for specific expectations.)

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
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

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.1.1a
Print all upper- and lowercase letters.

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

L.1.1b
Use common, proper, and possessive nouns.

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

L.1.1c
Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

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

L.1.1e
Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).

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

L.1.1f
Use frequently occurring adjectives.

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

L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2a
Capitalize dates and names of people.

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

L.1.2b
Use end punctuation for sentences.

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

L.1.2c
Use commas in dates and to separate single words in a series.

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

L.1.2d
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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

Vocabulary Acquisition and Use

L.1.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 1 reading and content*, choosing flexibly from an array of strategies.

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

L.1.4b
Use frequently occurring affixes as a clue to the meaning of a word.

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

L.1.4c
Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

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

L.1.5
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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

L.1.5a
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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

L.1.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

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

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.1.1
Ask and answer questions about key details in a text.

1	**2**	3	**4**	5	**6**	**7**	**8**	**9**	**10**	11	**12**	**13**	**14**	15	16	**17**	18	**19**	**20**	**21**	**22**

RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1	2	3	4	5	6	7	8	9	**10**	11	12	13	14	15	16	17	18	19	20	21	22

RL.1.3
Describe characters, settings, and major events in a story, using key details.

1	**2**	3	**4**	5	**6**	7	**8**	**9**	**10**	11	**12**	**13**	**14**	15	16	**17**	18	**19**	**20**	**21**	**22**

Integration of Knowledge and Ideas

RL.1.7
Use illustrations and details in a story to describe its characters, setting, or events.

1	**2**	3	4	5	**6**	7	**8**	**9**	**10**	11	**12**	**13**	**14**	15	16	**17**	18	**19**	**20**	**21**	**22**

Range of Reading and Level of Text Complexity

RL.1.10
With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

1	**2**	3	4	5	**6**	7	8	**9**	**10**	11	**12**	**13**	**14**	15	16	17	18	**19**	**20**	**21**	22

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.1.1
Demonstrate understanding of the organization and basic features of print.

1	**2**	3	**4**	**5**	**6**	**7**	8	9	**10**	**11**	12	**13**	14	15	16	17	18	19	20	21	22

RF.1.1a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

1	2	**3**	4	**5**	6	**7**	8	9	10	**11**	12	**13**	14	15	16	17	18	19	20	21	22

RF.1.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	15	**16**	**17**	**18**	**19**	20	**21**	**22**

RF.1.2a
Distinguish long from short vowel sounds in spoken single-syllable words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

RF.1.2b
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

1	2	3	**4**	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

RF.1.2c
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

1	2	**3**	4	5	**6**	7	8	9	10	**11**	**12**	**13**	**14**	15	**16**	17	18	19	20	**21**	22

RF.1.2d
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

1	**2**	3	4	5	6	**7**	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

Phonics and Word Recognition

RF.1.3
Know and apply grade-level phonics and word analysis skills in decoding words.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**

RF.1.3a
Know the spelling-sound correspondences for common consonant digraphs.

1	2	3	**4**	**5**	**6**	7	8	9	**10**	11	12	13	14	15	16	**17**	**18**	19	20	**21**	**22**

RF.1.3b
Decode regularly spelled one-syllable words.

1	**2**	3	**4**	**5**	**6**	**7**	**8**	**9**	10	**11**	**12**	**13**	**14**	15	**16**	17	18	**19**	20	21	**22**

RF.1.3e
Decode two-syllable words following basic patterns by breaking the words into syllables.

1	**2**	3	**4**	5	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	15	16	**17**	18	19	20	**21**	**22**

RF.1.3f
Read words with inflectional endings.

1	**2**	**3**	4	**5**	6	7	8	**9**	10	**11**	12	**13**	14	15	16	17	18	19	20	**21**	22

RF.1.3g
Recognize and read grade-appropriate irregularly spelled words.

1	**2**	3	4	5	**6**	7	**8**	9	**10**	**11**	12	13	**14**	15	16	17	18	19	**20**	21	22

Fluency

RF.1.4
Read with sufficient accuracy and fluency to support comprehension.

1	**2**	3	**4**	5	**6**	**7**	**8**	**9**	**10**	11	**12**	**13**	**14**	**15**	16	**17**	18	**19**	**20**	**21**	**22**

RF.1.4a
Read on-level text with purpose and understanding.

1	**2**	3	**4**	5	**6**	**7**	**8**	**9**	**10**	11	**12**	**13**	**14**	**15**	16	**17**	18	**19**	20	**21**	**22**

RF.1.4b
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

1	2	3	4	5	6	**7**	8	9	10	11	12	13	14	**15**	16	17	18	19	**20**	21	22

RF.1.4c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1	**2**	3	4	5	6	7	8	**9**	10	11	12	13	14	15	16	17	18	19	20	21	22

WRITING STANDARDS (W)

Text Types and Purposes

W.1.1
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

1	2	3	4	5	6	**7**	8	9	10	11	12	13	14	**15**	**16**	**17**	**18**	19	20	21	22

Production and Distribution of Writing

W.1.5
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	**18**	19	20	21	22

W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

1	2	3	4	5	6	**7**	8	9	10	11	12	13	14	15	16	17	**18**	19	20	21	22

Research to Build and Present Knowledge

W.1.7
Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	**16**	17	18	19	20	21	22

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.1.1
Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and large groups.

1	**2**	3	**4**	5	**6**	7	**8**	**9**	**10**	11	**12**	**13**	**14**	15	16	**17**	18	**19**	**20**	**21**	**22**

SL.1.1a
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

1	**2**	3	**4**	5	**6**	7	**8**	**9**	**10**	11	**12**	**13**	**14**	15	16	**17**	18	**19**	**20**	**21**	**22**

SL.1.1b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1	**2**	3	4	5	**6**	7	**8**	**9**	**10**	11	**12**	**13**	**14**	15	16	**17**	18	**19**	**20**	**21**	**22**

Presentation of Knowledge and Ideas

SL.1.5
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1	2	3	4	5	6	**7**	**8**	9	10	11	12	**13**	14	15	16	17	18	19	20	21	22

SL.1.6
Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 for specific expectations.)

1	**2**	**3**	4	**5**	6	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**

L.1.1b
Use common, proper, and possessive nouns.

1	**2**	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	**22**

L.1.1c
Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

1	**2**	3	4	5	6	**7**	8	**9**	10	11	12	13	14	15	16	17	18	19	20	21	22

L.1.1e
Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).

1	2	3	4	5	6	**7**	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

L.1.1f
Use frequently occurring adjectives.

1	2	3	4	5	6	**7**	8	9	10	11	12	13	14	15	16	17	**18**	19	**20**	21	**22**

L.1.1i
Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	**18**	**19**	20	21	**22**

L.1.1j
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1	2	3	4	5	6	**7**	8	9	10	**11**	12	**13**	**14**	15	16	17	**18**	**19**	20	21	**22**

L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1	**2**	**3**	**4**	**5**	**6**	**7**	8	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	19	**20**	21	**22**

L.1.2a
Capitalize dates and names of people.

1	2	**3**	4	**5**	6	7	8	9	**10**	11	12	13	14	**15**	16	17	18	19	**20**	21	22

L.1.2b
Use end punctuation for sentences.

1	2	**3**	4	**5**	6	**7**	8	9	10	**11**	12	**13**	14	15	16	17	**18**	19	20	21	**22**

L.1.2c

Use commas in dates and to separate single words in a series.

1	2	**3**	4	**5**	6	7	8	9	**10**	11	12	13	14	**15**	16	17	18	19	**20**	21	22

L.1.2d

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

1	2	3	4	**5**	**6**	7	8	9	**10**	**11**	12	13	14	**15**	**16**	17	18	19	**20**	21	22

Vocabulary Acquisition and Use

L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 1 reading and content*, choosing flexibly from an array of strategies.

1	2	**3**	4	**5**	**6**	7	**8**	**9**	**10**	11	**12**	**13**	14	15	16	**17**	18	19	20	21	**22**

L.1.4a

Use sentence-level context as a clue to the meaning of a word or phrase.

1	2	3	4	5	6	7	8	**9**	10	11	**12**	**13**	14	15	16	**17**	18	19	20	21	22

L.1.4b

Use frequently occurring affixes as a clue to the meaning of a word.

1	2	3	4	5	6	7	8	9	10	11	**12**	**13**	14	15	16	17	18	19	20	21	22

L.1.4c

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

1	2	**3**	4	**5**	6	7	8	9	10	**11**	**12**	13	14	15	16	17	18	19	20	21	**22**

Grade 1 | Skills 6

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.1.1

Ask and answer questions about key details in a text.

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**

RL.1.3

Describe characters, settings, and major events in a story, using key details.

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**

Integration of Knowledge and Ideas

RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

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**

RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

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

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.1.1
Demonstrate understanding of the organization and basic features of print.

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

RF.1.1a
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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
	2	3	4	5																				

Phonological Awareness

RF.1.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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
1	2	3				7	8																	

RF.1.2d
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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
						7						13	14									23		

Phonics and Word Recognition

RF.1.3
Know and apply grade-level phonics and word analysis skills in decoding words.

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
1	2	3	4		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

RF.1.3a
Know the spelling-sound correspondences for common consonant digraphs.

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
																17	18	19						

RF.1.3b
Decode regularly spelled one-syllable words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	26

RF.1.3c

Know final –*e* and common vowel team conventions for representing long vowel sounds.

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

RF.1.3d

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

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

RF.1.3e

Decode two-syllable words following basic patterns by breaking the words into syllables.

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**

RF.1.3f

Read words with inflectional endings.

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

RF.1.3g

Recognize and read grade-appropriate irregularly spelled words.

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**

Fluency

RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

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**

RF.1.4a

Read on-level text with purpose and understanding.

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**

RF.1.4b

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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**

RF.1.4c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**

WRITING STANDARDS (W)

Text Types and Purposes

W.1.1
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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

W.1.3
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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

Production and Distribution of Writing

W.1.5
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

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

W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.1.1
Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and large groups.

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

SL.1.1a
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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
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

SL.1.1b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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
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

SL.1.1c
Ask questions to clear up any confusion about the topics and texts under discussion.

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
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

Presentation of Knowledge and Ideas

SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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
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**

SL.1.6
Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 for specific expectations.)

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
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**

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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
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**

L.1.1b
Use common, proper, and possessive nouns.

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
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

L.1.1c
Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

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

L.1.1d
Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).

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

L.1.1e
Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).

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

L.1.1f
Use frequently occurring adjectives.

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

L.1.1i
Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

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

L.1.1j
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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**

L.1.2a
Capitalize dates and names of people.

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**

L.1.2b
Use end punctuation for sentences.

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**

L.1.2c

Use commas in dates and to separate single words in a series.

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**

L.1.2d

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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**

L.1.2e

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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**

Vocabulary Acquisition and Use

L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 1 reading and content*, choosing flexibly from an array of strategies.

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**

L.1.4a

Use sentence-level context as a clue to the meaning of a word or phrase.

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**

L.1.4c

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

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

L.1.5a

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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

Grade 1 | Skills 7

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.1.1
Ask and answer questions about key details in a text.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	21

RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1	2	3	4	5	6	7	**8**	9	10	11	12	13	14	15	16	17	18	19	20	21

RL.1.3
Describe characters, settings, and major events in a story, using key details.

1	2	3	**4**	**5**	**6**	7	8	**9**	10	11	12	13	14	15	16	17	18	19	20	21

Integration of Knowledge and Ideas

RL.1.9
Compare and contrast the adventures and experiences of characters in stories.

1	2	3	4	5	6	7	8	9	10	11	**12**	13	**14**	15	16	17	18	19	20	21

READING STANDARDS FOR INFORMATIONAL TEXT (RI)

Craft and Structure

RI.1.5
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

1	**2**	3	**4**	**5**	6	7	**8**	**9**	**10**	11	**12**	13	**14**	15	**16**	**17**	**18**	**19**	**20**	21

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Concepts

RF.1.1a

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

1	2	3	4	5	6	**7**	8	**9**	**10**	11	12	13	14	15	16	**17**	**18**	19	20	21

Phonological Awareness

RF.1.2d

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

1	2	3	4	5	6	**7**	8	9	10	11	12	13	14	15	16	17	18	19	20	21

Phonics and Word Recognition

RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

1	**2**	3	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**

RF.1.3a

Know the spelling-sound correspondences for common consonant digraphs.

1	2	3	4	5	6	**7**	8	9	10	11	12	13	14	15	16	17	18	19	20	**21**

RF.1.3b

Decode regularly spelled one-syllable words.

1	**2**	**3**	**4**	**5**	**6**	7	**8**	**9**	10	**11**	**12**	13	**14**	**15**	16	17	18	19	20	**21**

RF.1.3c

Know final *–e* and common vowel team conventions for representing long vowel sounds.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**

RF.1.3d

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	**21**

RF.1.3e

Decode two-syllable words following basic patterns by breaking the words into syllables.

1	2	3	**4**	**5**	**6**	**7**	8	9	10	11	12	13	14	15	16	**17**	**18**	19	20	**21**

RF.1.3f
Read words with inflectional endings.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	9	10	11	12	13	14	15	16	17	18	19	20	21

RF.1.3g
Recognize and read grade-appropriate irregularly spelled words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	12	**13**	**14**	**15**	**16**	**17**	18	**19**	**20**	**21**

Fluency

RF.1.4
Read with sufficient accuracy and fluency to support comprehension.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	**2**	3	**4**	**5**	**6**	7	**8**	**9**	10	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	21

RF.1.4a
Read on-level text with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	21

RF.1.4b
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	2	3	4	5	**6**	**7**	**8**	**9**	**10**	**11**	**12**	13	14	15	16	17	**18**	19	20	21

WRITING STANDARDS (W)

Text Types and Purposes

W.1.1
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	2	3	4	5	**6**	7	8	9	10	**11**	**12**	13	14	**15**	**16**	**17**	**18**	**19**	20	21

W.1.2
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	2	3	4	5	**6**	7	8	9	10	11	12	**13**	**14**	**15**	**16**	**17**	18	19	**20**	21

Production and Distribution of Writing

W.1.5
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	**17**	18	19	20	21

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.1.1
Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and large groups.

1	**2**	3	**4**	**5**	6	**7**	**8**	**9**	**10**	11	12	**13**	**14**	**15**	**16**	**17**	18	19	20	21

SL.1.1a
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

1	**2**	3	**4**	**5**	6	**7**	**8**	**9**	**10**	11	12	13	14	**15**	16	17	18	19	20	21

SL.1.1b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1	2	3	4	5	6	7	8	**9**	10	11	**12**	13	**14**	**15**	16	**17**	18	19	20	21

SL.1.1c
Ask questions to clear up any confusion about the topics and texts under discussion.

1	2	3	4	5	6	7	8	9	10	11	12	13	**14**	15	16	17	18	19	20	21

SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1	**2**	**3**	**4**	**5**	6	7	**8**	**9**	**10**	11	12	**13**	**14**	**15**	**16**	**17**	18	19	20	21

SL.1.3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1	2	3	4	5	6	7	8	9	10	11	12	**13**	**14**	15	16	17	18	19	20	21

Presentation of Knowledge and Ideas

SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	**15**	**16**	**17**	18	19	20	21

SL.1.6
Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 for specific expectations.)

1	**2**	**3**	**4**	**5**	6	7	**8**	**9**	10	11	12	13	14	**15**	**16**	**17**	18	19	20	21

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.1.1b
Use common, proper, and possessive nouns.

1	2	**3**	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

L.1.1c
Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

1	2	**3**	**4**	5	**6**	7	8	9	10	11	12	13	14	15	16	17	**18**	19	20	21

L.1.1e
Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).

1	2	3	4	5	6	7	**8**	9	10	11	12	13	14	15	16	17	18	19	20	21

L.1.1g
Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

1	2	3	**4**	5	6	7	**8**	9	10	11	**12**	13	14	15	16	17	**18**	19	20	21

L.1.1j
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1	2	3	**4**	**5**	**6**	**7**	**8**	9	10	11	12	13	14	15	16	**17**	18	19	20	21

L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1	2	3	**4**	5	**6**	**7**	**8**	9	10	11	12	13	14	15	16	**17**	18	19	20	21

L.1.2a
Capitalize dates and names of people.

1	2	3	**4**	5	**6**	7	**8**	9	10	11	12	13	14	15	16	17	18	19	20	21

L.1.2b
Use end punctuation for sentences.

1	2	3	**4**	5	**6**	**7**	**8**	**9**	**10**	11	12	13	14	15	16	17	**18**	19	20	21

L.1.2c
Use commas in dates and to separate single words in a series.

1	2	**3**	4	5	6	**7**	8	**9**	10	11	12	13	14	15	16	17	**18**	19	20	21

L.1.2d
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

1	2	**3**	**4**	**5**	**6**	**7**	**8**	9	**10**	**11**	12	13	14	**15**	16	**17**	18	19	20	21

Vocabulary Acquisition and Use

L.1.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 1 reading and content*, choosing flexibly from an array of strategies.

1	**2**	3	**4**	**5**	6	**7**	**8**	**9**	**10**	11	**12**	**13**	**14**	15	**16**	**17**	18	19	20	21

L.1.4a
Use sentence-level context as a clue to the meaning of a word or phrase.

1	2	3	4	5	6	**7**	8	9	10	11	12	13	14	15	16	17	18	19	20	21

L.1.4c
Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

1	2	3	4	5	6	7	**8**	9	10	11	12	13	14	15	16	17	18	19	20	21

L.1.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

1	2	3	**4**	5	6	**7**	8	9	10	11	12	13	14	15	16	17	18	19	20	21

ROCKETSHIP
PUBLIC SCHOOLS

Thematic Unit Curriculum

Common Core Standards Alignment

Grade 2

Rocketship Thematic Units						
Standard	Focus: Importance of Individual Action on a Greater Good					
	Unit 1 Our Core Values	Unit 2 Culturally Diverse Characters: A Cinderella Story	Unit 3 Neighborhoods and Communities of Early America	Unit 4 Neighborhoods Change: Immigration	Unit 5 Novel Study: Dynamic Characters	Unit 6 National Heritage
Reading: Literature						
Key Ideas and Details						
RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.						
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.						
RL.2.3 Describe how characters in a story respond to major events and challenges.						
Craft and Structure						
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.						
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.						
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.						
Integration of Knowledge and Ideas						
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.						
RL.2.8 (RL.2.8 not applicable to literature)						

Standard	Focus: Importance of Individual Action on a Greater Good					
	Unit 1 Our Core Values	Unit 2 Culturally Diverse Characters: A Cinderella Story	Unit 3 Neighborhoods and Communities of Early America	Unit 4 Neighborhoods Change: Immigration	Unit 5 Novel Study: Dynamic Characters	Unit 6 National Heritage
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.						
Range of Reading and Level of Text Complexity						
RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.						
Reading: Informational Texts						
Key Ideas and Details						
RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.						
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.						
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.						
Craft and Structure						
RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.						
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.						
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.						

Standard	Focus: Importance of Individual Action on a Greater Good					
	Unit 1 Our Core Values	Unit 2 Culturally Diverse Characters: A Cinderella Story	Unit 3 Neighborhoods and Communities of Early America	Unit 4 Neighborhoods Change: Immigration	Unit 5 Novel Study: Dynamic Characters	Unit 6 National Heritage
Integration of Knowledge and Ideas						
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.						
RI.2.8 Describe how reasons support specific points the author makes in a text.						
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.						
Range of Reading and Level of Text Complexity						
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.						
Writing						
Texts Types and Purposes						
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.						
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.						
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.						

Standard	Focus: Importance of Individual Action on a Greater Good					
	Unit 1 Our Core Values	Unit 2 Culturally Diverse Characters: A Cinderella Story	Unit 3 Neighborhoods and Communities of Early America	Unit 4 Neighborhoods Change: Immigration	Unit 5 Novel Study: Dynamic Characters	Unit 6 National Heritage
Production and Distribution of Writing						
W.2.4 (W.2.4 begins in grade 3)						
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.						
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.						
Research to Build and Present Knowledge						
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).						
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.						
W.2.9 (W.2.9 begins in grade 4)						
Range of Writing						
W.2.10 (W.2.10 begins in grade 3)						
Speaking and Listening						
Comprehension and Collaboration						
SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.						

Standard	Focus: Importance of Individual Action on a Greater Good					
	Unit 1 Our Core Values	Unit 2 Culturally Diverse Characters: A Cinderella Story	Unit 3 Neighborhoods and Communities of Early America	Unit 4 Neighborhoods Change: Immigration	Unit 5 Novel Study: Dynamic Characters	Unit 6 National Heritage
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.						
SL.1.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.						
Presentation of Knowledge and Ideas						
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.						
SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.						
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.						

ROCKETSHIP
PUBLIC SCHOOLS

Thematic Unit Curriculum

National History Standards Alignment

Grade 2

Rocketship Thematic Units						
Standard	Focus: Importance of Individual Action on a Greater Good					
	Unit 1 Our Core Values	Unit 2 Culturally Diverse Characters: A Cinderella Story	Unit 3 Neighborhoods and Communities of Early America	Unit 4 Neighborhoods Change: Immigration	Unit 5 Novel Study: Dynamic Characters	Unit 6 National Heritage
History Content Standards (Grades K-4)						
Topic 1: Living and Working Together in Families and Communities, Now and Long Ago						
Standard 1: Family Life Now and in the Recent Past; Family Life in Various Places Long Ago						
Standard 2: History of Students' Local Community and How Communities in North America Varied Long Ago						
Topic 2: The History of the Students' Own State or Region						
Standard 3: The People, Events, Problems, and Ideas that Created the History of Their State						
Topic 3: The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage						
Standard 4: How Democratic Values Came to Be, and How They Have Been Exemplified by People, Events, and Symbols						
Standard 5: The Causes and Nature of Various Movements of Large Groups of People into and within the United States, Now and Long Ago						
Standard 6: Regional Folklore and Cultural Contributions That Helped to Form Our National Heritage						
Topic 4: The History of Peoples of Many Cultures around the World						
Standard 7: Selected Attributes and Historical Developments of Various Societies in Africa, the Americas, Asia, and Europe						
Standard 8: Major Discoveries in Science and Technology, Their Social and Economic Effects, and the Scientists and Inventors Responsible for Them						

Grade 2

Amplify Core Knowledge Language Arts®

Grade 2 Common Core State Standards

Amplify CKLA

Grade 2 | Unit 1–6

Skills

Alignment

Grade 2 | Skills 1

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.2.1
Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X

RL.2.2
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
											X	X	X	X		X		X			

RL.2.3
Describe how characters in a story respond to major events and challenges.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
X	X	X	X	X			X	X		X		X	X	X		X	X	X		X	X

Craft and Structure

RL.2.5
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	X	X										X	X					X			

Integration of Knowledge and Ideas

RL.2.7
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

RL.2.10
By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Phonics and Word Recognition

RF.2.3
Know and apply grade-level phonics and word analysis skills in decoding words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

RF.2.3a
Distinguish long and short vowels when reading regularly spelled one-syllable words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

RF.2.3b
Know spelling-sound correspondences for additional common vowel teams.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

RF.2.3c
Decode regularly spelled two-syllable words with long vowels.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

RF.2.3d
Decode words with common prefixes and suffixes.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

RF.2.3e
Identify words with inconsistent but common spelling-sound correspondences.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
■	■	■	■	■		■	■	■	■	■		■		■	■	■	■	■		■	■

RF.2.3f
Recognize and read grade-appropriate irregularly spelled words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
			■			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

Fluency

RF.2.4
Read with sufficient accuracy and fluency to support comprehension.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

RF.2.4a
Read grade-level text with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		■	■

RF.2.4b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
■	■	■	■	■						■	■	■	■	■	■	■	■	■		■	

RF.2.4c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
					■	■	■	■	■	■	■	■	■	■	■	■	■	■		■	■

WRITING STANDARDS (W)

Text Types and Purposes

W.2.2
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
						■			■												

W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.2.1

Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

Presentation of Knowledge and Ideas

SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language Standards 1 and 3 for specific expectations.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

L.2.1d
Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

L.2.1e
Use adjectives and adverbs, and choose between them depending on what is to be modified.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

L.2.1f
Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

L.2.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

L.2.2d
Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

Knowledge of Language

L.2.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

Vocabulary Acquisition and Use

L.2.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

L.2.4a
Use sentence-level context as a clue to the meaning of a word or phrase.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

L.2.4d
Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

L.2.4e
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

L.2.5
Demonstrate understanding of word relationships and nuances in word meanings.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

L.2.5a
Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

L.2.5b
Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

L.2.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy, that makes me happy*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

Grade 2 | Skills 2

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.2.1
Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
X	X	X	X	X	X			X	X		X	X		X	X

RL.2.2
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	X	X	X	X	X			X	X		X	X		X	X

RL.2.3
Describe how characters in a story respond to major events and challenges.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
X	X	X	X	X	X			X	X		X	X		X	X

Craft and Structure

RL.2.5
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
X	X	X	X	X	X			X	X		X	X		X	X

Integration of Knowledge and Ideas

RL.2.7
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	X		X					X			X	X			X

Range of Reading and Level of Text Complexity

RL.2.10

By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Phonics and Word Recognition

RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

RF.2.3a

Distinguish long and short vowels when reading regularly spelled one-syllable words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

RF.2.3b

Know spelling-sound correspondences for additional common vowel teams.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

RF.2.3c

Decode regularly spelled two-syllable words with long vowels.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

RF.2.3d

Decode words with common prefixes and suffixes.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

RF.2.3e

Identify words with inconsistent but common spelling-sound correspondences.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

RF.2.3f

Recognize and read grade-appropriate irregularly spelled words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Fluency

RF.2.4
Read with sufficient accuracy and fluency to support comprehension.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

RF.2.4a
Read grade-level text with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

RF.2.4b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

RF.2.4c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

WRITING STANDARDS (W)

Text Types and Purposes

W.2.1
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

W.2.3
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Production and Distribution of Writing

W.2.5
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

W.2.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Research to Build and Present Knowledge

W.2.8
Recall information from experiences or gather information from provided sources to answer a question.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.2.1
Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

SL.2.2
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Presentation of Knowledge and Ideas

SL.2.6
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language Standards 1 and 3 for specific expectations.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.2.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.2.1d
Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.2.1e
Use adjectives and adverbs, and choose between them depending on what is to be modified.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.2.1f
Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.2.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.2.2c
Use an apostrophe to form contractions and frequently occurring possessives.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.2.2d
Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Knowledge of Language

L.2.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Vocabulary Acquisition and Use

L.2.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.2.4a
Use sentence-level context as a clue to the meaning of a word or phrase.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.2.5
Demonstrate understanding of word relationships and nuances in word meanings.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.2.5a
Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

L.2.5b
Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Grade 2 | Skills 3

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.2.1
Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

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
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**

RL.2.2
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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
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

Craft and Structure

RL.2.4
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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
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**

RL.2.5
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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
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

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Phonics and Word Recognition

RF.2.3
Know and apply grade-level phonics and word analysis skills in decoding words.

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

RF.2.3a
Distinguish long and short vowels when reading regularly spelled one-syllable words.

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

RF.2.3b
Know spelling-sound correspondences for additional common vowel teams.

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

RF.2.3c
Decode regularly spelled two-syllable words with long vowels.

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

RF.2.3d
Decode words with common prefixes and suffixes.

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

RF.2.3e
Identify words with inconsistent but common spelling-sound correspondences.

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

RF.2.3f
Recognize and read grade-appropriate irregularly spelled words.

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

Fluency

RF.2.4
Read with sufficient accuracy and fluency to support comprehension.

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

RF.2.4a

Read grade-level text with purpose and understanding.

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

RF.2.4b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

RF.2.4c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

WRITING STANDARDS (W)

Text Types and Purposes

W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

Production and Distribution of Writing

W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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

Research to Build and Present Knowledge

W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

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

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.2.1
Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.

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

SL.2.2
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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

Presentation of Knowledge and Ideas

SL.2.6
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language Standards 1 and 3 for specific expectations.)

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

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.2.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.2.1e
Use adjectives and adverbs, and choose between them depending on what is to be modified.

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

L.2.1f
Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

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

L.2.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.2.2d
Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*).

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

L.2.2e
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

Knowledge of Language

L.2.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

L.2.3a
Compare formal and informal uses of English.

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

Vocabulary Acquisition and Use

L.2.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies.

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

L.2.4a
Use sentence-level context as a clue to the meaning of a word or phrase.

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

L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

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

L.2.5a

Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

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

L.2.5b

Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

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

L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy, that makes me happy*).

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

Grade 2 | Skills 4

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.2.1
Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

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
	X	X		X	X	X		X	X	X					X		X			X	X			

RL.2.2
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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
						X	X	X	X							X	X							

Craft and Structure

RL.2.5
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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
					X	X	X	X	X	X				X	X	X						X	X	X

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Phonics and Word Recognition

RF.2.3
Know and apply grade-level phonics and word analysis skills in decoding words.

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
X	X			X	X			X	X										X	X		X	X	X

RF.2.3a

Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3b

Know spelling-sound correspondences for additional common vowel teams.

RF.2.3c

Decode regularly spelled two-syllable words with long vowels.

RF.2.3d

Decode words with common prefixes and suffixes.

RF.2.3e

Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3f

Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

RF.2.4a

Read grade-level text with purpose and understanding.

RF.2.4b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

WRITING STANDARDS (W)

Text Types and Purposes

W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

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

W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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

W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

Production and Distribution of Writing

W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.2.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.2.1a
Use collective nouns (e.g., *group*).

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

L.2.1b
Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

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

L.2.1d
Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

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

L.2.1f
Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

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

L.2.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.2.2a
Capitalize holidays, product names, and geographic names.

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

L.2.2b
Use commas in greetings and closings of letters.

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

L.2.2c

Use an apostrophe to form contractions and frequently occurring possessives.

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

L.2.2d

Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

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

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.2.1

Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

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																						

RL.2.3

Describe how characters in a story respond to major events and challenges.

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																						

Craft and Structure

RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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																						

Integration of Knowledge and Ideas

RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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																						

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Phonics and Word Recognition

RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

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																						

RF.2.3a

Distinguish long and short vowels when reading regularly spelled one-syllable words.

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																						

RF.2.3b

Know spelling-sound correspondences for additional common vowel teams.

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																						

RF.2.3d

Decode words with common prefixes and suffixes.

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																						

RF.2.3e

Identify words with inconsistent but common spelling-sound correspondences.

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																						

RF.2.3f

Recognize and read grade-appropriate irregularly spelled words.

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																						

Fluency

RF.2.4
Read with sufficient accuracy and fluency to support comprehension.

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																						

RF.2.4a
Read grade-level text with purpose and understanding.

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																						

RF.2.4b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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																						

RF.2.4c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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																						

WRITING STANDARDS (W)

Text Types and Purposes

W.2.1
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

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																						

W.2.3
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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																						

Production and Distribution of Writing

W.2.5
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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																						

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.2.1c
Ask for clarification and further explanation as needed about the topics and texts under discussion.

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																						

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.2.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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																						

L.2.1a
Use collective nouns (e.g., *group*).

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																						

L.2.1b
Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

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																						

L.2.1d

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

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																						

L.2.1e

Use adjectives and adverbs, and choose between them depending on what is to be modified.

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																						

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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																						

L.2.2a

Capitalize holidays, product names, and geographic names.

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																						

L.2.2c

Use an apostrophe to form contractions and frequently occurring possessives.

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																						

L.2.2d

Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

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																						

L.2.2e

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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																						

Knowledge of Language

L.2.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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																						

Vocabulary Acquisition and Use

L.2.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies.

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																						

L.2.4a
Use sentence-level context as a clue to the meaning of a word or phrase.

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																						

L.2.4c
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

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																						

L.2.4e
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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																						

L.2.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy, that makes me happy*).

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																						

Common Core Alignment

X	**Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	**Secondary Standards:** Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

RL.2.1
Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

Integration of Knowledge and Ideas

RL.2.10
By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

READING STANDARDS FOR INFORMATIONAL TEXT (RI)

Key Ideas and Details

RI.2.1
Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

Craft and Structure

RI.2.4

Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

RI.2.5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

Integration of Knowledge and Ideas

RI.2.7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

RI.2.8

Describe how reasons support specific points the author makes in a text.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

Range of Reading and Level of Text Complexity

RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Phonics and Word Recognition

RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

RF.2.3a

Distinguish long and short vowels when reading regularly spelled one-syllable words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

RF.2.3b

Know spelling-sound correspondences for additional common vowel teams.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

RF.2.3c

Decode regularly spelled two-syllable words with long vowels.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

RF.2.3d

Decode words with common prefixes and suffixes.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

RF.2.3e

Identify words with inconsistent but common spelling-sound correspondences.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

RF.2.3f

Recognize and read grade-appropriate irregularly spelled words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

Fluency

RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

RF.2.4a

Read grade-level text with purpose and understanding.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

RF.2.4b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

RF.2.4c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1	2	3	4	5	**6**	7	8	**9**	10	**11**	12	13	14	15	16	17	**18**	19	**20**	**21**	22	23	24	25	26
27	28	29	**30**	31	32	33	**34**	35	**36**																

WRITING STANDARDS (W)

Text Types and Purposes

W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	**23**	24	25	26
27	28	29	30	31	32	33	34	35	36																

W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	**22**	23	24	25	26
27	**28**	**29**	**30**	**31**	**32**	**33**	**34**	**35**	**36**																

Production and Distribution of Writing

W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	**34**	**35**	**36**																

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

SL.2.1
Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

SL.2.2
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

Presentation of Knowledge and Ideas

SL.2.6
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language Standards 1 and 3 for specific expectations.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

LANGUAGE STANDARDS (L)

Conventions of Standard English

L.2.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

L.2.1d

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

L.2.1e

Use adjectives and adverbs, and choose between them depending on what is to be modified.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

L.2.1f

Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

L.2.2c

Use an apostrophe to form contractions and frequently occurring possessives.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

L.2.2d

Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

Knowledge of Language

L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

Vocabulary Acquisition and Use

L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

L.2.4a

Use sentence-level context as a clue to the meaning of a word or phrase.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

L.2.4e

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy, that makes me happy*).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36																

ROCKETSHIP
PUBLIC SCHOOLS

Thematic Unit Curriculum

Common Core Standards Alignment

Grade 3

Rocketship Thematic Units					
Standard	Focus: Continuity and Change in my Country - Colonial America				
	Unit 1 Novel Study: Characters in a Series	Unit 2 Folktales and Fables	Unit 3 Colonial America	Unit 4 Growing Tensions	Unit 5 American Revolution
Reading: Literature					
Key Ideas and Details					
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.					
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.					
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events					
Craft and Structure					
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.					
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.					
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.					
Integration of Knowledge and Ideas					
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)					
RL.3.8 (RL.3.8 not applicable to literature)					
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)					

Standard	Focus: Continuity and Change in my Country - Colonial America				
	Unit 1 Novel Study: Characters in a Series	Unit 2 Folktales and Fables	Unit 3 Colonial America	Unit 4 Growing Tensions	Unit 5 American Revolution
Range of Reading and Level of Text Complexity					
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.					
Reading: Informational Texts					
Key Ideas and Details					
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.					
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.					
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.					
Craft and Structure					
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.					
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.					
RI.3.6 Distinguish their own point of view from that of the author of a text.					
Integration of Knowledge and Ideas					
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).					

Standard	Focus: Continuity and Change in my Country - Colonial America				
	Unit 1 Novel Study: Characters in a Series	Unit 2 Folktales and Fables	Unit 3 Colonial America	Unit 4 Growing Tensions	Unit 5 American Revolution
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).					
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.					
Range of Reading and Level of Text Complexity					
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.					
Writing					
Texts Types and Purposes					
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.					
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			W3.2.a W3.2.b W3.2.c W3.2.d		
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
Production and Distribution of Writing					
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.					
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.					
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.					

Standard	Focus: Continuity and Change in my Country - Colonial America				
	Unit 1 Novel Study: Characters in a Series	Unit 2 Folktales and Fables	Unit 3 Colonial America	Unit 4 Growing Tensions	Unit 5 American Revolution
Research to Build and Present Knowledge					
W.3.7 Conduct short research projects that build knowledge about a topic.					
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.					
W.3.9 (W.3.9 begins in grade 4)					
Range of Writing					
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					
Speaking and Listening					
Comprehension and Collaboration					
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.					

Standard	Focus: Continuity and Change in my Country - Colonial America				
	Unit 1 Novel Study: Characters in a Series	Unit 2 Folktales and Fables	Unit 3 Colonial America	Unit 4 Growing Tensions	Unit 5 American Revolution
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally					
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.					
Presentation of Knowledge and Ideas					
SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.					
SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.					
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.					

ROCKETSHIP
PUBLIC SCHOOLS

Thematic Unit Curriculum

National History Standards Alignment

Grade 3

Rocketship Thematic Units					
Standard	Focus: Continuity and Change in my Country: Colonial America				
	Unit 1 Novel Study: Characters in a Series	Unit 2 Folktales and Fables	Unit 3 Colonial America	Unit 4 Growing Tensions	Unit 5 American Revolution
History Content Standards (Grades K-4)					
Topic 1: Living and Working Together in Families and Communities, Now and Long Ago					
Standard 1: Family Life Now and in the Recent Past; Family Life in Various Places Long Ago					
Standard 2: History of Students' Local Community and How Communities in North America Varied Long Ago					
Topic 2: The History of the Students' Own State or Region					
Standard 3: The People, Events, Problems, and Ideas that Created the History of Their State					
Topic 3: The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage					
Standard 4: How Democratic Values Came to Be, and How They Have Been Exemplified by People, Events, and Symbols					
Standard 5: The Causes and Nature of Various Movements of Large Groups of People into and within the United States, Now and Long Ago					
Standard 6: Regional Folklore and Cultural Contributions That Helped to Form Our National Heritage					
Topic 4: The History of Peoples of Many Cultures around the World					
Standard 7: Selected Attributes and Historical Developments of Various Societies in Africa, the Americas, Asia, and Europe					
Standard 8: Major Discoveries in Science and Technology, Their Social and Economic Effects, and the Scientists and Inventors Responsible for Them					

ROCKETSHIP
PUBLIC SCHOOLS

Thematic Unit Curriculum

Common Core Standards Alignment

Grade 4

Rocketship Thematic Units					
Standard	Focus: Our Growing Country - Rights and Liberties				
	Unit 1 Novel Study: Multiple Perspectives	Unit 2 The World of Mythology	Unit 3 Founding Documents of the United States	Unit 4 Growing Tensions in Our Country + Civil War	Unit 5 Westward Expansion
Reading: Literature					
Key Ideas and Details					
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.					
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.					
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).					
Craft and Structure					
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).					
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.					
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.					
Integration of Knowledge and Ideas					
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.					
RL.4.8 (RL.4.8 not applicable to literature)					

Standard	Focus: Our Growing Country - Rights and Liberties				
	Unit 1 Novel Study: Multiple Perspectives	Unit 2 The World of Mythology	Unit 3 Founding Documents of the United States	Unit 4 Growing Tensions in Our Country + Civil War	Unit 5 Westward Expansion
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.					
Range of Reading and Level of Text Complexity					
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.					
Reading: Informational Texts					
Key Ideas and Details					
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.					
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.					
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.					
Craft and Structure					
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.					
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.					
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.					

Standard	Focus: Our Growing Country - Rights and Liberties				
	Unit 1 Novel Study: Multiple Perspectives	Unit 2 The World of Mythology	Unit 3 Founding Documents of the United States	Unit 4 Growing Tensions in Our Country + Civil War	Unit 5 Westward Expansion
Integration of Knowledge and Ideas					
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.					
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.					
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.					
Range of Reading and Level of Text Complexity					
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.					
Writing					
Texts Types and Purposes					
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
Production and Distribution of Writing					
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)					

Standard	Focus: Our Growing Country - Rights and Liberties				
	Unit 1 Novel Study: Multiple Perspectives	Unit 2 The World of Mythology	Unit 3 Founding Documents of the United States	Unit 4 Growing Tensions in Our Country + Civil War	Unit 5 Westward Expansion
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)					
W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.					
Research to Build and Present Knowledge					
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.					
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.					
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.					
Research to Build and Present Knowledge					
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					
Speaking and Listening					
Comprehension and Collaboration					
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.					

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.					
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.					
Presentation of Knowledge and Ideas					
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.					
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.					
SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.					

ROCKETSHIP
PUBLIC SCHOOLS

Thematic Unit Curriculum

National History Standards Alignment

Grade 4

Rocketship Thematic Units					
Standard	Focus: Our Growing Country - Rights and Liberties				
	Unit 1 Novel Study: Multiple Perspectives	Unit 2 The World of Mythology	Unit 3 Founding Documents of the United States	Unit 4 Growing Tensions in Our Country + Civil War	Unit 5 Westward Expansion
History Content Standards (Grades K-4)					
Topic 1: Living and Working Together in Families and Communities, Now and Long Ago					
Standard 1: Family Life Now and in the Recent Past; Family Life in Various Places Long Ago					
Standard 2: History of Students' Local Community and How Communities in North America Varied Long Ago					
Topic 2: The History of the Students' Own State or Region					
Standard 3: The People, Events, Problems, and Ideas that Created the History of Their State					
Topic 3: The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage					
Standard 4: How Democratic Values Came to Be, and How They Have Been Exemplified by People, Events, and Symbols					
Standard 5: The Causes and Nature of Various Movements of Large Groups of People into and within the United States, Now and Long Ago					
Standard 6: Regional Folklore and Cultural Contributions That Helped to Form Our National Heritage					
Topic 4: The History of Peoples of Many Cultures around the World					
Standard 7: Selected Attributes and Historical Developments of Various Societies in Africa, the Americas, Asia, and Europe					
Standard 8: Major Discoveries in Science and Technology, Their Social and Economic Effects, and the Scientists and Inventors Responsible for Them					

ROCKETSHIP
PUBLIC SCHOOLS

Thematic Unit Curriculum

Common Core Standards Alignment

Grade 5

Rocketship Thematic Units					
Standard	Focus: Forces and Changes				
	Unit 1 Novel Study: Balance Between Two Worlds	Unit 2 Novel Study: A Study of Character and Change	Unit 3 Science Unit *(written by AD, of Science)*	Unit 4 Research Unit *(Source: CKLA)*	Unit 5 Research Unit *(Source: CKLA)*
Reading: Literature					
Key Ideas and Details					
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.					
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.					
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).					
Craft and Structure					
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.					
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.					
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.					
Integration of Knowledge and Ideas					
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).					
RL.5.8 (RL.5.8 not applicable to literature)					

Standard	Focus: Forces and Changes				
	Unit 1 Novel Study: Balance Between Two Worlds	Unit 2 Novel Study: A Study of Character and Change	Unit 3 Science Unit *(written by AD, of Science)*	Unit 4 Research Unit *(Source: CKLA)*	Unit 5 Research Unit *(Source: CKLA)*
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.					
Range of Reading and Level of Text Complexity					
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.					
Reading: Informational Texts					
Key Ideas and Details					
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				RI.4.1	
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.				RI.4.2	
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.				RI.4.3	
Craft and Structure					
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.					
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.					
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.					

Standard	Focus: Forces and Changes				
	Unit 1 Novel Study: Balance Between Two Worlds	Unit 2 Novel Study: A Study of Character and Change	Unit 3 Science Unit *(written by AD, of Science)*	Unit 4 Research Unit *(Source: CKLA)*	Unit 5 Research Unit *(Source: CKLA)*
Integration of Knowledge and Ideas					
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.					
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).					
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.				RI.4.9	
Range of Reading and Level of Text Complexity					
RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.					
Writing					
Texts Types and Purposes					
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				W.4.1	
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
Production and Distribution of Writing					
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)					

Standard	Focus: Forces and Changes				
	Unit 1 Novel Study: Balance Between Two Worlds	Unit 2 Novel Study: A Study of Character and Change	Unit 3 Science Unit *(written by AD, of Science)*	Unit 4 Research Unit *(Source: CKLA)*	Unit 5 Research Unit *(Source: CKLA)*
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)				W.4.5	
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.					
Research to Build and Present Knowledge					
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.				W.4.7	
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.				W.4.8	
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.					
Research to Build and Present Knowledge					
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					

Standard	Focus: Forces and Changes				
	Unit 1 Novel Study: Balance Between Two Worlds	Unit 2 Novel Study: A Study of Character and Change	Unit 3 Science Unit *(written by AD, of Science)*	Unit 4 Research Unit *(Source: CKLA)*	Unit 5 Research Unit *(Source: CKLA)*
Speaking and Listening					
Comprehension and Collaboration					
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.				SL.4.1c SL.4.1d	
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				SL.4.2	
SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.					
Presentation of Knowledge and Ideas					
SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.				SL.4.4	
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.				SL.4.5	
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.					

Rocketship STEM Scope & Sequence Maps
Table of Contents

Transitional Kinder K4	Kinder K5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

Transitional Kindergarten (K4) STEM SSM

Unit # & Title	Lessons	Standards	Summary
Math Unit 1 Numbers to 5	**37**	PK.CC.1 - 4 PK.MD.2 PK.OA.2	In this opening unit, students have sustained interaction with four core ideas of early numeracy – rote counting, one-to-one correspondence, cardinality, and written numerals. Students focus on developing a deep understanding of numbers 1-5.
Math Unit 2 Shapes	**12**	PK.G.1 - 4	In the context of classroom play, children learn to identify, describe, sort, compare, and create two-dimensional and three-dimensional shapes and objects.
Math Unit 3 Counting to 10	**42**	PK.CC.1 - 4 PK.OA.1	Module 3 challenges students to build on their work with numbers through 5 to make sense of and count groups of 0, 6, 7, 8, 9, and 10 objects.
Math Unit 4 Comparison of Length, Weight, Capacity, and Numbers to 5	**27**	PK.CC.5 - 6 PK.MD.1	Students first work on identifying measurable attributes of objects in terms of length, weight, and capacity. This comparison of measurements naturally leads to discussions about quantity and number.
Math Unit 5 Addition and Subtraction Stories and Counting to 20	**28**	PK.CC.1 - 2 PK.OA.1 - 2	In Module 5, students transition from the comparative concept of more to the concept of addition. They are ready to begin work with operations, focusing on addition and subtraction stories with numbers 1 to 5.
Science Unit Animals and Plants Can Change Their Environment	**5**	K.ESS2-2 K.ESS3-3	Students will explore how organisms can directly change their environments. This segment focuses on human impacts by gathering information about ways to reduce these impacts.

Kindergarten (K5) STEM SSM

Unit # & Title	Lessons	Standards	Summary
Math Unit 1 Numbers to 10	**37**	K.CC.4 - 5 K.MD.3 K.OA.1 K.OA.3	Students practice counting and understanding numbers to 10 during this first unit, including the concept of zero. They practice counting in varied configurations and begin to explore the idea of one more or one less.
Math Unit 2 Two-Dimensional and Three-Dimensional Shapes	**10**	K.G.1 - 4 K.MD.3	Students work on understanding 2-D & 3-D shapes, practicing identifying, describing, building, and drawing them. They also begin work with sorting and matching, using their new understanding of shapes and attributes to sort items into categories.
Math Unit 3 Comparison of Length, Weight, Capacity, and Numbers to 10	**32**	K.G.5 - 6 1.G.3	Having observed, analyzed, and classified objects by shape into predetermined categories in Module 2, students now compare and analyze length, weight, capacity, and finally, numbers in Module 3.
Math Unit 4 Number Pairs, Addition and Subtraction to 10	**41**	K.CC.4 K.OA.1 - 5	Module 4 marks the next exciting step in math for kindergartners—addition and subtraction! Students begin to harness their practiced counting abilities, knowledge of the value of numbers, and work with embedded numbers to reason about and solve addition and subtraction expressions and equations.
Math Unit 5 Numbers 10-20 and Counting to 100	**24**	K.MD.1 - 3 1.MD.4	Students have worked intensively within 10 and have often counted to 30 using the Rekenrek during Fluency Practice. This sets the stage for Module 5, where students clarify the meaning of the 10 ones and some ones within a teen number and extend that understanding to count to 100.
Math Unit 6 Analyzing, Comparing, and Composing Shapes	**8**	K.G.4 - 6 K.CC.4	The kindergarten curriculum comes to a close with another opportunity for students to explore geometry. To wrap up the year, students further develop their spatial reasoning skills and begin laying the groundwork for an understanding of area through composition of geometric figures.
Science Unit Animals and Plants Can Change Their Environment	**7**	K.ESS2-2 K.ESS3-3	Students will explore how organisms can directly change their environments. This segment focuses on human impacts by gathering information about ways to reduce these impacts.

Grade 1 STEM SSM

Unit # & Title	Lessons	Standards	Summary
Math Unit 1 Sums and Differences to 10	**39**	1.OA.1 1.OA.3 - 8	In this first module of Grade 1, students make significant progress towards fluency with addition and subtraction of numbers to 10 as they are presented with opportunities intended to advance them from counting all to counting on, which leads many students then to decomposing and composing addends and total amounts.
Math Unit 2 Introduction to Place Value Through Addition and Subtraction Within 20	**29**	1.NBT.2 1.OA.1 - 4 1.OA.6	Module 2 serves as a bridge from problem solving within 10 to work within 100 as students begin to solve addition and subtraction problems involving teen numbers. In Module 1, students were encouraged to move beyond the Level 1 strategy of counting all to the more efficient counting on. Now, they go beyond Level 2 to learn Level 3 decomposition and composition strategies, informally called make ten or take from ten.
Math Unit 3 Ordering and Comparing Length Measurements as Numbers	**13**	1.MD.1 - 2 1.MD.4 1.OA.1	Students start by measuring length through indirect comparison before exploring standard and non-standard length units. The module concludes with an introduction to data interpretation.
Math Unit 4 Place Value, Comparison, Addition and Subtraction to 40	**29**	1.NBT.1 - 6 1.OA.1	Module 4 builds upon Module 2's work with place value within 20, now focusing on the role of place value in the addition and subtraction of numbers to 40.
Math Unit 5 Identifying, Composing, and Partitioning Shapes	**13**	1.G.1 - 3 1.MD.3	Throughout the year, students have explored part–whole relationships in many ways, such as their work with number bonds, tape diagrams, and the relationship between addition and subtraction. In Module 5, students consider part–whole relationships through a geometric lens.
Math Unit 6 Place Value, Comparison, Addition and Subtraction to 100	**30**	1.NBT.1 - 6 1.OA.1 1.MD.3	Students extend their understanding of and skill with tens and ones to numbers to 100, using these numbers to add and subtract. They also build off of their understanding of pennies and dimes to incorporate nickels and quarters.
Science Unit Patterns of Motion of Objects in the Sky	**11**	1.ESS1-1 1.ESS1-2	Students will explore the motions of the sun, the moon, and stars, noticing patterns in how sunlight varies throughout the seasons and moon phases change over the month.

Grade 2 STEM SSM

Unit # & Title	Lessons	Standards	Summary
Math Unit 1 Sums and Differences to 100	**8**	2.OA.1 - 2 2.NBT.5	Module 1 sets the foundation for students to master sums and differences to 20. Students subsequently apply these skills to fluently add one-digit to two-digit numbers at least through 100 using place value understanding, properties of operations, and the relationship between operations.
Math Unit 2 Addition and Subtraction of Length Units	**10**	2.MD.1 - 6	In this module, students engage in activities designed to deepen their conceptual understanding of measurement and to relate addition and subtraction to length. Their work in Module 2 is exclusively with metric units in order to support place value concepts.
Math Unit 3 Place Value, Counting, and Comparison of Numbers to 1,000	**21**	2.NBT.1 - 4 2.NBT.8	In this module, students expand their skill with and understanding of units by bundling ones, tens, and hundreds up to a thousand. Students also count flexibly by ones, tens, and hundreds and compare numbers up to 1,000.
Math Unit 4 Addition and Subtraction Within 200 with Word Problems to 100	**31**	2.NBT.5 - 9 2.OA.1	Module 4 focuses on fluency in two-digit addition and subtraction within 100 and applying that fluency to one- and two-step word problems within 100. The third major area of work is developing students' conceptual understanding of addition and subtraction of multi-digit numbers within 200.
Math Unit 5 Addition and Subtraction Within 1000 with Word Problems to 100	**20**	2.NBT.7 - 9	In Module 5, students build upon their mastery of renaming place value units and extend their work with conceptual understanding of the addition and subtraction algorithms to numbers within 1,000, always with the option of modeling with materials or drawings.
Math Unit 6 Foundations of Multiplication and Division	**20**	2.OA.1 2.OA.3 - 4 2.G.2	Module 6 lays the conceptual foundation for multiplication and division in Grade 3 and for the idea that numbers other than 1, 10, and 100 can serve as units.
Math Unit 7 Problem Solving with Length, Money, and Data	**26**	2.MD.1 - 6 2.MD.8 - 10 2.NBT.5	Module 7 presents an opportunity for students to practice addition and subtraction strategies within 100 and problem-solving skills as they learn to work with various types of units within the contexts of length, money, and data.
Math Unit 8 Time, Shapes, and Fractions as Equal Parts of Shapes	**16**	2.G.1 2.G.3 2.MD.7	In Module 8, the final module of the year, students extend their understanding of part–whole relationships through the lens of geometry. As students compose and decompose shapes, they begin to develop an understanding of unit fractions as equal parts of a whole.
Science Unit Landscape Shapes and Changes	**21**	2.ESS2-2 2.ESS2-3 2.ESS2-1	Students will explore that changes can occur to Earth's landscape. They will explore patterns in the shapes and locations of landforms and bodies of water on Earth.

Grade 3 STEM SSM

Unit # & Title	Lessons	Standards	Summary
Math Unit 1 Properties of Multiplication and Division, Units of 2-5 and 10	**21**	3.OA.1 - 8	Students build a conceptual understanding of the relationship between multiplication and division and a foundational understanding of the properties of multiplication. Work in this module focuses on units 2-5 and 10.
Math Unit 2 Place Value and Problem Solving with Units of Measure	**21**	3.MD.1 - 2 3.NBT.1 - 2	In this module, students explore measurement using kilograms, grams, liters, milliliters, and intervals of time in minutes. They then develop their skills in rounding before applying their understanding of addition and subtraction to solve measurement problems in context.
Math Unit 3 Multiplication & Division with Units of 0, 1, 6-9 and Multiples of 10	**21**	3.OA.3 - 5 3.OA.7 - 9 3.NBT.3	This module builds directly on students' work with multiplication and division in Module 1 with a focus on fluency. Module 3 extends the study of factors from 2, 3, 4, 5, and 10 to include all units from 0 to 10, as well as multiples of 10 within 100.
Math Unit 4 Multiplication and Area	**16**	3.MD.5 - 7	In this module, students explore area as an attribute of two-dimensional figures and relate it to their prior understandings of multiplication.
Math Unit 5 Fractions as Numbers on the Number Line	**30**	3.NF.1 - 3 3.G.2	In this module, students extend and deepen Grade 2 practice with equal shares to understanding fractions as equal partitions of a whole. Their knowledge becomes more formal as they work with area models and the number line.
Math Unit 6 Collecting and Displaying Data	**9**	3.MD.3 - 4	Students generate and analyze both categorical data and measurement data in this short module, with a focus on using bar graphs and line plots to solve problems.
Math Unit 7 Geometry and Measurement Word Problems	**34**	3.MD.4 3.MD.8 3.G.1 3.OA.8	The final module of the year offers students intensive practice with word problems, as well as hands-on investigation experiences with geometry and perimeter.
Science Unit Weather Impacts	**11**	3.ESS2-1 3.ESS2-2 3.ESS3-1	Students will explore weather patterns in their city and around the world, including the impact of weather hazards.

Grade 4 STEM SSM

Unit # & Title	Lessons	Standards	Summary
Math Unit 1: Place Value, Rounding, and Algorithms for Addition and Subtraction	**19**	4.NBT.1 - 4 4.OA.3	Students extend their understanding of place value to numbers within 1,000,000, as well as explore rounding to any place. They anchor their place value understandings around the relationship to the number 10, and master the addition & subtraction algorithm based on the base-10 system.
Math Unit 2: Unit Conversions and Problem Solving with Metric Measurement	**5**	4.MD.1 - 2	In order to explore the process of working with mixed units, Module 2 focuses on length, mass, and capacity in the metric system where place value serves as a natural guide for moving between larger and smaller units.
Math Unit 3: Multi-Digit Multiplication and Division	**38**	4.OA.1 - 5 4.NBT.5 - 6 4.MD.3	Students use place value understanding and visual representations to solve multiplication and division problems with multi-digit numbers. As a key area of focus for Grade 4, this module moves slowly but comprehensively to develop students' ability to reason about the methods and models chosen to solve problems with multi-digit factors and dividends.
Math Unit 5: Fraction Equivalence, Ordering and Operations	**41**	4.NF.1 - 4 4.MD.2 4.MD.4 4.OA.5	Students build on their Grade 3 work with unit fractions as they explore fraction equivalence and extend this understanding to mixed numbers. This leads to the comparison of fractions and mixed numbers and the representation of both in a variety of models. Benchmark fractions play an important part in students' ability to generalize and reason about relative fraction and mixed number sizes. Students then have the opportunity to apply what they know to be true for whole number operations to the new concepts of fraction and mixed number operations.
Math Unit 6: Decimal Fractions	**12**	4.NF.5 - 7 4.MD.2	This module gives students their first opportunity to explore decimal numbers via their relationship to decimal fractions, expressing a given quantity in both fraction and decimal forms. Utilizing the understanding of fractions developed throughout Module 5, students apply the same reasoning to decimal numbers, building a solid foundation for Grade 5 work with decimal operations.
Math Unit 4: Angle Measures and Plane Figures	**16**	4.G.1 - 3 4.MD.5 - 7	This module introduces points, lines, line segments, rays, and angles, as well as the relationships between them. Students construct, recognize, and define these geometric objects before using their new knowledge and understanding to classify figures and solve problems. ***Note that this module is taught out of sequence in line with guidance from Eureka Math.***
Math Unit 7: Exploring Measurement with Multiplication	**13**	4.MD.1 - 2 4.OA.1 - 3	In this module, students build their competencies in measurement as they relate multiplication to the conversion of measurement units. Throughout the module, students explore multiple strategies for solving measurement problems involving unit conversion.
Science Unit Renewable Energy	**11**	4.ESS3-1 4.ESS3-2	Students will explore renewable energy and how energy can be converted from one form to another. They will also explore earthquakes from three different perspectives.

Grade 5 STEM SSM

Unit # & Title	Lessons	Standards	Summary
Math Unit 1: Place Value and Decimal Fractions	**16**	5.NBT.1 - 4 5.NBT.7 5.MD.1	Students deepen their grasp of our number system by increasing their knowledge of place value relationships. Students use exponents to represent powers of 10 and learn metric conversions in connection with place value relationships. Students also read, write, compare, round, add and subtract decimals to the thousandths place.
Math Unit 2: Multi-Digit Whole Number and Decimal Fraction Operations	**29**	5.OA.1 - 2 5.NBT.5 - 7 5.MD.1 5.NBT.1 - 2	In Module 2, students apply the patterns of the base ten system to mental strategies and the multiplication and division algorithms.
Math Unit 3: Addition & Subtraction of Fractions	**16**	5.NF.1-2	In Module 3, students' understanding of addition and subtraction of fractions extends from earlier work with fraction equivalence and decimals. This module marks a significant shift away from the elementary grades' centrality of base ten units to the study and use of the full set of fractional units from Grade 5 forward.
Math Unit 4: Multiplication & Division of Fractions and Decimal Fractions	**33**	5.NBT.7 5.NF.3 - 7 5.MD.1 - 2 5.OA.1 - 2	In Module 4, students learn to multiply fractions and decimal fractions, and begin working with fraction division.
Math Unit 5: Addition and Multiplication with Volume and Area	**21**	5.MD.3 - 5 5.G.3 - 4 5.NF.4 5.NF.6	In this 25-day module, students work with two- and three-dimensional figures. Volume is introduced to students through concrete exploration of cubic units and culminates with the development of the volume formula for right rectangular prisms. The second half of the module turns to extending students' understanding of two-dimensional figures.
Math Unit 6: The Coordinate Plane	**25**	5.OA.2 - 3 5.G.1 - 2	In this 40-day module, students develop a coordinate system for the first quadrant of the coordinate plane and use it to solve problems.
Science Unit Earth's Systems	**11**	5.ESS1-1 - 2 5.ESS2-1 - 2 5.ESS3-1	Students will explore the main four earth systems and how they interact. They will be exploring many phenomena while learning concepts such as: 1. The geosphere, biosphere, hydrosphere, and atmosphere interact in various ways. 2. The amounts and percentages of water and fresh water in various reservoirs can be graphed to provide evidence about the distribution of water on Earth. 3. Individual communities use science ideas to protect Earth's resources and environment.

APPENDIX 5:
2021 TNTP REPORT

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."

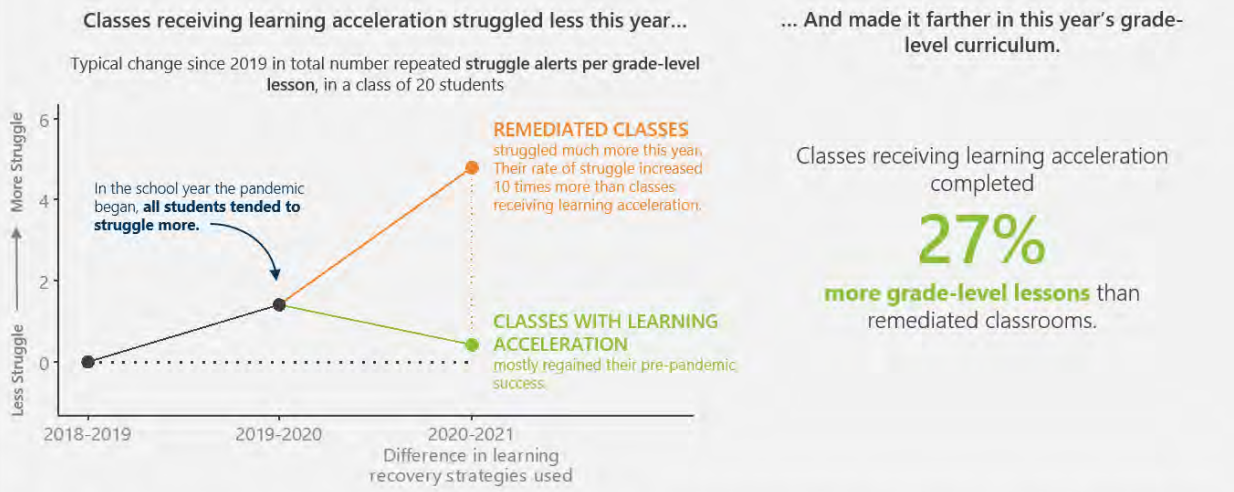
Findings

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.

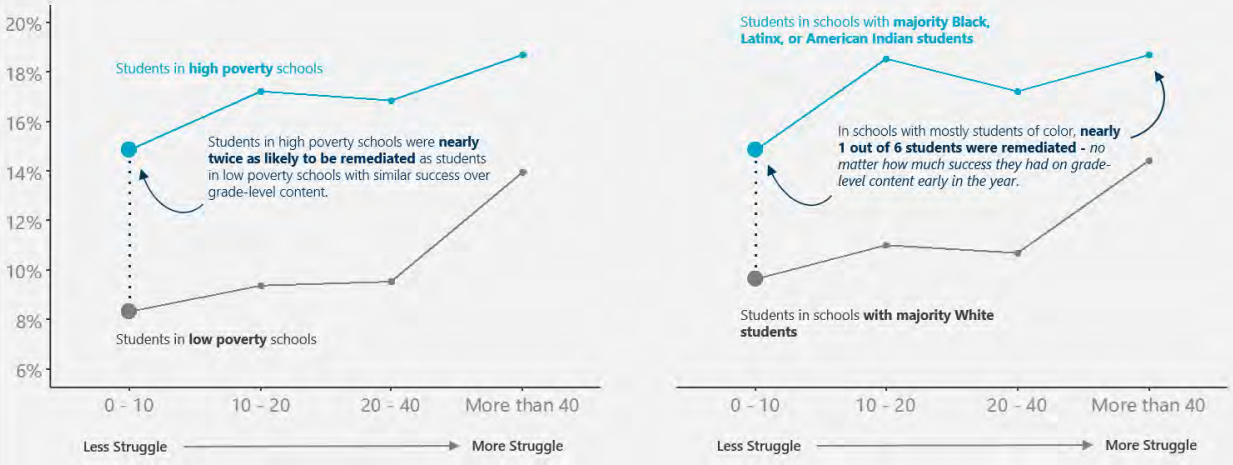
This has big implications for students. It reaffirms our finding from *The Opportunity Myth* that remediation can become a vicious cycle: as gaps accumulate year after year, students miss more and more grade-appropriate content in favor of review of content from previous grades and become increasingly 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.

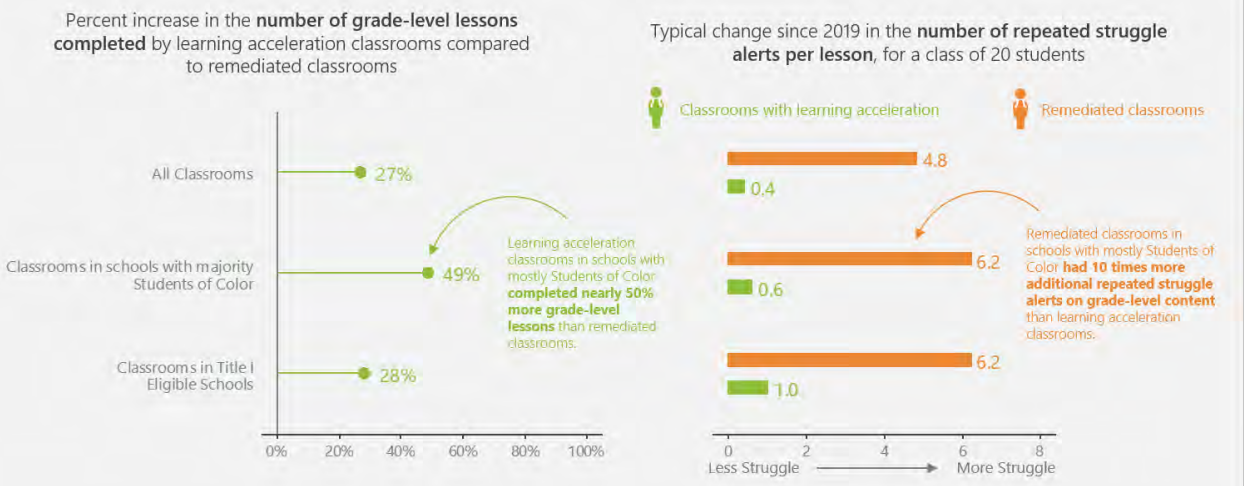
This isn't a new finding. Our past research showed that the choices of adults in school systems—however well intentioned—could have a pernicious effect on students from low-income backgrounds, students of color, multilingual students, and students with learning and thinking differences. For instance, 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.

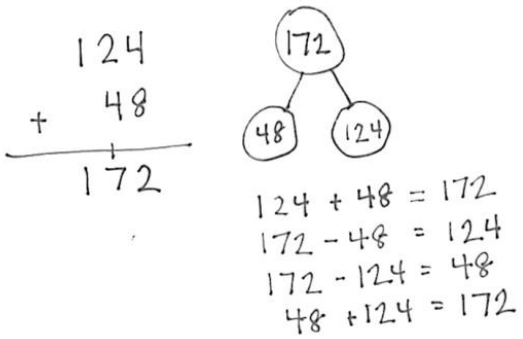
To see remediation and acceleration in action, let's consider the start of the third-grade learning, which is the first time children learn multiplication and division. Within the first weeks of school, imagine that students start to struggle—particularly when they first encounter partitive division, 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.

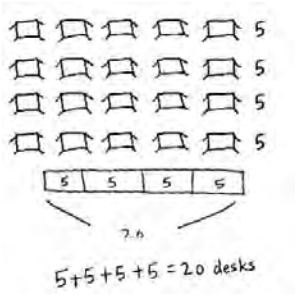
Second grade lessons to help students build fluency in two-digit addition and subtraction within 100



Classroom Two: Learning Acceleration Approach

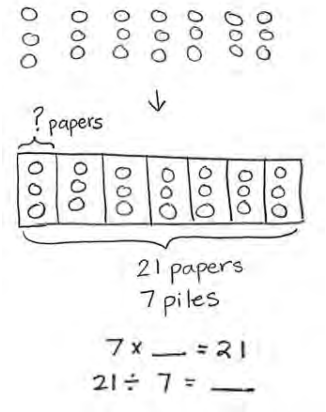
In the second classroom, one following an acceleration approach, the teacher has a different philosophy. To support students with division, she brings in a week or two of lessons from second grade that directly relate to the third-grade unit she is teaching. Specifically, she starts the year with a week 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:
RSSP'S BELL SCHEDULE

RPS 24-25 RSSP Authorizer Bell Schedule

Reg Day

Grade	TK	GK-A	GK-B	G1-A	G1-B	G2-A	G2-B	G3-A	G3-B	G4-A	G4/G5
Cohort	University of Utah	California State University	University of Nevada	Lehman College	Cal Poly Pomona	Michigan State	University of Georgia	McDaniel College	San Jose State University	CSU East Bay	Howard
7:45											
7:50	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch	Launch
7:55											
8:00	Breakfast / SEL	Breakfast / SEL	Breakfast	Breakfast	Breakfast	Breakfast / SEL	Breakfast / SEL	Breakfast / SEL	Breakfast / SEL	Breakfast / SEL	Breakfast / SEL
8:05											
8:10						SEL	SEL	SEL	SEL	SEL	SEL
8:15		SEL	SEL	SEL	SEL						
8:20	SEL										
8:25											
8:30						HUM	STEM	HUM	STEM	HUM	LL or Enrichment
8:35	HUM	HUM	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	LL or Enrichment
8:40	HUM	HUM	STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	LL or Enrichment
8:45	HUM	HUM	STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	LL or Enrichment
8:50	HUM	HUM	STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	LL or Enrichment
8:55	HUM	HUM	STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	LL or Enrichment
9:00	HUM	HUM	STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	LL or Enrichment
9:05	HUM	HUM	STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	LL or Enrichment
9:10	HUM	HUM	STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	LL or Enrichment
9:15	HUM	HUM	STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	LL or Enrichment
9:20	HUM	HUM	STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	LL or Enrichment
9:25	HUM	HUM	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	LL or Enrichment
9:30	HUM	HUM	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	Enrichment
9:35	Lunch / Recess	HUM	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	Enrichment
9:40	Lunch / Recess	HUM	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	Enrichment
9:45	Lunch / Recess	HUM	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	Enrichment
9:50	Lunch / Recess	HUM	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	Enrichment
9:55	Lunch / Recess	HUM	LL	HUM	STEM	HUM	Enrichment	HUM	STEM	HUM	LL
10:00	Lunch / Recess	HUM	LL	HUM	STEM	HUM	Enrichment	HUM	LL	HUM	STEM
10:05	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	HUM	Enrichment	HUM	LL	HUM	STEM
10:10	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	HUM	Enrichment	HUM	LL	HUM	STEM
10:15	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	HUM	Enrichment	HUM	LL	HUM	STEM
10:20	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	HUM	Enrichment	HUM	Enrichment	HUM	STEM
10:25	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	HUM	Enrichment	HUM	Enrichment	HUM	STEM
10:30	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	HUM	Enrichment	HUM	Enrichment	HUM	STEM
10:35	HUM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	HUM	Enrichment	HUM	Enrichment	HUM	STEM
10:40	HUM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	HUM	LL	HUM	Enrichment	HUM	STEM
10:45	HUM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	HUM	LL	HUM	LL	HUM	STEM
10:50	HUM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	HUM	LL	HUM	Enrichment	HUM	STEM
10:55	HUM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	HUM	LL	HUM	Enrichment	HUM	STEM
11:00	HUM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	HUM	LL	HUM	Enrichment	HUM	STEM
11:05	HUM	HUM	Enrichment	HUM	STEM	HUM	LL	HUM	Enrichment	HUM	STEM
11:10	HUM	HUM	Enrichment	HUM	STEM	HUM	LL	HUM	LL	HUM	STEM
11:15	HUM	HUM	Enrichment	HUM	STEM	HUM	LL	HUM	LL	HUM	STEM
11:20	HUM	HUM	Enrichment	HUM	STEM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	HUM	STEM
11:25	HUM	HUM	Enrichment	HUM	STEM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	HUM	STEM
11:30	HUM	HUM	Enrichment	HUM	STEM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	LL	HUM
11:35	STEM	HUM	Enrichment	HUM	STEM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	LL	HUM
11:40	STEM	HUM	Enrichment	HUM	STEM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	LL	HUM
11:45	STEM	HUM	LL	HUM	STEM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	LL	HUM
11:50	STEM	HUM	LL	HUM	STEM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	LL	HUM
11:55	STEM	HUM	LL	HUM	STEM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	Enrichment	HUM
12:00	STEM	HUM	LL	HUM	STEM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	Enrichment	HUM
12:05	STEM	HUM	LL	HUM	STEM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	Enrichment	HUM
12:10	STEM	HUM	LL	HUM	STEM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	Enrichment	HUM
12:15	STEM	HUM	LL	HUM	STEM	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	Enrichment	HUM
12:20	STEM	HUM	LL	HUM	STEM	STEM	HUM	HUM	LL	LL	HUM
12:25	STEM	STEM	HUM	Enrichment	HUM	STEM	HUM	HUM	LL	LL	HUM
12:30	STEM	STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	Lunch / Recess	Lunch / Recess
12:35	STEM	STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	Lunch / Recess	Lunch / Recess
12:40	SEL - T-led Recess/ Bathroom / Snack	STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	Lunch / Recess	Lunch / Recess
12:45		STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	Lunch / Recess	Lunch / Recess
12:50		STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	Lunch / Recess	Lunch / Recess
12:55	LL	STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	Lunch / Recess	Lunch / Recess
1:00	LL	STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	Lunch / Recess	Lunch / Recess
1:05	LL	STEM	HUM	Enrichment	HUM	STEM	HUM	STEM	HUM	Lunch / Recess	Lunch / Recess
1:10	LL	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	Lunch / Recess	Lunch / Recess
1:15	LL	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	Lunch / Recess	Lunch / Recess

RPS 24-25 RSSP Authorizer Bell Schedule

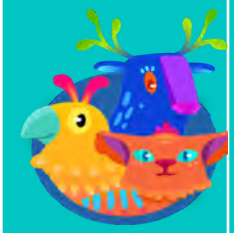
Reg Day

Grade	TK	GK-A	GK-B	G1-A	G1-B	G2-A	G2-B	G3-A	G3-B	G4-A	G4/G5
Cohort	University of Utah	California State University	University of Nevada	Lehman College	Cal Poly Pomona	Michigan State	University of Georgia	McDaniel College	San Jose State University	CSU East Bay	Howard
1:20	Enrichment	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	Lunch / Recess	Lunch / Recess
1:25	Enrichment	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	Lunch / Recess	Lunch / Recess
1:30	Enrichment	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	Enrichment	HUM
1:35	Enrichment	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	Enrichment	HUM
1:40	Enrichment	STEM	HUM	LL	HUM	STEM	HUM	STEM	HUM	Enrichment	HUM
1:45	Enrichment	Enrichment	HUM	STEM	HUM	STEM	HUM	STEM	HUM	Enrichment	HUM
1:50	Enrichment	Enrichment	HUM	STEM	HUM	LL	HUM	STEM	HUM	Enrichment	HUM
1:55	Enrichment	Enrichment	HUM	STEM	HUM	LL	HUM	STEM	HUM	Enrichment	HUM
2:00	Dismissal	Enrichment	HUM	STEM	HUM	LL	HUM	LL	HUM	STEM	HUM
2:05		Enrichment	HUM	STEM	HUM	LL	HUM	LL	HUM	STEM	HUM
2:10		LL	HUM	STEM	HUM	Enrichment	HUM	Enrichment	HUM	STEM	HUM
2:15		LL	HUM	STEM	HUM	Enrichment	HUM	Enrichment	HUM	STEM	HUM
2:20		LL	HUM	STEM	HUM	Enrichment	HUM	Enrichment	HUM	STEM	HUM
2:25		LL	HUM	STEM	HUM	Enrichment	HUM	Enrichment	HUM	STEM	HUM
2:30		Enrichment	HUM	STEM	HUM	LL	HUM	Enrichment	HUM	STEM	HUM
2:35		Enrichment	HUM	STEM	HUM	Enrichment	HUM	LL	HUM	STEM	HUM
2:40		Enrichment	HUM	STEM	HUM	Enrichment	HUM	LL	HUM	STEM	HUM
2:45		Enrichment	HUM	STEM	HUM	Enrichment	HUM	LL	HUM	STEM	HUM
2:50		LL	HUM	STEM	HUM	Enrichment	HUM	LL	HUM	STEM	HUM
2:55		LL	HUM	STEM	HUM	Enrichment	HUM	LL	HUM	STEM	HUM
		LL	HUM	STEM	HUM	LL	HUM	LL	HUM	STEM	HUM
3:05		LL	HUM	STEM	HUM	LL	HUM	Enrichment	HUM	STEM	HUM
3:10		LL	HUM	STEM	HUM	LL	HUM	Enrichment	HUM	STEM	HUM
3:15		Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Enrichment	HUM	STEM	HUM
3:20								Enrichment	HUM	STEM	HUM
3:25								Enrichment	HUM	STEM	HUM
3:30								Dismissal	Dismissal	Dismissal	Dismissal
3:35											
3:40											
3:45											

APPENDIX 7:
OLP

ROCKETSHIP PUBLIC SCHOOLS

24.25 Weekly OLP Goals and Sample Schedules (California)

	K-5 OLPs			TK OLPs	
Program	Amplify Boost 	Zearn	Lexia English	ST Math	Lexia Core 5
Program Focus	Foundational Literacy Skills (TK-2) Advanced Literacy Skills (3-5)	Standards Based Math Practice and Fluency	Speaking & Listening- Multilingual Learners	Conceptual Math Practice	Foundational Literacy Skills (TK-2) Advanced Literacy Skills (3-5)
Research	Efficacy Study	Efficacy Study	Efficacy Study	Efficacy Study	Efficacy Study
Where	Small Group Reading Instruction	Learning Lab or STEM SGI	Small Group Reading Instruction	Select Schools: RDP, RMS, RFZ, RSA, RRS During Centers/SGI or LL	Select Schools: RDP, RFZ, RRWC During Centers/SGI or LL
EOY Goal	Grade level benchmark quest	80% of GL Missions	3 levels of growth	80% of GL curriculum completed	Grade level benchmark
Weekly Goal: TK				**20 puzzles** *40 minutes*	**3-4 units** *15-20 minutes* depending on proficiency band
Weekly Goal: K-5	**60 minutes**	**3 Lessons** *(~30 min/lesson)*	**8 units** *(~40 minutes)* *all ML students		

RECOMMENDED SCHEDULES BY GRADE LEVEL:

TK	Monday	Tuesday	Wednesday	Thursday	Friday
	Check JetPackED every day to see your progress!				
HUM Centers /SGI or LL	10 min		10 min		Make Up- Finish ALL Goals
STEM SGI		10 puzzles		10 puzzles	
Total: 60 min	10 min	20 min	10 min	20 min	

K-5th	Monday	Tuesday	Wednesday	Thursday	Friday
	Check JetPackED every day to see your progress!				
HUM SGI or LL	20 min in HUM 20 min in HUM (MLLs only)	20 min in HUM 20 min in HUM (MLLs only)	20 min in HUM 20 min in HUM (MLLs only)	Make Up- Finish ALL Goals	
LL or STEM SGI	1 lesson (~30 min)	1 lesson (~30 min)	1 lesson (~30 min)		
Total: 150 min (non-EL) 210 min (EL)	50 min (non-EL) 70 min (EL)	50 min (non-EL) 70 min (EL)	50 min (non-EL) 70 min (EL)		

APPENDIX 8:
SAMPLE MATERIALS FROM A QUARTERLY DATA DAY

<Teacher>'s <Grade> Winter NWEA MAP Snapshot

*Note: A sample/exemplar is available beginning on page 4

Overall Mastery (use NWEA Teacher Workbook, Summary Tab)

Cohort	Fall → Winter	Changes	Cohort	Fall → Winter	Changes
<Cohort>		% in < 32nd percentile: __ % in 33th - 49th percentile: __ % in 50th - 66th percentile: __ % in > 67th percentile: __	<Cohort>		% in < 32nd percentile: __ % in 33th - 49th percentile: __ % in 50th - 66th percentile: __ % in > 67th percentile: __
<Cohort>		% in < 32nd percentile: __ % in 33th - 49th percentile: __ % in 50th - 66th percentile: __ % in > 67th percentile: __	<Cohort>		% in < 32nd percentile: __ % in 33th - 49th percentile: __ % in 50th - 66th percentile: __ % in > 67th percentile: __

<Teacher>'s <Grade> Winter NWEA MAP Snapshot

Student Analysis (Use NWEA Teacher Workbook, Stud Quartile and Summary Tab)

List students in each quartile. List any student that moved UP in quartile in green, list any student that moved DOWN in quartile in pink

Cohort	Student Quartile	Change: Fall → Winter
<Cohort>	Up: Down:	
<Cohort>	Up: Down:	
<Cohort>	Up: Down:	
<Cohort>	Up: Down:	

<Teacher>'s <Grade> Winter NWEA MAP Snapshot

Students Regressing/Opportunity Gap Widening (Students of most concern)

List the names of ALL students who are NOT on track to make 1.0 years of growth by the spring (Use NWEA Teacher Workbook, Fall to Winter Growth Tab)

<Cohort>	<Cohort>	<Cohort>	<Cohort>

Focus Students for the next 6 weeks (no more than 6 total per cohort)

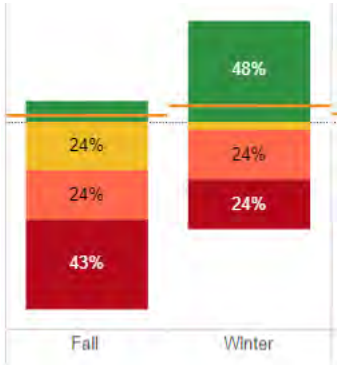
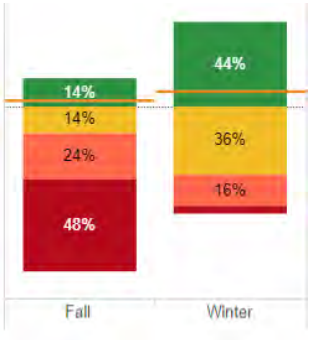
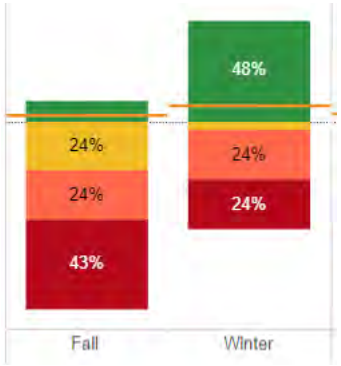
****Note: The list of focus students should not be a direct copy of the table above. Some of the students making less a year of growth may actually be your highest students. You will want to keep their growth in mind, but they are unlikely to be your focus students for the first 6 weeks of the second semester. Additionally, students should be changed or added after 4-6 weeks of intensive support and remediation.***

Cohort	Students who we will move out of the red by spring (from < 33rd to > 33rd)	Students who we will move up to the 67th by Spring Round (or the 50th, depending on your school's goal)
<Cohort>		
<Cohort>		
<Cohort>		
<Cohort>		

<Teacher>'s <Grade> Winter NWEA MAP Snapshot

Sample: Ms. Sally G1 Winter NWEA MAP Snapshot

Overall Mastery (use NWEA Teacher Workbook, Summary Tab)

Cohort	Fall → Winter	Changes	Cohort	Fall → Winter	Changes
Aggies		**% in < 32nd percentile: -9%** **% in 33th - 49th percentile:-14%** **% in 50th - 66th percentile: +3%** **% in > 67th percentile: +19%**	**Bulldogs**		**% in < 32nd percentile: -19%** **% in 33th - 49th percentile: No change** **% in 50th - 66th percentile: -20%** **% in > 67th percentile: +38%**
Banana Slugs		**% in < 32nd percentile: -44%** **% in 33th - 49th percentile:-8%** **% in 50th - 66th percentile: +22%** **% in > 67th percentile: +30%**	**Falcons**		**% in < 32nd percentile: -19%** **% in 33th - 49th percentile: No change** **% in 50th - 66th percentile: -20%** **% in > 67th percentile: +38%**

<Teacher>'s <Grade> Winter NWEA MAP Snapshot

Student Analysis (Use NWEA Teacher Workbook, Stud Quartile and Summary Tab)

List students in each quartile. List any student that moved UP in quartile in green, list any student that moved DOWN in quartile in pink

Cohort	Student Quartile	Change: Fall → Winter
Aggies	Up: Kary, Juan, Isaac, Aimee, Suhaib, Kenny, Gabriel, Lailah, Cristy, Christopher, Benjamin Down: Savannah	
Banana Slugs		
Bulldogs		
Falcons		

Students Regressing/Opportunity Gap Widening (Students of most concern)

List the names of ALL students who are NOT on track to make 1.0 years of growth by the spring (Use NWEA Teacher Workbook, Fall to Winter Growth Tab)

Aggies	Banana Slugs	Bulldogs	Falcons
Jose, Esteban	**Laura, Cuauthemoc**	**Guillermo, Diana, Evelyn**	**Charles**

Focus Students for the next 6 weeks (no more than 6 total per cohort)

<Teacher>'s <Grade> Winter NWEA MAP Snapshot

Note: The list of focus students should not be a direct copy of the table above. Some of the students making less a year of growth may actually be your highest students. You will want to keep their growth in mind, but they are unlikely to be your focus students for the first 6 weeks of the second semester. Additionally, students should be changed or added after 4-6 weeks of intensive support and remediation.

Cohort	Students who we will move out of the red by spring (from < 33rd to > 33rd)	Students who we will move up to the 67th by Spring Round (or the 50th, depending on your school's goal)
Aggies	Ivan, Seus, Mia	Isaac, Aimee, Kenny
Banana Slugs	Ariannah, Alexis	Keysha, Yaretzi, Hazel, Savanna
Bulldogs	Grace, Jayden R	Adriel, Alexander, Pamela, Kidus
Falcons	Luis G, Emarie, Isaac M	Alecsa, Yarleth

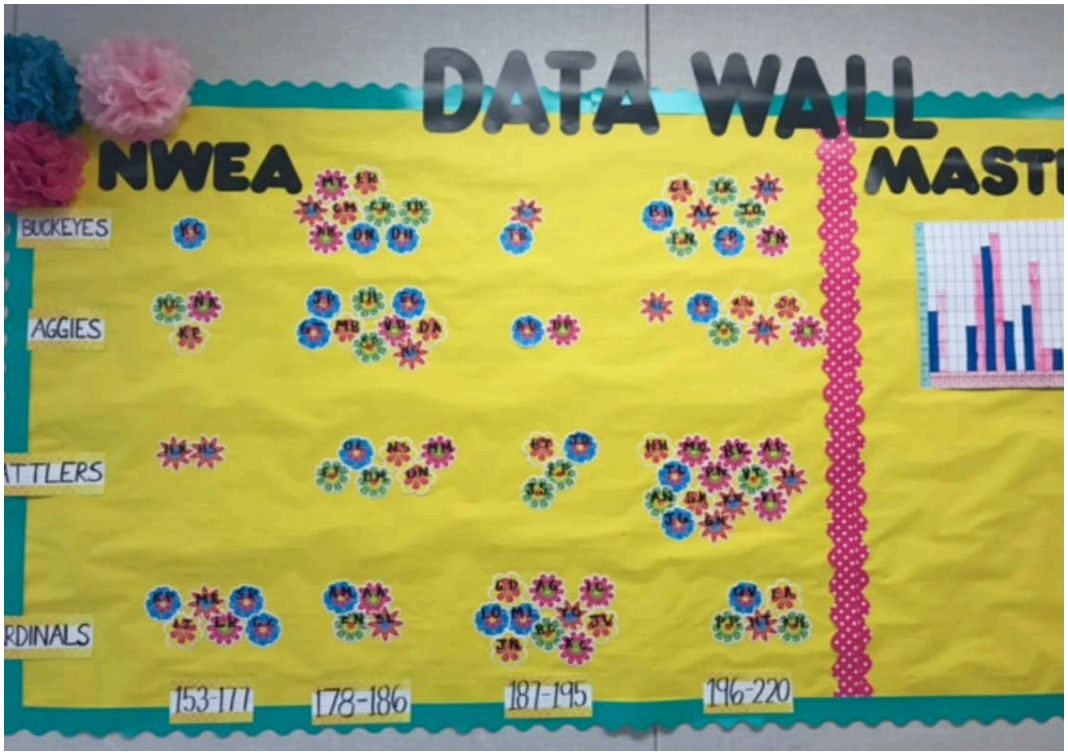
APPENDIX 9:
PHOTOS OF CLASSROOM GOAL TRACKERS

ROCKETSHIP
PUBLIC SCHOOLS

Sample Classroom Goal Trackers

ROCKETSHIP
PUBLIC SCHOOLS

ROCKETSHIP
PUBLIC SCHOOLS

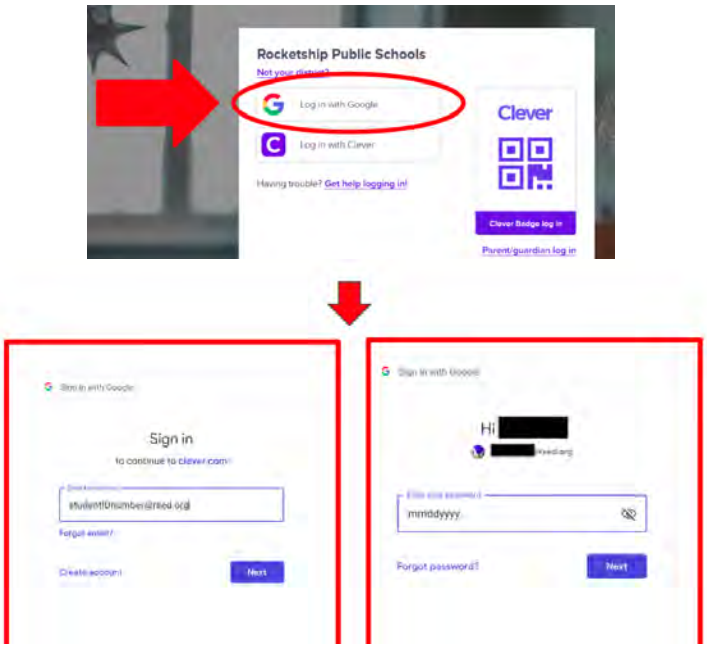


Appendix 10:
Parent Guide with Instructions for OLP Notification Signup in English, Spanish, and Vietnamese

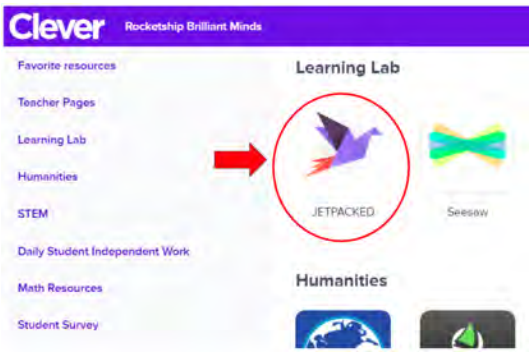
IF YOU ARE NOT ALREADY RECEIVING WEEKLY JETPACKED UPDATES, OR WOULD LIKE TO SIGN UP AN ADDITIONAL PARENT FOR WEEKLY UPDATES, FOLLOW THESE 5 EASY STEPS TO SIGN UP FOR JETPACKED **EMAILS** AND/OR **TEXTS**

STEP 1: Your child will need to be signed into Clever at **www.clever.com/in/rsed** using the following student login format:

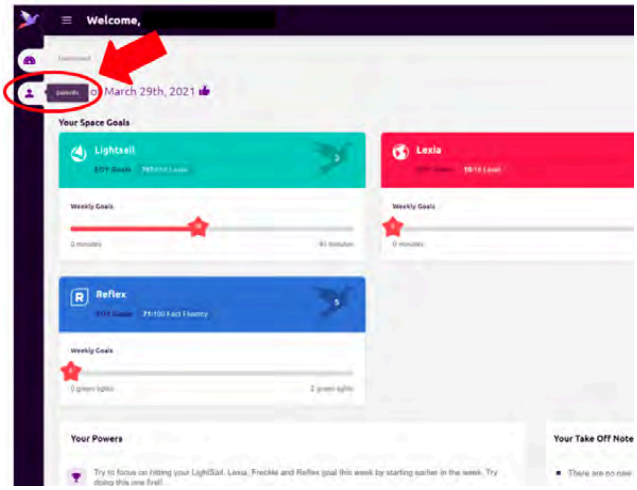
Email: studentIDNumber@myrocketship.org
Password: mmddyyyy



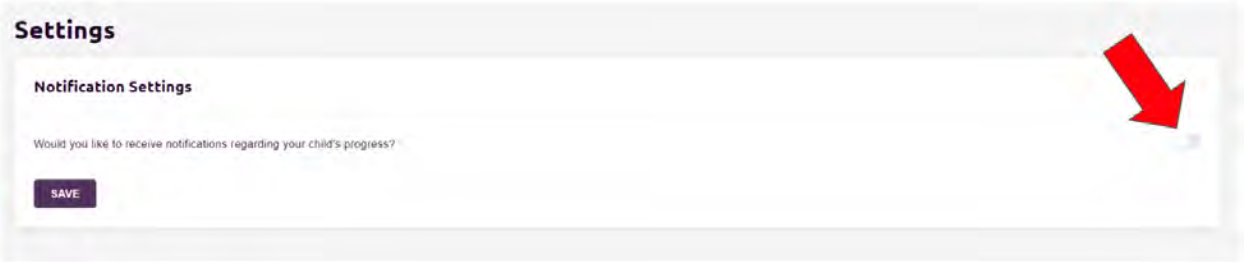
STEP 2: Click on the JetPackED icon in Clever



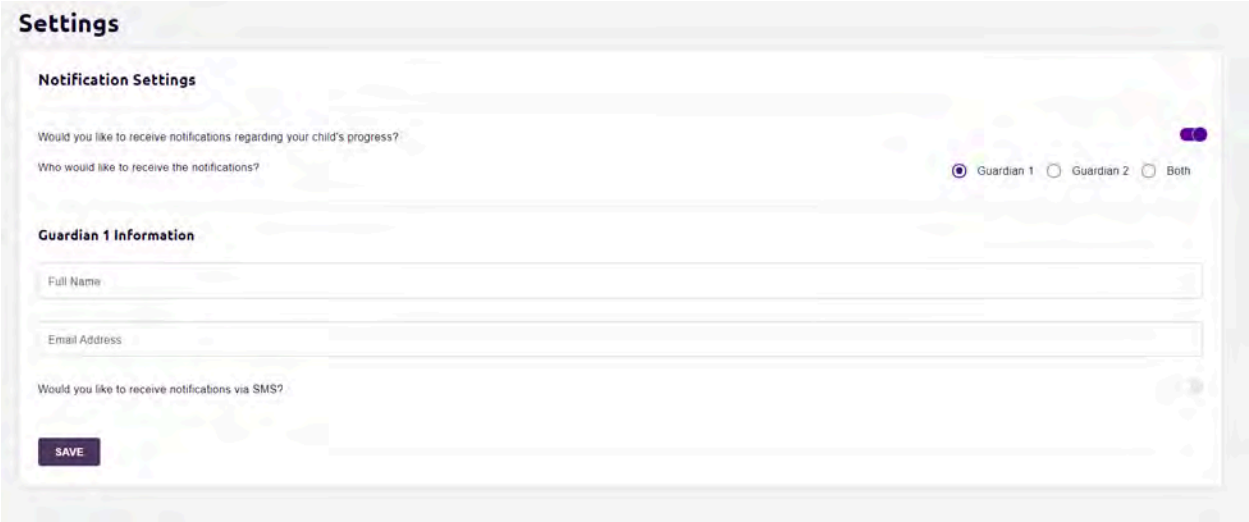
Step 3: In JetPackED, click **Parents** from the left hand panel.



Step 4: Under Notification Settings, toggle the button “on” until it turns green

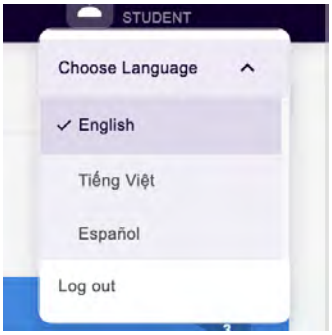


Step 5: Fill out the form for up to two guardians. Parent guardian Name and Email Address are required fields. Toggle on the SMS setting if you would like to receive text notifications as well.



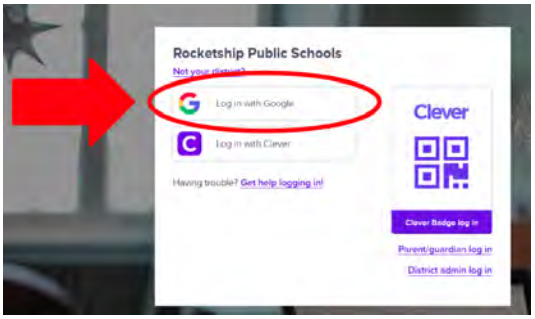
REMEMBER TO CLICK **SAVE** WHEN YOU ARE DONE!

Step 6: Select your language preference by clicking on your student’s name and select “Choose Language”

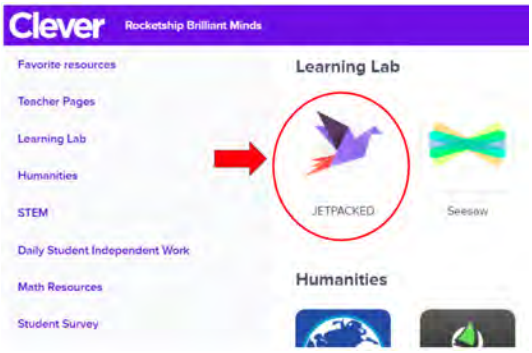


NHẬN CẬP NHẬT VỀ TIẾN ĐỘ OLP CỦA CON BẠN HÀNG TUẦN: THỰC HIỆN 5 BƯỚC DỄ DÀNG NÀY ĐỂ ĐĂNG KÝ MỤC TIÊU ROCKETSHIP / EMAIL ĐƯỢC GỬI VÀ / HOẶC THỬ NGHIỆM

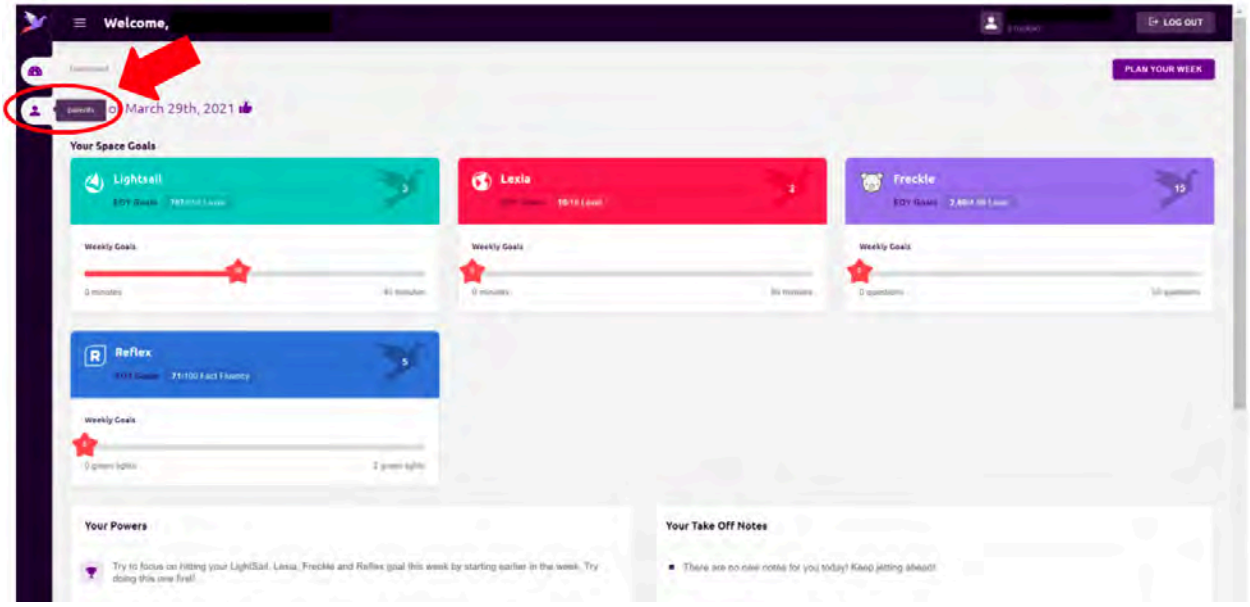
Bước 1: Con bạn cần đăng nhập vào Clever tại www.clever.com/in/rsed bằng cách sử dụng định dạng đăng nhập học sinh sau:
Email: studentIDNumber@myrocketship.org (Mã số sinh viên)
Mật khẩu: mmddyyyy (2 số của Tháng 2 số của ngày 4 số của năm-không khoảng cách)



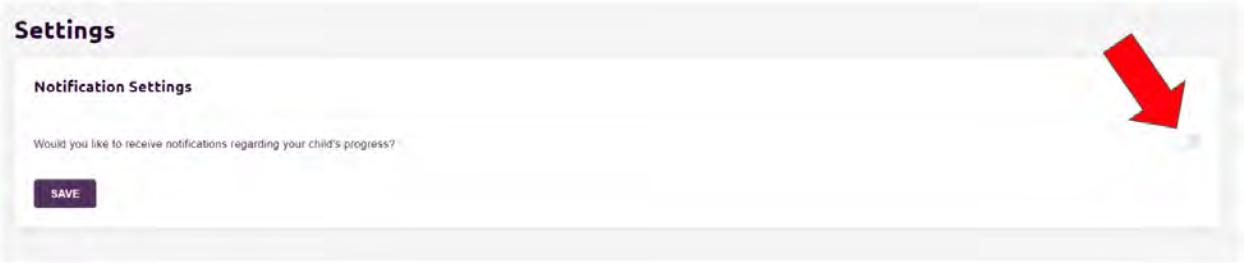
Bước 2: Nhấp vào biểu tượng JetPackED trong Clever



Bước 3: Trong JetPackED, nhấp vào Cha mẹ từ bảng điều khiển bên trái.



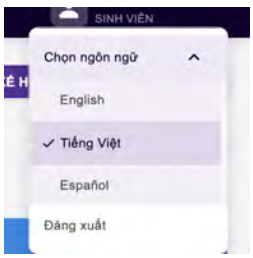
Bước 4: Trong Cài đặt thông báo, chuyển nút "bật" cho đến khi nút này chuyển sang màu xanh lục



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!

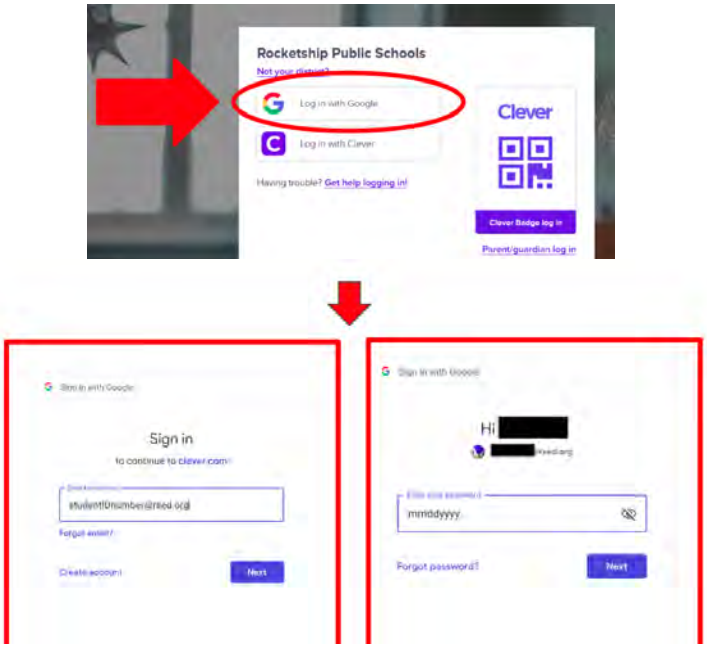
Bước 6: Chọn tùy chọn ngôn ngữ của bạn bằng cách nhấp vào tên học sinh của bạn và chọn "Chọn ngôn ngữ"



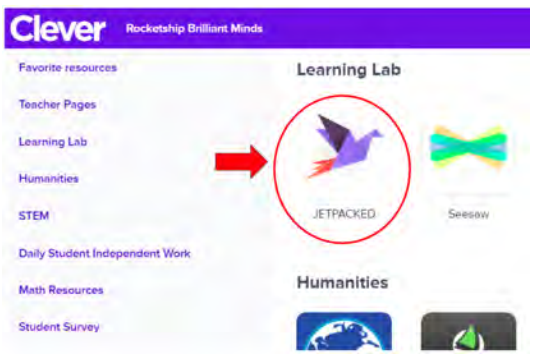
SI NO ESTÁ RECIBIENDO ACTUALIZACIONES SEMANALES DE JETPACK O DESEA INSCRIBIR A UN PADRE ADICIONAL PARA ACTUALIZACIONES SEMANALES, SIGA ESTOS 5 SENCILLOS PASOS PARA INSCRIBIRSE PARA RECIBIR **EMAIL** Y/O **TEXTOS** DE JETPACKED

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:

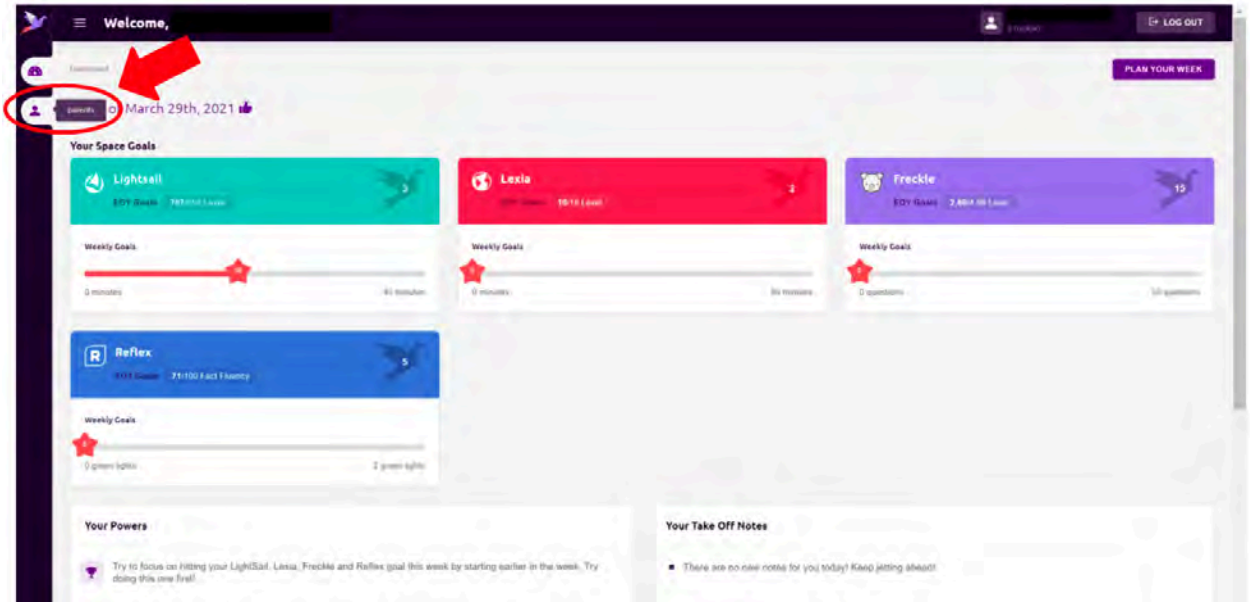
Email: studentIDNumber@myrocketship.org
Password: mmddyyyy



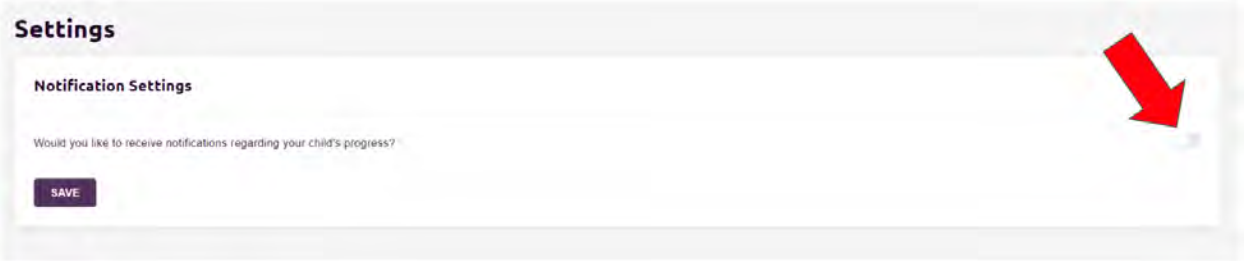
PASO 2: Haga clic en el ícono de JetPackED en Clever



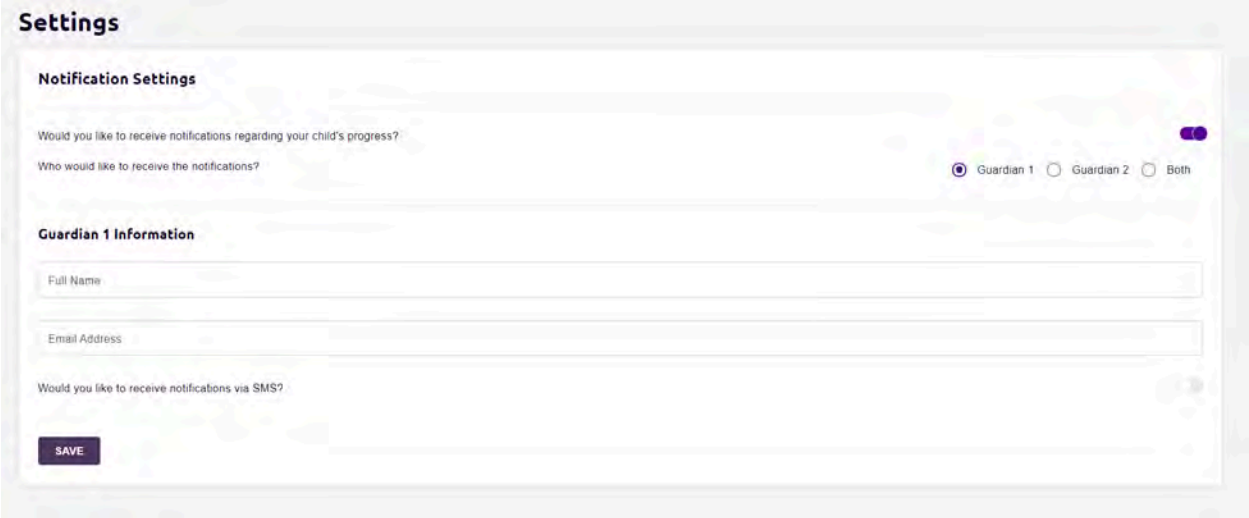
PASO 3: En JetPackED, haga clic en Padres en el panel de la izquierda.



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.

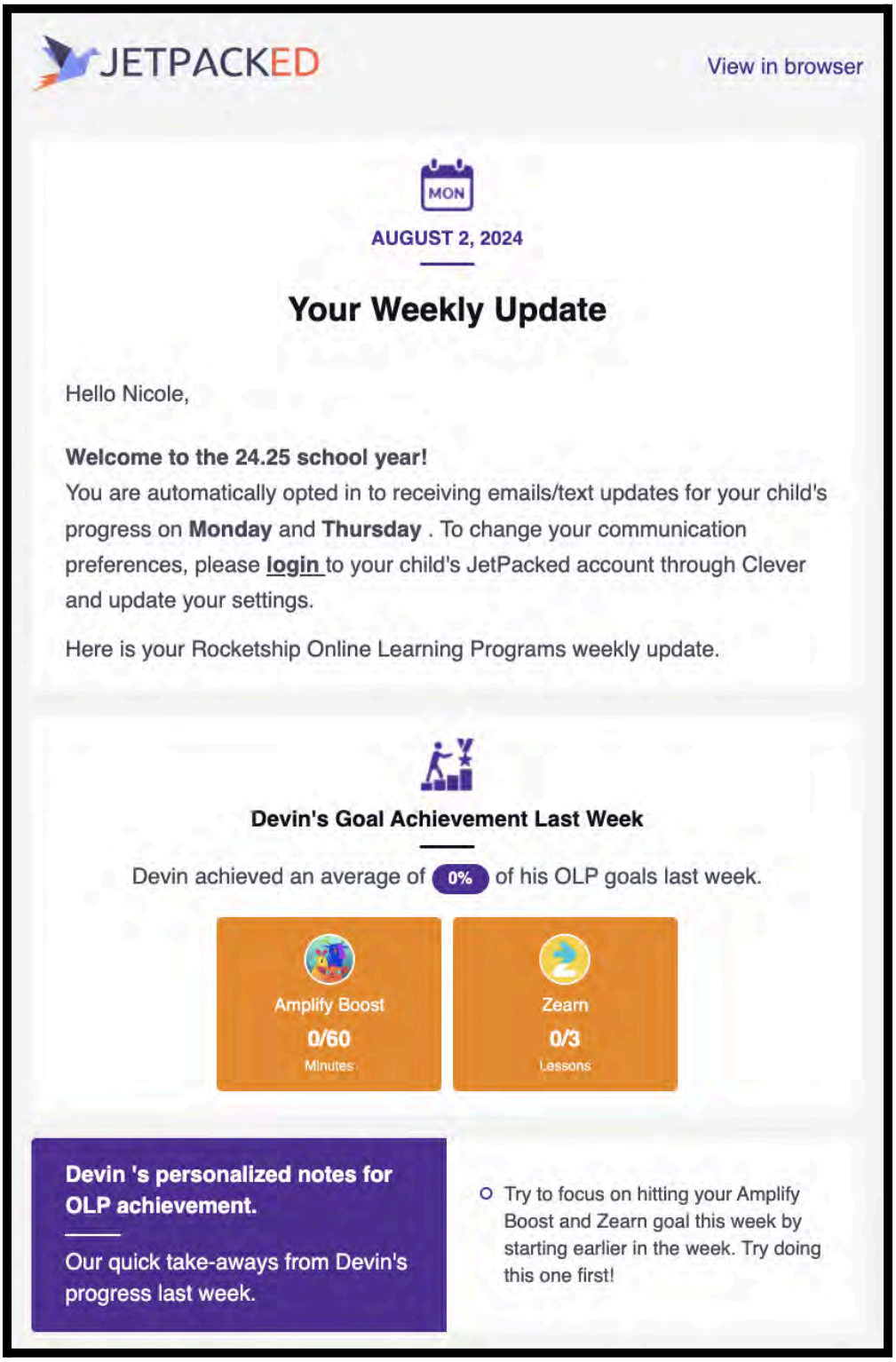


¡RECUERDA HACER CLIC EN **GUARDAR** CUANDO TERMINES!

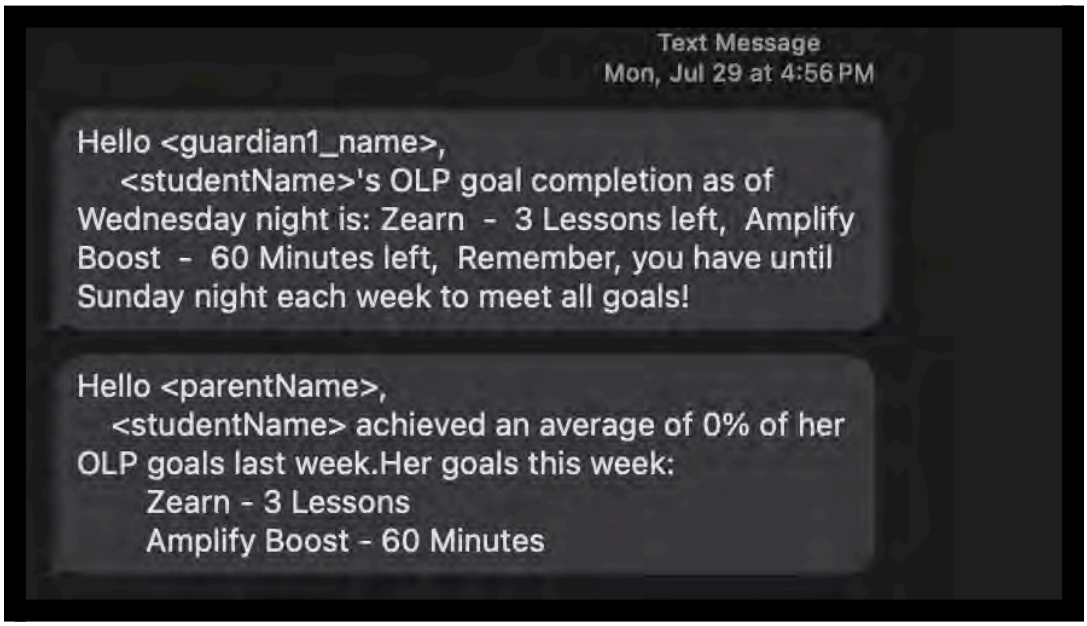
Paso 6: Seleccione su preferencia de idioma haciendo clic en el nombre de su estudiante y seleccione "Eleg lengua"

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:
SAMPLE REPORT CARD

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		

ROCKETSHIP PUBLIC SCHOOLS
2023-2024

Key Grade Level Skill Mastery

Key Reading Skills	
Skill	Mastery
Able to accurately decode and write all words with short vowel sounds, final -e, and common long vowel spellings	
Read decodable words and sentences so that the reading is smooth	
Writes neatly and legibly, with spacing between words and in complete sentences	
Accurately asks and answers questions about stories and texts read aloud	
Retells what happened and explains key ideas	
Can talk about something new they have learned from a text or about a topic	

Key Math Skills	
Skill	Mastery
Solves addition and subtraction word problems, progressing to within 20	
Can add with a sum of 20 or less and subtract from a number 20 or less	
Can mentally add with a sum of 10 or less or subtract from a number 10 or less	
Understands what the digits mean in two-digit numbers	
Adds two two-digit numbers by adding tens and tens and ones and one	
Measures lengths of objects by using a shorter object as a unit of length	

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:

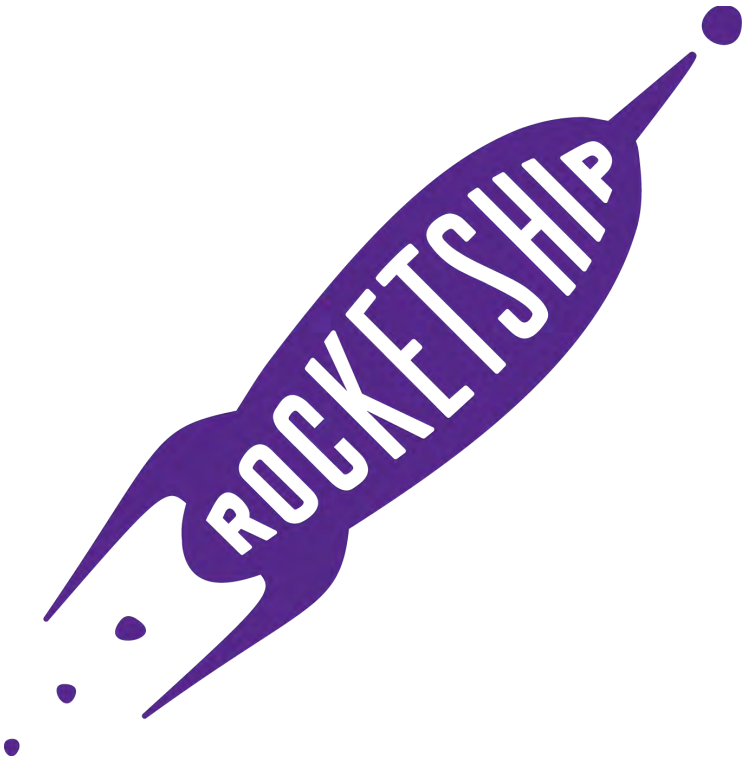
Parent/Guardian Signature

Teacher Signature

ROCKETSHIP PUBLIC SCHOOLS

2023-2024

APPENDIX 14:
PRE-REFERRAL HANDBOOK



Pre-Referral Playbook

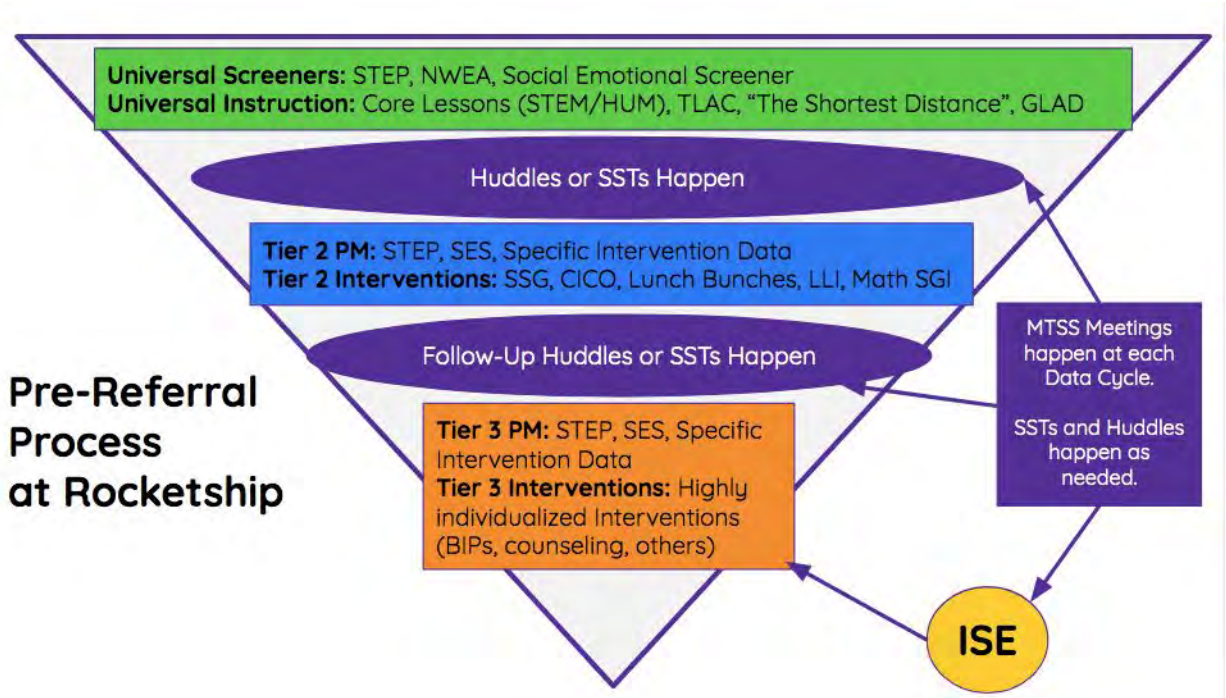
Section 1: Overview of the Pre-referral Process and Purpose

What is a pre-referral process?

"Pre-referral process" refers to any of the general education interventions that occur for students who do not have IEPs. It's a bit of a misnomer, because pre-referral interventions don't always lead to a referral for a special education evaluation – in fact, when we are executing a high quality pre-referral process, we will be able to successfully intervene early with many students, **preventing the need for a special education evaluation** and "label."

There are many components of the pre-referral process at Rocketship, ranging from the LLI small groups that occur with tutors in the learning lab to the handwriting intervention groups to actual SST meetings. The focus of this playbook is on the 'Student Study Team' (SST) component of our pre-referral process, and how it fits within the greater Multi-Tiered System of Supports (MTSS) framework at Rocketship.

The SST meeting is a problem-solving process during which stakeholders come together to generate solutions for the most serious individual student challenges in the educational setting. SSTs are held when other classroom-based or small-group interventions (generated through universal screenings or MTSS meeting decisions) have been unsuccessful, in order to address a range of student needs. Areas of concern may include academic, behavioral, social-emotional, ELL, sensory motor, self-care, speech and language, or attendance difficulties. SSTs are a function of general education, although ISE team members are sometimes involved as consultants (particularly when a referral for Special Education assessment is being considered).



What legal requirements inform pre-referral policies and procedures?

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

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

Section 2: The Student Huddle Process (Optional)

At Rocketship, an *optional* step in the pre-referral process is known as a "Student Huddle." Student huddles happen before SSTs meetings, as a way to engage in some initial brainstorming and problem solving, before needing a more formal and intensive meeting. The "Student Huddle" is a grade level, team-based problem solving process which focuses on generating interventions and supports for an individual student, with the intention that the supports generated for that student will benefit several students in the cohort. Supports generated in the Student Huddle process should be relatively low lift for teachers – the idea is to assess the degree to which the student responds to low level supports in the classroom before investing in the time intensive process of generating targeted, intensive supports.

Rocketship began implementing the Student Huddle process in 2013-14, and teams that implemented the process with fidelity reported a range of positive outcomes, including increased teacher capacity to support struggling students.

What happens during a Student Huddle?

During a Student Huddle, the grade level school leader (or other named staff) facilitates a discussion with the grade level team regarding the individual student of concern. The presenting concern can be academic, behavioral, or both. The team clarifies the concern, brainstorms potential solutions, commits on a plan of action, and schedules a date to revisit the plan to evaluate success and determine next steps.

What happens after a Student Huddle?

After the Student Huddle occurs, teachers implement the committed next steps and supports that were agreed upon, and the school leader monitors and supports the implementation of these supports. The grade level team should revisit the student approximately 4 weeks after the initial Student Huddle.

Based on the responsiveness of the student, the team may decide to:

- Discontinue the support(s) (if the student has made adequate progress and the concerns have diminished)
- Continue the support(s) (if the student is making good progress but is not yet ready to function without the support)
- Refer the student to SST, a more intensive level of support

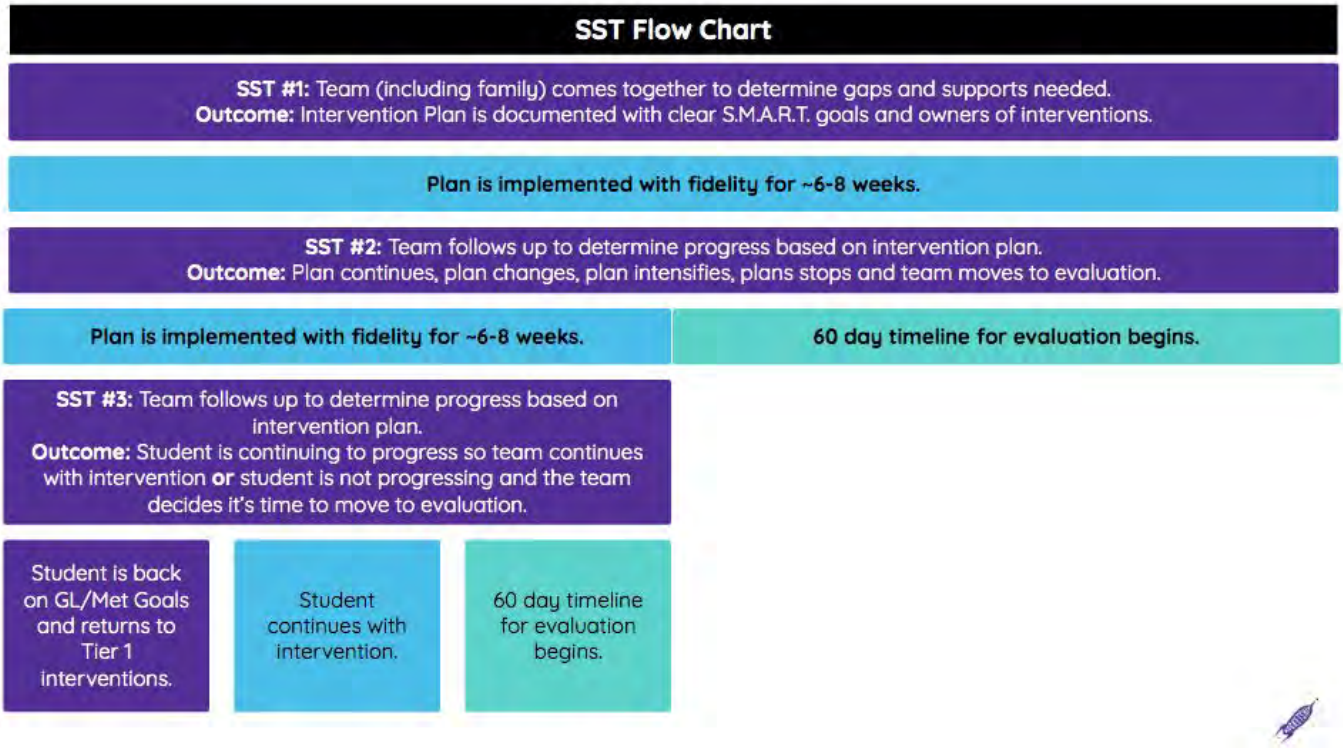
How do we know if a student should be referred to an SST?

Based on the responsiveness of the student, the team may decide to:

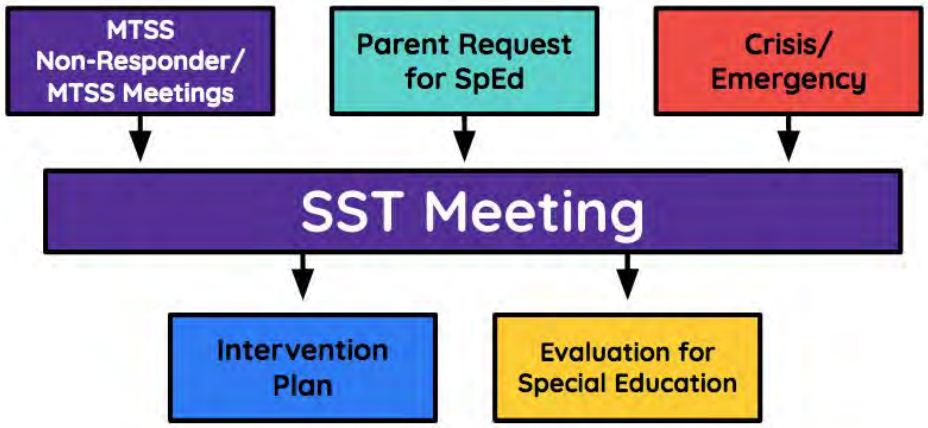
- Multiple teachers are struggling to support the student
- The student is struggling in more than one area

Section 3: Overview of the SST Process

The Student Study Team, or SST, is a more intensive team-based problem solving approach, in which a team of individuals creates an intensive, individualized support plan for a student who is demonstrating significant and persistent academic and/or behavioral challenges. An SST is also held any time a parent request for special education assessment is made (see Section 4 of this playbook for more information on how to respond to parent requests for special education assessment). The various ways that a student can arrive at an SST, as well as the potential outcomes of an SST meeting, are summarized in the graphic below:



What leads to an SST? What is the outcome of an SST?



How do staff prepare for an SST meeting?

Teachers should come to SST meetings prepared to share quantitative and qualitative information on the student's present levels of performance, including rates of progress and performance compared to the class average. If the student is participating in an intervention(s), the intervention provider(s) should be prepared to share the student's current progress monitoring data (e.g. STEP data, CICO data, etc.). If behavior concerns are indicted, the school leader/grade level coach should be prepared to share any relevant discipline data (e.g. suspension reports or BDF data). If special education assessment is being discussed at the meeting, the school psychologist/mental health provider will prepare any required paperwork and invite any relevant related service providers.

What happens during an SST meeting?

During an SST meeting, staff review available data and generate interventions to support the student. See the "resources" section of this playbook for more guidance on creating interventions for individual students. Team members create specific goals for the student, along with a plan for monitoring progress towards the goals. The team aligns on next steps and responsibilities, and schedules the follow-up SST meeting.

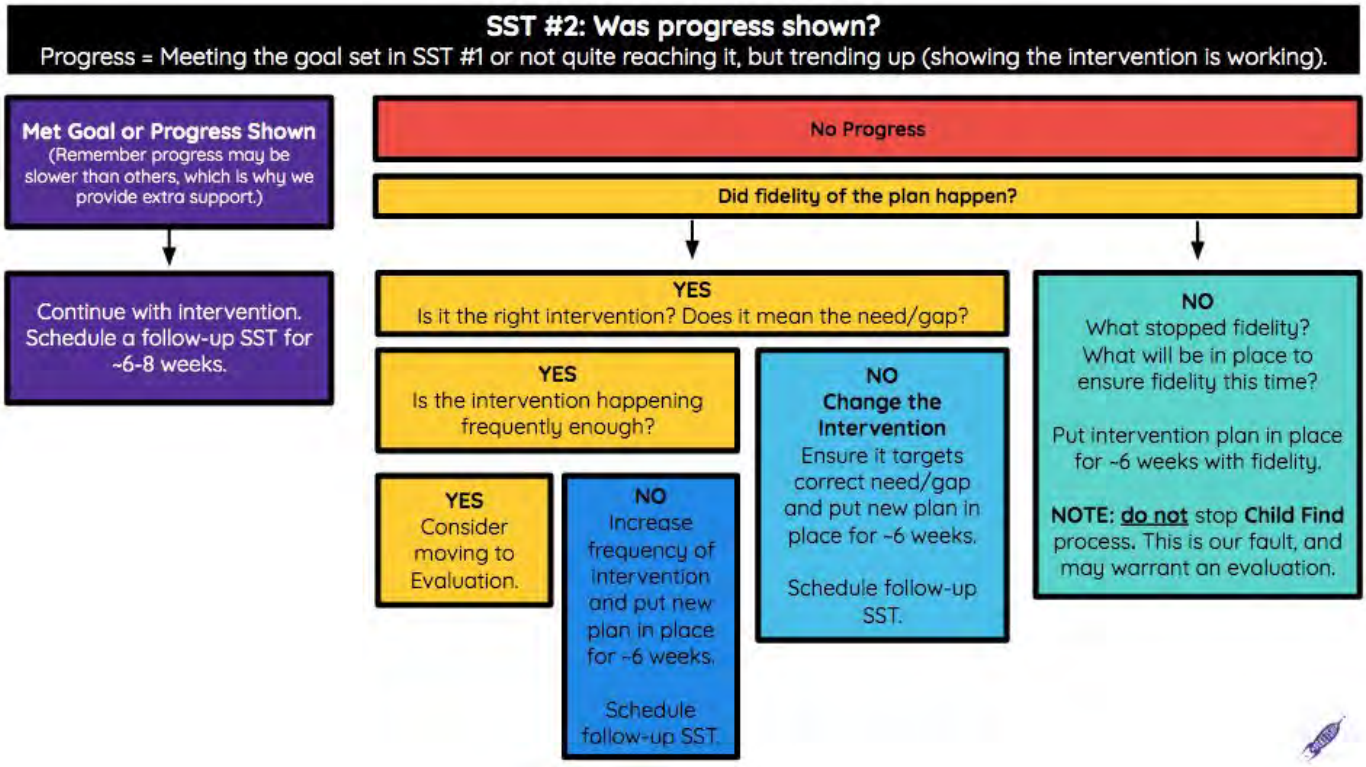
What happens after an SST meeting?

After the SST meeting, the interventions are implemented and progress is monitored. The school leader/grade level coach monitors and, if necessary, supports the implementation of interventions and the monitoring of student progress. A follow-up SST meeting is held within 4-6 weeks to evaluate the effectiveness of the interventions and generate next steps.

Based on the responsiveness of the student, the team may decide to:

- Discontinue the intervention(s) (if the student has made adequate progress and the concerns have diminished)
- Continue the intervention(s) (if the student is making good progress but is not yet ready to function without the support of the intervention)
- Intensify the intervention if student is not seeing the progress set
- Change the intervention, if it is not targeting the correct need/gap

*see chart on next page to help determine next steps



How do we know if and when we should consider a special education evaluation for a student?

The same guidelines described in the "Student Huddle" section of this playbook apply here as well. Please note that the school psychologist or speech language pathologist (in cases of suspected speech or language impairment) **must always** be involved in the decision to assess for special education eligibility and related service providers **must always** be involved in determining whether or not to assess in their area of expertise.

Students may be appropriate candidates for a special education evaluation when:

- They are not "on track" to meet their goal after at least 2 rounds of intervention
- They have not made significant progress towards grade level standards despite individualization of Tier 3 interventions
- They remain at least 2 years below grade level, despite a history of small group Tier 2 interventions
- Their behaviors significantly impact the learning of the class, or their own learning despite Tier 2 interventions (CICO, social skills groups, lunch bunches, etc.), Tier 3 interventions (counseling, behavior plan), and the teacher is successful at all executing TLAC skills at a Tier 1 level.
- Any behavior that is dangerous to students or staff (boulder level) and has occurred repeatedly (3 or more boulder level behaviors).
- Student is unable to care for personal needs at an age-appropriate level (feeding, toileting, following routines, age-appropriate independence skills, etc.)

In addition, the psych services team and principal will hold have bi-weekly meetings where the principal can consult about:

- Whether or not a specific student concern warrants additional support
- Potential interventions to discuss at an upcoming SST meeting
- To pre-meet regarding appropriate next-steps at a follow-up SST (including the possibility of offering an assessment).

Can I refer a student with an IEP for an SST meeting?

No! If a team member has concerns about a student who already has an IEP (including a speech only IEP), they should work with the student's case manager to schedule an IEP meeting to discuss the concerns and next steps. Any changes to the educational program of a child with an IEP must be made through the formal IEP process.

If a concern is expressed by a member of the student's IEP team (ex. Parents or teacher) that concern must be addressed in the form of an IEP meeting within 30 days.

Section 4: Responding to Parent Requests for Special Education Testing

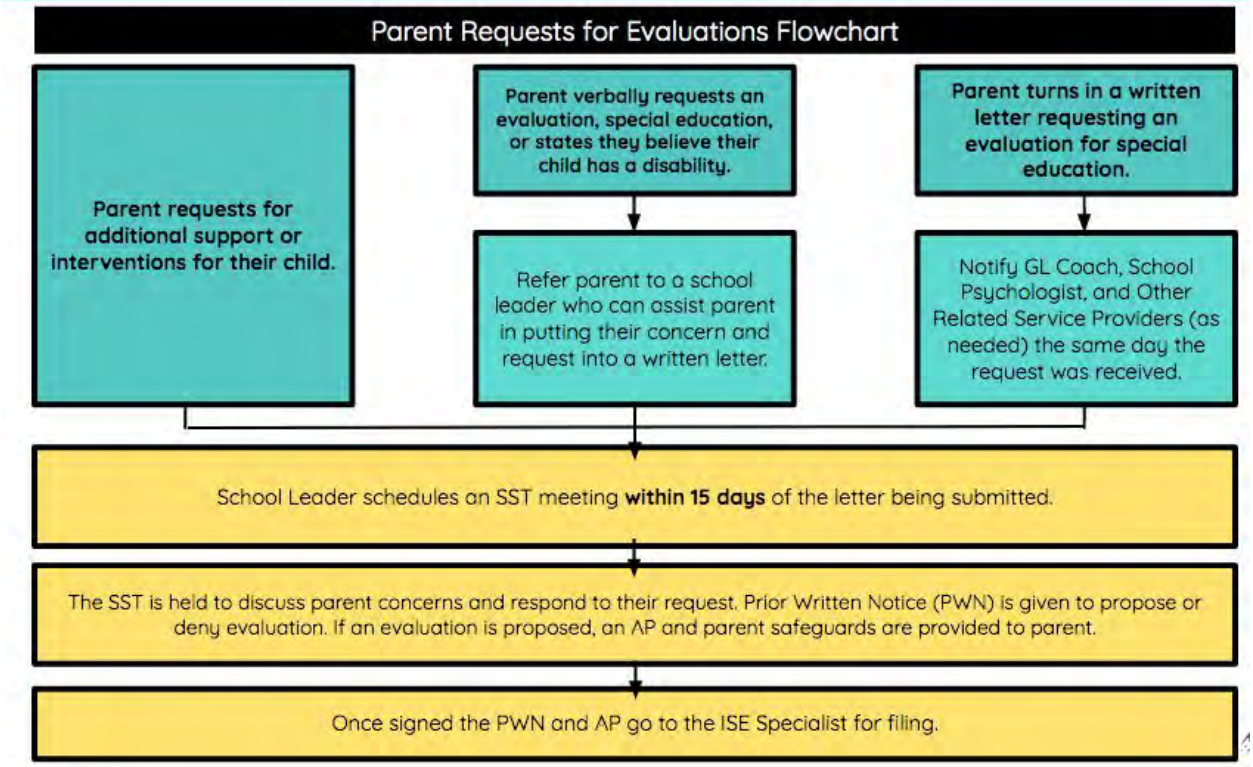
There are several IDEA guidelines that mandate how schools must respond when a parent makes a formal request for special education testing. Schools are **required** to:

- Assist the parent in putting the request in writing, if the request is made verbally.
- Respond formally and in writing to the request within 15 calendar days of receiving it.
- Consider the request for assessment and, unless the available data demonstrates that there is **no reason** to suspect the child may have a disability (e.g. the child is performing on grade level in all areas and is not displaying any maladaptive behaviors), comply with the request.
- If a request is being denied a PWN must be completed. The written request, SST notes, and PWN must be filed into the student's CUM (in the red folder).

At Rocketship, we utilize our Student Huddle and SST process as the formal mechanisms for responding to parent requests for special education assessment. See process below.

What?	Who?	When?
Assist the parent in putting the request in writing (if necessary)	The individual receiving the request (usually the OM or a school leader)	Immediately upon hearing the request
Notify the school psychologist and the appropriate related service providers based on the concerns (ex. speech pathologist if language concerns and occupational therapist if sensory, motor, and/or self-care concerns)	The individual receiving the request	Immediately (same day!) upon receiving the request
Schedule and facilitate a Student Huddle meeting	The school leader managing the grade level	Ideally within 7-10 days of receiving the request
Conduct a record review to gather historical data for the team to review	School Psychologist	Prior to the Student Huddle meeting
Determine, based on the available data, if the school will proceed with a special education evaluation	The Student Huddle team (classroom teachers, school leader, school psychologist, and speech pathologist <if applicable>)	During the Student Huddle meeting
Prepare the paperwork based on the decision	The School Psychologists and Speech Pathologist (if applicable)	After the Student Huddle and prior to the SST meeting
Schedule and facilitate an SST meeting wherein the school's decision and appropriate paperwork is presented to the parent	The school leader managing the grade level (in collaboration with the school psychologist and/or Speech Pathologist, if applicable)	Within 15 days of receiving the request (remember that this is our **legal mandate**)

Parent Request FlowChart



Section 5: SST Roles and Responsibilities

Grade Level School Leader:

- Schedule SSTs for their grade levels
- Facilitate SST meetings for their grade levels, and ensure action steps are completed
- Schedule follow up SST meetings and ensure the team re-visits intervention data and progress.
- Complete screening referral forms, submit to service provider, invite service provider to follow up meeting, engage in communication regarding results if service provider cannot attend follow up

Psych Services Team Responsibilities:

- Available for designated SST 30 minute blocks (2 per site per week)
- Will attend SSTs when special education evaluation is be considered (within SST blocks)
- Will attend on-going meetings with SST lead to prepare for upcoming SSTs (recommended at least bi-weekly)
- Will attend SSTs held to respond to parent requests for evaluation
- Will attend SSTs for high level behavior needs
- Will hold weekly meetings with Principals to consult about upcoming SST meetings, or discuss the need for SSTs for specific students of concern.

Teachers:

- Refer students to the school leader if serious concerns exist outside of data cycles
- Bring relevant student data to Student Huddles and/or SST meetings
- Implement interventions and monitor progress
- Contribute information to speech and/or OT screening request paperwork when needed

Speech Language Pathologists/Occupational Therapists/Adapted Physical Education:

- Speech language pathologists, occupational therapists, and adapted physical education providers, operating under ESSA as specialized instructional support personnel (SISPs), are referred to throughout this document as related service providers.
- When receiving screen requests coming out of MTSS meetings, complete screenings by next MTSS cycle date.
- When receiving screen requests coming out of SST meetings,
    - Screen is completed within two-three weeks
    - SST meeting to review screen occurs three weeks from the screen request. Team determines the next steps for intervention and support.
    - Follow-Up SST Meeting in 6-8 weeks after implementation of related service intervention to determine the next stages of support. .
- Attend SST meetings when needed (pending outcome of screens)

ISE Specialists

ISE Specialists typically do not attend Student Huddles or SSTs, as these are a function of general education. They may however attend in unique cases, such as:

- If an Assessment Plan will be proposed
- Tier 3 interventions with ISE groups are being considered (pending capacity)

Section 6: Support Requests for Speech, OT & APE

Teachers and School Leaders can identify student needs that may fall under the realm of speech and OT support. This could be a range of things from speech and language development, gross motor skills, fine motor skills, perceptual abilities, self-care skills, or sensory-related behaviors.

Here is the process for identifying the need and right supports for related services:

- Team identifies a concern for a student
- Submit a Related Services (OT, SLP & APE) Support Inquiry
- Related Service Provider connects with school team based on needs and school team schedules an SST in the following week for the Related Service provider to attend.
- Based on the initial SST meeting, the team decides the proper interventions and next steps. Depending on the need, a subsequent SST meeting is scheduled in 3-6 weeks to review intervention data.

What types of concerns might indicate a related service support inquiry:

Speech

- Peers cannot understand the student
- The student struggles to follow simple (1-2 step) instructions, or comprehension is a significant area of concern
- Language appears significantly delayed, but not related to being an English language learner.

OT

- Difficulty with age-appropriate fine motor tasks, such as drawing shapes, opening containers, writing letters/numbers, cutting, or copying work from the board
- Inability to maintain a safe, seated position for a significant portion of class or difficulty navigating classroom or campus spaces safely (ex. stairs/playground)
- Difficulty completing age appropriate self-care tasks necessary for the school environment: eating, toileting, dressing
- Student engages in disruptive or unsafe sensory-related behaviors (eating or mouthing non-food objects, extreme responses to loud sounds or touch, unusual need to touch objects/textures, rocking/spinning)

APE

- Student has a severe orthopedic or other health impairment which prevents his/her from safely or successfully participating in the physical education program
- Student is unable to imitate basic motor actions (ex. hands over head), stand on one foot, jump, run, throw, or catch a large ball thrown from 5 feet away in spite of multiple teaching attempts.
- Check out the APE Playbook for all the information

Section 7: SSTs and Statewide Testing Supports

SBAC Testing (California and Wisconsin)

There are three types of supports available to students on the SBAC assessment. "Universal Supports" are available to all students and include things like scratch paper and a digital highlighter. "Accommodations" are available **only** to students who have them documented in a 504 or IEP, and include things like a scribe or use of a multiplication table. There is a third type of support, "Designated Supports" that are available to "any student for whom the need has been indicated by an educator." This includes things like testing in a separate setting and read aloud or scribe for math items.

TNReady (Tennessee)

Similarly, the TNReady assessment in Tennessee makes available several accessibility features to students for whom the need has been designated and documented.

Designating and Documenting Statewide Testing Supports (all regions)

At Rocketship, we use the SST process to identify required "Designated Supports" or "Accessibility Features" for students who may require them. In order to make these supports available to students in the SST process, you must:

- Discuss the need for the supports as an SST meeting, and **document** the need for the supports on the SST paperwork (there is a section for this)
- In the spring, the site-based testing coordinator will work with the analytics team to complete the ISAAP tool, wherein the designated supports are assigned to each individual student

See the "Resources" section for several SBAC and TNReady accessibility resources.

Section 8: Best Practices

Before the Meeting- Scheduling and Reminders: Keep SSTs scheduled during specified SST blocks when possible and try to avoid having more than 2 SSTs scheduled per week. Call parents to invite them to the meeting when it is scheduled and set up a calendar invite with appropriate school leaders, grade level teachers, ILS (optional), School Psych (if during SST blocks), other service providers, and translator (if needed). Call to remind parents of SST the week before. Sometimes, an OM can take the lead in scheduling with regular communication structures and management from the SST lead. At the SST meeting, the school leader (facilitator) will schedule the follow up meeting 6-8 weeks later. The school leader should add the meeting to the SST scheduling doc as well as send a gcal invite.

Sample Parent Scheduling Script:

> "Hello Ms. Garcia, I wanted to let you know that a team of our staff including Valeria's teachers, the school psychologist, and the assistant principal who oversees 2nd grade would like to meet to discuss some ways to better support Valeria with reading. The team will be meeting on Monday October 12th from 7:15 - 7:45. If you are available, it would be great for you to join in order to share more information about Valeria and help with our problem-solving process. I know this time may be inconvenient, so if you'd like to call in to the meeting or have us send you home the paperwork with our notes and decisions afterwards, we can do that as well. Our office manager will be calling to remind you a few days in advance that there is a team meeting for Valeria on Monday October 12th at 7:15. We hope to see you there. Thank you."

During the meeting- Intervention Planning: The intervention plan is the action plan that is created in the SST meeting after student gaps are identified. The following guidelines should be considered with planning SST interventions. More information on intervention planning can be found "Resources" section of this playbook.

- Intervention should be directly aligned with the identified area of need
- Start with interventions and structures that are already available on your campus
- Consider how a Tier 1 or 2 support could be modified to be a tier 2 or 3 support (e.g. LLI 1:1, or double-dose of guided reading)
- Consider training select staff on additional interventions to allow for greater flexibility (e.g. Touch Math, Sound Partners, fluency routines, etc.)
- Accommodations **are not** interventions

During the meeting- Generating a Progress Monitoring Plan: As part of the intervention plan, a plan for monitoring student progress with intervention should also be developed. It is important that this plan is developed and implemented in order for the team to make decisions about next steps in follow up SST meeting. For example, if a student's progress monitoring data suggests little or no gain, the intervention should be modified. Conversely, if the data suggests that the student is on track to meeting the goal, the intervention should be continued. See below for additional guidelines in setting up progress monitoring plans.

- All SSTs should result in a specific goal. Example goals:
    - Master all letter names/sounds, or X number of sight words
    - Pass the comprehension portion on STEP 5
    - Be able to solve single digit addition problems at 80% accuracy
    - Meet CICO goal of 80% for 4/5 days consecutive days
- Whenever possible, use an already-existing assessment systems:
    - STEP
    - BDFs (Behavior Disciplinary Forms)
    - CICO
    - Formative assessments or benchmarks

Section 9: Common Pre-Referral Pitfalls and How to Avoid Them

Rocketship's pre-referral and SST process is designed to identify students needing support and match them with the appropriate intervention, as well as ensure that schools are adhering to their child find obligations. However, over the years we have observed several common pre-referral pitfalls, which are described below along with recommendations for avoiding them.

Pre-Referral Pitfall	Recommendations for Avoiding
Certain grade levels move students through the pre-referral process appropriately while other grade levels don't refer any students to SST.	● Add a regular standing item to school leadership meetings wherein each school leader reports out how many students in their grade level are at each phase of the pre-referral process.
Schools focus heavily on student huddles and interventions in the learning lab for most of the school year without referring many (or any) students to an actual SST meeting, resulting in a large influx of special education assessment referrals for students who haven't been progressing in interventions.	● In general, if a student is at the second or third round of an SST meeting and has not been making progress in interventions, the team should *consider* the need for a referral for assessment. ● Schedule regular consultation with your School Psychologist to review the data of students in the intervention process and identify appropriate referrals. ● Student huddles should be for general concerns and should not last for more than 2 huddles.
School teams wait too long to schedule a Student Huddle meeting after receiving a parent request for special education testing, so they are unable to adhere to the 15 day timeline for formally responding to the request.	● Ensure that all staff members are aware of their obligation to support parents in putting verbal requests for assessment into writing. ● Ensure that all staff members are aware of the 15 day timeline requirement. ● Notify your school psychologist and/or speech language pathologist immediately when a request for evaluation for special education is received. ● Schedule the Student Huddle **and** follow-up SST meeting as soon as possible after the request for testing is received.
Students receive informal interventions (e.g. the ISE Specialist pulls them along with ISE students in a small group) but none of the interventions are documented. School teams want to refer students who are still struggling for a SPED evaluation, but it is difficult for	● Ensure that SST meetings are held for students that require Tier 3 (individualized) interventions. In addition to the importance of documenting these interventions, parents must give permission in order for a student to be pulled out of their general program for intervention. The SST process ensures that

the ISE team to determine the appropriateness without documentation.	parents have provided informed consent for Tier 2 and 3 interventions.
Pre-Referral Pitfall	**Recommendations for Avoiding**
ISE is the only option for individualized, Tier 3 interventions. If the ISE caseload is full, there are no options for additional, non-ISE students who require that level of support.	● Tier 3 just means that the intervention is targeted and individualized, and schools can be creative in thinking about who can deliver these services. See the "Resources" section for guidance.
SST teams fail to create a goal and a progress monitoring plan during the SST meeting, so when the follow-up meeting is held, they are unable to determine if the student has made adequate progress.	● Pace SST meetings appropriately to ensure the team has time to align on a measurable, ambitious yet realistic goal, as well as a progress monitoring plan. Be sure to document the goal on the SST paperwork for reference in the next meeting.
Teams run out of time to assign owners to next steps, and when the follow-up meeting is held, none of the next steps have been completed because the team was unsure of who was responsible for each step.	● Pace SST meetings appropriately to ensure the team has time to align on ownership of next steps. ● Send an email to all meeting participants summarizing next steps.

Section 9: Behavior Intervention Plans

Students are often referred to the SST process because of concerns with maladaptive behavior (either in isolation or co-occurring with academic challenges). Most students will first be placed in social-emotional or behavior interventions as a result of MTSS meetings. For example, students may be placed in individualized plan named in SST, Check-In Check-Out (CICO), social skills groups, or counseling. In some cases, students will not respond adequately to these Tier 2 and 3 supports, and will continue to demonstrate highly disruptive, unsafe, or otherwise concerning behaviors.

In these cases, SST teams are encouraged to consider an assessment. If a student is at a level that they require an individualized behavior plan we should be formally assessing that area of need.

A behavior intervention plan identifies the target behavior as well as an appropriate replacement behavior, and outlines the approach the team will take to teach and reinforce the replacement behavior, as well as norm on a plan to respond when the problem behavior occurs. Behavior intervention plans are most effective when they are based on an identified function of the problem behavior. There are several resources in the "Resources" section of this playbook to help with intervention ideas prior to needing a full Functional Behavior Assessment (FBA) to develop a BIP, but should a FBA be deemed necessary, the following will take place through the FBA process.

1. Identify the behavior the plan will be targeting.
2. Establish the baseline (i.e. how frequently the problem behavior occurs).
3. Hypothesize a function of the behavior (i.e. what need is currently being met for the student? What is the student trying to obtain or avoid with the behavior?)
4. Identify a replacement behavior (i.e. how can the student meet that same need with an alternative, acceptable behavior?)
5. Develop a SMART goal and a progress monitoring plan.
6. Identify the environmental changes that will need to be made in order for the student to use the replacement behavior.
7. Create a plan to teach the student the new replacement behavior.
8. Identify the strategies that will be used to positively reinforce the student for using the replacement behavior.
9. Align on how the team will respond if and when the problem behavior occurs again.

Note: School teams must get parental consent in order to collect behavioral data when developing a behavior intervention plan. The parent consent form can be found in the "Resources" section of the playbook.

The school site Mental Health Provider are available to support SST teams with the development of behavior intervention plans.

Section 10: Resources

Google Sites:
- MTSS
- Social-Emotional and Behavior

Student Huddle and SST Paperwork:
- Pre-Referral and 504 Dashboard (template)
- Huddle and SST Notes (template)

School SST Tracking Resources:
- School MTSS Dashboard (template)

Pre-Referral Graphics:
- RSP Pre-Referral Graphics (ppt format)

Resources to Support Teams in Generating Interventions:
- Tier 2/3 Academic Intervention Toolbox
- ELL Interventions Website
- Tier 1 Speech and Language Strategies

Behavior Intervention Planning Resources:
- Functions of Behavior Worksheet (template)
- Internal Working Model (template)
- BIM (template)
- Tier 3 Behavior Intervention Protocol
- Notice of Intent to Collect Data (parent permission form)
- Progress Monitoring for Behavior Interventions
- Writing Function-Based Behavior Intervention Plans (PD designed for school leaders)

Statewide Testing Accessibility Guidelines:
- TNReady Accessibility Guidelines
- SBAC Resources Guide (for CA and WI – see page 5 for accessibility guidelines

APPENDIX 15:
ERMHS PROCEDURES.

Educationally Related Mental Health Services (ERMHS)
Referral, Assessment, and Service Delivery
Department of Integrated Special Education, Rocketship Education (California Schools)

What are ERMHS?

Educationally Related Mental Health Services (ERMHS) are special education related services. Like any other related service, they are provided to students with IEPs who require them in order to access and benefit from their educational programs. Specifically, ERMHS services support students who display mental health and/or social-emotional needs that have a significant and adverse impact on educational performance.

How do I know if a student should be referred to an ERMHS (Social-Emotional) evaluation?

Students can only be referred for an ERMHS evaluation if they already have an IEP (general education students with mental health concerns should be referred to the SST process and/or the general counseling program at the school). The following indicators might suggest to the IEP team that an ERMHS referral is warranted:

- The student is exhibiting maladaptive or atypical behaviors (e.g. self-harm or frequent talk of self-harm, physically aggressive behaviors, etc.) that are negatively impacting educational performance
- A parent or doctor provides information indicating that the student has a mental health disorder
- The student has a significant change in behavior which results in a negative impact on their educational performance

Note that ERMHS services are not tied to any one eligibility, but in almost all cases, students with an eligibility of Emotional Disturbance should have ERMHS services as a component of their IEPs.

How do I refer a student for an ERMHS (Social-Emotional) assessment?

All ERMHS referrals at Rocketship will go through the school's assigned ERMHS provider (Mental Health Provider), who will then loop in the School Psychologist. Teachers should not reach out directly to our ERMHS providers to refer a student for a social-emotional assessment. If a case manager suspects a student may require an ERMHS assessment, they should schedule a time to check-in with the Mental Health Provider to discuss the presenting concerns, including:

- Presenting behaviors
- Previously implemented interventions and effectiveness
- Overall academic and/or educational impact of behaviors

If it is determined that a social-emotional assessment is warranted, the School Psychologist will:

- Prepare an assessment plan and prior written notice
    - NOTE: it is important to note that the AP will be for a social-emotional assessment, not an ERMHS assessment, as we assess for a need (social-emotional need) not a service (Educationally Related Mental Health Service).

The ISE case manager will:

- Schedule an amendment IEP meeting to review the presenting concerns with the family and obtain consent to proceed with the assessment

What is a social-emotional assessment and who conducts the assessment?

A social-emotional assessment is designed to determine whether a student has a mental health need resulting in a need for direct, mental health services in order to access and benefit from his or her educational program. The assessment also helps inform IEP goals for students with ERMHS services. At Rocketship, social-emotional assessments are multi-disciplinary and involve the school psychologist, the case manager, and the ERMHS provider. In order to determine the need for services, social-emotional assessments at Rocketship will include the following components:

- Behavior/social emotional rating scales: completed by the School Psychologist with the teacher, the family and, if appropriate, with the student
- Observations: completed by the School Psychologist and/or ERMHS provider, including observations in both the classroom and during unstructured times
- Interviews: completed by the School Psychologist with the teacher(s), the student, the family, and any other relevant stakeholders
- Instructional factors: completed by the ISE specialist

Following each assessment, the ERMHS provider and the School Psychologist will meet informally before the IEP meeting to discuss results and align on recommendations to be made to the IEP team. The School Psychologist will write an evaluation report incorporating the assessment results and summarizing the assessment recommendations.

What ERMHS services might a student receive as a result of the ERMHS evaluation?

The exact services will be determined by the IEP team based on the results of the social-emotional evaluation, but the following services are all considered ERMHS services: Individual Counseling, Counseling and Guidance, Parent Counseling, Social Work Services, and Psychological Services as defined by CASEMIS. Our ERMHS providers are our Mental Health Providers at Rocketship.

How do we update progress towards IEP goals?

ERMHS providers will provide an update on student progress towards IEP goals directly to the ISE case manager before each IEP goal reporting period. The ERMHS provider will be responsible for completing the progress report update in SEIS.

Child Find Policy
Region(s): ALL

This policy applies to all Rocketship Public Schools schools in all regions.. This policy was written in compliance with relevant state and authorizer requirements in those regions.

Rocketship Public Schools provides a free, appropriate public education to students with disabilities according to state and federal mandates. To be eligible for special education services, the child must be of school age, need specially designed instruction, and meet eligibility criteria for one or more of the following disabilities as set forth in the Individuals with Disabilities Education Improvement Act (the federal law which outlines legal responsibilities related to special education):

- Autistic-like Behaviors
- Blindness/Visual Impairment
- Deaf Blindness
- Deafness/Hearing Impairment
- Emotional Disturbance
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Physical Disability
- Specific Learning Disability
- Speech and Language Impairment
- Traumatic Brain Injury

Rocketship has systems in place that assist the school in determining whether a student may have a disability. These include a specific “Child Find” form that is completed by parents upon enrollment in a Rocketship school. This also includes a Student Study Team (SST), or pre-referral, process in which school teams analyze data to identify students who are struggling academically, socially, or behaviorally and develop interventions to support the student. Rocketship has additional evidence-based interventions that are made available to students who require it; these include both differentiated instruction in the

classroom and supplemental interventions in the learning lab and classroom. School teams monitor the progress of every child who receives intervention services in order to be able to identify any student who is not responding to interventions. Students who don't respond adequately to pre-referral interventions are referred for a more intensive level of support, which may include a formal evaluation to determine if the student is eligible to receive special education services as a child with a disability.

If you have a concern regarding your child's academic or social functioning, contact his or her classroom teacher, or a school leader at your school site.

Approved by Rocketship Education Board of Directors, Inc. 2/18/2014

Approved by Rocketship Education Board of Directors Wisconsin 2/18/2014

Approved by the Rocketship Education, D.C., Public Charter School, Inc. Board of Trustees 2/18/2014

Revised: 7/1/2019

APPENDIX 16:
SAMPLE PROFESSIONAL DEVELOPMENT SESSION

Title and Topic:

Purpose of the Session:

- Provide explicit information on our 20-21 ISE vision and goals
- Discuss Rocketship's commitment to equity and inclusion, including shared language that supports accessibility and equity
- Provide concrete examples of all staff's role in the implementation of IEPs as well as basic elements of UDL

Session Outcomes/Objectives:

- Create and share their vision for an equitable classroom and articulate how that vision aligns to ISE network goals and vision
- Articulate their role in the IEP process, including IEP meetings, partnership with ISE Specialists and implementation of accommodations
- Apply basic elements of UDL to scenarios and discuss the importance of planning for accessibility

How will teachers/SLs/Ops Practice? (Please be as specific as possible -- including timing, needed materials, and questions)

Documents

Participant Materials	Facilitator Materials	Application/Follow-Up/Next-Steps/ Commitment *Wrap around of the development*
Participants will bring: • reflections/questions from pre-work Pre-Work for Session • All Means All pre-work slides	Facilitator will bring: Soft Copy Handouts • Plan for breakout rooms	Timing • 60 mins total

Living the Learning Legend:

AA = Airtight Activity
R = Reflection
S = Small-group or large-group sharing
F = Frame
P = Plan + Practice

Objective Criteria For Success:

1) Highest Leverage
2) Clear & Measurable
3) Doable

Practice Criteria For Success:

1) Plan For Practice
2) Controlled Laboratory
3) Repetition
4) Alignment

Title and Topic:

Resources

- Co-Teaching: Co-Teaching Kickoff Meeting, Co-Teaching Weekly Planning, Co-Teaching Models, Number Stories Co-Teaching 22.23 Phonics Co-Teaching Phases 22.23, Close Reading 22.23 Co-Teaching Phases
- Inclusion: Universal Strategies Toolkit
- Small Group: LLI
- Guided Notes
- National Planning

Participant Materials	Facilitator Materials	Application/Follow-Up/Next-Steps/ Commitment *Wrap around of the development*
Participants will bring: • reflections/questions from pre-work Pre-Work for Session • All Means All pre-work slides	Facilitator will bring: Soft Copy Handouts • Plan for breakout rooms	Timing • 60 mins total

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1) Plan For Practice
2) Controlled Laboratory
3) Repetition
4) Alignment

All Means All

SEEING ABILITIES
ISE
UNLEASHING POTENTIAL

Objectives

School Team will be able to:

- Build a shared understanding and language for supporting every Rocketeer
- Articulate the supports and your role in the success of inclusion and co-teaching
- Start planning priorities for summer PD & Day 1-30 to have ISE core practices live

Agenda

- Supporting every Rocketeer
- Thriving in Tier I
  - Inclusion
  - Universal Strategies
  - Co-Teaching
- Reflection & Close Out

NORMS

1. Own Your Learning.
    - Try on.
    - Both/and thinking.

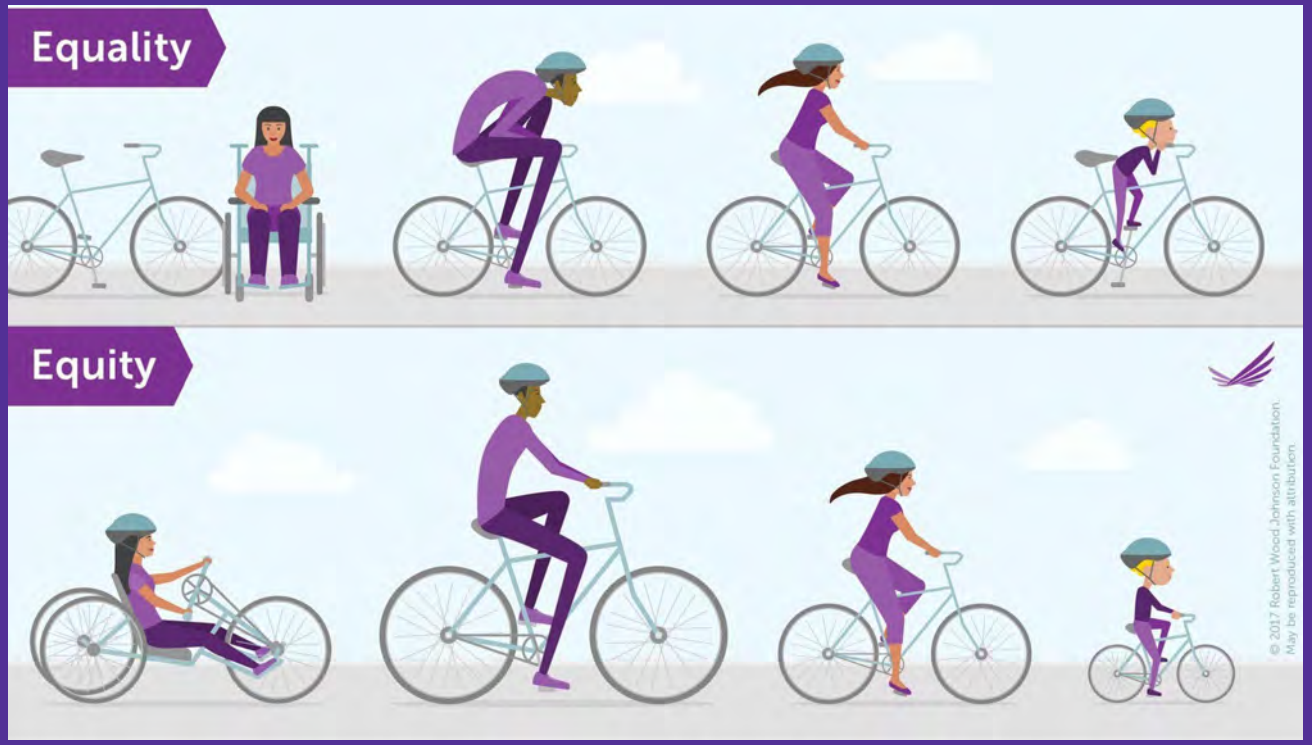
2. Be here.
    - Confidentiality.
    - Tune into power dynamics.

3. Be flexible.
    - Lean into discomfort.
    - Expect & accept non-closure.

There are four people trying to cross a rickety rope bridge in the middle of the night...

- What approach did you use to solve the puzzle when you were working independently?

- What was the impact of collaborating with others? Did your answer stay the same or change. Why?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All students will read at grade level by the time they leave elementary school.

National Center for Educational Statistics

These are the high school graduation rates for students with disabilities in the regions from the 2018-2019 school year.

Our Communities	Graduation Rates for Neurodiverse Students	Graduation Rates for All Students
California	68%	85%
Milwaukee	70%	83%
DC	51%	69%
Nashville	74%	91%
Texas	78%	88%
National	74%	86%

ISE 22.23 Goals	
Student Achievement	Student achievement goals are aligned with a student's current development and needs. Each campus will review the curriculum and assessments aligned with a student's needs. • All students make 1.5 years of growth on a leveled reading assessment (4 or more levels in STEP and/or aligned reading assessment) • All students grow 15+ or more Math Fluency levels • All students meet their annual personalized STAR skills growth goal • All ISE Specialists & Paraprofessionals exceed 1.5 years of growth on NWEA Math and ELA • In every region, Rocketship's students with disabilities outperform their statewide peers
ISE Team Skill	• 80% of ISE team members are effectively implementing their curriculum (STAR, LLI, SIPPS, and Math Interventions) at a Phase 2
Case Management	• All ISE Specialists score 90% or better on the IEP writing and facilitation rubric • All ISE Specialists score 90% or better on the IEP file review

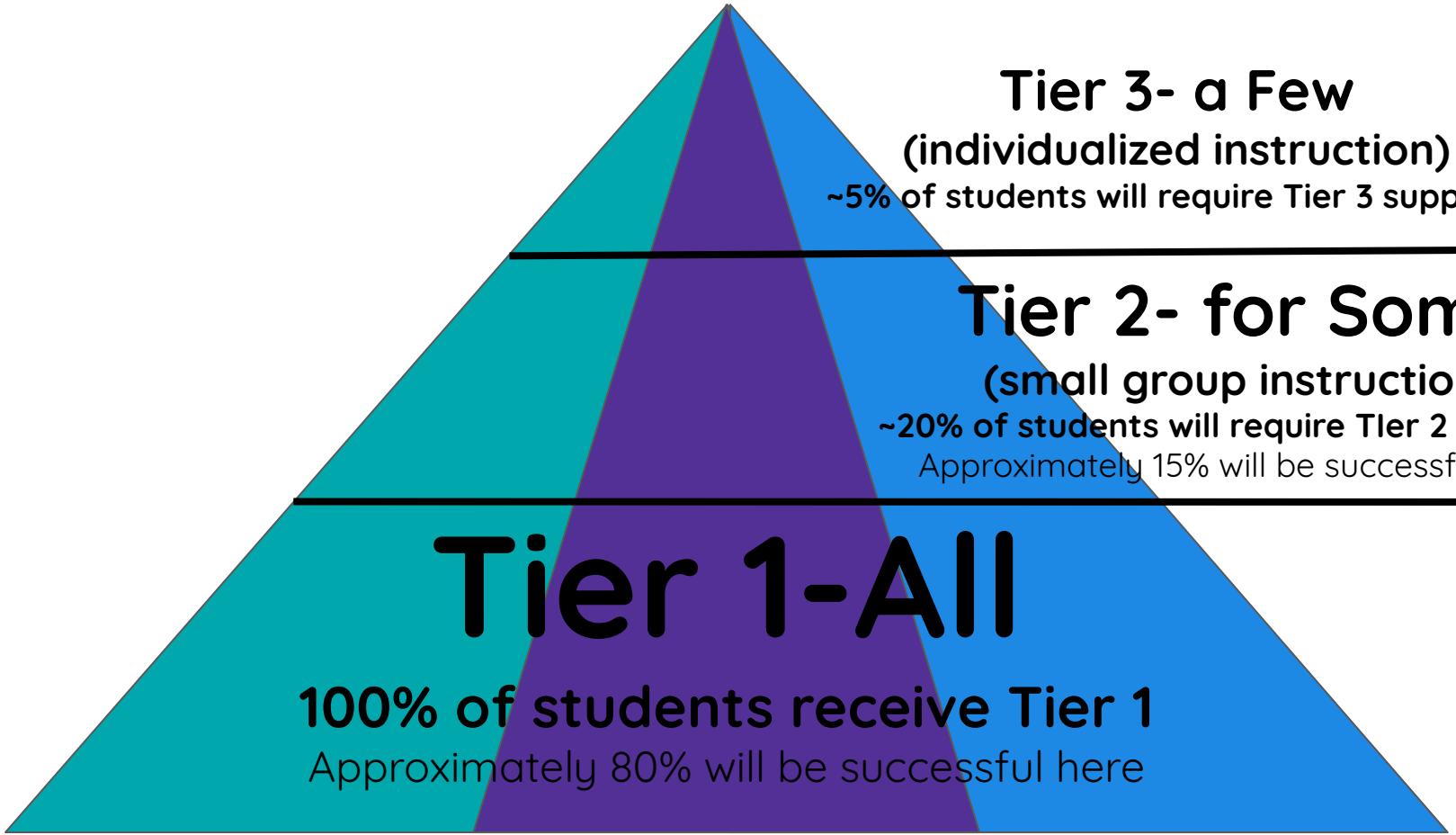
What does meaningful inclusion mean in your role and for our students?

Students meaningfully integrated into core content instruction with their peers in general education.

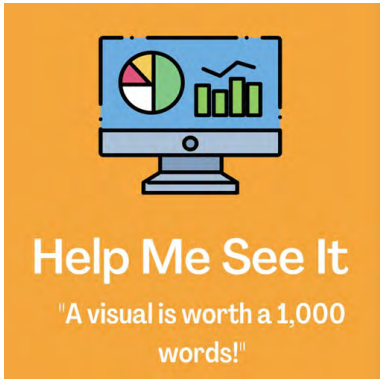
- Plan instructional strategies to support their learning and development
- Provide opportunities to show what they know
- Driving towards the same high bar for student outcomes
- Learn with and from peers (vice versa)

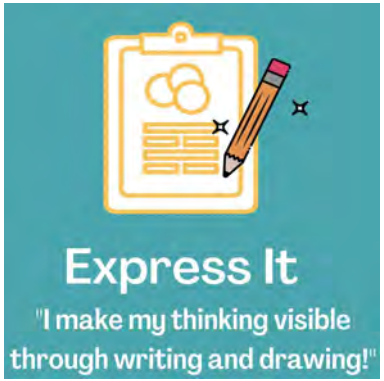
Equity for All Students

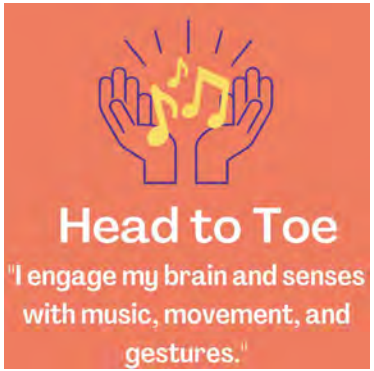
Tier I - Inclusion
Accessibility for all


Tier 3- a Few
(individualized instruction)
~5% of students will require Tier 3 supports
Tier 2- for Some
(small group instruction)
~20% of students will require TIer 2 supports
Approximately 15% will be successful here
Tier 1-All
100% of students receive Tier 1
Approximately 80% will be successful here
Academics
(HUM, STEM, Language)
Behavior
Social-Emotional

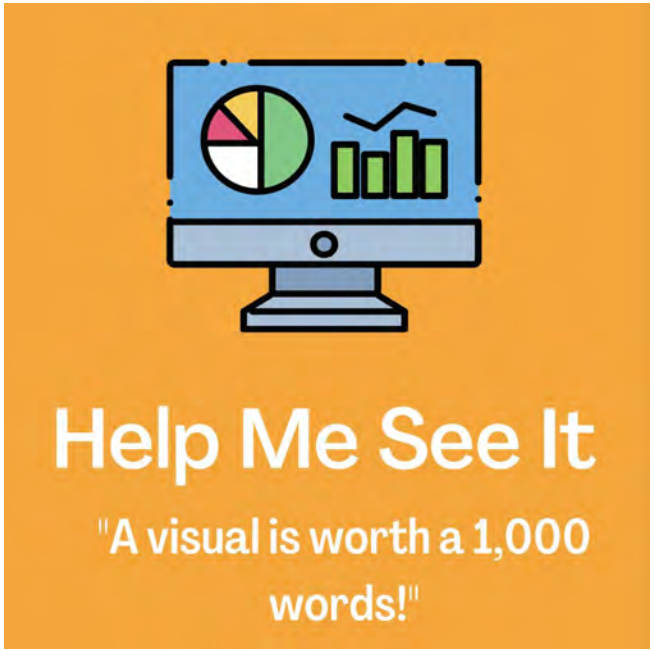
Universal Strategies - Thriving in Tier I







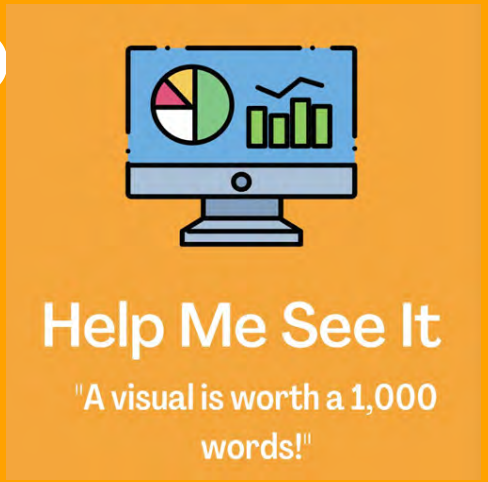
Universal Strategies - Thriving in Tier I



Universal Strategies - Thriving in Tier I

Vision Help Me See It A visual is worth a 1,000 words!	
Students	Access and utilize core visuals aligned with the key concepts and vocabulary for each lesson.
Teachers	Plan & integrate a visual representation of the core understanding of each day's content and vocabulary. This could include: • Anchor (aka input charts) • Guided Notes/Reference Sheet • Content Dictionary (Whole Class or Individual)
Rocketeers are able to: • See a visual representation of 1-2 core concepts for the day's lesson • Use the information on the visual to develop their understanding • Use the information on the visual to answer questions • Individually access - throughout a handout or being able to see anchor chart/word wall or visual	

In your role, what are ways to bring to life the “Help Me See It” strategy in the first 30 day of the school year?



Universal Strategies - Thriving in Tier I

- Unit Strategies
- Exemplar Resources & Videos
- 1:1 and RTC rubrics for development

COMING SOON

Neurodiverse Supports Throughout the School Day

Tier 1 and an IEP

An IEP provides additional support delivered in collaboration with the entire school team through

- Accomodations
- Modifications of content
- Plans Social and Emotional Learning
- Specialized Academic Instruction Through IEP Goals

7:45	Launch 7:45-8:00
7:50	
7:55	
8:00	Breakfast 8:00-8:10
8:05	
8:10	SEL /Community Meeting 8:10-8:30
8:15	
8:20	
8:25	
8:30	Breakfast Cleanup
8:35	Math Meeting 15 mins
8:40	
8:45	
8:50	Phonics 40 Mins
8:55	
9:00	
9:05	
9:10	
9:15	
9:20	
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8:45	
8:50	Phonics 40 Mins
8:55	
9:00	
9:05	
9:10	
9:15	
9:20	
9:25	

Think of a student with an IEP's experience throughout the course of the day - how can we maximize their experience based on how we understand and implement an IEP?

7:45	Launch 7:45-8:00
7:50	
7:55	
8:00	Breakfast 8:00-8:10
8:05	
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8:45	
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8:55	
9:00	
9:05	
9:10	
9:15	
9:20	
9:25	

What are actions you want to take during Summer PD to support a successful first 30 days of school for students with neurodiverse needs?

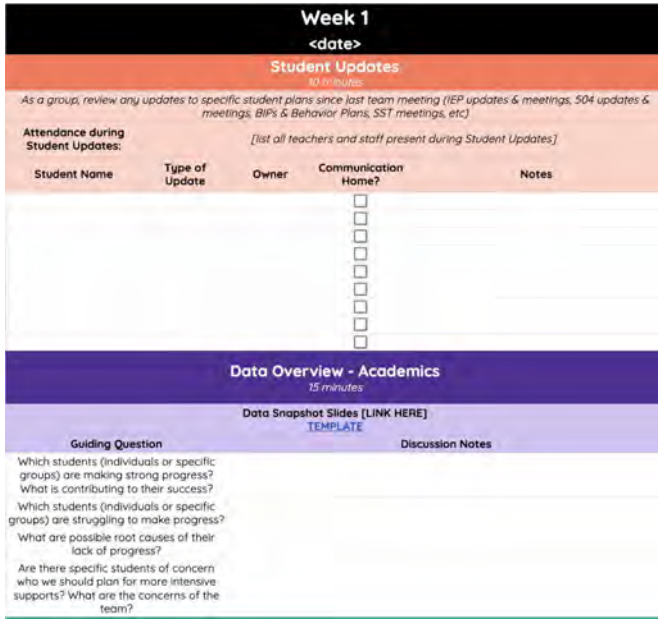
Making it happen…

Weekly Grade Team Meetings - MTSS & ISE

Weekly Grade Team Meetings - MTSS & ISE

Review key data metrics:

- STEP progress
- MAP Reading Fluency
- LNS and Sight Words Data
- Math Fluency



Week 1

<date>

Student Updates

10 minutes

As a group, review any updates to specific student plans since last team meeting (IEP updates & meetings, 504 updates & meetings, BIPs & Behavior Plans, SST meetings, etc)

Attendance during Student Updates: *[list all teachers and staff present during Student Updates]*

Student Name	Type of Update	Owner	Communication Home?	Notes
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	

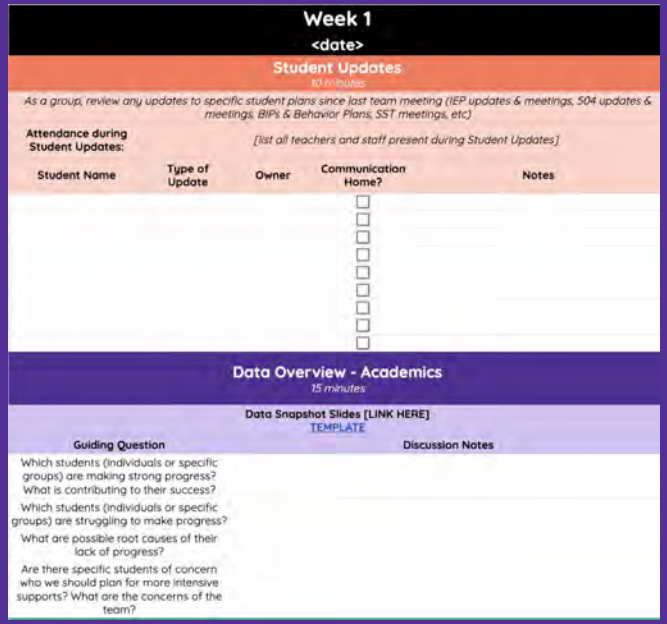
Data Overview - Academics

15 minutes

Data Snapshot Slides [LINK HERE]

TEMPLATE

Guiding Question	Discussion Notes
Which students (individuals or specific groups) are making strong progress? What is contributing to their success?	
Which students (individuals or specific groups) are struggling to make progress?	
What are possible root causes of their lack of progress?	
Are there specific students of concern who we should plan for more intensive supports? What are the concerns of the team?	



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<date>

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Student Name	Type of Update	Owner	Communication Home?	Notes
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			☐	
			☐	
			☐	
			☐	
			☐	
			☐	

Data Overview - Academics

15 minutes

Data Snapshot Slides [LINK HERE]

TEMPLATE

Guiding Question	Discussion Notes
Which students (individuals or specific groups) are making strong progress? What is contributing to their success?	
Which students (individuals or specific groups) are struggling to make progress?	
What are possible root causes of their lack of progress?	
Are there specific students of concern who we should plan for more intensive supports? What are the concerns of the team?	

How can you make sure that Grade Level Team - ISE - MTSS - Collaboration is effective throughout the year?

Weekly Grade Team Meetings - MTSS & ISE

Next Steps:

- ❏ Grade Level - IEP & BIP Roll Out with ISE Teams
- ❏ Launch your Weekly GLT MTSS & ISE Meetings

Tier I - Co-Teaching

Co-Teaching - Thriving in Tier I

We maximize the instructional impact for all students with **two instructional leaders** in the classroom - general education (GE) and special education (ISE). Our GE and ISE teams partner to differentiate instruction in key core content blocks to support the growth and mastery of all students. Our co-teaching is rooted in strong GE & ISE partnerships and planning to drive differentiated instruction.

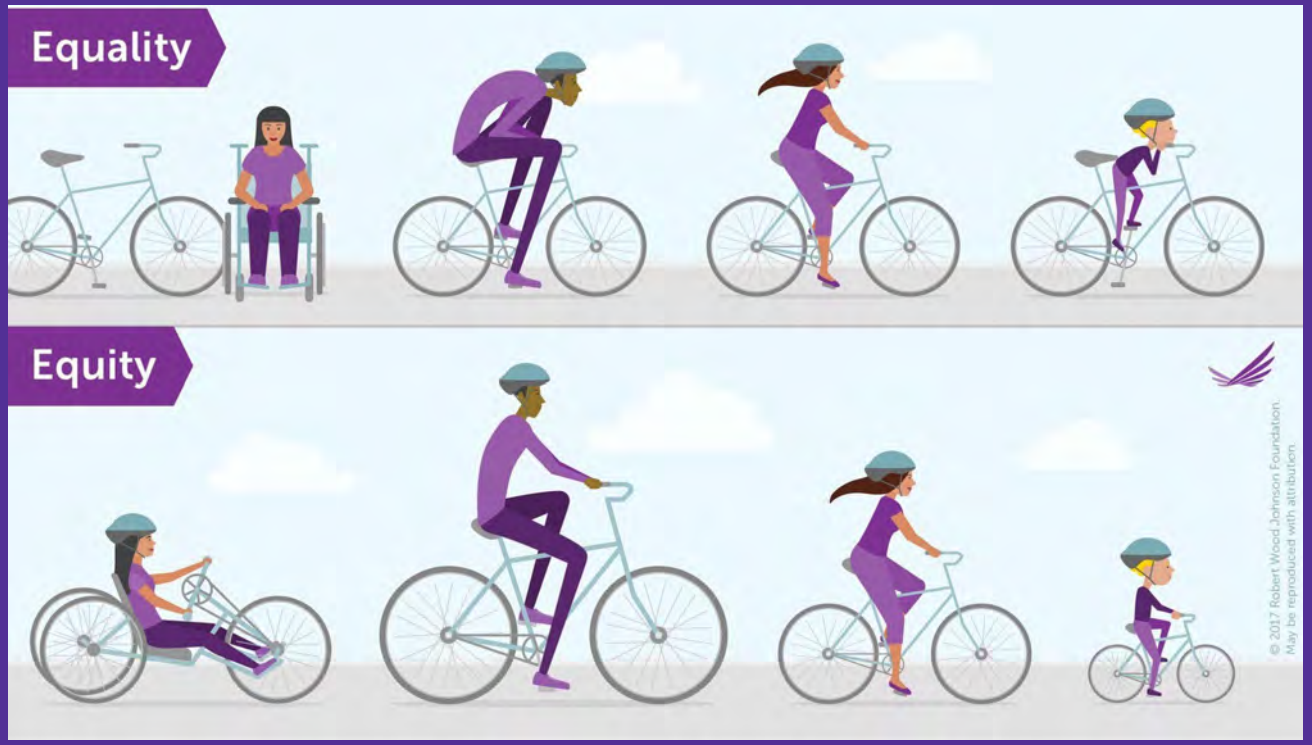
Intellectual Prep
Co-Planning

Co-Teaching Model based on the lesson & data

Data Collection & Analysis

Student Scaffolds & Supports

Physical Space, Systems & Routines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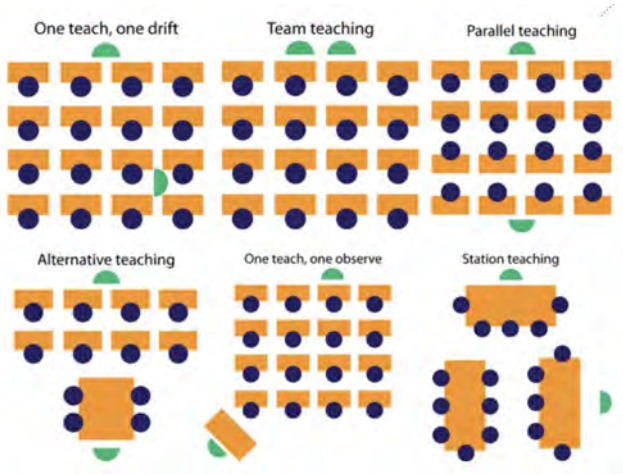
Co-Teaching - Thriving in Tier I

Kinder - Second Grade

- Phonics
- Counting Collections

Third Grade-Fifth Grade

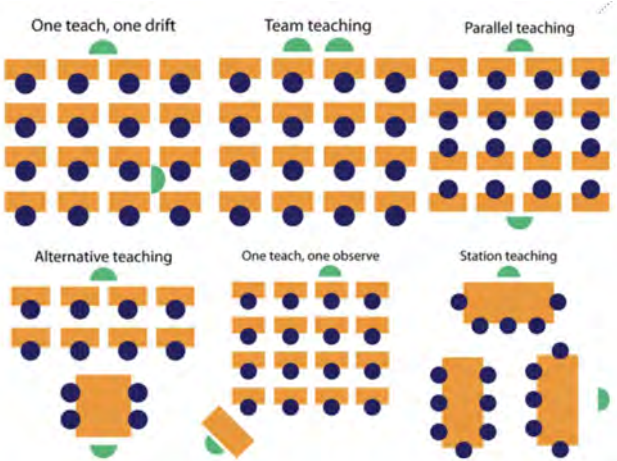
- Close Reading
- Number Stories



Co-Teaching

- Co-Planning, Communication & Feedback

- Targeted Instruction



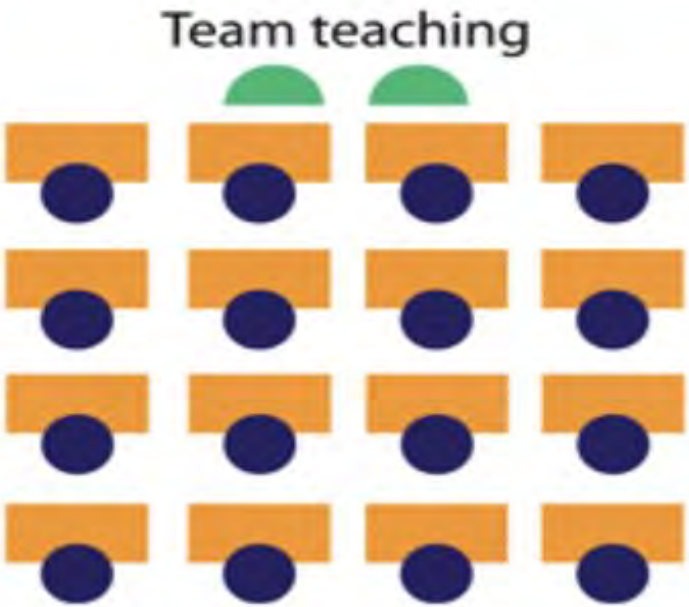
Weekly Co-Teaching Meeting Agenda

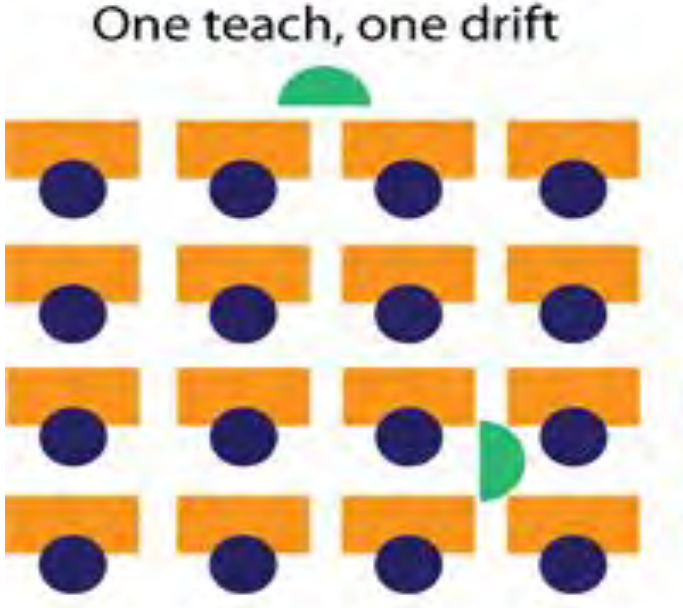
Materials for Collaboration • Upcoming Week's Lessons • Students' most recent data - student work analysis and data sets from Schoolzilla • Co-Teaching Models (reference point)	
Guiding Questions for Intellectual Prep • What does our most recent academic and behavioral data indicate and how can we leverage our "flow of the block" to close these gaps? • What do we need to coordinate (be on the same page about) to implement the basic "flow of the block"? • Who will prepare which materials? (Are we clear on follow-up/Next Steps?)	
Upcoming Week	
Student Data Review	Class Trends Students' with IEPs Trends
Response to Data	
Key	

Co-Teaching - Thriving in Tier I

- GE Teachers, Specialists & Paras are attending core content PD for priority co-taught blocks
- All will engage as co-teachers in BoY Co-Teaching Kickoff Meetings

Co-Teaching - Thriving in Tier I





Co-Teaching - Thriving in Tier I

To make sure our teachers are set up for success, they will:

- Schedule their weekly co-planning and if applicable tweak co-teaching weekly planning doc
- Plan Week 1 instruction - both introducing and instructing for culture & routines as lead teacher. ISE Team member should lead teach at least once a week.

Co-Teaching - Thriving in Tier I

Review the co-teaching resources:

- In your role, what do you need to plan to:
  - Build shared understanding of supporting all students
  - Each team member articulate their role in supporting students
  - PD facilitation and/or engagement
  - Summer PD & Day 1-30 planning

How will you make sure that your GE teachers and your ISE teachers have time to collaborate for effective co-teaching on a weekly basis?

Close Out

Next Steps

- Meet with your specialist program, to craft ISE specific practices on your campus.
  - Clusters cohorts
  - Co-Teachers for each grade and prioritized content
  - Case Manager selected for each grade
  - Bell Schedule crafted with co-teaching
- Each campus has a “Co-Teaching & Inclusion” PD facilitator for your campus. Personalize the information from this PD.

Next Steps

- Review your Summer PD calendar for campus collaboration:
  - Co-Teaching Kickoff Meetings
  - ISE IEP & BIP Roll Out Meetings to each grade
  - Weekly ISE & MTSS GLT
  - Monthly ISE & GLT Collab Meetings (planning IEP meetings)
- Have Co-Teaching BoY Launch Meetings plotted on your Summer PD calendar. SLs support meetings by:
  - Attending the BoY Launch meeting to support building the relationship and crafting vision - prioritize for new co-teaching relationships or relationships that need a refresh
  - Pre or Post meeting with co-teaching pairs to codify practices - prioritize for established co-teaching pairs
- Review your campus Summer PD to integrate Universal Strategies -- the focus for Day 1-30 are “Help Me See it” and “Voice my View.”

APPENDIX 17:
RUBRIC

23-24 Gen Ed Rocketship Teacher Performance Rubric

Domain & Component	Experienced Teacher			
Levels	**Level 1: Below**	**Level 2: Approaching**	**Level 3: Meets**	**Level 4: Exceeds**
	Domain 1: Planning and Preparation			
1a: Demonstrating knowledge of content and pedagogy	•The teacher makes content errors. •The teacher does not consider prerequisite relationships when planning. •The teacher's plans use inappropriate strategies for the discipline. • HUM: Teacher unable to execute all components of the Hum block with basic fidelity(CKLA Skills and Knowledge, mCLASS Intervention, SGR, Thematic Unit, CR) • HUM: Teacher does not utilize or follow the identified curricular materials for each block • STEM: Teacher unable to execute all components of the STEM block with basic fidelity	•The teacher's understanding of the discipline is rudimentary. •The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. •Lesson and unit plans use limited instructional strategies, and are not suitable to the content. time on any give component. • STEM: Teacher executes all components of the STEM block with basic fidelity (Spiral Review, Eureka Lesson, Corrective Instruction) though may struggle with pacing and spend too little/much time on any given component. • Teacher struggles to incorporate manipulatives into instruction and student worktime	•The teacher can identify important concepts of the discipline and their relationships to one another. •The teacher provides clear explanations of the content. •Instructional strategies in unit and lesson plans are entirely suitable to the content. • HUM Block: Teacher internalizes and executes all parts of the HUM block w/ fidelity to structure and vision and with accurate pacing(CKLA Skills and Knowledge, mCLASS Intervention, SGR, Thematic Unit, CR) • STEM Block: Teacher executes all components of the STEM block with fidelity (Spiral Review, Eureka Lesson, Corrective Instruction) and accurate pacing. • Teacher incorporates manipulatives into instruction and student worktime	•The teacher cites intra- and interdisciplinary content relationships. •The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. •The teacher's plans reflect recent developments in content-related pedagogy. • HUM: Teacher executes all parts of the HUM block w/ fidelity to structure and vision (CKLA Skills and Knowledge, mCLASS Intervention, SGR, Thematic Unit, CR) and also makes appropriate adjustments as necessary • Teacher models clarity around excellent reading, writing, thinking and speaking habits and skills that are then replicated by students Students always have a book at their independent level that they are reading and can articulate what is taking place in their book/ things they are learning • STEM: Teacher executes all components of the STEM block with fidelity (Spiral Review, Eureka Lesson, Corrective Instruction) and accurate pacing, making appropriate adjustments as necessary •Teacher models clarity around excellent mathematical, scientific, writing, thinking and speaking habits and skills that are then replicated by nearly every student
1b: Demonstrating knowledge of students and MTSS	•The teacher does not implement behavior plans for students. •The teacher does not understand child development characteristics and has unrealistic expectations for students. •The teacher does not try to ascertain varied ability levels among students in the class. •The teacher is not aware of students' individual interests. •The teacher takes no responsibility to learn about students' medical or learning disabilities. •The teacher does not appropriately identify students who may need additional academic and/or behavior support, plan interventions to support these students, and refer students to team huddles and Student Study Team (SST) •The teacher does not know which students are receiving tiered academic and behavioral support	•The teacher implements behavior plans but may sometimes struggle with fidelity in their implementation •The teacher cites developmental theory but does not seek to integrate it into lesson planning. •The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." •The teacher recognizes that students have different interests but rarely draws on their contributions or differentiates materials to accommodate those differences •The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. •The teacher identifies some students who may need additional academic and/or behavior support and inconsistently plans interventions or refers students to team huddles and SST •The teacher knows which students are receiving tiered academic and behavioral support and but only sometimes provides appropriate differentiated support in the classroom	•The teacher implements behavior plans with fidelity for all students. •The teacher has a good idea of the range of interests of students in the class. •The teacher is aware of the special needs represented by students in the class. •The teacher is generally aware of the data of his/her students, appropriately plans interventions, progress monitors, uses data to inform Tier 1 instruction, and can capitalize on key teaching moments (e.g., using reading data to create guided reading groups, small group math, etc.) •Knows which students are receiving tiered academic and behavioral support and regularly provides appropriate differentiated support in the classroom (RPS MTSS)	•The teacher implements behavior plans with fidelity for all students. •The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. •The teacher seeks out information from all students about their cultural heritage. •The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. •The teacher appropriately identifies students who may need additional academic and/or behavior support, proactively plans interventions, progress monitors, uses data to inform Tier 1 instruction, consistently refers students to team huddles and SST, and helps generate appropriate individually targeted interventions •The teacher knows which students are receiving tiered academic and behavioral support and provides appropriate differentiated support 100% of the time in the classroom (MTSS)
1c: Setting Instructional Outcomes	•Outcomes lack rigor. •Outcomes/objectitves do not represent important learning in the discipline. •Outcomes are not clear or are stated as activities and not posted on the board. •Outcomes are not suitable for many students in the class.	•Outcomes /objectives represent a mixture of low expectations and rigor. •Some outcomes reflect important learning in the discipline. •Outcomes are suitable for most of the class.	•Outcomes represent high expectations and rigor and yearly goals are posted in the classroom (such as Sight Words, DIBELS growth, class math goals, etc) •Outcomes are related to the "big ideas" of the discipline. •Outcomes / Objectives are written in terms of what students will learn rather than do and posted on the board. •Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. •Outcomes, differentiated where necessary, are suitable to groups of students in the class.	•The teacher's plans reference curricular frameworks (unit plans / assessment analsyis) or blueprints to ensure accurate sequencing. •The teacher connects outcomes to previous and future learning. •Outcomes are differentiated to encourage individual students to take educational risks.
1e: Designing Coherent Instruction	•Learning activities are boring and/or not well aligned to the instructional goals (such as lesson not aligning to objective or not having plans for instruction). •Materials are not engaging or do not meet instructional outcomes. •Instructional groups do not support learning. •Lesson plans are not structured or sequenced and are unrealistic in their expectations.	•Learning activities are moderately challenging. •Learning resources are suitable, but there is limited variety. •Instructional groups are random, or they only partially support objectives. •Lesson structure is uneven or may be unrealistic about time expectations (pacing/timestamp of lessons are not strong)	•Learning activities are matched to instructional outcomes. •Activities provide opportunity for higher-level thinking. •The teacher provides a variety of appropriately challenging materials and resources. •Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. •The plan for the lesson or unit is well structured, with reasonable time allocations and school-specific expectations.(e.g., includes timestamps, key takeaways, and saved in accurate folder).	•Activities permit student choice. •Learning experiences connect to other disciplines. •The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. •Lesson plans differentiate for individual student needs (including ISE, ELL, and general targeted small groups).
1f: Data Driven Instruction	•Teacher is unaware of assessments, purpose, and ways to leverage student data •Assessment results do not affect future plans. •Teacher does not give assessments on schedule and does not review data. •Teacher does not review the assessment before teaching the unit. •Teacher does not have clear systems to ensure students are aware of their data, strengths, and areas of growth	•Plans refer to the use of formative assessment data but are not fully utilized •Assessment results are used to design lesson plans for the whole class, not individual students. •Teacher has some systems to ensure students are aware of their data, but they are not consistently followed	•Teachers understand that all learning outcomes have a method for assessment and have taken / analyzed the assessment before teaching the unit. •General education connect with ISE Specialists to ensure any assessment modifications are made for students with special needs as appropriate •Plans include formative assessments to use during instruction (e.g., Teachers use exit tickets, DIBELS error analysis, unit assessment data analysis forms to add in specific areas of need to plans including Guided Reading planning, small groups, and whole class trends for reteach) •Lesson plans indicate possible adjustments based on formative data. •Teacher has systems where students can articulate their data, strengths, and areas of growth.	•Students are actively involved in collecting information from formative assessments and provide input. •Teacher has done analysis of final unit and end of year assessment and leverages ongoing data to adjust course to ensure mastery of goals. •Teacher has systems where students can articulate thier data, strenghts, and areas of growth.

23-24 Gen Ed Rocketship Teacher Performance Rubric

Domain & Component	Experienced Teacher			
Levels	**Level 1: Below**	**Level 2: Approaching**	**Level 3: Meets**	**Level 4: Exceeds**
1g: Rocketship Instructional Priority: Access for All	•Does not always provide a welcoming classroom environment for students •Often does not know students' disability or language proficiency status •Unaware of students with disabilities' academic performance •Rarely co-plans with ISE teachers •Poorly supports Individualized Education Plan (IEP) development process and IEP meetings •Inconsistently implements designated English language development (ELD) and poorly targets language instruction during designated English language development (ELD)	•The teacher is not aware of students' cultural heritage •Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability •Knows students disability and language proficiency status but implements their accommodations and modifications only half of the time in the general education classroom. •Has reviewed student academic data to determine progress of ISE and EL students to inform planning and sometimes adjust instruction •Inconsistently co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities. •Inconsistently supports IEP development process and IEP meetings •Implements integrated ELD a majority of days during the week and often provides targeted language instruction during designated ELD.	•The teacher is aware of the different cultural groups in the class, is well-informed about students' cultural heritage, and incorporates this knowledge in lesson planning. •Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability •The teacher knows students' disability and language proficiency status and implements appropriate instructional interventions for students (e.g., ISE accommodations and modifications, consistently groups students accordingly for designated instruction) •The teacher regularly reviews student academic data and unit performance to determine progress of ISE and EL students to inform planning and and regularly adjusts instruction •The teacher regularly co-plans with ISE teacher to determine accommodations and co-teaching to be provided in the general education classroom for students with disabilities •Consistently implements integrated ELD into content instruction and provides appropriately targeted language instruction during designated ELD.	•The teacher actively seeks out information from all students about their cultural heritage, incorporating this knowledge into lesson planning. •Provides welcoming and inclusive classroom environment for all students, including English learners and students with a disability •Knows students' disability and language proficiency status and implements implements them pervasively in general education classroom (e.g., ISE accommodations and modifications) •Always reviews student academic data and performance to determine progress of ISE and EL students and constantly adjusts planning and instruction •Always co-plans with ISE teacher to determine accommodations and is a leader in the IEP development process and during IEP meetings •Consistently implements integrated and designated ELD every day of the week •Always provides appropriately targeted language instruction during both designated and integrated ELD
	Domain 2: Classroom Environment			
2a: Creating an environment of respect and rapport	•The teacher is at times disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. •Student body language indicates feelings of hurt, discomfort, or insecurity. •Students do not have a way to communicate their needs. •The teacher displays no familiarity with, or caring about, individual students. •The teacher disregards disrespectful interactions among students. •Conducts Community Meeting using tier 1 SEL curriculum (The Shortest Distance) two or fewer days per week	•The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. •The teacher attempts to respond to disrespectful behavior among students, with uneven results. •The teacher sometimes demonstrates emotional constancy to model the modulation of emotion with uneven results. •Students are only sometimes able to express their needs, and often do so in an inappropriate way/time. •The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. •Conducts Community Meeting using tier 1 SEL curriculum (The Shortest Distance) three days per week	•Talk between teacher and students and among students is uniformly respectful. •The teacher successfully responds to disrespectful behavior among students and exercises appropriate judgement when redirecting, correcting and consequencing students with Arts of the Consequences. •Students participate willingly and are able to express their needs, but may be somewhat hesitant to offer their ideas in front of classmates. •The teacher makes general connections with individual students. •Students exhibit respect for the teacher. •Conducts Community Meeting using tier 1 SEL curriculum (The Shortest Distance) four days per week with a high degree of fidelity and quality	•The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. •There is no disrespectful behavior among students. •When necessary, students respectfully correct one another. •Students participate without fear of put-downs or ridicule from either the teacher or other students. They are always able to express their needs, and do so in a productive manner and at the appropriate time •The teacher respects and encourages students' efforts. •Conducts Community Meeting using tier 1 SEL curriculum (The Shortest Distance) five days per week, implements curriculum with a high level of fidelity and quality, and provides opportunities throughout the day for students to apply those skills
2b: Establish culture for Learning	•The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. •The teacher conveys to at least some students that the work is too challenging for them. •Students exhibit little or no pride in their work. •Students use content-specific language incorrectly; the teacher either does not correct them or does not correct with respect or encouragement	•The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. •The teacher conveys high expectations for only some students. •Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." •The teacher's primary concern appears to be to complete the task at hand. •Teacher occasionally but not consistently prompts students to use content-specific vocabulary when relevant to the lesson and to speak in complete thoughts and sentences.	•The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. •The teacher demonstrates a high regard for student abilities and conveys high expectations for students' efforts. •Students expend good effort to complete work of high quality. •Teacher respectfully and supportively prompts students to use content-specific vocabulary when relevant to the lesson and to speak in complete thoughts and sentences.	•The teacher communicates passion for the subject. •The teacher conveys the satisfaction that accompanies a deep understanding of complex content •Students indicate through their questions and comments a desire to understand the content. •Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work. •Students respectfully and supportively prompt one another to use content-specific vocabulary when relevant to the lesson and to speak in complete thoughts and sentences.
2c: Managing Classroom Procedures	•Students not working with the teacher are not productively engaged. •Transitions are disorganized, with much loss of instructional time. •There do not appear to be any established procedures for distributing and collecting materials. •A considerable amount of time is spent off task because of unclear procedures. •Teacher rarely or does not use clear WTD instructions and the top 5 TLAC skills to manage student behaviors	•Students not working directly with the teacher are only partially engaged. •Procedures for transitions seem to have been established, but their operation is not smooth. •There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. •Classroom routines function unevenly. •T often, but not always uses clear WTD instructions and the top 5 TLAC skills to manage student behaviors	•Students are productively engaged during small-group or independent work. •Transitions between large- and small-group activities are smooth. •Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. •Teacher always uses clear WTD instructions the top 5 TLAC skills to manage student behaviors •Fluidly employs 3-5 additional TLAC skills to create a highly productive, safe and joyful student environment (additional TLAC skills include: sweat details, warm strict, no warnings, dia, precise praise)	•With minimal prompting by the teacher, students ensure that their time is used productively. •Students take initiative in distributing and collecting materials efficiently. •Students themselves ensure that transitions and other routines are accomplished smoothly.
2d: Managing student behavior	•The classroom environment is chaotic, with no standards of conduct evident. •The teacher does not monitor student behavior. •The teacher does not use progressive behavior steps, oftentime overreacting or failing to provide positive praise •Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. •Tracks most behavior data using BDFs. •Inconsistent use of classroom incentive system and sometimes inappropriately assigns consequences or rewards on behavior reinforcement system.	•The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. •The teacher attempts to keep track of student behavior, but with no apparent system. •The teacher sometimes but not always responds to behavior using progressive steps (e.g. begins with positive praise/narration before moving to nonverbal redirection then private, verbal redirection, etc.) •The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. •Tracks most behavior data using BDFs. •Has behavior reinforcement system but sometimes inappropriately assigns consequences or rewards on system.	•Standards of conduct appear to have been established and implemented successfully and overall, student behavior is generally appropriate. •The teacher frequently monitors student behavior •The teacher appropriately responds to behavior through progressive steps (e.g. begins with positive praise/narration before moving to nonverbal redirection then private, verbal redirection, etc.) •The teacher's response to student misbehavior is effective. •Has a classroom incentive system (e.g., clip chart or class dojo) tied to the classroom communication tool that is used consistently so that ALL students have received recognition in the last 4 weeks. •Has behavior reinforcement system and utilizes it to notices trends and make strategic shifts prior to the need for a student huddle.	•Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. •The teacher silently and subtly monitors student behavior. •Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. •The teacher always responds to behavior through progressive steps (e.g. begins with positive praise/narration before moving to nonverbal redirection then private, verbal redirection, etc.) •A healthy balance of redirection and celebration exists in the classroom. •Reguarly audits behavior incentive system to check for equity of implementation •Always uses the behavior reinforcement system to communicate behaviors to students, and fluidly deploys it in conjunction w/ the TLAC skills.
2e Organizing Physical Space	•There are physical hazards in the classroom, endangering student safety. •Many students can't see or hear the teacher or see the board. •Available technology is not being used even if it is available and its use would enhance the lesson. •Lights are not always turned on	•The physical environment is safe, and most students can see and hear the teacher or see the board. •The physical environment is not an impediment to learning but does not enhance it. •The teacher makes limited use of available technology and other resources •Lights are not always turned on	•The classroom is safe, clean, sharp, welcoming, and all students are able to see and hear the teacher or see the board. •The classroom is organized and efficient to maximize arranged to support the instructional goals and learning activities. •The teacher makes appropriate use of available technology. •Students know how to organize their material and know where access all materials. •Carpets/floors are always clean and free of any food and trash. •Lights are always turned on	•Modifications are made to the physical environment to accommodate students with special needs. •There is total alignment between the learning activities and the physical environment. •Students take the initiative to adjust the physical environment. •The teacher and students make extensive and imaginative use of available technology. •Lights are always turned on
	Domain 3: Instruction			

23-24 Gen Ed Rocketship Teacher Performance Rubric

Domain & Component	Experienced Teacher			
Levels	**Level 1: Below**	**Level 2: Approaching**	**Level 3: Meets**	**Level 4: Exceeds**
3a: Communicating with students	•At no time during the lesson does the teacher convey to students what they will be learning. •Students indicate through body language or questions that they don't understand the content being presented. •The teacher makes a serious content error that will affect students' understanding of the lesson. •Students indicate through their questions that they are confused about the learning task. •The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. •The teacher's vocabulary is inappropriate to the age or culture of the students. •Skills are not transferable and are only specific to that question/ problem	•The teacher provides little elaboration or explanation about what the students will be learning. •The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. •The teacher makes no serious content errors but may make minor ones. •The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. •The teacher must clarify the learning task so students can complete it. •The teacher's vocabulary and usage are correct but unimaginative. •When the teacher attempts to explain academic vocabulary, it is only partially successful. •The teacher's vocabulary is too advanced, or too juvenile, for students. •Teacher generally teaches in a way that makes skills transferable, but will sometimes focus too much on one specific aspect of the lesson that is not essential to the overarching understandings	•The teacher states clearly, at some point during the lesson, what the students will be learning. •The teacher's explanation of content is clear and invites student participation and thinking. •The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. •Students engage with the learning task, indicating that they understand what they are to do. •If appropriate, the teacher models the process to be followed in the task. •The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. •The teacher's vocabulary is appropriate to students' ages and levels of development. •Teacher is actively circulating during all parts of the block to collect data and provide feedback to students •The feedback given to students is always actionable/ sticky/ transferable	•If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. •The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. •The teacher points out possible areas for misunderstanding. •The teacher invites students to explain the content to their classmates. •Students suggest other strategies they might use in approaching a challenge or analysis. •The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. •Students use academic language correctly. •Teacher capitalizes on every moment to make it a learning opportunity - goes above and beyond what is called for in the lesson plan •Teacher always makes skills transferable
3b: Using Questions and Discussion Techniques	•Questions are rapid-fire and convergent, with a single correct answer. •Questions do not invite student thinking. •All discussion is between the teacher and students; students are not invited to speak directly to one another. •The teacher does not ask students to explain their thinking. •Only a few students dominate the discussion. •Teacher does not demonstrate TLAC strategies for questioning (e.g., ratio, wait time, cold call). Students are generally not engaged.	•The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. •The teacher invites students to respond directly to one another's ideas, but few students respond. •The teacher calls on many students, but only a small number actually participate in the discussion. •The teacher asks students to explain their reasoning, but only some students attempt to do so. •Teachers use some TLAC strategies for questioning and discussion (e.g., of ratio, wait time, cold call). Teachers attempt to use universal prompts and habits of discussion to push engagement	•The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. •The teacher makes effective use of wait time. •Discussions enable students to talk to one another without ongoing mediation by teacher. •The teacher calls on most students, even those who don't initially volunteer. •Many students actively engage in the discussion. •The teacher asks students to justify their reasoning, and most attempt to do so. •Teachers use a variety TLAC strategies of ratio, wait time, cold call. •Teachers use universal prompts and habits of discussion to push engagement	•Students initiate higher-order questions. •The teacher builds on and uses student responses to questions in order to deepen student understanding. •Students extend the discussion, enriching it, and provide evidence for their thinking •Students invite comments from their classmates during a discussion and challenge one another's thinking. •Virtually all students are engaged in the discussion.
3c: Engaging students in learning	•Few students are intellectually engaged in the lesson. •Learning tasks/activities and materials require only recall or have a single correct response or method. •Instructional materials used are unsuitable to the lesson and/or the students. •The lesson drags or is rushed. •Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	•Some students are intellectually engaged in the lesson. •Learning tasks are a mix of those requiring thinking and those requiring recall. •Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. •The materials and resources are partially aligned to the lesson objectives. •Few of the materials and resources require student thinking or ask students to explain their thinking. •The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. •The instructional groupings used are partially appropriate to the activities.	•Most students are intellectually engaged in the lesson. •Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. •Students are invited to explain their thinking as part of completing tasks. •Materials and resources support the learning goals and require intellectual engagement, as appropriate. •The pacing of the lesson provides students the time needed to be intellectually engaged. •The teacher uses groupings that are suitable to the lesson activities.	•Virtually all students are intellectually engaged in the lesson. •Lesson activities require high-level student thinking and explanations of their thinking. •Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, •and/or (3) suggesting modifications or additions to the materials being used. •Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
3d: Using assessments in instruction (Defining Excellence with Exemplars)	•The teacher gives no indication of what high-quality work looks like. •The teacher makes no effort to determine whether students understand the lesson. •Students receive no feedback, or feedback is global or directed to only one student. •The teacher does not ask students to evaluate their own or classmates' work.	•There is little evidence that the students understand how their work will be evaluated. •The teacher monitors understanding through a single method (e.g., checks for understanding), or without eliciting evidence of understanding from students. •Feedback to students is vague and not oriented toward future improvement of work. •The teacher makes only minor attempts to engage students in self- or peer assessment.	•The teacher makes the standards of high-quality work clear to students. •The teacher elicits evidence of student understanding. •Students are invited to assess their own work and make improvements; most of them do so. •Feedback includes specific and timely guidance, at least for groups of students. •Teacher uses multiple methods to monitor student understanding (e.g., check for understanding (CFU), circulates to gather data) and adjusts instruction accordingly.	•Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. •The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. •Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. •High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
3e: Demonstrating flexibility and responsiveness	•The teacher ignores indications of student boredom or lack of understanding. •The teacher brushes aside students' questions. •The teacher conveys to students that when they have difficulty learning, it is their fault. •In reflecting on practice, the teacher does not indicate that it is important to reach all students. •The teacher makes no attempt to adjust the lesson in response to student confusion.	•The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. •The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. •In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. •The teacher's attempts to adjust the lesson are partially successful.	•The teacher incorporates students' interests and questions into the heart of the lesson. •The teacher conveys to students that she has other approaches to try when the students experience difficulty. •In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. •When improvising becomes necessary, the teacher makes adjustments to the lesson.	•The teacher incorporates students' interests and questions into the heart of the lesson. •The teacher seizes on a teachable moment to enhance a lesson. •The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. •In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. •The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
	Domain 4: Professional Responsibilities			
4a: Reflect on teaching	•The teacher considers the lesson but draws incorrect conclusions about its effectiveness. •The teacher makes no suggestions for improvement.	•The teacher has a general sense of whether or not instructional practices were effective. •The teacher offers general modifications for future instruction.	•The teacher accurately assesses the effectiveness of instructional activities used. •The teacher identifies specific ways in which a lesson might be improved. •The teacher uses a variety of feedback / reflections tools to reflect on their	•The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. •The teacher's suggestions for improvement draw on an extensive repertoire.
4b: Maintain accurate records	•There is no system for either instructional or noninstructional records. •Record-keeping systems are in disarray and provide incorrect or confusing information.	•The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. •The teacher's process for tracking student progress is cumbersome to use. •The teacher has a process for tracking some, but not all, noninstructional information (e.g., home visits, parent partnership hours, BDFs), and it may contain some errors.	•The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. •The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. •The teacher's process for recording non instructional information is both efficient and effective (e.g., home visits, parent partnership hours, BDFs)	•Students contribute to and maintain records indicating completed and outstanding work assignments. •Students contribute to and maintain data files indicating their own progress in learning. •Students contribute to maintaining noninstructional records (e.g., home visits, parent partnership hours, BDFs) for the class.
Citation:	Derived from the 2013 Charlotte Danielson *Framework for Teaching (https://danielsongroup.org/framework).*			

APPENDIX 18:
LCAP

LCFF Budget Overview for Parents

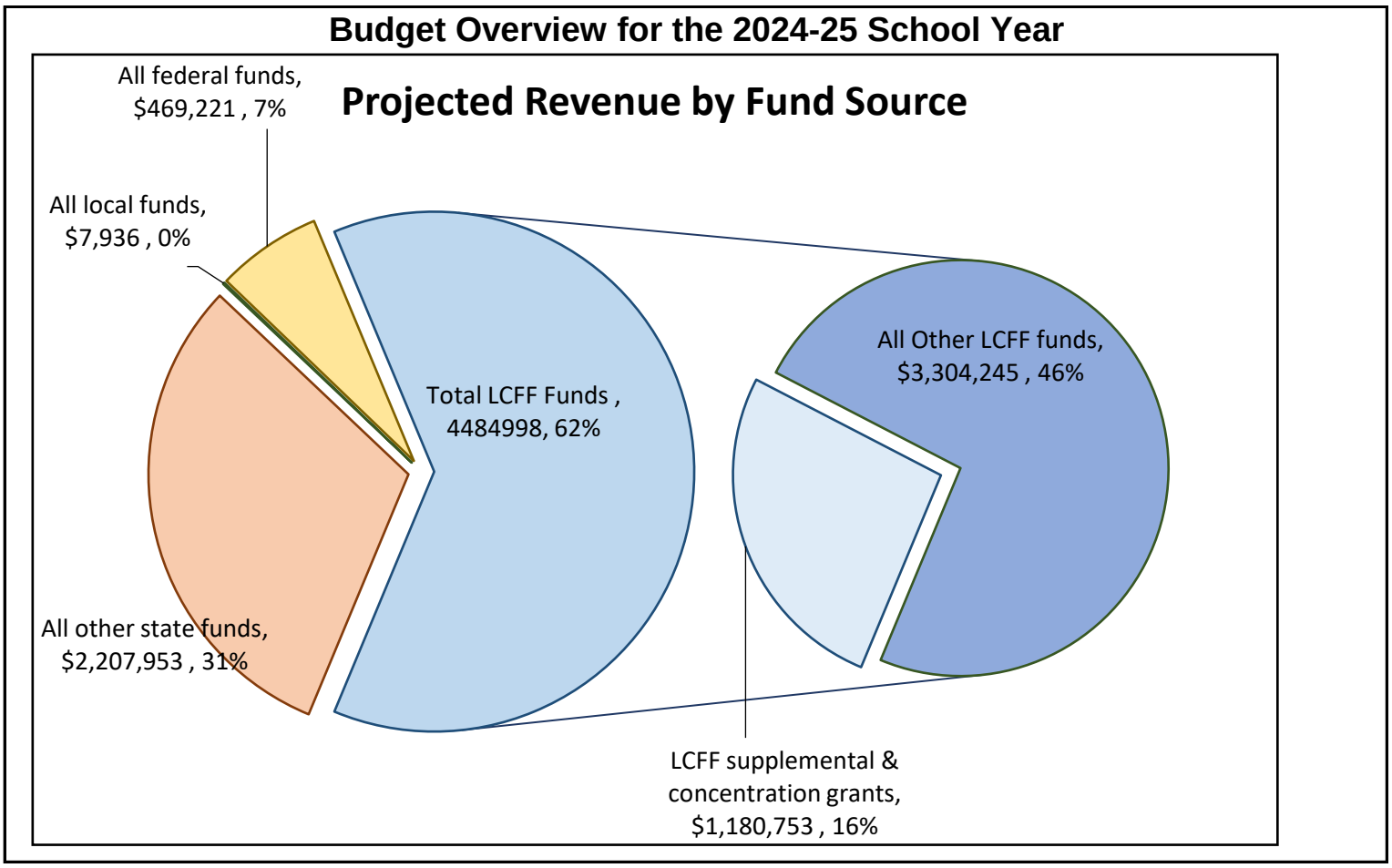
Local Educational Agency (LEA) Name: Rocketship Si Se Puede

CDS Code: 43-10439-0119024

School Year: 2024-25

LEA contact information: Benjamin Carson501-258-7831bcarson@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).

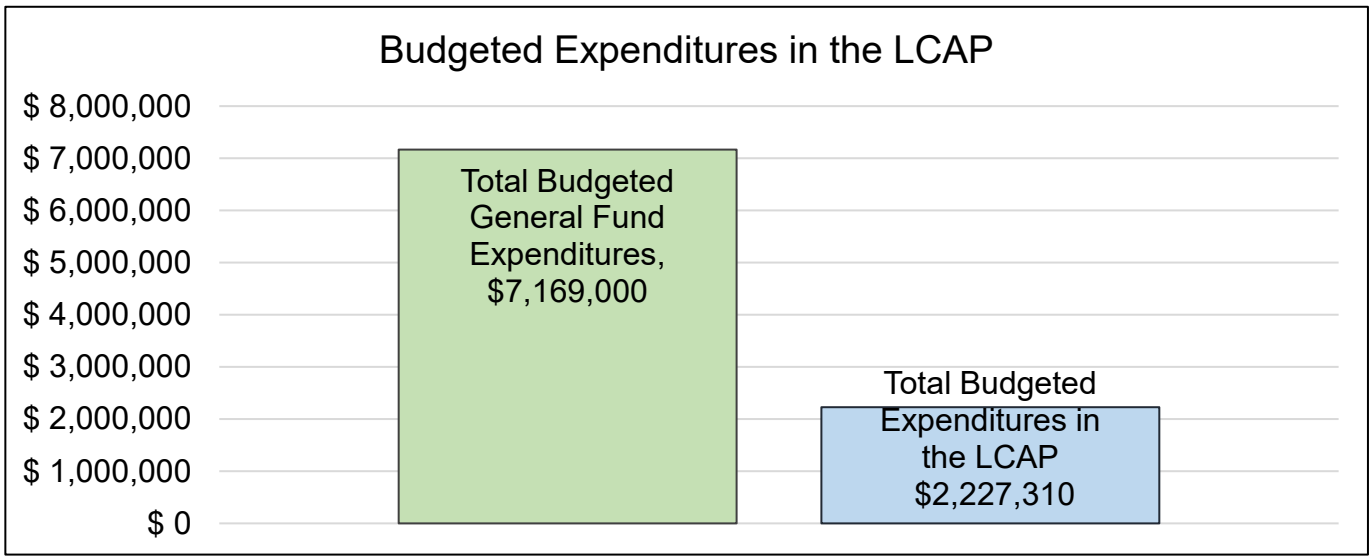


This chart shows the total general purpose revenue Rocketship Si Se Puede expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocketship Si Se Puede is $7,170,108.77, of which $4,484,998.00 is Local Control Funding Formula (LCFF), $2,207,953.36 is other state funds, $7,935.98 is local funds, and $469,221.43 is federal funds. Of the $4,484,998.00 in LCFF Funds, $1,180,753.00 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 Si Se Puede plans to spend for 2024-25. 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 Si Se Puede plans to spend $7,169,000.00 for the 2024-25 school year. Of that amount, $2,227,309.65 is tied to actions/services in the LCAP and $4,941,690.35 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

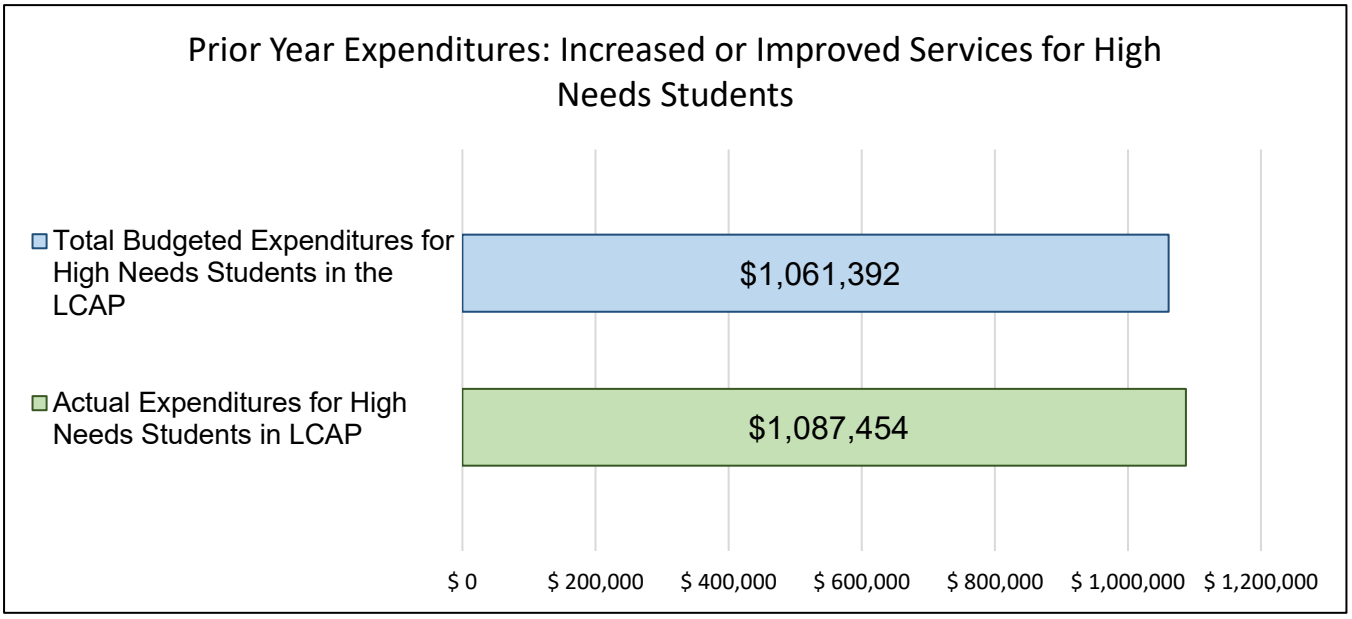
Rent, utilities, food service, district admin fees, network service fees, contracts subs, communications, insurance, travel & conferences, dues & memberships

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Rocketship Si Se Puede is projecting it will receive $1,180,753.00 based on the enrollment of foster youth, English learner, and low-income students. Rocketship Si Se Puede must describe how it intends to increase or improve services for high needs students in the LCAP. Rocketship Si Se Puede plans to spend $1,238,935.35 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 2023-24



This chart compares what Rocketship Si Se Puede budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rocketship Si Se Puede 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 2023-24, Rocketship Si Se Puede's LCAP budgeted $1,061,391.86 for planned actions to increase or improve services for high needs students. Rocketship Si Se Puede actually spent $1,087,454.08 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Sí Se Puede Academy	Danisha West, Principal	sisepuede@rsed.org; (408) 824-5180

Goals and Actions

Goal 1

Goal #	Description
1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

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. We are proud of the progress of our students and must continue our actions to sustain this progress. This broad goal addresses state priority 4-Pupil Achievement and 8-Other Pupil Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 37.7% English Learners: 21.8% Low Income: 32.9% Students with Disabilities: 6.3% Asian: 68.8% Hispanic/Latinx: 35.1% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 35.8% English Learners: 25.3% Low Income: 32.6% Students with Disabilities: 7.7% Asian: 63.6% Hispanic/Latinx: 33.1% Data Source: CA Dashboard	2022-23 All Students: 33.1% English Learners: 21.0% Low Income: 31.3% Students with Disabilities: 13.3% Hispanic/Latinx: 30.8% Data Source: CA Dashboard	43% Data Year: 2022-23 Data Source: CA Dashboard

CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 56.5% English Learners: 45.5% Low Income: 53.2% Students with Disabilities: 12.5% Asian: 93.8% Hispanic/Latinx: 51.4% Data Source: CA Dashboard	CAASPP was not administered in Spring 2021. See local assessment metric below.	2021-22 All Students: 31.4% English Learners: 17.7 % Low Income: 28.0 % Students with Disabilities: 7.7% Asian: 63.6% Hispanic/Latinx:28.0 % Data Source: CA Dashboard	2022-23 All Students: 27.3% English Learners: 13.8% Low Income: 25.2% Students with Disabilities: 13.3% Hispanic/Latinx: 25.0% Data Source: CA Dashboard	59% Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups	2018-19 All Students: 12.5% English Learners: 6.7% Low Income: 13.6% Hispanic/Latinx:8.7 % Data Source: Data Quest	N/A	2021-22 All Students: 11.1% English Learners: 0 % Low Income: 12.5% Hispanic/Latinx:9.1 % Data Source: CA Dashboard	2022-23 All Students: 15.4% English Learners: 0.0% Low Income: 16.7% Hispanic/Latinx: 18.2% Data Source: CA Dashboard	All Students: 17.5% English Learners: 17.5 % Low Income: 17.5% Students with Disabilities: 17.5% Asian: 17.5% Black or African American: 17.5% Hispanic/Latinx: 17.5% Data Year: 2022-23 Data Source: Data Quest
Avg Growth Years for Reading on NWEA (K-2)	2018-19: 1.18 Data Source: NWEA MAP	.95 Years Data Year: 2021-22	1.02 Years Data Year: 2022-23	.76 Years Data Year: 2023-24	1.2 Years Data Year: 2023-24

		Data Source: NWEA MAP	Data Source: NWEA MAP	Data Source: NWEA MAP	Data Source: NWEA MAP
Avg Growth Years for Math on NWEA (K-2)	2018-19: 1.3 Data Source: NWEA MAP	1.28 Years Data Year: 2021-22 Data Source: NWEA MAP	1.38 Years Data Year: 2022-23 Data Source: NWEA MAP	1.07 Years Data Year: 2023-24 Data Source: NWEA MAP	1.2 Years Data Year: 2023-24 Data Source: NWEA MAP
English Learner Progress Indicator (% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4))	2018-19: 44% Data Source: CA Dashboard	37.0% Scoring Level 3 or 4 on ELPAC (2019-20 ELPAC test suspended due to COVID, no prior year score for ELPI calculations) Data Year: 2020-21 Data Source: DataQuest	2021-22: 39% Data Source: CA Dashboard	2022-23: 47% Data Source: CA Dashboard	High (Green) on current status of dashboard 55%
EL Reclassification Rate	2019-20: 3.3% Data Source: CA Dashboard	4.8% (as of 4/15/22) Data Year: 2021-22 Data Source: SIS Demographics 0.0% (due to COVID assessment and instruction interruptions) Data Year: 2020-21 Data Source: DataQuest	3% Data Year: 2022-23 (as of 3/15/23) Data Source: SIS Demographics	3.3% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Demographics	15% Data Year: 2023-24 Data Source: SIS Demographics

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All Goal 1 actions were implemented as planned except, in 1.4 Services to Support Emerging Bilingual Students, we did not implement the support plan framework for newcomers. However, we differentiated our curriculum for newcomers, and we provided p.d. for our teachers on newcomer strategies. Successes and Challenges: In 1.1 Common Core-Aligned Instruction & Materials, we adopted a new curriculum for math and for reading. The math curriculum is conceptually based, and the reading program is based on the science of reading. The adoption has been a success. A related challenge has been, given the new curriculum, how we personalize instruction for students. We reflected mid-year on our implementation and made some adjustments to small-group instruction and student 1-to-1 coaching. In 1.1, to address the challenge of continuing to personalize instruction while using a new external curriculum, teachers have made the curriculum their own–following the plans, but when they see students may need something additional, they add to it to address the needs. For example, a phonics drill to be added in small group instruction. In 1.2 Personalized Learning, we are in Year 1 implementation of a new district curriculum. A success was that all teachers and leaders received professional development on the new curriculum and are implementing year one. A related challenge we anticipate is the need for support beyond year one, and we are considering how to develop additional professional development for continued support of the implementation and rollout. In 1.3 Special Education Supports, we had success in gathering cross discipline/provider aligned recommendations for students to ensure all providers are working on the full picture for increased student achievements. A related challenge has been the need for cross discipline/team assessment calendars. At times it is difficult to align all providers on a date. In 1.4 Services to Support Emerging Bilingual Students, a success to celebrate is that not only is designated ELD happening with fidelity, but based on school site observation and network observation data, it is occuring with higher quality instruction than ever before, responding to our focus on Principle 2 of the EL Roadmap. In addition to observation data, our Multilingual Learner leads, the school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the programs on their campuses. In terms of challenges for 1.4, we had planned a rollout of universal strategies to support Tier One instruction. Regional observation showed it was not a strong rollout, and we can do better next year. We plan to either go back to GLAD (Guided Language Acquisition Design) strategies implementation, which is more familiar, or to increase focus on implementation roll out for universal strategies. In 1.5 Reading Engagement, in terms of successes, we are seeing a lot of growth among our first graders in implementing our new reading curriculum. Implementation with fidelity has been bringing growth. Upper grade students are now getting more exposure to the phonics and foundational reading skills that they needed. In terms of challenges, having to go back and teach foundational reading skills to upper grades students has been challenging. We also would like to see a majority of students showing a natural love of reading, and not just pockets of students, and this is something we plan to work toward.

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.

In 1.2 Personalized Learning, there was a material difference (-$102,130) because fewer tutors were hired compared to plan due to staffing shortages.

In 1.4 Services to Support Emerging Bilingual Students, there was a material difference (-$3,559) because ELL software costs were slightly lower than initially planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 1.1 Common Core-aligned instruction & materials, 1.2 Personalized Learning, 1.3 Special Education Supports, and 1.5 Love of Reading Campaign actions have been somewhat effective overall, as evidenced by assessment results: NWEA K-2, where we approached our target in Math and Reading; CAASPP Science, where we grew, and CAASPP ELA and Math, where we approached our targets. Although we see some growth, there is a bigger learning gap due to the pandemic that we will continue working to address. We began implementing new curricula for reading and math in 2023-24. In the curriculum rollout, under Action 1.1, our goal for this year was to know we are implementing with fidelity. We expect to see and evaluate the results after a full year of implementation. Our internal data points for this year are around implementation, which is positive. We are planning for further implementation support in the 24-25 school year as well.

In 1.4 Services to Support Emerging Bilingual Learners, our annual goal is for 15% of students to meet all required criteria for reclassification each year. We also strive for at least 55% of students to demonstrate progress on the English Learner Progress Indicator (ELPI). In 2023, we had 47% of students making progress in the English Learner Progress Indicator. In 2023-24, we had a reclassification rate of 3.3%. Data showing the full impact of this year's LCAP goals and initiatives will be available in the summer. But our 23-24 internal observation data on implementation of ELD shows the highest quality implementation yet. Based on this information, we believe the action toward the goal was somewhat effective. In order to accelerate progress, we plan to continue this work and to either increase the focus on universal strategies for Tier One instruction or return to GLAD strategies implementation, which is under consideration.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. In 1.1 and 1.2, we added information about the adoption and implementation of a new Tier 2 Intervention curriculum. In 1.4 we added information on our ELD implementation for 24-25 within the context of a multi-year focus on the EL Roadmap. In 1.5 we changed the title to align with current initiatives.

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.

Goal 2

Goal #	Description
2	Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers.

An explanation of why the LEA has developed this goal.

Rocketship deeply values our teacher development, and the action items related to this goal demonstrate the seriousness of which we approach ensuring that our students are being taught by high-level instructors. This broad goal addresses state priorities 1-Basic Services and 2-Implementation of Academic Standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to their own copies of standards aligned instructional materials for use at school and at home	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
Number/% of total and EL teachers credentialed & properly assigned	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators
% of adopted standards including ELD standards implemented	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All Goal 2 actions were implemented as planned except, in 2.2 Assessments, the first two bullet points did happen as planned, but we now use the term state test primer instead of interim assessments, and we used DIBELS instead of STEP and Fountas and Pinnel in order to better align to our curriculum. Successes and Challenges: In 2.1 Professional Development, a success was that our P.D. directly supported implementation of the new curriculum across all spaces. We partnered with external organizations to make this come to life. We held a mix of school-based and network regional p.d. In 2.1, a challenge was in differentiating for teachers, given we were all starting with the new curriculum (so that new vs. experienced teachers all had the same p.d.). One of the greatest successes in 2.2 Assessment was that we had highly experienced internal ELPAC proctors through strong staff retention. This was a great benefit for our students. In 2.2 Assessment, we wish we could have more internal proctors, but we do still have to use some external proctors. In 2.3 Data Days, our data analysis has led to gains in % of students on track in reading levels and to increases in end of unit module assessments as well. In 2.3 Data Days, it was challenging to adapt to some of the new reporting structures with the new curriculum, which reports would be most useful to incorporate. Our reading assessment, mCLASS, tracks across major skills, but doesn't give us specifics to the letter, so we learned we had to supplement. In 2.4 Coaching, we successfully leveraged regional cluster common planning to bring together grade levels. We also held successful leadership development clinics for site leaders to opt into. Additionally, we found success in the creation of a core block coaching look-fors playbook to guide coaching. In 2.4 Coaching, it was a challenge to adjust our intellectual prep structures to account for teachers' increased need for time to internalize new curriculum. In 2.5 Credentialing, We have seen many of our teachers pass their required tests and continue to support staff still working to meet program enrollment requirements. In terms of challenges, we have determined that National University is not the optimal partner for our Intern teachers. We will be directing new staff that require program enrollment to Reach University instead. In 2.6 Culturally Responsive Pedagogy, we saw success in holding in person Los Dichos to bring in families to read with students on a monthly basis. We also held academic community meetings to unpack the curriculum, discuss progress with families, and align on strategies to support our Rocketeers. We found success in providing windows and mirrors for Rocketeers through our classroom libraries and text selection. In 2.6 Culturally Responsive Pedagogy, a challenge was in adjusting to find high leverage places for personalization and modification for our new curriculum.

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.

In 2.2 Assessments, there was a material difference ($10,805) because of increased expenses due to additional substitutes for testing.

In 2.5 Teacher Credentialing there was a material difference (-$4,408) because of fewer credentialing expenses due to teacher staffing shortages and lesser need vs. initial plan.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 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, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We moved 1.1 Common Core-aligned Curriculum to Goal 2 to better align in terms of goal, metrics and actions. We combined the previous Assessment and Data Days actions into 2.2 Data Driven Instructional Practices to better capture the data cycle. In 2.4 we updated the description to reflect our new partnership with Reach University and our work to strengthen our internal career pathway, also in partnership with Reach. In 2.5, we updated the description to more succinctly reflect our ongoing implementation of culturally responsive pedagogical practices.

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.

Goal 3

Goal #	Description
3	School environment will be safe and welcoming for all students.

An explanation of why the LEA has developed this goal.

Creating a safe environment for our students is one of our top priorities and in this coming year as we welcome our students back after the pandemic school closure, it will be even more important for our families and students to feel that our school is a safe place. This broad goal addresses state priorities 1-Basic Services and 6-School Climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do facilities meet the "good repair" standard	Met Data Year: 2019-20 Data Source: Local Indicators	Met Data Year: 2020-21 Data Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators
% of students feel safe on campus (As measured by student survey)	No 2020-21 data due to pandemic school closure.	79% Data Year: 2021-22 Data Source: Internal Survey	78% Data Year: 2022-23 Data Source: Internal Survey	79% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey

% of families feel campus is safe (As measured by family survey)	No 2020-21 data due to pandemic school closure.	97% Data Year: 2021-22 Data Source: Annual Parent Survey	80% Data Year: 2022-23 Data Source: Annual Parent Survey	88% Data Year: 2023-24 Data Source: Annual Parent Survey	85% Data Year: 2023-24 Data Source: Annual Parent Survey

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All Goal 3 actions were implemented as planned. Successes and Challenges: In 3.1 Business Operations Manager, based on our internal metrics for operations systems, we improved operations significantly this year. Highlights of this success include improvements in safety, joy, and efficiency at recess. In 3.2 School Maintenance, we successfully upgraded our facilities, including bathrooms, painting, and blacktop work. In 3.4 Operations Specialists,on our family survey, we evaluated the safety and effectiveness of drop off and pick up procedures and perceptions of the extent to which our school provides a safe learning environment. We surveyed in Fall 2023 and again in December 2023, and we saw improvement and 80%+ satisfaction in these categories. Safety is our number one priority. Our drop off and pick up procedures are designed for maximum safety, but we understand that the limited parking presents concerns. We paved the lot, which helped address the challenge. We are working with the city to get a crossing guard assigned. In 3.2 School Maintenance, this year we expanded our network team for facilities maintenance. Although we successfully added one staff member, we struggled to fill the third role, which impacted our ability to address all needs in the most expeditious manner possible.

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.

In 3.1 Business Operations Manager there was a material difference ($19,738) because salary differed from original budget.

In 3.2 School Maintenance, there was a material difference ($43,545) because building repairs were higher than expected due to expenses needed to maintain buildings over time. Final approved budget reflects a higher amount than what was assumed in the LCAP.

In 3.4 Operations Specialists there was a material difference ($91,350) due to additional operations support needed, and hourly rates higher than planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The School Maintenance action was effective as evidenced by the Do facilities meet the “good repair” standard: Met.

The Business Operations Manager, Custodial Services & Supplies, and Operations Specialists actions were effective overall as evidenced by family and student survey results: % of students feel safe on campus: 79% and % of families feel campus is safe: 88%. We placed a heavy emphasis on campus safety and improving our systems for operations, and we will continue this work.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 3.1 we updated the action to include the Operations Specialist role in addition to the Business Operations Manager. In 3.2 we added janitorial services to the description so the action will encompass maintenance and janitorial. In 3.3, we shifted the focus from janitorial services to safety trainings. In 3.4 we shifted the focus to describe systems of staff development and continuous improvement in operations.

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.

Goal 4

Goal #	Description
4	Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning.

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. This broad goal addresses state priorities 3-Parent Engagement; 5-Student Engagement; 6-School Climate; and 7-Course Access.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of student feel connected to at least one staff member (As measured by student survey)	No 2020-21 data due to pandemic school closure.	86% Data Year: 2021-22 Data Source: Internal Survey	81% Data Year: 2022-23 Data Source: Internal Survey	82% Data Year: 2023-24 Data Source: Internal Survey	75% Data Year: 2023-24 Data Source: Internal Survey
% of parents connected (As measured by parent survey question, "My Rocketship school has a strong and committed community that actively encourages family participation")	79% Data Year: 2020-21 Data Source: Annual Parent Survey	78% Data Year: 2021-22 Data Source: Annual Parent Survey	85% Data Year: 2022-23 Data Source: Annual Parent Survey	88% Data Year: 2023-24 Data Source: Annual Parent Survey	85% Data Year: 2023-24 Data Source: Annual Parent Survey
Portion of parents with input into decision making (Parent survey participation rate)	88% Data Year: 2020-21 Data Source:	91% Data Year: 2021-22 Data Source:	89% Data Year: 2022-23 Data Source:	96% Data Year: 2023-24 Data Source:	90% Data Year: 2023-24 Data Source:

	Internal Survey	Internal Survey	Internal Survey	Internal Survey	Internal Survey
Chronic Absenteeism rate for all students and all significant subgroups	2018-19 All Students: 13.2% English Learners: 11.9% Low Income: 13.8% Students with Disabilities: 16.7% Asian: 5.1% Hispanic/Latinx: 13.3% Data Source: CA Dashboard	All Students: 54.6% English Learners: 50.4% Low Income: 54.4% Students with Disabilities: 52.4% Asian: 30.0% Hispanic/Latinx: 50.3% White: 38.5% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports	All Students: 30.7% English Learners: 25.9% Low Income: 32.2% Students with Disabilities: 38.7% Homeless: 27.0% Asian: 18.5% Hispanic/Latinx: 31.4% White: 16.7% Data Year: 2022-23 (as of 4/7/23)	All Students: 23.9% English Learners: 21.5% Low Income: 24.8% Students with Disabilities: 15.2% Homeless: 37.0% Asian: 10.0% Hispanic/Latinx: 24.8% Data Year: 2023-24 (as of 3/29/24)	All Students: 10% English Learners: 10% Low Income: 10% Students with Disabilities: 10% Homeless: 10% Asian: 10% Black or African American: 10% Hispanic/Latinx: 10% White: 10% Data Year: 2023-24 Data Source: SIS Attendance Reports
Suspension rate for all students and all significant subgroups	2018-19 All Students: 2.2% English Learners: 2.4% Low Income: 2.3% Students with Disabilities: 4.8% Asian: 0% Hispanic/Latinx: 2.6%	All Students: 0.0% English Learners: 0.0% Low Income: 0.0% Students with Disabilities: 0.0% Asian: 0.0%	All Students: 0.0% English Learners: 0.0% Low Income: 0.0% Students with Disabilities: 0.0% Hispanic/Latinx: 0.0%	All Students: 0% English Learners: 0% Low Income: 0% Students with Disabilities: 0% Hispanic/Latinx: 0%	All Students: 0.5% English Learners: 0.5% Low Income: 0.5% Students with Disabilities: 0.5% Asian: 0.5%

	Data Source: CA Dashboard	Hispanic/Latinx: 0.0% White: 0.0% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Discipline Reports	Data Year: 2022-223(as of 4/7/23) Data Source: SIS Discipline Reports	Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Discipline Reports	Black or African American: 0.5% Hispanic/Latinx: 0.5% White: 0.5% Data Year: 2023-24 Data Source: SIS Discipline Reports
Expulsion rate for all students and all significant subgroups	2018-19: 0% Data Source: CA Dashboard	0% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Discipline Reports	0% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Discipline Reports	0% Data Year: 2023-24 Data Source: SIS Discipline Reports
Average Daily Attendance	2018-19: 95% Data Source: SIS Attendance Reports	87.8% Data Year: 2021-22 (as of 4/15/22) Data Source: SIS Attendance Reports	91.8% Data Year: 2022-23 (as of 4/7/23) Data Source: SIS Attendance Reports	92.8% Data Year: 2023-24 (as of 3/29/24) Data Source: SIS Attendance Reports	95% Data Year: 2023-24 Data Source: SIS Attendance Reports
% of students with access to a broad course of study, including unduplicated students and students with exceptional needs	100% Data Year: 2019-20 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All Goal 4 actions were implemented as planned except, in 4.3 Social Emotional Learning, we did not add the Wellness Counselor Intern. Successes and Challenges: In 4.1 Enrichment, we were pleased to be able to offer PE and Art, and we had science enrichment for part of the year only due to difficulties in staffing the role. We had great success in offering an array of afterschool clubs, including gardening, art club, dance, and Girls on the Run. In 4.2 Field Trips, we successfully had every single 4th and 5th grade cohort at each RPS campus attend science camp this year. We had many successes in 4.4 Care Corps. Our reach of families has grown threefold this year across the network. We have been able this year to increase our caseloads to 15 families per school, every nine weeks, serving those with the most severe needs and high chronic absenteeism. Care Corps is integrated with the attendance escalation process, in collaboration with the Regional Attendance Review Board. Across our 13 CA schools, we serve close to 585 families served per year through case management care coordination services. Staff had weekly check-ins with parents, offered community referrals to organizations to meet needs, referred as needed and paid registration to Parent Project (a series of helpful parent workshops offered through the District Attorney office). Care Corps partnered with our school leadership team to share student progress and provide feedback to leverage support of all stakeholders on campus and communicate how they can additionally support, especially when attendance was affected. One big challenge we experienced in 4.4 Care Corps is that there is a high emotional toll on our team when community partners have insufficient resources to help our students. It is very difficult, when we see that families are living in a car, in a tent, doubled, or tripled up in housing, and we are faced with the lack of housing options in the community to help them. Often this year we found that shelters had wait lists, there were no more hotel vouchers available, and hotline for referrals had a two-week waitlist. Another challenge has been helping parents to ask for resources to meet their own needs which would facilitate care coordination services for the entire family.

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.

In 4.1 Enrichment, there was a material difference ($50,818) because after school programming expenses were higher vs. plan.

In 4.2 Field Trips, there was a material difference ($12,622) because Science camp expenses were higher vs. what was initially planned.

In 4.3 Social Emotional Learning, there was a material difference (-$3,654) because expenses were below plan due to changes in staffing plans, resulting in fewer expenses for the school based social emotional learning consultants and interventionists. Rocketship instead hired regional Wellness Teachers and Counselors.

In 4.4 Care Corps, there was a material difference (-$9,856) because Care Corp compensation expenses differed from what was planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Social Emotional Learning action was effective, as evidenced by % of student feel connected to at least one staff member (As measured by student survey) (82%), 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 Field Trips 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 Average Daily Attendance

(92.8%), by Chronic Absenteeism rate for all students and all significant subgroups (23.9% overall), and 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–96%). Although the ADA is lower and Chronic absenteeism much higher than in a typical pre-pandemic year, the pandemic continues to bring unprecedented challenges to attendance, and we see that the actions made a big difference in supporting attendance despite this challenge.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 4.4 we updated the Care Corps description to include the initiatives begun under our Community Schools program.

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.

Goal 5

Goal #	Description
5	Rocketship families are engaged in their students' education.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Parent involvement is a cornerstone of our school model. This broad goal addresses state priority 3-Parent Engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents are involved (% parents on track to complete participation hours)	47% Data Year 2020--21 Data Source: Internal HelpCounter Data	87% Data Year 2021-22 (As of 4/22/22) Data Source: Internal HelpCounter Data	100% Data Year 2022-23 (As of 4/14/23) Data Source: Internal HelpCounter Data	88% Data Year 2023-24 (As of 5/3/24) Data Source: Internal HelpCounter Data	60% Data Year 2023--24 Data Source: Internal HelpCounter Data
% Home visits completed	90% Data Year 2020-21	100% Data Year 2021-22	100% Data Year 2022-23	98% Data Year 2023-24	95% Data Year 2023-24

	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data
% of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)	79% Data Year 2020--21 Data Source: Annual Parent Survey	84% Data Year 2021-22 Data Source: Annual Parent Survey	79% Data Year 2022-23 Data Source: Annual Parent Survey	80% Data Year 2023-24 Data Source: Annual Parent Survey	84% Data Year 2023-24 Data Source: Annual Parent Survey

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All Goal 5 actions were implemented as planned. Successes and Challenges: In 5.1, we had success in surveying families during the summer and then again in Spring to find out what families would like to have in terms of family engagement events. Conducting two surveys instead of the usual one survey allowed for schools to receive feedback, implement it, and seek additional feedback. Based on this data, we implemented cultural celebrations, including celebrations of Hispanic Heritage, Lunar New Year, and Black History. Our priority this year was engaging families through different processes and systems, and our cultural celebrations were a big part of this. We also offered a Zoom option for Cafecitos, and we held some hybrid academic family meetings, which provided additional flexibility for families. We surveyed families on whether orientation was a meaningful experience, and satisfaction was high, another success in family engagement. In 5.1, a challenge we are considering is how to make sure that all of our families are able to come to the events. We wish to engage more of the families that need the most support--for example, families of students that are truant or chronically absent, and not just the same already involved families. In 5.3, a challenge continues to be finding sufficient time for home visits since we are once again doing fully in-person home visits. In 5.4 Los Dichos, we have had successful family outreach and participation across our Rocketship schools. Across all 13 schools, we've averaged about ~3 family members per classroom and this exceeds our goal of 2 family members per classroom. We had over 3,600 volunteers between September and March so far! We've improved our curriculum to ensure that all books are accessible in Spanish and Vietnamese (vs Spanish only in the past) to reflect the primary home languages spoken in our schools. A success was the inclusion of a broad range of family members in the program--grandpas, cousins, aunties, uncles. A meaningful experience for everyone, and especially for families who could engage in their primary language. In 5.5 Los Dichos, our increased family engagement has made finding space to hold trainings at our school sites sometimes challenging. We need to work with school leaders to ensure our training space is large enough to hold all family participants. Some schools have higher parent turnout than others, we want to support all schools to have consistent family readers each month.

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.

In 5.4 Los Dichos there was a material difference (-$4,135) because funds were budgeted in case expenses materialized. This is primarily a volunteer program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent involvement and Los Dichos were effective as evidenced by % of parents are involved (% parents on track to complete participation hours) (88%).

Parent Outreach was effective as evidenced by % Home visits completed (98%)

School Leadership Team was effective as evidenced by % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey) (80%).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We reorganized our actions within Goal 5 to better align with the facets of our family engagement initiatives. We also added an Attendance Initiatives action to communicate the important work being done to increase or maintain high attendance and reduce 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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired 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.
  - 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.

California Department of Education
November 2023

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 Sí Se Puede Academy	Danisha West, Principal	sisepuede@rsed.org; (408) 824-5180

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Rocketship Sí Se Puede Academy (RSSP) opened in August 2009, the second Rocketship campus to open in San Jose. The campus serves approximately 324 TK-5 students. Approximately 85.2% of the students are socioeconomically disadvantaged, 9.9% are Homeless Youth, 67.9% are English learners, 85.8% are Hispanic/Latinx and 7.1% are Asian. Additionally, approximately 9.6% of students qualify for special education services.

Rocketship Sí Se Puede 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 Sí Se Puede's instructional program is built around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Sí Se Puede 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 RSSP this fifth core value is healthy choices. At Rocketship Sí Se Puede, our students and their families are committed to making healthy choices for their bodies and minds. We supplement our students' learning by exposing them to concepts of food system sustainability, various forms of physical exercise, growing plants, and visiting the nearby community garden.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Rocketship Sí Se Puede 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 families 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 Si Se Puede 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.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2023 Dashboard Reflections

RSSP has identified a success in English Learner Progress (Green, 47.3%). We will build on this success by implementing action 1.3 Services to Support Multilingual Students.

RSSP has identified a success in Suspension Rate Overall (Blue, 0%). We will build on this success by implementing action 4.3 Social Emotional Learning.

Additional Reflections

RSSP has identified a need for continued improvement in Chronic Absenteeism. We will address this need by implementing action 5.5 Attendance Initiatives.

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 Sí Se Puede 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 Sí Se Puede 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 Sí Se Puede 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.

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.

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 RSSP based on the CA School Dashboard for 2023 (See Reflections: Annual Performance) and more recent data aligned to Dashboard indicators. Our SSC and ELAC committees met for LCAP input and consultation on 10/10/23, 12/5/23, 2/6/24. Community Members are invited to participate in any and all open community engagement, including Regional Community Advisory Board Meetings. We conducted an RCAB meeting on 5/13/24 to gather more community partner feedback and collaboration around how Care Corps can best support attendance and reduce chronic absenteeism. Advocates are invited to participate in any and all open community engagement. Tribes are not applicable. We consulted our SELPA for LCAP input on 6/4/24. 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 29, 2024. The LCAP was adopted on June 16, 2024.
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, Chat and Chew feedback meetings monthly Cafecitos and staff surveys, Data Day and P.D. reflections, plus informal surveys to solicit input on specific aspects of plans.
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 (10/10/23, 12/5/23, 2/6/24, 4/10/24, 4/30/24, 6/5/24), 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 4-27).
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 (March 4-8).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Goal 1:

In our Services to Support Multilingual Learners (Action 1.4), we received feedback from our multilingual families on the need to increase program awareness for families, beginning with what is the process for identifying multilingual families and then what supports are in place

and available for multilingual students, and actions that families can take at home to support their student. As a result of this feedback, we added ELAC ambassadors--a parent representative in the SSC for multilingual families (see Action 5.2 Family Advocacy and Leadership). In 1.4 Services to Support Emerging Bilingual Students, our Multilingual Learner leads, school staff managing the program at each site, report feeling more confident and that they have the resources they need to implement the Designated English Language Development programs on their campuses, supporting the effectiveness of this action.

Goal 2:

In High Quality Research Based Curriculum (Action 2.1), we received positive feedback from teachers regarding the extensive resources that come with the new ELA and Math curriculum. Similarly, families appreciate the robust family resources, including communications and videos. Students have shared that they like the use of manipulatives in math learning, and they appreciate the additional time in small group instruction they receive under the new curriculum. Students enjoy how interactive the new curriculum is in both subjects. Based in part on this feedback, we will be continuing to utilize the new curriculum and look forward to year two of implementation, and we plan to pilot a Tier 1 curriculum for grades 3-5 in hopes that it will have similarly positive results. We received teacher feedback pointing to the need to change our teacher preparation program partner (Action 2.4 Teacher Credentialing). We received input from our school leaders, teachers, and staff on the effectiveness of our assessments (2.3 Data Driven Instructional Practices). They are very happy with the high retention of assessment proctors, leading to increased familiarity and stronger skills and knowledge base. We heard similar input from our Multilingual Learner leads. We also got feedback from ETS and our state success agent that we have improved in our implementation. We attribute this success to having in-person training and practice on the technical aspects of the administration.Teachers have appreciated the shorter amount of time it takes to administer reading assessment and the increase in rigor aligned to Common Core of our math assessments. In 2.2 Professional Development, our teachers really appreciate our professional development and how it is differentiated, supporting the effectiveness of this action.

Goal 3:

Based on staff and family feedback, we improved significantly this year in our Operations. Highlights of this success include improvements in safety, joy, and efficiency at recess. Based on this feedback, we plan to continue implementing the actions of Goal 3. In our Fall 2023 family survey, we evaluated safety and effectiveness of our drop off and pick up procedures and our school providing a safe learning environment. We surveyed again in December, and improved and exceeded 80% satisfaction in these categories. This input supported the effectiveness of our Goal 3 actions.

Goal 4:

In 4.3 SEL, students have shared that they love their teachers and feel well connected with them, supporting the effectiveness of this action. The Care Corps team continually seeks input from families on any help needed in meeting basic needs, and family input continues to show a great need among families for services such as food, shelter, medical, and other resources. In response, we expanded our Care Corps program and integrated the Community Schools program with it so that we can support more families with wrap-around services (Care Corps Action 4.4).

Goal 5:

During the implementation of the new Math and Reading curriculum described in Goal 1, Action 1, we heard from families that although there is much they appreciate about the program, some of the content is taught in ways different than they learned it. To address this, we're having academic community meetings about the curriculum and sharing ways parents can support students at home, as part of Family Engagement (Action 5.1). In 23-24 we added a fall mini-survey in addition to our annual Spring family survey. Our intent was to get feedback after the first

30 days of the school year and be able to make timely adjustments before surveying again in Spring. The valuable feedback received led to several plan improvements. First, we plan to continue the fall mini-survey as part of our family engagement. Additionally, we learned that orientation was a meaningful experience for our families, so we plan to continue this event. Next, in asking what additional family engagement events they would like to have, we learned that families would like to have cultural celebrations. We implemented many cultural celebrations throughout the year and plan to continue these in the coming year, based on positive family feedback (Action 5.1 Family Engagement). Also supporting the effectiveness of 5.1, we have had very high engagement in parent partnership hours. Parents love all of the different ways to engage in their student's learning and the flexibility of this initiative, and we have had high attendance at our family events. In 5.4 Los Dichos, our ELAC members were excited to see the high participation in the program, supporting the effectiveness of this action with the school at large and among our multilingual families.

Goals and Actions

Goal

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: 59.2% English Learners: 37.5% Low Income: 54.2% Students with Disabilities: 7.7% Asian: 77.8% Hispanic/Latinx: 42.0% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	64% Data Year: 2025-26	[Insert current difference from baseline here]
1.2	CAASPP Math: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 60.0% English Learners: 41.8% Low Income: 50.3% Students with Disabilities: 11.5% Asian: 82.6% Hispanic/Latinx: 40.2% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	65% Data Year: 2025-26	[Insert current difference from baseline here]

1.3	CAASPP Science: % Met or Exceeded Standard for all students and all significant subgroups Data Source: Data Quest	All Students: 15.4% English Learners: 0.0% Low Income: 16.7% Hispanic/Latinx: 18.2% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	20% Data Year: 2025-26	[Insert current difference from baseline here]
1.4	Avg Growth Years for Reading on NWEA (K-2) Data Source: NWEA MAP	.76 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	
1.5	Avg Growth Years for Math on NWEA (K-2) Data Source: NWEA MAP	1.07 Years Data Year: 2023-24			1.2 Years Data Year: 2026-27	
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	47% Data Year: 2022-23			55% Data Year: 2025-26	

1.7	EL Reclassification Rate Data Source: SIS Demographics Data	3.3% Data Year: 2023-24 (as of 3/29/24)			15% Data Year: 2026-27	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

1.1	Personalized Learning	RSSP'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. Title I funds are used for tutors and teacher assistants who provide small group instruction during the school day in order to fill learning gaps and accelerate learning. 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 24-25, we will be in year two of implementing a new Humanities/ELA intervention curriculum. 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 3-4 students. Title I Evidence-Based Strategies	$ 384,756 ($ 147,131 Title I)	Yes

		The Personalized Learning action, as described above, combines adaptive intervention curriculum for learning acceleration with high quality tutoring in a small group setting. These evidence-based educational strategies are designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards. During learning lab time, all students utilize adaptive online learning platforms to fill gaps and accelerate learning. Title I-funded tutors pull small groups of students for tutoring based on assessment data, targeting students most in need of academic support, including low income students, English learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.		
1.2	Special Education Supports	Although RSSP 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.	$ 280,633	No

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 grade 5. 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 23-24,we built on EL Roadmap Principle 1 and focused on EL Roadmap Principle 2 by investing in intellectual quality of instruction and meaningful access, which included embedding English language development (ELD) principles into curriculum and instruction, as well as explicitly teaching ELD during a portion of the day. The EL Framework helped us identify opportunities to elevate our practices and innovate in services of educational equity. To amplify the implementation of Integrated ELD, we used “Universal Strategies" to provide access to content. Designated ELD focused on developing oral language, building academic vocabulary, and expressing ideas in speaking and writing. To respond to the diverse linguistic profiles in our communities, our designated ELD lessons were differentiated for newcomers. Teachers also increased their knowledge on newcomers strategies through campus held professional development and modules. We invested in formative assessment to monitor progress towards both of our program goals, making progress towards English proficiency and mastery of grade level standards. We measured student progress in Lexia English (units and levels) to ensure that students stay on track to achieve their ELPAC growth goals. In addition to Lexia English, we used formative assessments aligned to the ELD standards such as piloting the ELPAC Interim Assessments (Writing Domain only in non standardized testing) to measure movement along the language proficiency continuum.	$ 30,762	No

		In 24.25 we will continue to build on EL Roadmap Principle 2 by continuing to explicitly teach ELD during protected time of the day and focusing on higher quality Tier 1 instruction through the use of stronger integrated ELD strategies. We will revamp our rollout plan for Universal Strategies to strategically respond to the needs of all campuses and provide resources and support for its integration in all learning spaces, and/or elevate teacher practice on GLAD strategies through professional development and coaching support. We will continue to invest in formative assessments, by fully administering the ELPAC Interim Assessments in a standardized testing environment for all language domains to inform instruction and student practice. In engaging families of multilingual learners and strengthening our schools' partnership with them, our school will continue to elect an ELAC Ambassador to represent multilingual learners in SSC and other spaces. To develop their knowledge on the multilingual learners program, ELAC Ambassadors will meet three times a year and attend walkthroughs on campus to observe instruction, including social emotional learning. During SSC/ELAC meetings, ELAC Ambassadors will lead the conversation with schools on multilingual learners support and achievement. They will have multiple opportunities to collaborate with their schools to increase at home support, and advocate for high quality instruction.		
1.4	Rocketship Reads	Rocketship Sí Se Puede will implement a Rocketship Reads campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity, implementing reading intervention, and providing incentives to celebrate students for reading at school and at home.	$ 43,957	Yes

Insert or delete rows, as necessary.

Goal

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	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.2	Number/% of total and EL teachers credentialed & properly assigned Data Source: Internal Staffing Data Tracker	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
2.3	% of adopted standards including ELD standards implemented Data Source: Observations and Coaching Logs	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

2.1	High Quality, Research-based Curriculum	The RSSP 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. RSSP 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. RSSP utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that 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 24-25, we will continue the implementation of the math curriculum and k-2 reading begun in 23-24, and we plan to pilot a Tier 1 reading curriculum for grades 3-5.	$ 30,654	No

2.2	Professional Development	Professional Development is a critical component of the RSSP 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, RSSP 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. 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 RSSP has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSSP 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.	$ 134,274	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 four times per year • State-mandated CAASPP • Alternative state assessments SANDI and CAA for students with severe cognitive disabilities • State-mandated EL Testing (ELPAC) • Initial and summative Alternative ELPAC for English Learners with severe cognitive disabilities Following administration of each round of end-of-unit assessments, the teachers, Assistant Principal, and Principal at [School] will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.	$ 41,258	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. RSSP 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.	$ 108,094	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 have initiated a new Program Partnership with Reach University that will provide staff with an Early Completion option and a traditional two year route to earning their Preliminary Credential. 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 24-25 school year.	$ 30,189	No
2.6	Culturally Responsive Pedagogy	RSSP 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.	$0	No

Insert or delete rows, as necessary.

Goal

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 Data Source: iAuditor Internal Data	100% Data Year: 2022-23	[Insert outcome here]	[Insert outcome here]	100% Data Year: 2025-26	[Insert current difference from baseline here]
3.2	% of students feel safe on campus (As measured by student survey) Data Source: Internal Survey	79% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
3.3	% of families feel campus is safe (As measured by family survey) Data Source: Annual Parent Survey	88% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	85% Data Year: 2026-27	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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.	$ 457,083	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.	$ 159,160	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.	$ 12,967	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.	$0	No

Insert or delete rows, as necessary.

Goal

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	82% Data Year: 2023-24	[Insert outcome here]	[Insert outcome here]	75% Data Year: 2026-27	[Insert current difference from baseline here]
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)			All Students: 0% Data Year: 2026-27	
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)			All Students: 0% Data Year: 2026-27	

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: 2025-26	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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
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.	$ 134,477	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 integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp from Santa Cruz to Sebastopol. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go for one week 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.	$ 30,602	Yes

4.3	Social Emotional Learning	At Rocketship Sí Se Puede 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 Sí Se Puede core values: respect, responsibility, persistence, empathy, and community. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy. The Shortest Distance provides daily lessons which include children's literature as a platform for discussion, reflection, and social skills practice. Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community. 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.	$ 86,363	No

		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. This year we will be increasing our tiers of support. We are adding a Wellness Counselor intern program to our already existing Wellness Counseling team. We will be leveraging this program to increase our tier 2 and tier 3 support (i.e. social skills groups, counseling, check-in check-out, etc.) in order to meet the expected increased needs of our students.		

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 CareCorps 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 conduct health screenings for all students, including vision, hearing, and dental. We partner with an outside organization to provide families with immunizations. We have four main initiatives: Food Distribution: We service 800 families every month across San Jose and East Bay. Pop Up 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: The team of providers works to gain family and community engagement by securing partnerships & resources for adults in relation to educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, etc. The Community Schools program also includes a program to address chronic absenteeism.	$ 78,791	No

Insert or delete rows, as necessary.

Goal

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 and 5-Student Engagement.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that families are critical partners in the endeavor. Family involvement is a cornerstone of our school model. 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	92.8% Data Year: 2023-24 (as of 3/29/24)	[Insert outcome here]	[Insert outcome here]	95% Data Year: 2026-27	[Insert current difference from baseline here]

5.2	Chronic Absenteeism rate for all students and all significant subgroups Data Source: SIS Attendance Reports	All Students: 23.9% English Learners: 21.5% Low Income: 24.8% Students with Disabilities: 15.2% Homeless: 37.0% Asian: 10.0% Hispanic/Latinx: 24.8% Data Year: 2023-24 (as of 3/29/24))	[Insert outcome here]	[Insert outcome here]	All Students: 10% Data Year: 2026-27	[Insert current difference from baseline here]
5.3	% of parents are involved (% parents on track to complete participation hours) Data Source: Internal HelpCounter Data	88% Data Year 2023-24 (as of 5/3/24)	[Insert outcome here]	[Insert outcome here]	60% Data Year 2026-27	[Insert current difference from baseline here]
5.4	% Home visits completed Data Source: Internal Data	98% Data Year 2023-24			95% Data Year 2026-27	

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	80% Data Year 2023-24			84% Data Year 2026-27	
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	88% Data Year: 2023-24			85% Data Year 2026-27	
5.7	Portion of parents with input into decision making (Parent survey participation rate) Data Source: Annual Parentl Survey	96% Data Year: 2023-24			90% Data Year 2026-27	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

5.1	Family Engagement	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. 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. Community Meetings/Family Workshops: We hold Community Meetings/Family Workshops to increase awareness and provide skill-building opportunities for families to partner with teachers to positively impact academic student outcomes.	$ 66,262	Yes

		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, Enrichment Fair, Art Expo, Movie Nights, Middle School Expo, or Family Reading Night. 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. 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): SSC and ELAC 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.	$0	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 Care Corps program, 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.	$ 52,129	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 Coordinator to ensure the program's implementation at each school. Families, Los Dichos lead parents, and Rocketship Coordinators meet monthly as a group to review and discuss lesson plans and activities before going into the classroom.	$ 18,527	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 includes positive attendance incentives and daily contacts made for any absent students. Tier II supports begin once a student misses 2+ days within the week, with added outreach, action planning, and notifications provided. Tier III supports, which begin when a student is identified as chronically absent or truant, incorporate intensive supports and team-based monitoring that as needed can involve our formalized process of School Attendance Review Team (SART) potential referrals to our Regional Attendance Review Board (RARB). We work to ensure that our systems and process are followed with fidelity so that attendance barriers are addressed and families are equipped with resources to improve attendance.	$ 46,373	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 1,180,753	$134,167

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
35.73%	0%	$0	35.73%

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 2.1 Professional Development 2.3 Data Driven Instructional Practices 2.4 Instructional Coaching	In reviewing the 2023 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at orange level for ELA (EL -69.2, SED -52) and Math (EL -64.2, SED -57.8). We had green performance in 2023 on the English Learner Progress Indicator, with 47.3% of students making progress towards English language proficiency. In 2023-24, our EL Reclassification rate was 3.3% as of 3/29/24. 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. However, because we expect that all students struggling with ELA and/or Math	1.1 CAASPP ELA, 1.1 CAASPP Math, 1.6 English Learner Progress Indicator, 1.7 Reclassification Rate

		will benefit, they are LEA-wide actions.	
3.1 Operations Staffing & Development 4.1 Enrichment 4.2 Field Trips	In 2023, our Socioeconomically disadvantaged students and English Learners had a 0% suspension rate. 2024 survey results showed that 79% of students feel safe on campus and 82% of student feel connected to at least one staff member. 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 is an action 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. 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 student feel connected to at least one staff member 4.2 Suspension Rate

5.1 Family Engagement	Our 2024 survey and internal data showed that 80% of parents were satisfied with their school, 88% of parents were involved in their school, and 98% 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. We know that 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. 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)

Insert or delete rows, as necessary.

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
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

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.

[Provide description here]

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 Sí Se Puede Academy is a single-school LEA with greater than 55% unduplicated pupils and is therefore eligible to receive the 15% concentration grant add-on. RSSP 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/improved 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

California Department of Education
November 2023

2024-25 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
$ 3,304,245	$ 1,180,753	35.73%	0.000%	35.73%	$ 1,238,935	0.000%	37.50%	**Total:**	$ 1,238,935
								LEA-wide Total:	$ 1,238,935
								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	RSSP	$ 222,930	0.000%
1	4	Rocketship Reads	Yes	LEA-wide	All	RSSP	$ 43,957	0.000%
2	2	Professional Development	Yes	LEA-wide	All	RSSP	$ 134,274	0.000%
2	3	Data Driven Instructional Practices	Yes	LEA-wide	All	RSSP	$ 41,258	0.000%
2	4	Instructional Coaching	Yes	LEA-wide	All	RSSP	$ 108,094	0.000%
3	1	Operations Staffing & Development	Yes	LEA-wide	All	RSSP	$ 457,083	0.000%
4	1	Enrichment	Yes	LEA-wide	All	RSSP	$ 134,477	0.000%
4	2	Outdoor Education and Community Experie	Yes	LEA-wide	All	RSSP	$ 30,602	0.000%
5	1	Family Engagement	Yes	LEA-wide	All	RSSP	$ 66,262	0.000%
							$ -	0.000%
							$ -	0.000%

2024-25 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 %)
2024-25	$ 3,304,245	$ 1,180,753	35.73%	0.000%	35.73%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,540,218	$ 463,704	$ -	$ 223,387	$ 2,227,309.65	$ 1,718,629	$ 508,681

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	[Input student group(s)]	Yes	LEA-wide	All	RSSP	Ongoing	$ 300,606	$ 84,150	$ 222,930	$ -	$ -	$ 161,826	$ 384,756	0.000%
1	2	Special Education Supports	Special Education	No	Limited	[Input unduplicated student group(s)]	RSSP	Ongoing	$ 173,612	$ 107,021	$ -	$ 280,023	$ -	$ 610	$ 280,633	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	[Input unduplicated student group(s)]	RSSP	Ongoing	$ 9,746	$ 21,016	$ -	$ -	$ -	$ 30,762	$ 30,762	0.000%
1	4	Rocketship Reads	[Input student group(s)]	Yes	LEA-wide	All	RSSP	Ongoing	$ 38,309	$ 5,648	$ 43,957	$ -	$ -	$ -	$ 43,957	0.000%
2	1	High quality, research-based curriculum	[Input student group(s)]	No	LEA-wide	[Input unduplicated student group(s)]	RSSP	Ongoing	$ -	$ 30,654	$ 30,654	$ -	$ -	$ -	$ 30,654	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RSSP	Ongoing	$ 123,690	$ 10,584	$ 134,274	$ -	$ -	$ -	$ 134,274	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RSSP	Ongoing	$ 25,372	$ 15,885	$ 41,258	$ -	$ -	$ -	$ 41,258	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RSSP	Ongoing	$ 108,094	$ -	$ 108,094	$ -	$ -	$ -	$ 108,094	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RSSP	Ongoing	$ -	$ 30,189	$ -	$ -	$ -	$ 30,189	$ 30,189	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RSSP	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RSSP	Ongoing	$ 457,083	$ -	$ 457,083	$ -	$ -	$ -	$ 457,083	0.000%
3	2	Facilities Maintenance	All	No	LEA-wide		RSSP	Ongoing	$ -	$ 159,160	$ 159,160	$ -	$ -	$ -	$ 159,160	0.000%
3	3	Safety Training	All	No	LEA-wide		RSSP	Ongoing	$ 7,196	$ 5,772	$ 12,967	$ -	$ -	$ -	$ 12,967	0.000%
3	4	School-wide Operational Systems & Routines	All	No	LEA-wide		RSSP	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Enrichment		Yes	LEA-wide	All	RSSP	Ongoing	$ 134,477	$ -	$ 134,477	$ -	$ -	$ -	$ 134,477	0.000%
4	2	Outdoor Education and Community Experiences		Yes	LEA-wide	All	RSSP	Ongoing	$ -	$ 30,602	$ 30,602	$ -	$ -	$ -	$ 30,602	0.000%
4	3	Social Emotional Learning	All	No	LEA-wide		RSSP	Ongoing	$ 86,363	$ -	$ -	$ 86,363	$ -	$ -	$ 86,363	0.000%
4	4	Care Corps	All	No	LEA-wide		RSSP	Ongoing	$ 78,791	$ -	$ -	$ 78,791	$ -	$ -	$ 78,791	0.000%
5	1	Family Engagement		Yes	LEA-wide	All	RSSP	Ongoing	$ 58,762	$ 7,500	$ 66,262	$ -	$ -	$ -	$ 66,262	0.000%
5	2	Family Advocacy and Leadership	All	No	LEA-wide		RSSP	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	School-Family Partnership	All	No	LEA-wide		RSSP	Ongoing	$ 52,129	$ -	$ 52,129	$ -	$ -	$ -	$ 52,129	0.000%
5	4	Los Dichos	All	No	LEA-wide		RSSP	Ongoing	$ 18,527	$ -	$ -	$ 18,527	$ -	$ -	$ 18,527	0.000%
5	5	Attendance Initiatives	All	No	LEA-wide		RSSP	Ongoing	$ 45,873	$ 500	$ 46,373	$ -	$ -	$ -	$ 46,373	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,594,826.41	$ 2,701,609.45

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	Standards-Aligned Instruction & Materials	No	$ 60,736	$ 60,063
1	2	Personalized Learning	Yes	$ 541,101	$ 438,971
1	3	Special Education Supports	No	$ 213,131	$ 210,726
1	4	Services to Support Emerging Bilingual Students	No	$ 33,182	$ 29,623
1	5	Reading Engagement	Yes	$ 3,297	$ 3,132
2	1	Professional Development	Yes	$ 128,606	$ 140,594
2	2	Assessments	Yes	$ 15,385	$ 26,190
2	3	Data Days	Yes	$ 27,790	$ 29,613
2	4	Coaching	Yes	$ 208,147	$ 204,041
2	5	Teacher Credentialing	No	$ 30,189	$ 25,781
2	6	Culturally Responsive Pedagogy	No	$ -	$ -
3	1	Business Operations Manager	Yes	$ 119,755	$ 139,493
3	2	School Maintenance	No	$ 104,705	$ 148,250
3	3	Custodial Service and Supplies	No	$ 90,793	$ 96,491
3	4	Operations Specialists	Yes	$ 248,632	$ 339,982
4	1	Enrichment	Yes	$ 506,456	$ 557,274
4	2	Field Trips	Yes	$ 39,980	$ 52,602
4	3	Social Emotional Learning	Yes	$ 15,501	$ 11,847
4	4	CareCorp	No	$ 82,930	$ 73,074
5	1	Family Involvement	No	$ 5,999	$ 5,741
5	2	Family Outreach	Yes	$ 9,432	$ 9,263

5	3	School Leadership Team	No	$ 104,079	$ 97,992
5	4	Los Dichos	No	$ 5,000	$ 865

2023-24 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 from 4)	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)
$ 1,071,953	$ 1,061,392	$ 1,087,454	$ (26,062)	0.00%	0.00%	0.00% - 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 Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Personalized Learning	Yes	$ 234,077	$ 211,738.70	0.00%	0.00%
1	5	Reading Engagement	Yes	$ 3,297	$ 3,132.15	0.00%	0.00%
2	1	Professional Development	Yes	$ 117,465	$ 130,156.31	0.00%	0.00%
2	2	Assessments	Yes	$ 15,385	$ 26,190.32	0.00%	0.00%
2	3	Data Days	Yes	$ 25,121	$ 27,112.93	0.00%	0.00%
2	4	Coaching	Yes	$ 104,073	$ 106,540.94	0.00%	0.00%
3	1	Business Operations Manager	Yes	$ 119,755	$ 139,492.99	0.00%	0.00%
3	4	Operations Specialists	Yes	$ 203,081	$ 339,982.46	0.00%	0.00%
4	1	Enrichment	Yes	$ 174,225	$ 29,394.91	0.00%	0.00%
4	2	Field Trips	Yes	$ 39,980	$ 52,602.00	0.00%	0.00%
4	3	Social Emotional Learning	Yes	$ 15,501	$ 11,847.44	0.00%	0.00%
5	2	Family Outreach	Yes	$ 9,432	$ 9,262.94	0.00%	0.00%

2023-24 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)
$ 2,985,401	$ 1,071,953	0.00%	35.91%	$ 1,087,454	0.00%	36.43%	$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.

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.

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.

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.

- 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.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

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* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);
    - **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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.

- 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.

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.
- 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,
    - 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) (California Legislative Information) 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.

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.

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.

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.
    - 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:

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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.
    - 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.
    - 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.
    - 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.
    - 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

- 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

- 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.

- 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.

- 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.

  - These required actions will be effective for the three-year LCAP cycle.

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).

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.

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.
- 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 of 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

- **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 2023

APPENDIX 19:
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 20:
BYLAWS

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Fifth Amended And Restated Bylaws
of
Rocketship Education

DBA Rocketship Public Schools

(A California Nonprofit Public Benefit Corporation)

Article I
NAME

Section 1. NAME. The name of this corporation is Rocketship Education (the "Corporation") doing business as Rocketship Public Schools.

Article II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 350 Twin Dolphin Drive, Suite 109, Redwood City, State of California. The Corporation's Board of Directors (the "Board of Directors") may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

Article III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

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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 public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or association that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3) or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Article VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. The Corporation shall have no 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 shall have the power to:

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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 12

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months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board of Directors may adopt other policies circumscribing potential conflicts of interest.

Section 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.

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. If more people have been nominated for director than can be elected, no Corporation funds may be expended to support a nominee for director without the authorization of the Board of Directors.

Section 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

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special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) (as amended, the "Brown Act").[1] Any vacancy caused by the removal of a director shall be filled as provided in Section 11 of this Article VII.

Section 13. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with CNPBCL Section 5211, or (c) a sole remaining director.

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

[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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Executive Officer is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 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.

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 the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

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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 LAWS GOVERNING STUDENT RECORDS. Rocketship Education, Inc. and its Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 27. COMPLIANCE WITH CONFLICT OF INTEREST LAWS. The Corporation shall comply with Government Code Section 1090 and the Political Reform Act (Govt. Code § 8100 *et seq*.)

Article VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a Chairperson of the Board of Directors ("Chairman of the Board" or "Chairman"), a Chief Executive Officer, a Secretary of the Board of Directors ("Secretary"), and a Treasurer of the Board of Directors ("Treasurer"). The Corporation, at the Board's direction, may also appoint one or more Presidents, Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the Chief Executive Officer or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The Board of Directors shall elect from its own members, a Chairman of the Board, a Secretary, and a Treasurer, who shall serve terms concurrent with their term on the Board of Directors.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may by resolution appoint and authorize the Chairman of the Board, the Chief Executive Officer, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board of Directors. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

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Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. The Chairman of the Board shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no Chief Executive Officer, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the Chief Executive Officer of the Corporation set forth in these bylaws.

Section 9. CHIEF EXECUTIVE OFFICER. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, and subject to the control of the Board of Directors, and subject to Chief Executive Officer's contract of employment, the Chief Executive Officer shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification.

The Chief Executive Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Executive Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board of Directors. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Executive Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the Chairman of the Board, and the Board of Directors, when requested, an account of all transactions and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, the minutes of all meetings, proceedings, and actions of the Board of Directors, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors, and of committees of the Board of Directors that these bylaws require to be given. The

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Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. TREASURER. The Treasurer's duties shall include overseeing or causing to be completed (a) audits; (b) federal and state annual information return filings; and (c) corporate filings. The Treasurer shall also exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 12. PRESIDENTS AND VICE-PRESIDENTS. If the Chief Executive Officer is absent or disabled, the Presidents or Vice-Presidents, if any, in order of their rank as fixed by the Board of Directors, or, if not ranked, a President or Vice-President designated by the Board of Directors, shall perform all duties of the Chief Executive Officer. When so acting, a President or Vice-President shall have all powers of and be subject to all restrictions on the Chief Executive Officer. The Presidents or Vice- Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Article IX
CONTRACTS WITH DIRECTORS

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). Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), 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 all of the requirements in the Rocketship Education, Inc. Conflict of Interest Code 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

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Section 1. LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

Article XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in CNPBCL Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the CNPBCL.

On written request to the Board of Directors by any person seeking indemnification under CNPBCL Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under CNPBCL Section 5238 (e) whether the applicable standard of conduct set forth in CNPBCL Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

Article XIII
INSURANCE

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

Article XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board of Directors and committees of the Board of Directors; and

c. Such reports and records as required by law.

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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

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f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with Corporations Code section 6322.

Article XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter(s) of the California public charter school(s) operated by Rocketship Education, Inc., or make any provisions of these bylaws inconsistent with that/those Charter(s), the Corporation's articles of incorporation, or any laws.

The Charter School shall provide written notice to the Santa Clara County Superintendent of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the Corporation's Board. Should the County Superintendent or designee indicate that the SCCOE considers the proposed revision(s) to be a material revision to the Corporation's governance structure or Charter(s), the Corporation may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should the Corporation adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the Santa Clara County Office of Education within three (3) business days of the adoption of such revision(s).

Article XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF BOARD 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 10, 2021; and that these bylaws have not been amended or modified since that date.

4/18/2023

DocuSigned by:
Louis Jordan
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Date Chairperson

APPENDIX 21:
BOARD MEMBERS' BIOS

ROCKETSHIP
PUBLIC SCHOOLS

Rocketship Public Schools National Board of Directors

Louis Jordan, Board Chair
Co-Owner, Tympany Vineyards

Louis brings more than 35 years of senior-level financial planning and analysis, strategy and operating management experience to the Rocketship board. He is also an advisor to a number of startup companies, and serves on the boards for All Across Africa (East Africa and San Diego); Someone Somewhere (Mexico City); Vega Coffee (Nicaragua/Colombia and Santa Barbara) Nemi Tea (United Kingdom); Indiana University Foundation (Black Philanthropy Circle Chair and Former Audit Committee Chair) and the Miller Center for Social Entrepreneurship at Santa Clara University (Executive Committee Member).

Louis's educational experience inspired him to help propel Rocketship's mission. He is the sixth of seven children and the first to graduate from college in his family. Louis was educated in the Philadelphia public school system; one that was plagued with very high dropout rates for people of color. College and its benefits were never more than a "passing" topic of conversation in his public school experience. Despite that, in many respects he became the exception to most of his peers. This would not have been possible without existing philanthropically supported programs that he was able to access. As he began to achieve a relatively unimaginable degree of success, he's committed to do as much as possible to give back and to help enable others with backgrounds similar to his to have unencumbered access to high quality education alternatives as he strongly believes that this is fundamental to accessing the fruits of the American dream.

He strongly believes that Rocketship has been and continues to be a critical catalyst in combining a high-quality elementary education with a parent engagement component that dramatically increases the chances that kids from neighborhoods like the one that he grew up in have the opportunity to realize their dreams.

Louis holds a Bachelor of Arts degree from Westmar College and a Master of Arts degree from Brown University. He received his MBA in Finance from the Kelley School of Business at Indiana University.

Greg Stanger, Board Secretary
General Partner, ICONIQ Capital

Greg Stanger brings a broad range of financial leadership experience with high-growth Internet companies. He has served as CFO for oDesk, Chegg and Expedia. He has also been a venture partner at Technology Crossover Ventures and was formerly a corporate development executive at Microsoft. Greg has served on the boards of directors of many successful companies, including Netflix, Kayak, drugstore.com, NexTag, and Expedia. He is currently a trustee of the Yosemite Conservancy. Greg holds an MBA from the University of California at Berkeley and a Bachelor of Science degree from Williams College.

ROCKETSHIP
PUBLIC SCHOOLS

Alex Terman, Board Treasurer
Sr. Director of Finance & Operations, Valhalla Foundation

Alex brings over two decades of leadership and management experience in the education and nonprofit sectors, including roles at the Stupski Foundation, the Learning Accelerator, and Leadership Public Schools. He previously served on the boards of CollegeSpring, Leadership Public Schools, and Design Tech High School. He also completed the Broad Residency, a two-year program that prepares participants for leadership roles in public education.

Alex supports Rocketship because he believes all families should have access to an excellent public school education, regardless of their socioeconomic background or zip code. He feels Rocketship's focus on personalized learning, talent development, and parent engagement delivers on this promise and catalyzes transformative change, both within the communities we serve and the broader education sector.

He holds a Bachelor of Arts in History from UC Berkeley and an MBA from Stanford University.

Jolene Sloter
Founding (Former) Board Chair, Rocketship Public Schools DC

Jolene brings a wealth of experience in policy and philanthropic leadership to the Rocketship board. After receiving her MBA, she worked for Corning Glass Works in strategic planning and later transitioned to the Federal Government where she gained valuable policy experience working for an independent commission charged with making recommendations to Congress about Medicare.

Jolene and her husband established the Stanley and Jolene Sloter Family Foundation to focus their philanthropy on education, specifically the need for better education opportunities in underserved communities. She is applying her policy experience to analyzing this issue and identifying concepts and organizations that improve the quality of education in low-income communities in DC so they can invest their philanthropic contributions in organizations that produce measurable results.

Jolene also serves on the board of the Teach for America DC Region, and is a member of the Trustee Council for Communities in Schools of Northern Virginia, as well as the Investment Committee for Education Forward DC. A longtime supporter of Rocketship Public Schools, she coordinated the groundbreaking for Rocketship's first school in DC, which opened in August 2016, and has been instrumental in building the RocketshipDC board of directors and finding new sources of support.

Jolene supports Rocketship's work because she believes traditional public schools have not adequately served low-income students of color for generations. Rocketship's three pillars–Personalized Learning, Talent Development, and Parent Power–provide the foundation for building schools that will provide a quality education for these communities.

She holds a Bachelor's Degree in Biology/Medical Technology from Lycoming College and a Master's in Business Administration from the University of Pittsburgh.

ROCKETSHIP
PUBLIC SCHOOLS

Deborah McGriff
Former Managing Partner, NewSchools Venture Fund

Deborah has been committed to transforming the lives of underserved urban school students for more than four decades. In 1993, Deborah became the first public school superintendent to join EdisonLearning (formerly Edison Schools). Prior to joining EdisonLearning, Deborah served as the first female General Superintendent of Detroit Public Schools. She was a teacher and administrator in the New York City Public Schools for more than a decade. Deborah is former President of the Education Industry Association. She serves on the executive committee of the National Alliance for Public Charter Schools, Policy Innovators in Education Network, and was a founder and national board member of the Black Alliance for Educational Options. She also serves on the advisory board of the Games and Learning Publishing Council, Hechinger Report, Program on Education Policy and Governance at Harvard's John F. Kennedy School of Government and is a member of the Review Board for the Broad Prize in Urban Education. Deborah holds a bachelor's degree in education from Norfolk State University, a master's degree in education with a specialization in reading pedagogy from Queens College of the City University of New York, and a doctorate in Administration, Policy and Urban Education from Fordham University.

Raymond Raven
CEO and Managing Partner, Orthopedic Surgery Specialists Medical Group

Dr. Raven has been on Rocketship's board since 2015 and brings a wealth of experience as a nationally recognized surgeon, physician executive, visionary, and business leader. Since receiving his latest advanced business degree in 2019, he has led his medical group to an average of 20% growth per year.Dr. Raven is also a board member for the OSS Health Foundation, as well as the California Orthopaedic Association, where he will be president in 2025.

Dr. Raven's life experience inspired him to join the Rocketship board. Born and raised in East Side San Jose, he attended local public schools. If not for his mother, he would have been placed in remedial classes rather than in the gifted program. Yet, her diligence and persistence helped propel his journey to become the only member of his family to attend college. After receiving his Bachelor of Science in Molecular Biology and Biochemistry, he went on to earn a medical degree from UC San Francisco. After medical school, Dr. Raven completed his residency training in Orthopaedic Surgery at UC San Francisco and advanced fellowship training in Hand & Upper Extremity Surgery at Columbia University-Roosevelt. While practicing medicine, he earned a Master in Business Administration from UC Irvine and a Master in Health Care Innovation from University of Pennsylvania. Dr. Raven now runs a thriving medical group and management company in Southern California.

Dr. Raven has seen firsthand how a strong education can open doors to a new life. He and his wife, Despina, support Rocketship Public Schools, so more children will have the opportunity to receive the quality early education necessary to compete and succeed in our increasingly competitive world.

ROCKETSHIP
PUBLIC SCHOOLS

June Nwabara
Former Regional Vice President, of Operations, Wellpath

June recently served as a correctional healthcare executive overseeing multi-site management of 12,000 patients and 800 employees. She volunteers with numerous organizations throughout TN including but not limited to Hands on Nashville, National Civil Rights Museum, and Habitat for Humanity.

Before Merry Maids, June served three years as the Regional Director of Operations at Dollar General. She led store operations within TN overseeing as many as 235 stores in Central Tennessee and Northern Alabama with 1,800 employees and up to $400 million in P&L. June was Nominated for 2017 Rookie of the Year as a top-performing Regional Director of Operations.

Before Dollar General, June was a nine year partner at Starbucks Coffee Company and served as Regional Director of Operations. She led store operations within TN overseeing 92 stores. She managed a team of district managers to create and maintain the Starbucks Experience for partners and customers.

Prior to joining Starbucks, June spent thirteen years with Darden Restaurants and held numerous positions including General Manager, Divisional Training Manager and Director of Operations. She restored profitability and success to several restaurants and reduced turnover through improved consistency of caring and fairness principles in personnel practices. As GM, she was one of fourteen chosen to sit on the President's Council. June holds a Bachelor of Arts degree in Journalism from Michigan State University. She currently serves on the Executive Board of Directors with Hands on Nashville . In her spare time, she enjoys spending time with her family , friends, and chocolate lab named Lucky, traveling, sampling food and wine pairs while exploring breathtaking locations.

Michael Fox
CEO Goodwill Industries Silicon Valley

Michael is CEO Goodwill Industries Silicon Valley. As the newly appointed CEO of Goodwill Silicon Valley Mr. Fox led a team that took the organization from a loss from operations of 1.7 million dollars to a gain of 1.1 million dollars in one year. Previously, Mr. Fox spent almost 20 years at M.E. Fox & Company, one of the Bay Area's leading wholesale beverage distributors, including over six years as president. Mr. Fox is past Chairman of the Silicon Valley San Jose Chamber of Commerce; San Jose Chamber PAC, San Jose Mineta Airport Expansion Initiative, and West Valley Mission College bond measure. He has held numerous campaign and political positions including finance chair Jim Cunneen for Congress, finance chair Dolores Carr for District Attorney, finance chair Able Maldonado for State Senate, and Mayor Ron Gonzales's kitchen cabinet. Mr. Fox was co-founder and chair of Baseball San Jose, and currently serves as finance chair for Team San Jose. Mr. Fox received his B.A. at the University of San Diego and a Trans Global MBA at St. Mary's College.

ROCKETSHIP
PUBLIC SCHOOLS

Charmaine Detweiler
Retired Chief Financial Officer

Charmaine brings nearly 40 years of experience in financial leadership in a wide variety of financial institutions from large, multinational corporations to community banks to start-ups. She is also a founding council member of the Smith College Business Network. A long-time supporter of Renaissance Entrepreneurship Center, she serves on the Women's Leadership Council, which she founded and chaired until 2020. She is a former board member of United Way Bay Area and Garth Fagan Dance.

Charmaine supports Rocketship because she has seen the striking impact Rocketship makes on the communities and children it serves. She strongly believes education is the most precious gift we can bestow on our children, and all children should have access to the highest quality education irrespective of the community in which they reside.

She holds a Bachelor of Arts with distinction from Smith College and an MBA from University of Chicago.

Daniel Velasco
CEO, Ensemble Learning

Dr. Velasco was previously President of Latinos for Education, where he brought 13 years of experience in education, entrepreneurship, fundraising, and strategy. Previously serving as the Chief Operating and Chief Growth Officers, he joined as VP of Strategy and Programs in 2017 after five years at Johns Hopkins University's School of Education. Before that, he taught with Teach For America and consulted on issues including evaluation policy, teacher retention, and adult learning and development. He sits on the boards of Rocketship Public Schools and the National Center for Teacher Residencies. Dr. Velasco was honored in 2016 by New York Mayor Bill de Blasio in recognition for national service. Dr. Velasco is program faculty at Harvard's School Turnaround Leadership program since 2013. Originally from Peru, he was raised in Venezuela and came to the U.S. as a child. He earned a BA with Honors in Political Science from the University of Central Florida and is a graduate of the ICN Business School in France. He holds master's degrees in Education Policy and Management from Harvard and International Development and Social Change from Clark University. He earned multiple executive certifications including Strategic Planning and Scaling for Impact from Harvard Business School. He earned a doctorate in Educational Leadership and Entrepreneurship from Johns Hopkins University with an emphasis on Human Capital Development.

ROCKETSHIP
PUBLIC SCHOOLS

Yolanda Bernal Samano, Parent Board Member
Property Manager, General Services Administration

Yolanda is a proud member of the Rocketship Fuerza Community Prep. Since joining Fuerza she has been an avid participant in getting other parents involved by strengthening their voice around the achievement gap and access to quality education. She was part of the Fuerza reauthorization team, an active member of the Innovates Parent leader group as well as the Santa Clara County Parent Coalition. She currently works with the federal government managing their federal properties. She has worked for General Services Administration since 2004.

She attended San Jose State University for her undergraduate degree and graduate degree. She holds a BS on Sociology concentration in Criminology, with minors in Spanish and Mexican-American Studies. Furthering her education with a Master in Counselor Education writing a thesis on how undocumented students could search for resources in their community to fund their higher educational goals. Her passions include speaking to first-generation College students and demystifying college.

Born and raised in San Jose, Yolanda and her husband, Fernando, have two sons. Their weekends are filled with sports and outdoor activities like baseball, basketball and flag football and soccer.

Rajen Sheth
CEO, Kyron Learning

Rajen Sheth brings more than 20 years of experience delivering innovative products to businesses and consumers. He is currently the CEO and Founder of Kyron Learning, a public benefit company focused on giving all students equitable access to high quality one-on-one teaching using AI.

Previously, Rajen was Vice President of Google Cloud AI and Industry Solution as part of a 17-year career at Google. He focused on building products that enable enterprises to transform themselves through AI, and building transformative products for Google Cloud's key industries. He also led the development of Android and Chrome for business and education, as well as Google Apps for Work and Education (now known as GSuite), which is now used by over 5 million companies.

Having focused his career on ensuring equitable access to high quality education, Rajen has always been inspired by Rocketship's innovative model and its impact on surrounding communities. He proudly supports Rocketship in taking a significant step toward its goal of equitable educational access.

Rajen is also a part of the National Leadership Council for the Society for Science, supporting STEM in all schools through the International Science and Engineering Fair, the Science Talent Search, and science publications for youth. Rajen is also a volunteer and was previously Vice President of Technology for the PTA of Almond School.
He holds both a Bachelor of Science in Electrical Engineering and a Master of Computer Science from Stanford University.

ROCKETSHIP
PUBLIC SCHOOLS

Julie Miller
Former Vice President of Finance, Visa Inc.

Julie Miller is currently a member of the Rocketship Public Schools Audit Committee and brings decades of finance and accounting experience.

Julie most recently served as Visa's Vice President of Revenue and Client Incentive Operations and previously its Assistant Global Controller. Prior to that, she was a Divisional Controller and Senior Finance Manager at Apple, and spent 15 years at Gap in roles spanning a broad range of specialties including FP&A, Accounting, and Supply Chain.

April Taylor
Board Chair & Talent VP, AllianceBernstein

April L. Taylor's professional journey has led her to a variety of industries, including manufacturing, management consulting, aerospace and defense, healthcare, and finance, across 9 states. She's currently the VP, Campus and Emerging Talent Recruiting Manager with AllianceBernstein, leading a team of 4 to execute the Firm's campus recruiting strategy, along with internship and rotation program management. In this role, April is responsible for developing the Firm's national campus recruiting strategy, aligning with various business unit's talent needs, creating and enhancing process, and infrastructure, around internship and rotation programs. April is active in her community, enjoys reading, traveling, playing with her dog, Sunday, and any opportunity to relax. One of her most memorable trips was to South Africa.

April is a native of Nashville, TN where she graduated from Tennessee State University, receiving a BS in Electrical Engineering, with a concentration in Computers. A lifelong learner, April later pursued graduate studies – Brandeis University, MS in Software Engineering, Indiana University, for her MBA, in Organizational Management, and obtained her Associate Certified Coach credential, from the International Coaching Federation. April is also a wellness advocate, most recently receiving her Yoga Teacher Certification.
April was featured in the 2014 Winter edition of US Black Engineer and Information Technology magazine, as one of the "People You Should Know", was a regular volunteer for the KY National Black MBA Chapter's Leaders of Tomorrow (LOT) program while in Louisville, a former board member for the Louisville Women's MBA chapter, serves on the Board of Governors for the Speed Museum of Art, President-emeritus of TSU's Louisville Alumni Chapter, and Alumni Trustee for the Consortium for Graduate Study in Management. She was recognized for her exceptional dedication to helping the community, through community service and personal example, as a 2017 YMCA Black Achiever. April continues to share her love of STEM, volunteering at the National Society of Black Engineers annual conference, with the NSBE Jr. FIRST Lego League competition. April's passion is developing people and it's readily demonstrated in her personal and professional commitments.

ROCKETSHIP
PUBLIC SCHOOLS

Daniel Sanchez
Director, Liberty Global

Dan Sanchez brings over 30 years of experience advising and working with businesses of all scales and stages. Alongside three decades practicing law, he has served on the boards of numerous corporations experiencing cultural change, and is a founding member of the newly-formed ESG committee of the board of Liberty Global.

Dan Sanchez is a board member of Liberty Global and Liberty Latin America. He has also served on the boards of Starz, Lionsgate Films, and Discovery Communications.

His support for Rocketship emanates from a fundamental belief in equal opportunity for everyone, coupled with faith that education is a key enabler of opportunity. He sees Rocketship as a way to amplify various resources and inputs toward that end, hopefully leading all public schools toward continued improvement.

He holds a Bachelor of Arts from University of Hartford, a J.D. from Boston University School of Law, and a L.LM. from Temple University School of Law.

Derwin Sisnett
Founder & CEO, Adaptive Commons

Derwin Sisnett has spent the last fifteen years in community development, public education, and impact investing with a particular focus on coalescing and maximizing community assets. He is the founder and CEO of Adaptive Commons, a real estate company that invests in the transformation of civic spaces for social good. His previous experience includes co-founding Maslow Development Inc. and serving as the co-founder and CEO of Gestalt Community Schools (GCS). Honored by the White House and the U.S. Department of Education, GCS grew into one of the highest-performing networks of schools in Tennessee, anchoring over 40 acres of a mixed-use development that Derwin spearheaded, including a performing arts center and affordable housing.

Derwin's work has been featured in numerous publications, including Urban Land Institute's Urban Land Magazine, The New York Times, and the Wall Street Journal. He has also lectured at various colleges and universities, including Harvard Graduate School of Design, Yale School of Management, and Berkeley's College of Environmental Design, where he is a Faculty Lecturer in Real Estate Development + Design.
Derwin holds a bachelor's degree from Emory University, a PhD from the University of Memphis, and he is an alumnus of Harvard University's Graduate School of Design, where he was a Loeb Fellow. Derwin is also a Cambiar Education Change Agent and a Pahara Fellow of the Aspen Global Leadership Network, where he was selected as a Braddock Scholar.

Michelle Mercado

ROCKETSHIP
PUBLIC SCHOOLS

Chief Program Officer, Mass Insight

Michelle Mercado brings nearly two decades of experience in education including her time as a teacher in New York City and an Academic Director in Bukoba, Tanzania. Michelle currently works as the Senior Vice President of Consulting for TNTP, a national education nonprofit focused on ensuring all students have access to a high quality education. In this role, Michelle oversees TNTP's portfolio of consulting work across the country with a focus on building thriving teams across the country and positioning TNTP to achieve impact. Michelle is also a member of Education Leaders of Color and a Latinos for Education Board Fellow.

She supports Rocketship because she believes that all students deserve an education that sets them up to meet the goals they have for themselves. She's seen how Rocketship provides a caring, engaging and community-oriented educational experience that ensures all students are thriving. She is honored to be able to contribute to Rocketship's mission and vision.

She holds a Bachelor of Arts in Political Science from Western Illinois University and a Master's in the Science of Teaching from Fordham University.

Brian Kilb
Retired Senior Executive, Investment Services

Brian began his career in small business consulting which led to top jobs in accounting, finance, administration and operations for a variety of manufacturers involved in everything from medical technology and aeronautics to disposable wipes and custom decorative lighting. But he was seeking something more fulfilling.

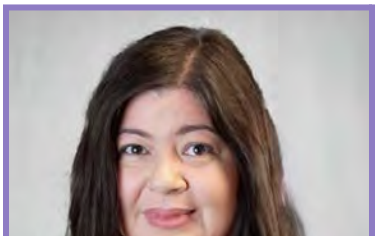
Before he left his last manufacturing company, Brian prepared a detailed career plan that weighed his strengths and weaknesses, listed his priorities in life, and specified what he wanted out of work.

His pursuit, Brian wrote, was a career through which he could support his family, help those around him achieve their potential, and satisfy his own intellectual curiosity.

That led to his final job and a 25 year career in the financial services industry. "I recognized the intellectual challenge of understanding markets and the economy, appreciated the opportunity to interact with and impact client lives, and enjoyed the chance to build my leadership skills."

Brian was drawn to eduction and Rocketship initially by his daughter's experience working for Rocketship in Milwaukee and San Jose. His wife was a college English professor and youngest daughter a teacher, so education is a top priority in the family. Understanding that all kids need an equal opportunity to learn is a fundamental value in the Kilb house.

Brian grew up in the Cleveland area and received a bachelor's degree in business from the University of Notre Dame. Brian and his wife, Lynn, have two daughters. He enjoys coaching, fitness, reading, music and his faith. Among his community activities, Brian has also been involved in a wide variety of other not-for-profit organizations.



Malka Borrego
Founder, MB Consulting Company

As the founder of the MB Consulting Company, Malka Borrego brings expertise in the areas of leadership, educational equity, and community engagement. She is a Latina who has successfully founded a charter management organization that has created positive change and high-quality educational opportunities for students in the community where she was raised. Her leadership is a testament to her commitment to her community and her passion for educational equity. Malka Borrego has over 15 years experience as a successful CEO. She is positioned to support organizations, their leaders and boards in strategy, talent, communications, DEI work, community engagement and fundraising. She earned a BS in Sociology from Pomona College and an MA in Social Science from Stanford University's School of Education.

Hugo Castaneda, Parent Board Member
Design Engineer, AT&T

Hugo Castaneda is a parent of 3rd and 4th grade Rocketeers at Rocketship Brilliant Minds, as well as a parent to a former Rocketeer who is now in 6th grade. He is President of the School Site Council at Brilliant Minds and is involved in the school in many aspects. Hugo works as a Design Engineer, managing large projects and supervising staff for AT&T, and has been with the company for 23 years. He lives in San Jose where he is an involved member of his church and dedicates time coaching his children's soccer teams.

Deja Gipson, Parent Board Member

Deja is a proud founding parent at Rocketship Delta Prep in Antioch with two Rocketeers. She is a cornerstone of the parent community at RDL, serving as a leader on the Parent Organizing Committee. Deja is an exceptional advocate for Rocketship and the charter movement, having led the parent community through RDL's notice of violation process and subsequent engagement with the City Council and local leaders.

Deja continues to advocate for Rocketship at the local and national level to ensure charters receive adequate and fair funding. In addition to her advocacy work, Deja is well respected in the faith-based community in East County and is currently studying to be a pastor.

APPENDIX 22:
SLT MEMBERS' BIOS

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.

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.

Lamar Wade
Chief People Officer

Lamar Wade is the Chief People Officer (CPO) for Rocketship Public Schools, responsible for leading all our people functions including: Human Resources, Talent Development, Talent Recruitment, and Diversity, Equity, and Inclusion.

Lamar brings over 20 years of human resources leadership to his role at Rocketship. His experience covers an extensive range of people management functions including: employee engagement, talent acquisition, talent management, employee relations, organizational design, compensation, benefits, training, and DEI. Prior to joining Rocketship, Lamar served as Vice President of Human Resources for Compassus, a national healthcare organization with over 6,000 employees. Lamar previously served in HR leadership roles at Dell Technologies, Target Corporation, and Kroger Corporation.

Lamar is a graduate of the University of Memphis and has earned HR professional certifications from Cornell University and the Human Resources Certification Institute (SPHR). He has served on numerous boards including Tennessee State University's Career Development Center Employer Advisory Board, the Middle Tennessee Regional Skills Panel for the Information Technology Sector, and the Tennessee State University Business Information Systems Advisory Council. He also served on the board of trustees for the Adventure Science Center in Nashville. Lamar volunteers for the Second Harvest Food Bank of Middle Tennessee and tutors for PENCIL (Public Education Needs Community Involvement and Leadership) – a non-profit partnership with Metro Nashville Public Schools.

A native of west Tennessee, Lamar has called Nashville home for over 15 years. Lamar married his high-school sweetheart, Audrika, over 20 years ago and together they are the proud parents of five children.

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 Communications Officer

Chris leads Marketing, Communications, 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.

ROCKETSHIP
PUBLIC SCHOOLS

Ben Carson
Interim Chief Financial Officer

Benjamin Carson is the Interim Chief Executive Officer of Rocketship Public Schools and the Executive Director of Launchpad. Ben joined Launchpad Development and the Rocketship team in 2022. He previously co-founded and served as Chief Financial Officer of the Great Oaks Legacy network of schools in Newark. He's also worked as a charter authorizer for the NYC DOE, and as an independent consultant helping schools and nonprofits across the country solve real estate and finance challenges. Ben lives in San Antonio, Texas, with his wife and their dog and two cats.

APPENDIX 23:
REGIONAL LEADERSHIP TEAM RESPONSIBILITIES AND QUALIFICATIONS

EXECUTIVE DIRECTOR, CALIFORNIA REGION

Position Description
Reporting directly to the CEO, the California Executive Director serves as the leader of the California region and is responsible for setting the strategic vision, shaping the external environment, and leading the regional teams to achieve transformational results.

The charge of the Executive Director is to 1) ensure the success of our Rocketeers; 2) cultivate the external environment for Rocketship to thrive and continue to grow the region's impact over time; and 3) manage a financially sustainable network of high-performing elementary schools serving disadvantaged communities with the excellent education they deserve.

The Executive Director is responsible for ensuring the success of our schools and the achievement of our Rocketeers. They will accomplish this through effective development and management of the Schools and Program Team (e.g., Director of Schools and regional teams). Effective management includes inspiring all school members to achieve annual goals and consistently deliver outstanding results. The ideal candidate combines the capacity for systems-level and strategic thinking with experience in the non-profit sector.

Additionally, the Executive Director is charged with directly shaping the external conditions where Rocketship schools can thrive and the California region can continue to grow its impact. This entails setting a strategic vision for external relations, directly and successfully growing and managing the regional California Board as well as partnering with the Board in recruiting new members, collaborating with network and school leaders to successfully create and refine a strategy towards growing the regions impact and number of students and families served over time, engaging and cultivating relationships with donors, champions and advocates and forging partnerships that align with our vision and serve our Rocketeers and their families. In addition, the Executive Director is responsible for ensuring that our Family Recruitment and Parent Leadership teams (part of the Growth and Community Engagement Team), which are critical pillars in regards to school health and the California region's theory of change, continue to thrive. The Executive Director is responsible for ensuring these groups continue to drive towards their goals and realizing the ambitious objectives of the California region.

Critical to the success of the Executive Director is an unwavering commitment to the community. The Executive Director is responsible for proactively addressing community needs, becoming an active participant within the California education landscape, stewarding and nurturing allies and donors, and aligning regional priorities with the broader network community. Close collaboration and partnership between the Executive Director, our school leaders, and the broader Rocketship network staff is essential.

Rocketship attracts regional leaders with ambitious aspirations. Just as we are committed to propelling student growth, we are dedicated to advancing the careers of our talented staff. The Executive Director will join a regional and national team, receive ongoing professional development in order to establish the vision and growth strategy, support in achieving community alignment and engagement, and guidance in order to ensure financial stability, As a member of a growing network regional leaders have ongoing opportunities to expand their reach, influence, and impact beyond their role.

STRATEGIC LEADERSHIP OF THE REGION:

- Building a strong, representative, inclusive organizational culture in the region and in each school that is aligned with the Rocketship organization and ensures school success and impact.
- Driving strategic vision, strategy, planning and execution for the success and sustainability of the region on student achievement and existing/new charters, charter renewals, and other opportunities.

- Implementing strong systems to lead and reinforce role clarity, goal-setting, communication, and other processes and norms for the regional team to deliver all goals successfully.
- Leveraging executive judgment to identify, assess, and communicate risks/threats and opportunities, prioritize quickly and effectively, make critical decisions, coordinate remedies/solutions.
- Engaging internal and external stakeholders for input, alignment, and support.
- Driving strong collaboration with the network teams to ensure that schools are receiving necessary instructional support as well as other critical areas of support and that priorities are being fully executed across the region.
- Continually assessing and proactively planning to improve the health of the region.
- Directing regional communications strategy and serve as a credible spokesperson, while leveraging resources and support from the marketing and communications team, to effectively manage media/press relations in the region.
- Demonstrating financial leadership to prioritize, make decisions, deliver on plan, flex where needed, driving long-term effectiveness and sustainability. Secure and maintain school facilities, including selection, acquisition, entitlement process, regulations, and on-going issues

ACADEMIC PERFORMANCE AND SCHOOL CULTURE LEADERSHIP

- Ensuring that the Schools Team is in place to regularly realize a standing of Rewards School status and the annual student achievement goals, while engaging and inspiring teams through alignment, strong communication, and ongoing feedback/coaching.
- Analyzing and action planning around student achievement data, observation, and coaching data, and schools target data to continuously improve, drive results, and increase impact.
- Working with the Director of School and Schools Team to ensure that principals continue to implement rituals and practices that deepen parent engagement and investment while also creating/sustaining a welcoming school culture for families.
- Ensuring that goals are met regarding parent engagement, especially in parents realizing goals around volunteer hours, parent conferences, and home visits.
- Continuously drive a culture rooted in inclusion of special education students and rigorous support of a Positive Behavior Interventions & Support structure and serving all students (e.g., low level of suspensions, no expulsions, and no ‘pushing out’ students).

EXTERNAL AND COMMUNITY RELATIONS/PARTNERSHIPS

- Recruiting, appointing, managing, and engaging regional Nashville board members and executing quarterly board meetings.
- Managing and leveraging important community relationships with local elected officials at all levels (e.g., School Boards to City Council to State Legislature), power-brokers, and other influencers, as well as with school board trustees or bodies, members, and superintendents/leaders of authorizing bodies.
- Forging partnerships and alliances with child and family serving non-profit organizations, public entities, community-based organizations, and civic and community organizations to provide joint advocacy, support, or services that our Rocketeers and families need.

- Planning, coordinating and facilitating collaboration with other aligned organizations within the region to advocate for common goals or defend common interests.
- Continually assessing and proactively planning to improve the health of the region and lead the regional network support.
- Lead regional fundraising and philanthropic relationship management.

PEOPLE LEADERSHIP

- Building, developing, and maintaining a rigorous culture of excellence in every interaction with stakeholders, community members, partners, and team members.
- Increasing accountability and empowering all teams to ensure success against goals.
- Establishing sustainability in school leadership and improving school performance through effective coaching, mentoring, recruitment, retention strategies, and team engagement.
- Engaging, motivating, and managing direct reports and the regional teams.
- Working with a team to establish strategy, planning, and execution related to academic achievement, school culture, family recruitment and enrollment, parent leadership, organizing, and engagement.
- Cultivating and maintaining strong relationships with neighborhood stakeholders, and community/neighborhood associations at each school.
- Working with the Director of Schools and Schools Team to align teacher professional development to strategic priorities and school data and track performance improvement across the team.

Qualifications

- Bachelor's Degree required; Master's or higher in Education, Public Administration, or a related field preferred.
- 10+ years of professional experience in nonprofit management with a proven track record of success in improving outcomes within their scope of management.
- Experience and successful track record of managing, coaching, and developing team members.
- Strong leadership skills with the ability to inspire and motivate staff and bring out the best in peers.
- Experience in partnering with nonprofit Board of Directors.
- Highly proficient in business and financial management. Possesses the skills essential to managing an enterprise, such as strategic financial planning, intelligent budgeting, development of achievable business plans and analyses, prudent expense control, and required financial reporting.
- Demonstrated success with fundraising with both private donors and government entities at the federal, state or local level.
- Keen analytic, organization and problem-solving skills which support and enable sound decision making.
- Successful experience implementing multi-year strategic action plans.
- Excellent relationship building skills with an ability to prioritize, negotiate, and work with a variety of internal and external stakeholders through engaging communication skills.
- Outstanding verbal and written communication skills and ability to communicate effectively on multiple levels ranging from the Board, to educators and staff.

- A commitment and ability to develop and maintain constructive relationships with staff, students, parents, donors, community constituents, local government entities, media, and vendors.
- Experience articulating the mission, vision, and values of an entity to the public through media engagements, public speaking, and more. Experience in effectively navigating a highly regulated governmental environment.
- Excellent analytical skills, strong ability to lead multiple complex projects under rigorous timelines and political nuances and to work in a demanding dynamic environment to meet organizational goals.
- High emotional intelligence, integrity, and interpersonal skills – and an exceptional collaborator.
- A strong sense of confidence and the wisdom and courage to make difficult choices based on available data.

CHIEF OF STAFF

Reporting to the Executive Director (ED) of the California Region, the Chief of Staff is a critical member of the regional leadership team, communicating with key stakeholders on the ED's behalf, ensuring that the ED is informed and engaged in key organizational decisions, prioritizing and managing key projects, tracking progress against goals and supporting mitigation strategies, serving as a liaison and trusted team member to the regional team, and Network, and partnering to drive the vision and goals for the region.

Essential Functions

- Regional Leadership Support
- Support the ED in the overall management of the region, managing the flow of information to leaders and teams, fostering collaboration and teamwork through multiple means, but most especially aiding the ED in the development and at time facilitation of team meetings (i.e. regional leadership team, external engagement team, schools team, etc.) .
- Manage the performance and effectiveness of the Region and support the Regional Leadership Team on the execution of key initiatives and priorities and ensure that the executive team follows through on key decisions in accordance with team agreement and the ED's direction.
- Support regional management by providing structure and support to SL teams through weekly regional meetings and priorities.
- Coordinate recurring meetings and larger stepbacks to ensure all time spent together is highly effective: the right topics are raised, facilitation supports healthy debate on the most important questions, and there is clear ownership and follow through.
- Ensure CA Board of Directors is informed and appropriately engaged. Support ED in developing agendas and materials for Board and committee meetings. Identify opportunities to engage board on strategic issues and follow-up with members as appropriate.
- Create and manage cultural rituals and positive adult culture initiatives across the region.
- Strategic Project Oversight and Change Management
- Work closely with the Executive Director to lead strategic planning and cross-functional initiatives across the region such as new school/region greenlighting, annual planning, and progress monitoring of regional objectives.
- Work with senior regional leadership and national teams to catalyze organizational performance through leadership – linking strategy to structure, building transformational change approaches and facilitating organizational redesign and continuing improvement.

- Develop and maintain tools to track progress toward academic, financial, and operational goals including dashboards to monitor key performance indicators.
- Proactively address off-track programs, teams, and metrics to achieve the objectives outlined.
- Influence organizational decision-making with the use of relevant, value-added performance management, including metrics and analysis and report on the same in a manner that aligns with and supports the organization's strategic and short- and long-term business objectives.
- Continually assess and proactively plan to improve the health of the region and lead the regional support network.
- Prepare the ED for effective decision-making conversations, anticipating and organizing key questions and data that support productive discussions to direct key priorities.
- Perform additional ad hoc duties as assigned.
- Serve as a proxy for the Executive Director to facilitate meetings and ensure clarity and organizational alignment
- Identify operational roadblocks and bring together critical people and processes to address them
- Build positive relationships with team members across the organization to influence outcomes and maintain project momentum.
- Collaborative Partnerships and Relationship Building
- Ensure cross-functional collaboration and align teams to realize efficiencies.
- Represent Rocketship before varied external partners such as government councils and commissions, business community & civic groups, legislators, etc.
- Stand-in for Ed in internal meetings, serving as a key liaison between internal teams and the ED
- Partner with internal (NST, NeST, and other regions) and external stakeholders to identify opportunities to improve and streamline processes and policies.
- Ensure that the external engagement strategy tools are being maintained and ownership of different relationships and community organizations is accurately represented and distributed while leveraging resources and support from parent leadership and advocacy teams.
- Take ownership of crisis management and other unexpected events that pose a threat to CA Schools
- Act as the Rocketship CA representative at external events when deemed necessary
- Periodically engage external stakeholders with the ED and co-lead the development and friend raising subcommittee for the CA board.
- Communications
- Maintain board member meetings agendas and next steps for meetings with ED.
- Manage regional events and tours.
- Direct regional communications strategy while leveraging resources and support from marketing and communications teams.
- Work with media consultant/or designated DC comms staff to identify earned media opportunities.
- Create strong Regional identity and brand through the creation of positive news stories about Rocketship.
- Write external communications to stakeholders (parents, board of directors, and supporters).
- Create systems for internal meetings (Task Force, Regional and Priority meetings).

Qualifications

- Bachelor's degree strongly preferred

- 5-10+ years of professional experience with a track record of success in delivering significant gains (including experience as a successful school leader/Principal, teacher, or other work within a school network, prefered)
- Strong leadership skills with the ability to inspire and motivate staff and bring out the best in peers
- Personal drive for high expectations and results orientation
- Exceptional critical-thinking skills and experience in leading data-driven practices at a systems-level, including the ability to analyze data, identify trends/ root causes, set goals, and track resources
- Innovative in ideas, methods, and solutions.
- Collaborative and able to influence and accomplish goals in cross-functional environment
- Committed to seeking out and sharing current research and evidence-based best practices.
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Excellent time management, project management, and organizational skills
- Well-versed in change management and influencing multiple key stakeholders
- Strong verbal and written communication skills Spanish and/or Vietnamese language skills are a plus
- Embodies Rocketship Core Characteristics

DIRECTOR, EXTERNAL AFFAIRS

Position Description

Rocketship Public Schools is a transformational force for education equity that creates advocacy, and External Affairs is a key pillar of how we seek to transform the communities in which we occupy space. This role will be a critical member contributing to our collective impact, communities and the California External Affairs team as a whole.

The Director of External Affairs will report to the California Sr. Director of External Affairs and will form part of the California External Affairs Team.

They will be responsible for overseeing authorizer relationships and community engagement in certain school districts. They will work in partnership with the Sr. Director of External Affairs to set vision for renewal, stakeholder priorities, engagement strategies, grassroots, grasstops and among other priorities for the region. This role is a key team member to the External Affairs team, partnering closely with the Community Engagement Manager, Associate Director of Parent Leadership, and Education Organizers.

The Director of External Affairs has a deep understanding and commitment to the communities we serve. They are charged with being a key member of the California External Affairs team and are excited about creating the external environment where our schools and families can thrive.

The Director of External Affairs will serve as the lead project manager for renewal campaigns in partnership with Sr. Director of External Affairs, Community Engagement Manager and other Rocketship Teams. The ideal candidate has excellent written and verbal communication skills, project management experience, can plan efficiently to handle multiple projects and overall a champion for the work.

The Director of External Affairs will engage and cultivate relationships with donors, champions, allies, and advocates, forge new partnerships and alliances that align with our vision and serve our Rocketeers and their families. It may also include managing authorizer compliance and supporting Rocketship initiatives in partnership with other Rocketship teams. Additionally, this person will partner effectively with school leaders, families, community organizations and stakeholders in advocacy for educational equity.
This position asks that you be physically located in the Bay Area, preferably East Bay or Peninsula. Your primary work will vary from San Jose, the East Bay (Antioch & Concord), and the Peninsula (Redwood City).

Essential Functions

- Partner with Sr. Director of External Affairs to drive regional success by:
- Oversee authorizer relationships and community engagement in certain school districts.
- Partner with Sr. Director of External Affairs to set vision for renewal, stakeholder priorities, engagement strategies, grassroots, grasstops and among other priorities for the region.
- Partner, coach and lead other External Affairs Staff as needed and guided by Sr. Director.
- Oversee authorizer relationships, site visits and compliance
- Ensure their region meets key milestones in order to reach and maintain sustainable success.
- Foster a rigorous culture of excellence in every interaction with stakeholders, community members, partners, and team members
- Work effectively with other regional teams school leaders, staff and families to align on strategy, goals, plans, and processes, to achieve all regional goals
- Create broad alliances throughout the community and relentlessly work to move individuals to allies, allies to friends, and friends to champions in our collective effort to elevate educational equity in their collective community and ensure that a broad coalition is grown across their respective city or region
- Drive strategic vision, planning, and execution related for growth and external and community relations through existing and new charters, charter renewals, and other external opportunities, while properly identifying and communicating threats or potential barriers to regional success while coordinating remedies/solutions.
- Work with team to establish strategy, planning, and execution related to parent leadership, organizing and engagement
- Leveraging executive judgment to identify, assess, and communicate risks/threats and opportunities to Rocketship SLT and local board, prioritize quickly and effectively, make critical decisions, and coordinate remedies/solutions
- Manage and leverage important community relationships with local community based organizations, influencers, elected officials, power-brokers, as well as with school board trustees, members, and superintendents/leaders of authorizing bodies
- Forge partnerships with child and family serving non-profit organizations, public entities, and civic and community organizations to provide services that our Rocketeers and families need
- Plan, coordinate and facilitate collaboration with other aligned organizations within the region to advocate for common goals or defend common interests
- Secure and maintain school facilities, including site selection, real estate acquisition, the entitlement process, all local regulations, and on-going facilities issues at new and existing schools in partnership with the regional and national team (NeST)
- Engage and partner with school leaders on school-related responsibilities, such as safety, reauthorization and other charter/compliance-related meetings, neighborhood issues, and other issues as they arise

- Cultivate and maintain strong relationships with neighborhood stakeholders and community/ neighborhood associations

Required Qualifications

- Bachelor's degree from an accredited university
- 7+ years of professional experience with a track record of success in delivering significant gains (experience as a school leader, teacher, or other work within a school network preferred)
- Experience influencing others, coalition-building, and moving individuals from participants to champions
- 5 years of advocacy experience
- Experience managing, coaching, and developing team members
- Strong leadership skills with the ability to inspire and motivate staff and bring out the best in peers
- Personal drive for high expectations
- Results-oriented, using data to make decisions
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Spanish and/or Vietnamese language skills are a plus (Spanish is required in the Bay Area)
- Experience building and maintaining outstanding community
- Excellent time management and organizational skills
- Project planning skills
- Scope and sequencing skills
- Commitment to advocacy
- Strong verbal and written communication skills

Preferred Qualification

Our ideal candidate:

- Aligns with our Vision, Mission, and Values/Core Characteristics
- Has a deep understanding and commitment to diversity, equity and inclusion
- Understands that eliminating the achievement gap is hard, but deeply rewarding work
- Is a collaborative leader who organizes effort and work to engage and inspire others
- Has an entrepreneurial spirit and growth mindset
- Leads with a spirit of inquiry, is a good listener, and eager to learn and receive feedback
- Is innovative and resilient, demonstrating both humility and authenticity
- Possesses exceptional strategic management, analytical, and problem-solving skills-knowing strategic reality and delivers on commitments through excellent execution
- Is deeply grounded and vastly connected in the community we serve
- Has strong presence, excellent communication and influencing skills, with a track record of "moving people" and getting things done in first-time situations
- Possesses leadership experience in non-profits, preferably education, and is eager to use that knowledge to strengthen our regional strategy and execution
- Has successfully navigated political landscapes and worked with elected officials/boards
- Has strong emotional intelligence and excellent relationship management skills working with a diverse set of stakeholders
- Is a good team player who listens first, understands perspectives, and finds shared values
- Has experienced success building coalitions and managing community and organizational stakeholders
- Easily navigates across the spectrum of RPS stakeholders and communicates effectively with all kinds of people, including board members, donors, community members, and families

- Deeply values our students, parents, teachers, and school leaders as stakeholders and partners in ensuring effective educational advocacy

VICE PRESIDENT, SCHOOLS

Position Description
Reporting directly to the Bay Area Executive Director, the Bay Area Regional VP of Schools (RVP) is a key strategic partner and serves as the organization's primary leader in executing our incredible school model towards excellent outcomes for our Rocketeers and families.

The role is also the primary leader in the Bay Area for leading Rocketship's core pillar of talent development in overseeing all aspects of professional development programs and actively fueling our parent engagement model that helps catalyze our inclusive communities and Rocketeer's achievement.

The RVP will directly manage the Director of Schools, Lead Director of Operations, and AD of Family Engagement. Over time, this role will also manage additional instructional support for schools, including but not limited to: Manager of English Language Development (ELD) instruction, AD of Integrated Special Education (ISE), Director of Wellness & Multi-Tiered Systems and Supports (MTSS), and AD of School Communities. Social and Achievement Managers.

Essential Functions

CULTURE: STRONG MANAGER, BUILDER OF TEAMS
- Attract, hire, develop, motivate and lead a high-performing team comprised of multiple academic teams in order to model and sustain a culture of high performance, partnership, and service orientation among team members consistent with the culture and mission of the organization;
- Develop an Instructional Team culture that prioritizes the collective good and is characterized by strong collaboration, relationships, and student-focused decision-making amongst adults, across schools and the region.
- Develop and manage regional staff in creating and upholding a student-focused adult culture that works together in service of Rocketship's mission and commitment to our community
- Fuel a pipeline of representative educators and leaders;
- Ensure that the team works in a highly-effective manner across multiple functions with school leaders and the Network Support Team (NeST)
- Work closely with members of a regional team and the program leadership team to maintain national strategic school management and instructional model that ensures the realization of excellent levels of student achievement in multiple areas (academic, social-emotional, parent engagement, etc.) and partnership at a school and regional level;

ACADEMIC VISION/STRATEGY
- Create and maintain communication structures, cultural rituals, and an aligned vision to support layered management (managing managers) and decision-making frameworks for 13 Bay Areas schools
- Articulate and uphold the non-negotiables of the Rocketship academic and rotational model and drive alignment across schools while ensuring continued integration with Rocketship's mission, values, and leadership principles
- Develop and managing director of schools and regional academic team towards the attainment of Rocketship's multi-year strategic priorities and annual academic goals
- Support the ED and broader team with various external projects that build Rocketship's name, brand, and presence in the community

INSTRUCTIONAL LEADERSHIP AND LEADERSHIP DEVELOPMENT

- Cultivate an outstanding team of regional and school leaders through effective coaching and supervision, designing and facilitating meaningful professional development, collaboration, and a robust support structure for Rocketship school leaders and regional team
- Partner with the VP of Talent Development to create systems to ensure the development of leadership within every member of our school communities so that Rocketship always has a robust leadership pipeline.
- Plan and lead meetings and retreats for the schools and academic team
- Be data-driven in order to monitor and rapidly, effectively pivot, and respond to key weekly, monthly, and quarterly metrics for academics, recruitment, and operational outcomes so that the Bay Area and each school perform in the Top 10% of schools with similar demographics
- Provide direct coaching and management to instructional and operational leaders that lead to excellent outcomes through an active presence at Bay Area schools and actively monitoring day-to-day execution of the core model
- Advise, create and support the management of systems, programs, curricula, and more to continue to elevate Rocketship's differentiated approach to the professional development of school-based educators (i.e. teachers, school leaders, enrichment coordinators, MTSS team members, etc.) in order to fuel career pathways and pipelines that are representative of our community and catalyze the pursuit of our network Always Important Goal regarding representation (i.e., 60%+ representative leadership); Serve as a model of leadership in differentiated adult, educator professional development especially in rapidly moving beginning teachers and leaders to highly effective results (i.e., 60-80%+ teachers in Tier III and IV of performance)
- Work to establish Rocketship Public Schools as a leader in our field for high-quality, inclusive, robust, differentiated professional development that transforms student and school outcomes for all students, especially for the communities we serve.
- Plan and Lead team collaboration and connections (i.e., School Team meetings, achievement meetings, Principal retreat)

SCHOOL COMMUNITIES: FAMILY ENGAGEMENT

- Support, innovate, and elevate Rocketship's central approach to parent/family and community engagement -- the core of our culturally responsive and personalized learning model -- relationships to ensure that our Rocketeer's first teachers - their parents - remain at the center of our work and model.
- Support and ensure that our parent engagement model is robust across all of our 13 schools (i.e., Home visits to Los Dichos, College, CareCorps, After-school program, culture responsive events, paren-family events, etc.)
- Maintain and manage that all 13 schools are sustainable by monitoring enrollment and attendance targets for all 13 Bay Area schools.

SCHOOL OPERATIONS

- Create and maintain CA regional operations visions with the Lead Director of Operations so that Bay Area schools are top performing within the network.
- Foster collaboration and connection between DOSs and RDOs to collaboratively problem solve and drive both academic and operational outcomes
- Partner with Sen. Dir Operations and Lead Operations- Bay Area on hiring decisions for BOM and RDO

NETWORK COLLABORATION

- Partner with CA External Affairs team to implement the parent advocacy goals and priorities into the school model.
- Partner with Talent/HR to elevate performance concerns and hiring decisions for DOS and Principals

- Partner with the Director of Governance and Compliance to ensure schools are in compliance with their respective charter petitions
- Partner with network National VP of Program to determine Professional Development and collaboration structures for Schools and Program.

Qualifications

- In terms of the performance and personal competencies required for the position, the ideal candidate should be a results-oriented, determined, skilled operation leader with a record of experience that includes:
- A deep belief in the mission and educational model of Rocketship Public Schools with the ability to work in a fast-paced, entrepreneurial, flexible, and autonomous environment;
- A minimum of 5 years the broad school system and instructional experience with a track record of successful instructional expertise in realizing high levels of student achievement in a complex, multi-site, layered management requirements
- Strong understanding and oversight of the achievement and school leadership functions, with the ability to strategically advise the ED and the Board on the academic and instructional pipeline strength of the organization;
- A minimum of a Bachelor's degree is required; a Master's degree and or Administrative Services Credential is preferred.
- Excellent communication, influencing, and negotiation skills to interact effectively with all levels of the organization, the school network, and any external stakeholders

APPENDIX 24:
ROCKETSHIP EDUCATION EMPLOYEE HANDBOOK

ROCKETSHIP
PUBLIC SCHOOLS

Rocketship Public Schools Employee Handbook

Effective July 1, 2024

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Redwood City, CA 94065

Phone: 877-806-0920

Website: www.rocketshipschools.org

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INTRODUCTION TO HANDBOOK

Rocketship Education, doing business as Rocketship Public Schools ("Rocketship," "RPS," or the "School"), is a charter school network committed to closing the achievement gap by helping its students 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 power of our school communities is rooted in the incredible efforts of our staff.

The employee 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 are required to be aware of and follow the policies including 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.

Note that this handbook applies to RPS school and regional staff and all national network staff and supersedes any and all prior versions of a handbook or manual and any prior inconsistent policies/procedures and description of benefits. Employees working in certain states (for instance, California, Washington, DC, Wisconsin and Tennessee) also have a state law addendum attached to this handbook setting forth the specific policies or legal requirements applicable to the state(s) in which they work. 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, RPS complies with the applicable law. Nothing in this handbook should be construed to interfere with, limit or prevent employees from communicating about wages, work hours or other terms and conditions of employment or with an employee's right to engage in activity protected under applicable law, including Section 7 of the National Labor Relations Act. RPS' procedures, practices, policies, and benefits may be interpreted, modified, suspended or discontinued by RPS at any time.

This Employee Handbook does not represent contractual terms of employment and should not be interpreted to create contractual rights, obligations or liability, or an express or implied contract. The employee 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 all applicable federal, state or local laws. Periodic revisions are also made to provide clarity and insight for existing policies. This Handbook supersedes all previous employee handbooks {OPTIONAL: and is supplemented by other policies and manuals, including [any operations manual for your assigned work location and the Code of Ethics]}.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

RPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard 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, childbirth, breastfeeding, 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 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);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), applicable state or local leave of absence laws , Americans with Disabilities Act ("ADA"), laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

Additionally, RPS does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to an alleged discriminatory employment practice. Employment decisions will be made on the basis of each individual's job qualifications, experience, and abilities and in accordance with applicable state and federal law.

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.

RPS 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 discrimination and

accommodation requests, are encouraged to bring these issues to the attention of a RPS administrator, and/or Jade Taylor; Director, HR Business Partners; Rocketship Public Schools; 311 Plus Park Blvd, Suite 130, Nashville, TN 37217; cjtaylor@rsed.org.

As required by Title IX, RPS does not (and is required not to) discriminate on the basis of sex in its educational programs or activities. This non-discrimination requirement applies to admission to and employment with RPS. Inquiries into issues related to Title IX may be referred to RPS' Title IX Compliance and Civil Rights Officer, Renita Thukral, rthukral@rsed.org, or externally to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Reasonable Accommodation

To comply with applicable laws ensuring equal employment opportunities, RPS will make reasonable accommodations upon request unless undue hardship would result for: (i) known disabilities of an otherwise qualified individual; (ii) pregnancy, childbirth or related medical conditions, including lactation; and (iii) sincerely-held religious beliefs, practices and observances.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact RPS and request such an accommodation. The individual should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the condition impairs. RPS will then review the employee's or applicant's situation and accommodation request to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. RPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, RPS will make the accommodation.

Employment At-Will

It is the policy of the School that all employees are considered "at-will" employees of the School, except if stated expressly otherwise by employment contract. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda, statements or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee, to guarantee employment for any specific period of time, or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

This employment at-will policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an expressed or implied contract of employment for a definite period, nor an expressed or implied contract concerning any terms or conditions of employment.

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 HR Ticketing system: https://rocketshipschools.atlassian.net/servicedesk/customer/portal/52. 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.

Mandated Reporting

Any RPS employee who has knowledge of, or observes, a child whom they know or reasonably suspects has been the victim of child 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 RPS operates.

Employees are also encouraged to immediately report known or reasonably suspected abuse or neglect to the Principal so that the School may conduct an investigation as applicable and ensure any appropriate action is taken to protect the safety of the student. Employees who report suspected abuse to their Principal or other RPS employee must still file a report with the relevant state agency and cannot delegate or rely on any other employee to make this report.

RPS 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.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Additionally, as allowed by state law, criminal history checks of employees or volunteers may be obtained at any time during employment or volunteer services. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Human Resources Department through the HR Ticketing system (https://rocketshipschools.atlassian.net/servicedesk/customer/portal/52) within three (3) calendar days of the arrest, charge or conviction or other event that may be a mandatory employment exclusion or otherwise disqualify the employee for employment under applicable federal, state or local background check laws or RPS Charter Authorizer requirements. Employees will be placed on administrative leave while RPS investigates and conducts an individualized assessment of the employee's situation. Information collected on an individual to comply with the requirements listed above is confidential, will be considered in full compliance with federal, state and local laws, and may not be released except as authorized by law or with the consent of the person who is the subject of the information.

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

RPS 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 his or her identity and legal authority to work in the United States. However, RPS will not check the employment authorization status of current employees or applicants who were not offered positions unless required to do so by law.

The School shall not discharge an employee or 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. The School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, RPS will 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 will either possess or be in the process of obtaining the appropriate teaching credentials and maintain them in current, valid, unencumbered status throughout their employment, per RPS Charter Authorizer requirements. As an employee, you are responsible to be aware of applicable standards that apply to your position. Employees must provide copies of new and/or renewal documents, as well as any documentation related to

any potential disciplinary actions to be taken by a professional credentialing agency when first received or as requested within a timely matter to Human Resources. Failure to meet or uphold credentialing requirements can result in adverse employment action, up to and including termination, at the discretion of the Human Resources Department and Regional Leadership.

Professional Boundaries: Staff/Student Interaction Policy

RPS 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.

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 are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

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 strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

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;
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. Any restraint or seclusion shall be applied only by school personnel who are trained in the appropriate use of specific authorized techniques.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family, student's family, or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration 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 RPS Child Abuse & Neglect Reporting Policy.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

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.
c. Any type of unnecessary physical contact with a student in a private situation.
d. Intentionally being alone with a student away from the school.
e. Making or participating in sexually inappropriate comments.
f. Sexual jokes.
g. Seeking emotional involvement with a student for your benefit.
h. Listening to or 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. Becoming involved 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.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

a. Giving students a ride to/from school or school activities.
b. Being alone in a room with a student at school with the door closed.
c. Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

a. Remarks about the physical attributes or development of anyone.
b. Excessive attention toward a particular student.
c. Sending emails, text messages or letters to students if the content is not about school activities.

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. Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
d. Keeping the door open when alone with a student.
e. Keeping reasonable 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 become more severe.
l. Making detailed notes about an incident that could evolve into a more serious situation later.
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. Pats on the back, high fives and handshakes.
r. Keeping your professional conduct a high priority.
s. Asking yourself if your actions are worth your job and career.

Violations of this policy may result in disciplinary action, including immediate termination of employment.

Policy Prohibiting Harassment, Discrimination, and Retaliation

RPS is committed to providing a work and educational atmosphere that is free of harassment, discrimination, and retaliation. RPS' 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 (including gender identity and gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and related medical conditions); sexual orientation; 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); religion ors 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 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); taking a leave of absence authorized by law; genetic information; military and veteran status; or any other consideration protected under federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, Board members, independent contractors, vendors, visitors or anyone else doing business with RPS shall not be harassed, retaliated or discriminated against, based upon the characteristics noted above. Any employee or agent of RPS who violates this policy will be subject to disciplinary action, up to and including immediate termination of employment or other relationship with RPS. To the extent that a volunteer, unpaid intern, individual in apprenticeship programs, Board member, independent contractor, vendor, visitor or other person with whom RPS does business engages in inappropriate conduct in violation of this policy, RPS will take prompt and appropriate action to remedy the situation.

The victim does not have to be the person harassed, but can be anyone affected by the offensive conduct.

Examples of Prohibited Conduct

Discrimination or harassment becomes potentially unlawful where:

1. Enduring the offensive conduct becomes a condition of continued employment; or
2. The conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

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, 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, insults, or put-downs;
- Display of graffiti, cartoons, "memes", or other electronic or printed material promoting racial, ethnic or other stereotypes;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Petty slights, annoyances, and isolated incidents (unless extremely serious) will not rise to the level of unlawful discrimination or harassment. To be unlawful, the conduct must create a work environment that would be intimidating, hostile, or offensive to reasonable people.

RPS does not condone and will not tolerate harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third-party (including independent contractors or other persons with which the School does business).

All forms of discrimination, harassment and retaliation are prohibited both in the workplace and at all work-related settings, including School-sponsored events, business trips and any other location when performing School business.

The prohibitions in this policy apply not only to in-person or verbal communications, but also to communications through the use of the RPS 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 any particular person. It is also no defense to unacceptable conduct that the conduct was "welcome" or otherwise okay to the person or parties engaging in it.

Complaint and Investigation Procedure; Sanctions for Violations

Employees who believe they are being harassed, discriminated or retaliated against are requested to take the following actions:

- In the event you feel you are a victim of harassment, you should immediately contact your immediate supervisor and/or the Human Resources Department through the HR Ticketing system (https://rocketshipschools.atlassian.net/servicedesk/customer/portal/52) or by emailing compliance@rsed.org. In the event your immediate supervisor is the alleged harasser, you should contact the next level supervisor, the designated Compliance Coordinator, or any other leadership team member or member of management with whom you feel comfortable.
- Any employees who are uncomfortable with face-to-face interaction may write down their complaints in a memo, and submit the memo to their immediate supervisor and/or the designated Compliance Coordinator.
- Any RPS employee who receives a report of suspected harassment or discrimination is expected to immediately contact the designated Compliance Coordinator.

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 RPS' ability to investigate and address the prohibited conduct. Any supervisor who receives a report of discrimination or harassment shall immediately notify Human Resources.

After receiving a report, the Human Resources Department shall consider whether the allegations may constitute prohibited discrimination,harassment or retaliation. If so, RPS shall promptly authorize or undertake an investigation, which shall be conducted fairly and appropriately. If appropriate, RPS 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. 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, RPS shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct. RPS 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.

The investigation will be handled in as confidential a manner as possible, with the identity of any complainant, witnesses and accused, and the existence and nature of the complaint disclosed only to the extent necessary to make a prompt, impartial and appropriate investigation or to take appropriate corrective measures. However, complete confidentiality cannot be guaranteed.

RPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred. 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 RPS. An employee who intentionally makes a false claim, offers false statements, or refuses to cooperate with a RPS investigation regarding harassment or discrimination is 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 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

RPS will neither engage in nor tolerate retaliation of any kind by anyone against an employee, independent contractor, vendor, visitor or anyone else doing business with RPS for opposing or reporting harassment or discrimination. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith, participating in an investigation (whether by RPS or a government agency) related to such complaints, or associating with someone who made a complaint.

Employees who take part in any retaliatory action will be subject to discipline, up to and including termination. Agents will be subject to termination of their engagement or relationship with RPS for engaging in retaliation.

Retaliation may include, but is not limited to: demotion, denial of promotion, poor performance appraisals, transfer, and assignment of demeaning tasks or taking any kind of adverse actions against a person who complains about discrimination or harassment.

Prohibited Sexual Harassment

RPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal 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) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against them or against another individual.

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. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Human Resources Department.

Consistent with this policy, RPS prohibits the following behaviors, whether by a man or a woman or directed at a man or a woman, and regardless of whether they are considered unlawful:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Any sexually-oriented or otherwise hostile conduct that has the purpose or effect of interfering unreasonably with another person's work performance or of creating a hostile or offensive work environment, such as:
-
    - Unwanted sexual advances or propositions .
    - Sexually oriented or degrading gestures, notices, remarks, jokes, or comments about a person's 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.
    - Requesting a date from someone after the recipient of the request has already said "no" to a prior request or otherwise indicated lack of interest in a date.
    - Referring to employees of any sex, gender, sexual orientation or gender identity in negative or demeaning terms.
    - Engaging in any other behavior of a hostile or abusive nature directed at one sex or gender, even if not sexual in nature.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, 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;

- 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 illustrations 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, don't do it. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the party's has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate RPS policy.

Application of Title IX

Sexual harassment is illegal and may violate Title IX. As such, any employee who experiences sexual discrimination or harassment should bring the concern to the attention of the Director of Human Resources Business Partners and/or the Title IX Civil Rights Compliance Officer.

Attn: Director, Human Resources Business Partners
Rocketship Public Schools
11 Plus Park Blvd, Suite 130
Nashville, TN 37217
cjtaylor@rsed.org

In addition, the Equal Employment Opportunity Commission (EEOC) is an additional resource for employment discrimination claims:

EEOC Headquarters
131 M. Street, N.E.
Washington, DC 20507
202-663-4900
info@eeoc.gov

Additional regional agency resources include:

Department of Fair Employment and Housing Headquarters 2218 Kausen Drive Suite 100	Tennessee Human Rights Commission 312 Rosa Parks Ave, 23rd floor Nashville, TN 37243	DC Office of Human Rights 441 4th Street NW, Suite 570 North, Washington, DC 20001 Phone: (202) 727-4559	Wisconsin Equal Rights Division Milwaukee Office 819 North Sixth St., Room 723

Elk Grove, CA 95758 Toll Free: (800) 884-1684 Phone: (916) 478-7251 TTY: (800) 700-2320 Fax: (916) 227-2859	(800) 251-3589 ask.thrc@tn.gov	Fax: (202) 727-9589 TTY: 711	Milwaukee, WI 53203 Phone: (414) 227-4384 TDD: (414) 227-4081 Fax: (414) 227-4084

Student Discrimination and Harassment

Discrimination and harassment of students by employees are forms of discrimination and are prohibited by law. Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the Principal or other appropriate RPS official. All allegations of prohibited harassment of a student by an employee or adult will be promptly investigated. An employee who knows of or suspects child abuse or neglect must also report his or her knowledge or suspicion to the appropriate authorities, as required by law.

RPS 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 RPS policy and acts of retaliation may result in disciplinary action, up to and including termination.

Sexual Harassment of Students

Sexual harassment of students includes any unwelcome verbal or physical sexual advances, including but not limited to engaging in sexually oriented conversations; making comments about a student's potential sexual performance; requesting details of a student's sexual history; requesting a date, sexual contact, or any activity intended for the sexual gratification of the employee; engaging in conversations regarding the sexual problems, preferences, or fantasies of either party; inappropriate hugging, kissing, or excessive touching; suggestions that a romantic relationship is desired after the student graduates, including post-graduation plans for dating or marriage; telephoning or texting students at home or elsewhere to solicit unwelcome social relationships; 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; sexually motivated physical, verbal, or nonverbal conduct when the conduct affects the student's ability to participate in or benefit from a program or activity; or conduct of a sexual nature that creates an intimidating, threatening, hostile or offensive educational environment.

Sexual harassment of students by employees is always a violation of law and will result in appropriate disciplinary action up to and including termination from employment and referral to appropriate law enforcement authorities.

RPS employees are generally encouraged to report an action or suspected action that is illegal or in violation of any adopted Board policy. Good faith reports may be made without fear of reprisal.

Any sexual or romantic relationship between a student and a RPS employee is always prohibited, even if consensual.

Electronic Recording Policy

Electronic recording may be used at Rocketship campuses where deemed necessary. The use of electronic surveillance, including either audio or visual recording or both audio and visual

recording, at our schools is solely for the purposes of security and safety of Rocketship students and staff and facilitating the identification of individuals who behave in a disruptive manner or commit a crime. Audio and/or visual recording for any other purpose is prohibited.

Prohibited Use of Electronic Recording

In accordance with applicable state laws, Rocketship will not record and does not consent to others recording any private oral conversations that occur in places where individuals would have a reasonable expectation of privacy. As just one example, in California, the consent of both parties is required before a conversation is recorded in any area where an individual would have a reasonable expectation of privacy.

Additionally, Rocketship will not install any surveillance device in areas where there is a reasonable expectation of privacy (i.e. bathrooms).

Employees may not set up hidden recording equipment in any Rocketship classroom, office or any other space on any Rocketship campus for any reason.

Employees must comply with the RPS Artificial Intelligence (AI) Acceptable Use Policy prior to using any AI technology that has the capability or is being used with the intent to record, take notes, analyze or create content during any RPS meeting, school event or other function, whether live in-person or online (e.g., Zoom, Google Meet, etc.).

Rocketship requests that other than during designated school events (such as school plays, graduation, and other events open to the Rocketship community) employees, parents and other visitors to campus refrain from taking photographs and or making audio/video recording of students and staff without first obtaining written consent from the parent of the student. In the event that a parent or campus visitor does capture an image of a student, Rocketship requests that the individual refrain from posting any such image to a personal social media account. Such electronic recording is intrusive and may be in violation of federal and state privacy laws. Furthermore, posting images of children without parent consent could raise serious privacy and security issues. Any employee who is authorized to post images to school social media accounts must do so in accordance with Rocketship's School Social Media Policy.

This policy shall not abridge any individual's rights to record Individualized Education Program ("IEP") meetings pursuant to applicable laws and regulations. Additionally, this policy shall not apply to any audio/video recording that is developed as an accommodation for an individual with a disability.

For any recording made by Rocketship that is subject to the federal Family Educational Rights and Privacy Act of 1974, parents or guardians shall have the right to:

1) Inspect and review the audio recordings;
2) Request that the audio recordings be amended if the parent or guardian believes that they contain information that is inaccurate, misleading, or in violation of the rights of privacy or other rights of an individual;
3) Challenge, in a hearing, information that the parent or guardian believes is inaccurate, misleading, or in violation of the individual's rights of privacy or other rights.

This policy is not intended to and does not supersede any applicable law that expressly allows recording in other particular circumstances. This policy also shall not apply to any recordings

taken in connection with, and is not intended to interfere, restrain or prevent anemployee's exercise of rights protected under applicable law, including the NLRA.

Notification

Rocketship will provide notice on-site if electronic surveillance equipment is installed on campus. If a visitor to a Rocketship school site has questions or concerns about the use of electronic surveillance, he/she should direct all questions to the school Business Operations Manager.

Whistleblower Policy

RPS requires its directors, officers, employees, and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. The purpose of this policy is to encourage and enable employees and volunteers of RPS to report any action or suspected action taken within RPS that is illegal, fraudulent, or in violation of any adopted RPS policy, to a source within RPS before turning to outside parties for resolution. This policy applies to any matter which is related to RPS' business and operations and relates only to those acts of an individual undertaken on behalf of RPS and subject to the direction of RPS. This policy is intended to supplement but not replace RPS' unlawful harassment and discrimination policies, complaint policies, and/or any other RPS employee policy or grievance procedure, or any applicable state and federal laws governing whistleblowing applicable to nonprofit organizations.

Violations; Reporting in Good Faith

All employees and volunteers of RPS are encouraged to report any action or suspected action taken within RSED that is illegal, fraudulent, or in violation of any adopted policy of RPS (each, a "Violation"). Anyone reporting a Violation must act in good faith, without malice to RPS or any individual inside RPS, and have reasonable grounds for believing that the information shared in the report indicates that a Violation has occurred. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, or with the foreknowledge that the allegations are false, will be viewed as a serious 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 cooperates in the investigation of a Violation shall suffer harassment, retaliation, or adverse employment or volunteer consequences. Any individual within RPS who retaliates against another individual who in good faith has reported a Violation or has cooperated 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 cooperated in the investigation of a Violation is suffering from harassment, retaliation or other adverse employment or volunteer consequences, the individual should contact the RPS Compliance Officer. Any individual who reasonably believes he or she has 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 policies. Reported Violations will be investigated and handled in accordance with Rocketship's complaint policies. Reports may be

submitted on a confidential basis by the complainant or may be submitted anonymously by mailing the form to the Compliance Officer at: Rocketship Education, Attn: Compliance Officer, 350 Twin Dolphin Drive, Redwood City, CA 94065 or submitting an email complaint to compliance@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

RPS encourages anyone reporting a Violation to identify themselves when making a report in order to facilitate the investigation of the Violation. Reports of Violations or 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, RPS will explore anonymous allegations to the extent possible, but will weigh the prudence of continuing such investigations against the likelihood of confirming the alleged facts or circumstances from attributable sources.

Accounting and Auditing Matters

The Business Committee is responsible for addressing reported complaints of Violations relating to corporate accounting practices, internal controls or auditing. The Compliance Officer and any RPS employee in the receipt of such a complaint may elect to report the complaint to the Business Committee.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. 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 RPS policies. Failure to maintain confidentiality may result in disciplinary action, up to and including termination.

Rocketship's policy is to safeguard personal employee information, such as personal health information and social security numbers, in its possession to ensure the confidentiality of the information.RPS will cooperate with and provide access to personnel records when required by law or when we determine that disclosure is necessary and in the best interest of the School, our students 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.

Conflicts of Interest

All employees and members of the RPS Board must avoid situations involving actual or potential conflicts of interest.

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 and Board members are expected to avoid any action or involvement which would, or would appear to, in any way compromise their actions on behalf of

RPS. Activities that constitute an actual or potential conflict of interest include, but are not limited to, the following:

- For an employee or Board member to conduct business on behalf of RPS with his/her 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 conflict of interest. (See also RPS Relationships and Nepotism Policy).
- To serve in an advisory, consultative, technical, or managerial capacity for any entity that is not affiliated with RPS which does significant work with or performs similar functions as RPS.
- Using proprietary or confidential RPS information for personal gain or to RPS' detriment.
- Using RPS property or labor for personal use.
- Acquiring any interest in property or assets of any kind for the purpose of selling or leasing it to RPS.
- Committing RPS 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 their supervisor and/or the Human Resources Department for a determination about whether a potential or actual conflict exists.

The supervisor or the Human Resources Department will summarize the employee-reported conflict that may constitute a conflict of interest and will immediately and fully disclose the relevant circumstances to the RPS General Counsel and/or the RPS Chief Executive Officer where appropriate.

If an actual or potential conflict is determined, Rocketship may take whatever corrective action appears appropriate according to the circumstances. 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 WORKPLACE

Employment Status Classifications

To determine eligibility for various benefits, Rocketship employees are classified as regular full-time, regular part-time, or temporary, and as exempt or non-exempt. You will be advised of your status at the time of hire and at any change in position or status.

Regular full-time employees are those hired on a full-time basis for an indefinite or unspecified duration that are regularly scheduled to work at least thirty (30) hours per week. Regular full-time employees are eligible for all RPS-sponsored employee benefits, subject to individual plan requirements for eligibility.

Regular part-time employees are those hired on a part-time basis for an indefinite or unspecified duration that are regularly scheduled to work less than thirty (30) hours per week. Regular part-time employees are not eligible to participate in RPS-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 RPS-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.

Staffing agency workers are those who are employed by a staffing agency but perform work for RPS. Staffing agency workers are not eligible for any RPS 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 RPS, and b) is responsible for paying the worker's wages. Independent Contractors also are not employees of RPS.

Employees hired at Rocketship will be classified as exempt or nonexempt, per the definitions provided by applicable federal and state law. Exempt employees are paid on a salary basis without regard to the number of hours they work. Exempt employees are ineligible for overtime pay in accordance with applicable laws. Nonexempt employees are those entitled to minimum wage overtime pay in accordance with applicable federal, state or local laws. Non-exempt employees will be paid at least the applicable minimum wage per hour worked and will be paid overtime wages at 1.5 times their regular rate of pay for all hours worked over 40 in a work week, or as otherwise required under applicable law. 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.

These classifications do not guarantee employment for any specified period of time. Accordingly, the right to terminate the employment relationship at-will at any time is retained by both the employee and RPS.

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 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. An 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 RPS 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. Employees are prohibited from combining meal and rest period time.

Employees are entitled, encouraged, and expected to take all meal periods provided under this policy. During meal periods, RPS 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. No supervisor or manager may impede or discourage employees from taking meal or rest periods provided under this policy.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. 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 he or she was 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 the School's ability to implement its educational program, maintain adequate and minimum staffing requirements for student safety, and disrupts 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. If an employee is absent from work longer than one (1) day, he or she is expected to keep their supervisor sufficiently informed of the situation.

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. Absence for three (3) consecutive days without notifying RPS will be considered recorded as a voluntary resignation from employment due to job abandonment.

Timecards/Records

By law, RPS is obligated to keep accurate records of the time worked by nonexempt employees. All nonexempt employees are required to utilize the School'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 the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their timecards and remembering to record time 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 initiated by both the employee and their supervisor.

Nonexempt employees are prohibited from performing any off-the-clock work, including but not limited to: checking emails or performing any other work at home or before/after work hours, performing work in the morning before logging in or in the afternoon after logging out, running School errands after logging out, skipping your meal break, taking a shorter meal break, or performing work during your meal period without recording the time worked.

[Exempt employees are required to record their status or otherwise inform their supervisor or Human Resources whenever they are taking PTO or other paid leave available under RPS policies, or when they are absent and not performing work for a full day or more.]

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 occurrences up to and including termination.

No one may record hours worked on another's timecard. Any employee who violates any aspect of this policy may be subject to disciplinary action up to and including possible termination.

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 salaried and hourly 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 the school 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 closure. Exempt staff members will be compensated as usual, and nonexempt staff members will be compensated for their scheduled work hours.

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. 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 shoulder straps.
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 the School. 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 if the problem persists or if the clothing, grooming or personal hygiene concern is particularly inappropriate for the workplace.

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. The Company 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 an accommodation should contact their supervisor or Human Resources. 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 his/her 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 his/her job duties.
- The staff member notifies the manager.
- The child is not causing distraction to Rocketship students or staff members.
- The staff member signs the 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 Principal 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 Principal must first obtain approval from his/her 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.

Employment of Family; Personal Relationships in the Workplace

There may be occasions when members of the same family or individuals in a romantic/sexual or platonic living relationship are concurrently employed by Rocketship. Rocketship does not discriminate in its employment and personnel actions with respect to its employees or applicants on the basis of marital or familial status. Notwithstanding, Rocketship has the right to refuse to hire or retain a person in a position in the same department, division or facility so as to avoid any potential conflict of interest. The Rocketship Human Resources Department shall have the authority and responsibility for determining if such a potential conflict exists. If RPS determines that such a problem exists, it will take appropriate steps to resolve the problem, which may include reassignment of one person (if feasible) or asking for the resignation of one of the persons.

RPS will not hire or retain individuals in familial, romantic/sexual, or platonic living 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 professional supervisory responsibility, which would place the individuals in a situation of actual or reasonably foreseeable conflict between the employer'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.

For purposes of these provisions, "supervisory employee" or "supervisor" means any employee, regardless of job description or title, having authority in the interest of the employer to hire, transfer, suspend, promote, discharge, assign, reward or discipline other employees using independent judgment.

<u>Familial Relationships</u>

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 or stepchild, parent or stepparent, 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 this 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.

<u>Romantic and/or Sexual Relationships</u>

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 AND employee are required to disclose the relationship to the Human Resources Department so that a change in the responsibilities 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 he/she is 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 and the supervisory employee's management.

Relationships between employees and parents of current students are potentially exploitative and should be avoided. They raise serious concerns about the validity of the consent, conflicts of interest, and 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 supervisory employee's management in order to prevent any disruption to the educational environment potentially caused by the relationship.

Platonic Living Relationships

Where possible, employees in the chain of supervision of one another should not cohabitate. We recognize, however, that co-workers often engage in platonic living arrangements and that promotions into supervisory positions may occur with individuals in this arrangement.

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 he/she lives, 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.

Rocketship Official Media Accounts

All public-facing accounts that represent Rocketship are managed and maintained by the RPS Marketing & Communications Department. Input and contributions from all Rocketship employees are encouraged.

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.

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 & Communications 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 Marketing & Communications team for publication.

Social Media

Rocketship respects the rights of its employees to use social media and personal blogging sites during non-work hours. Rocketship also acknowledges the value of social media as a powerful tool to communicate about the organization and to advocate for the School's mission. 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.

Employee Behavior

Rocketship employees should exercise discretion when using social media sites. Employee activity on a social media site may be considered when evaluating the character and competency of the employee.

Expectations and regulations around employee behavior – including those covered in the RPS Employee Code of Conduct, RPS Policy Prohibiting Discrimination/Harassment/Retaliation, and RPS Staff/Student Interaction policies – 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, RPS 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 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 RPS are part of your job, your use of social media is subject to the specific terms, conditions and restrictions established by RPS 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."

    - RPS 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 RPS social media accounts. Employees have no expectation of privacy when making social media postings on behalf of RPS or while using RPS' systems or accounts.

    - Employees may not participate in personal social media account postings during working hours or by using RPS' systems. This does not apply if social media postings on

behalf of RPS 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, he or she is 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 get explicit written permission from the child's parent/guardian to post this content. (Note: the RPS Media Release form does not cover posting images of students on RPS employees' personal social media accounts; separate written permission must be obtained for such usage.)

- Do not share disciplinary, academic, health-related, or any other confidential information about a student or other child on a social media website. (See also: RPS Pupil Records Notice, RPS Discipline Policy).

Any violations of this Social Media policy are subject to disciplinary action, including immediate termination.

Responsibility for School Equipment

RPS 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 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.

Electronic Services and Use

<u>Section One. Purpose</u>

A. 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").

B. 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 RPS are RPS property and their purpose is to facilitate and support RPS' business. All Products are subject to access and review by RPS 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.

C. To ensure that all employees act responsibly, this Electronic Services and Equipment Use Policy (the "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 RPS' philosophy and set forth general principles when using the Products.

Section Two. Prohibited Communications

The Products must never be used for knowingly transmitting, retrieving, or storing any communication that is:

- Discriminatory or harassing
- Obscene, sexually explicit, or pornographic
- Defamatory or threatening
- In violation of any license governing the use of software
- Illegal or contrary to RPS' mission/policies

Section Three. 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.

Section Four. Access to Employee Communications

A. The following conditions should be noted:

i. RPS may, at its sole discretion, monitor Employee communications directly for any lawful purpose, and will routinely do so for the following purposes
   a. Optimum technical management of RPS' information resources
   b. Detecting patterns of use that indicate employees are violating RPS policies or engaging in illegal activities.

B. Employees should not assume that any electronic communications made using the RPS

Products are private. Accordingly, if they have sensitive personal information to transmit, they are advised to use other means.

C. RPS reserves the right to inspect any and all files, data, or information stored on the Rocketship network, electronic systems or on individual RPS-owned computers or other electronic storage media in order to ensure compliance with RPS policies and applicable law, for purposes of legal proceedings, to investigate misconduct, to locate information, or for any other business purpose.

D. Further, subject to applicable legal requirements, RPS 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.

E. No employee may access another employee's computer, computer files, or electronic mail messages without prior authorization from the employee, the Chief Business Officer or legal counsel.

F. Employees should not use personal email accounts for Rocketship-related communications. Such communications should only take place via the employee's RPS email account.

Section Five. Software

A. To prevent computer viruses from being downloaded or transmitted to another user, unauthorized downloading of any unauthorized software to a computer provided by RPS is strictly prohibited. Only software registered by and/or approved through RPS may be downloaded, which can be retrieved through IT@rsed.org.

B. Employees should contact the system administrator if they have any IT questions. Requests for assistance or questions should be sent to: IT@rsed.org.

C. Software not included with a RPS-provided computer and/or listed above in Section 5(A) may be installed or downloaded, but any such installation/downloading should be completed at the time of set up with the assistance of RPS' system administrator. Software downloaded after initial set up that is not listed in Section 5(A) above may be completed only with consent of the system administrator.

Section Six. Security/Appropriate Use

A. Employees must respect the confidentiality of other individuals' electronic communications. Except in cases in which explicit authorization has been granted by RPS management, employees are prohibited from engaging in, or attempting to engage in:

a. Monitoring or intercepting the files or electronic communications of other employees or third parties;
b. Hacking or obtaining access to systems or accounts they are not authorized to use;
c. Use of other people's log-ins or passwords; or
d. Breaching, testing, or monitoring computer or network security measures.

B. 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.

C. 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).

Personal Business

RPS' 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. Personal calls should not be made outside the immediate dialing area. Employees may not use School material, time or equipment for personal projects.

Solicitation and Distribution

RPS seeks to create a work environment free of unnecessary disruptions so that employees can focus on their responsibilities to students. As a result, RPS has developed reasonable rules which restrict (but do not prohibit) solicitation, collection, circulation of petitions and distribution by employees.

Employees may engage in solicitation on RPS premises only during their non-working time. Non-working time means time during meals or breaks and before or after work for both the employee soliciting, collecting, circulating or distributing, as well as for the employee to whom the action is directed.

Employees may distribute or circulate non-RPS written materials only during non-working time and only in non-work areas. "Work areas" include all offices, classrooms and other student areas (gyms, lunch rooms, etc.), hallways, conference rooms or other areas where RPS business or student or School-sponsored activities are conducted. It does not include employee-only break rooms, employee-only parking areas, or other non-work areas. If an employee is not certain whether an area is a work or non-work area, they should consult their immediate supervisor for clarification.

Solicitation or distribution in any way connected with the sale of any goods or services for profit is strictly prohibited anywhere on RPS property at any time.

Solicitation, circulation of petitions and distribution by non-employees are prohibited on RPS property at any time.

Any requests from outside persons or organizations to sell merchandise, solicit contributions, distribute literature, arrange displays or use RPS facilities should be referred to the Human Resources Department for enforcement of this policy.

Lactation Accommodation

RPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible,

run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid unless otherwise required by applicable state or local law.

RPS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a private room that is located close to the employee's work area. Such room/location shall not be a bathroom and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor or Human Resources to request accommodations.

Transgender Employees

Transgender employees can expect the support of management and Human Resources staff. HR will work with each transitioning employee individually to ensure a supportive workplace environment aligned with the staff member's transition timeline. Transitioning employees are encouraged to reach out to HR to discuss workplace supports available to them.

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 RPS employees will be respectful and courteous to others' preferred pronoun or name use. The intentional 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 is 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.

Artificial Intelligence (AI) Acceptable Use Policy

While RPS recognizes the benefits of utilizing Artificial Intelligence (AI) and machine learning (ML) tools to assist with various work-related projects, we 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 tools varies based on the type of work performed and the type of AI/ML tool used, RPS has adopted the following protocols to guide your use of such resources. To be clear, your use of such resources and the rules applicable to such use will depend on the specific situation and on the work being performed. .

Limited use of generative AI/ML tools (such as generative AI products such as ChatGPT, GitHub, Copilot, Microsoft Copilot, Google Gemini, etc.)will be allowed while performing work for RPS with the approval of [your manager/ identified leadership team member, school principal, etc.]. Company email addresses, credentials or phone numbers [can/cannot] be used to create an account with these technologies. No RPS school data or confidential information, or student or employee personal information of any kind may be submitted (copied, typed, etc.) into these platforms.

Employees wishing to use generative AI/ML tools must inform their [manager/director/etc.] [verbally/in writing] how the AI/ML tools will be used. Managers must approve or deny requests in writing prior to the employee's use of the AI/ML tool and may do so after consideration of RPS policies, legal requirements or other business or educational reasons.

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 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.

Unacceptable uses include:

- Using any text created by an AI/ML tool in final work products of any kind.
- Copying and pasting, typing, or in any way submitting RPS or student or employee content,data or personal information of any kind into the AI/ML tool.
- Failing to properly cite an AI/ML tool when used as a resource. [Include examples from your company style guide on proper citations.]
- Using any AI/ML tool to record a conversation or meeting or create notes of a conversation or meeting. This rule applies whether the conversation or meeting is live in-person, on the phone, or online (Zoom, Google Meet, etc.). In order for such use to be acceptable, you must provide in advance, full disclosure of the intended recording/note-taking, and obtain full, advance, written consent to the use of the AI/MI tool from all participants in the conversation/meeting (such as via the Zoom "this meeting is recorded" sign-on acknowledgment feature).

If you have any uncertainty about whether certain information is appropriate to input into or for use of an AI/ML tool, you should default to not using such information in the prompt and to not using the AI/ML tool under the circumstances. Ask yourself: would everyone in the room consent to disclosure of this information? Would a student's parent or a competitor consider this information sensitive? Each employee is ultimately responsible for anything that they share or disclose from use of an AI/ML tool.

Any violation of this policy will result in disciplinary action, up to and including termination.

SAFETY

Health and Safety

RPS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School'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, RPS will issue supplemental policies and guidelines that staff will be expected to follow to ensure a safe work environment.

Security Protocols

RPS 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 immediately.
- Employee desks or offices should be secured at the end of the day. When an employee is called away from his or her 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 RPS 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. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on RPS premises should immediately direct him or her to the building office or contact the administrator in charge.

Employees who have been involuntarily terminated are prohibited from accessing any area of any RPS campus. Any former employee who is also a parent of a current RPS student shall have their access limited consistent with access afforded to other parents and visitors. Violations of this policy, including causing disruption on any RPS campus, shall be reported to law enforcement as applicable.

Occupational Safety

RPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management. To promote the concept of a safe workplace, RPS maintains an Injury and Illness Prevention Program.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. 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 the School that accident prevention shall be considered of primary importance in all phases of operation and administration. RPS' 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 School safety and health rules, practices and procedures could result in disciplinary action up to and including termination.

Accident/Incident Reporting

If an accident or injury should occur on the job, employees must immediately notify their manager 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. Such notification will enable RPS to obtain the necessary emergency medical attention for the injured employee and also assist RPS 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 RPS property (e.g., equipment) are involved in the incident, employees must include them in their report and hold them for inspection. Failure to immediately report workplace injuries and/or accidents may result in disciplinary action, up to and including termination.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

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 the School.

To further its interest in avoiding accidents, to promote and maintain safe and efficient working conditions for its employees, and to protect its business, property, equipment, and operations, RPS has established this policy concerning the use of alcohol and drugs. As a condition of continued employment with RPS, each employee must abide by this policy.

Definitions

For purposes of this policy:

1) "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.
2) "Legal drug" means any drug, including any prescription drug or over-the-counter drug, that has been legally obtained and that is not unlawfully sold or distributed.
3) "Abuse of any legal drug" means the use of any legal drug (a) for any purpose other than the purpose for which it was prescribed or manufactured; (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.
4) "Possession" means that an employee has the substance on his or her person or otherwise under his or her control.
5) "Reasonable suspicion" includes a suspicion that is based on specific personal observations such as an employee's manner, disposition, muscular movement, appearance, behavior, speech or breathe odor; information provided to management by an employee, by law enforcement officials, by a security service, or by other persons believed to be reliable; or a suspicion that is based on other surrounding circumstances.

Prohibited Conduct

The prohibitions of this section apply whenever the interests of RPS may be adversely affected, including any time an employee is:

1) On RPS premises, except in accordance with RPS' Alcohol on Campus Policy
2) Conducting or performing RPS business, regardless of location
3) Operating or responsible for the operation, custody, or care of RPS equipment or other property
4) Responsible for the safety of others in connection with, or while performing, RPS-related business.

Alcohol: The following acts are prohibited and will subject an employee to discipline, up to and including immediate discharge:

1) The unauthorized use, possession, purchase, sale, manufacture, distribution, transportation, or dispensation of alcohol
2) Being under the influence of alcohol.

Illegal Drugs: The following acts are prohibited and will subject an employee to discipline, up to and including immediate discharge:

1) The use, possession, purchase, sale, manufacture, distribution, transportation, or dispensation of any illegal drug or other controlled substance, including marijuana.
2) Being under the influence of any illegal drug or other controlled substance, including marijuana.

Prescription Drugs: This policy prohibits:

1) The abuse of any legal drug
2) The purchase, sale, manufacture, distribution, transportation, dispensation, or possession of any legal prescription drug in a manner inconsistent with law.
3) Working while impaired by the use of a legal drug whenever such impairment might endanger the safety of the employee or some other person, pose a risk of significant damage to RPS property or equipment; or substantially interfere with the employee's job performance or the efficient operation of the RPS' 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 (including but not limited to household or workplace substances that may be used for "huffing" or as inhalants), so long as 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

RPS has established a Drug-Free Awareness Program that is designed to inform employees about the dangers of drug abuse in the workplace and to help ensure that employees are familiar with this policy and with the disciplinary actions that can result from a violation of this policy. From time to time, employees will be requested to attend one of the sessions of the Drug-Free Awareness Program. During each such session, employees will be given current information about available programs offering counseling and rehabilitation.

Managers and supervisors should be attentive to the performance and conduct of those who work with them and should not permit an employee to work in an impaired condition or to otherwise engage in conduct that violates this policy. When management has reasonable suspicion to believe that an employee or employees are working in violation of this policy, prompt action will be taken.

Drug Testing

1) Reasonable Suspicion Testing: If RPS has reasonable suspicion that the employee is working in an impaired condition or otherwise engaging in conduct that violates this policy, the employee will be asked about any observed behavior and offered an opportunity to give a reasonable explanation. If the employee is unable to credibly or adequately explain the behavior, he or she will be asked to take a drug test in accordance with the procedures outlined below. If the employee refuses to cooperate with the administration of the drug test, the refusal will be handled in the same manner as a positive test result.

2) Post-Accident Testing: Any employee involved in an on-the-job accident or injury under circumstances that suggest possible use or influence of drugs or alcohol in the accident or

injury event may be required to submit to a drug and/or alcohol test. This includes not only the employee who was or could have been injured, but also any employee who potentially contributed to the accident or injury event in any way.

3) Procedures for Drug Testing: RPR 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. RPS 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 he or she has 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 RPS as to whether the applicant passed or failed the drug test. If an employee fails the test, he or she will be considered to be in violation of this policy and will be subject to discipline including immediate termination to the extent permitted by applicable laws. .

4) 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 RPS 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 an employee to discipline up to and including termination.

5) Confidentiality: All drug testing-records will be treated as confidential.

6) Cooperation: Employees are expected to cooperate with RPS' investigation of possible violations of this policy. Refusal to cooperate with an investigation under this policy will result in disciplinary action, up to and including termination.

7) Inspections: RPS 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.

Any violation of this policy will result in disciplinary action, up to and including immediate termination (or not being hired, in the case of applicants). To the extent that an individual engages in unlawful conduct on RPS premises, RPS 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 situations in which it would be appropriate to consume limited amounts of alcohol on campus as part of a social event (i.e., meet-and-greets with community partners).

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.

Additionally, all Rocketship employees must abide by Rocketship's Substance Abuse Policy.

The Human Resources Department must be promptly notified of any violations of this policy. Rocketship reserves the right to prohibit any School campus from consuming alcohol under any circumstances if the campus 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.

Smoke Free Environment

Rocketship's offices and schools are smoke-free environments. Smoking, including e-cigarettes and vapor products, is not allowed anywhere on a school campus. It is the responsibility of each staff member to adhere to this rule, and to inform all guests of the School's non-smoking policy.

OSHA Compliance

Rocketship operates in compliance with all laws and regulations promulgated by the federal Occupational Safety and Health Administration (OSHA), as well as those enacted by any pertinent state OSHA.

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.

First Aid Kits

Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

CPR

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 school site.

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. School sites 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 by the Principal or his/her designee will be immediately reported and turned over to the appropriate 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.

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 RPS and individual property, drugs and alcohol, and possession of other prohibited items.RPS also reserves the right to conduct a routine inspection or search at any time without notice for RPS property on RPS premises. “RPS premises” includes all premises and locations owned or leased by RPS or under the control of RPS, including parking lots, lockers, and storage areas. Routine searches or inspections for RPS property may include an employee's office, desk, file cabinet, closet, computer files, voice mail, electronic mail, or similar places where employees may store RPS property or RPS-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 RPS-owned property. Because even a routine search for RPS property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to RPS. Employees are required to cooperate with such investigations.

Any employee’s consent to an interview and/or search is required as a condition of continued employment, and refusal to consent will result in discipline, up to and including termination.

All employees of RPS are subject to this policy. If any employee refuses to submit to a search request from RPS, their supervisor, superintendent, or a designee has the authority to contact law enforcement.

Violence in the Workplace

RPS is committed to providing a safe, violence-free workplace. In this regard, RPS strictly prohibits employees, consultants, students, visitors, or anyone else on RPS premises or engaging in a RPS-related activity from behaving in a violent or threatening manner. Moreover, RPS seeks to prevent workplace violence before it begins and reserves the right to address certain behaviors, even in the absence of violent behavior. RPS 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 includes, but is not limited to, the following:

1. Threats of any kind
2. Threatening, physically aggressive, or violent behavior, such as intimidation of or attempts to instill fear in others
3. Other behavior that suggests a propensity towards violence, which can include belligerent speech, excessive arguing or swearing, sabotage, or threats of sabotage of RPS property, or a demonstrated pattern of refusal to follow RPS policies and procedures
4. Defacing RPS property or causing physical damage to the facilities
5. With the exception of security personnel and as required by applicable state or local law, bringing weapons or firearms of any kind on RPS premises or property, in RPS parking lots, or while conducting RPS business.

Reporting

If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, consultant, student, visitor, or anyone else, he or she 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, RPS will inform the reporting individual of the results of the investigation. To the extent possible, RPS will maintain the confidentiality of the reporting employee and of the investigation. RPS may, however, need to disclose results in appropriate circumstances, for example, in order to protect individual safety. RPS will not tolerate retaliation against any employee who reports workplace violence.

Corrective Action and Discipline

If RPS determines that workplace violence has occurred, RPS 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. If the violent behavior is that of a non-employee, RPS will take appropriate action in an attempt to ensure that such behavior is not repeated.

Criminal Charge or Conviction

Employees must notify Rocketship if they are charged or convicted of any criminal offense within five days of the charge or conviction. Conditions that preclude working at the School include

conviction of a sexual offense or felony. Misdemeanor convictions will be reviewed on a case by case basis.

Violation of this policy may result in disciplinary action up to and including immediate termination and possible referral to law enforcement for criminal prosecution.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State or Local Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State or Local Income Tax Withholding: The same factors which apply to federal withholdings apply to state or local withholdings.

3. 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 the School.

4. 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. The School 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. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School 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 check voucher. If an employee does not understand the deductions, he or she 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. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Human Resources Department and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded 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 federal and applicable state wage payment laws and will be indicated in the employee's job description. Generally, teachers and administrators are 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. RPS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by a supervisor. RPS 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 Texas 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 Automatic Data Processing (ADP).

The employee is responsible for ensuring that the Human Resources Department has his/her most up-to-date address on file. RPS 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 his/her manager and represent a reasonable and appropriate use of Rocketship funds.

Expenses must also be in compliance with IRS, state, and/or granting/funder agency regulations.

This policy applies ONLY to employees and may differ from those expenses that consultants may charge Rocketship. In the case of consultants, expense reimbursement will be dictated by the consulting agreement. Expense reimbursement for job candidates is 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. This list is not all-inclusive and is provided for guidance only. If employees have any questions about specific expenses, please contact the RPS Finance Department. For information on personal cell phone reimbursement, please consult the RPS 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 the Company'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 merited, will be corrected as soon as possible.

Subject only to those deductions specifically authorized by the FLSA, 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. No deductions will be taken from an exempt employee's pay inconsistent with the salary basis requirement. Any exempt employee who believes that RPS has made an improper deduction or has paid you less than your full salary for any work in which you performed work (except under the limited circumstances permitted under the FLSA) should report the concern to the Human Resources Department immediately for investigation.

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 Human Resources. You may not keep the concern confidential or resolve the concern on your own.

RPS 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.

Pay Transparency Nondiscrimination Policy

RPS will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with RPS' legal duty to furnish information.

Wage Attachments and Garnishments

Under normal circumstances, the School will not 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 the School, by law, to respond to requests for wage information or to withhold part of an employee's earnings in their favor.

Employee Benefits

This policy applies to all Rocketship schools. This policy was written in compliance with relevant state and authorizer requirements in those regions.

RPS offers a package of employee benefit programs for its employees. These plans are specifically defined in legal documents, including insurance contracts and official plan documents that are available for review upon request to the Human Resources Department. You will also receive a Summary Plan Description which is a general summary of the eligibility requirements and other terms, conditions and restrictions as set forth in the plan documents for each benefit plan. To the extent that there are any conflicts between the summaries contained in this Handbook or elsewhere and the official plan documents, the provisions of the official plan documents will control. RPS reserves the right to modify or discontinue any of its employee benefits or plans on a prospective basis at any time without further notice. You ordinarily will be notified of any changes in benefits that may affect you.

Benefits enrollment for all new Rocketship employees will be available within the first thirty (30) days of employment and will be facilitated by the Human Resources Department.
If an employee fails to enroll within the first thirty (30) days of employment, he or she will not be able to receive benefits unless there has been a qualifying life event or change in status or it is an open enrollment period. Examples of a qualifying life event include birth/adoption of a child, marriage, divorce, or death of an enrolled family member.

When coverage under the School's medical and/or dental group insurance plans ends, eligible employees or their dependents may be able to elect to continue coverage for up to eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended, pursuant to the federal law known as COBRA. Once elected, to continue coverage, an employee must pay the full cost of coverage - the employee contribution and the School's previous contribution plus a possible administrative charge.

RPS will notify employees or their dependents if their elected health insurance coverage ends due to termination or a reduction in work hours and will provide information regarding COBRA continuation rights, if any. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. RPS will then notify the employee or their dependents of the employee's rights.

Health coverage continuation generally must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

Employees who become eligible for COBRA continuation due to a qualifying event by RPS will be provided information about their COBRA continuation rights and obligations.

PERSONNEL EVALUATION AND RECORD KEEPING

Performance Evaluation

Rocketship believes that it is important for all employees to receive feedback on their work so that they may perform their job duties to the best of their abilities. Consistent with this belief, all Rocketship intends that employees will receive an evaluation of their job performance at least annually. Performance evaluations will take into account the employee's overall performance in relation to the employee's job responsibilities in addition to the conduct and demeanor of the employee. Any failure by Rocketship to evaluate an employee shall in no way alter/impair the at-will nature of employment.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Human Resources Department advised of changes that should be reflected in their personnel file. Such changes include: 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 the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. RPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Human Resources Department. Only the Human Resources Department or designee is

authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Rocketship will comply with all State regulations regarding access to and contents of an employee's personnel file.

BREAKS/HOLIDAYS, PTO AND LEAVES

School Breaks/Holidays

There are three (3) established school breaks and a variety of regional and Federal holidays during the year in which Full Time employees may receive pay, if eligible as specified below.

School breaks and paid holidays are not paid out upon termination of employment. Exempt employees who elect or are required to perform work during school breaks or holidays will not receive additional compensation, but may receive PTO at the discretion of the Human Resources Department.

Please refer to the current Annual Calendar for the most updated list of holidays approved for the current school year for your region.

The school breaks outlined below are subject to change at any time upon notice.

A. 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.

B. Spring Break is a one (1) week period in which Rocketship schools are not in session. Only School Instructional/Non-Instructional Staff and School Administrative Staff receive pay during the Spring Break period.

C. Summer Break is a limited period during the summer when Rocketship schools are not in session. Only Exempt School Instructional Staff (during the last week of June and the month of July) and School Administrative Staff (during the first 2 weeks of July) receive pay for the Summer Break period.

D. Federal Holidays: Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving,

<u>Religious Holidays/Observances</u>

RPS 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 the School. Requests for accommodations must be made to the employee's supervisor and the Human Resources Department with at least two (2) weeks' notice. RPS 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 additional time is granted, it will be unpaid time unless an employee elects to utilize PTO.

Paid Time Off (PTO)

Eligible employees, as defined below, 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, or any other personal necessity reason. Exempt employees must use PTO time off in at least two (2) hour increments. 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.

A. Eligibility - Each regular, full-time employee begins earning/accruing PTO beginning on date of hire. Employees that 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 employees, and part-time employees who are regularly scheduled to work less than thirty (30) hours per week do not accrue PTO.
B. Approval Process - PTO must be submitted through the employee's Workdayportal and approved by the employee's direct manager.
C. Excess Time Off - Time off in excess of the then-existing PTO accrual balance will be unpaid time off. Such absences will be deemed unexcused and will be subject to the attendance policy.
D. Termination of Employment - Upon termination of employment for any reason, all accrued but unused PTO will be paid out.
F. Policy Changes - This policy may be changed at any time upon notice.

<u>PTO for School Instructional/Non-Instructional Staff</u>

The following policies apply to PTO-eligible School Instructional/Non-Instructional Staff members only.

A. Roles - Teacher, Tutor, Enrichment Center Coordinator, Lead Server, Support Staff, and School- based ISE/SPED Staff, and School Leaders
B. 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.
C. Maximum PTO Accrual - An employee may not have a balance of more than fifteen (15) days (or 120 hours). Once this maximum is reached, the PTO accrual will stop, and will recommence once the balance drops below maximum.
D. End of School Year PTO Balance - Any remaining accrued but unused PTO balance 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 the end of the school year.

<u>PTO for Network Support Staff</u>

The following policies apply to PTO-eligible Network Support Staff members only, including both national and regional network staff.

A. 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.

B. 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.

C. End of Year PTO Balance - Employee's end of year PTO balance will be carried over to the following school year.

Regional RPS Scheduled Holidays

Please refer to the current Annual Calendar for the most updated version of holidays approved for the current school year.

Discretionary 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 personal (or discretionary) leaves of absence upon request. Any personal (or discretionary) leaves of absence must be approved in advance by the Rocketship Director of Human Resources and the employee's manager. The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

An employee must use all PTO available to them at the time their leave begins. Once PTO is exhausted, any remaining days of leave will be unpaid. This policy describes general unpaid leave and does not apply to FMLA/new parent or other forms of leave which are discussed in separate policies.

Eligibility

Only exempt employees are eligible for personal leave. In general, an employee must have worked at Rocketship for twelve (12) months or longer to be considered for personal leave, except in special circumstances.

Requesting and Taking Personal Leave

An employee must submit a request for personal leave no less than two (2) weeks before the intended start of the personal leave period. The employee must submit this request to their supervisor. 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 granting an employee a leave of absence. If the employee does not provide this supporting documentation by the established deadline, the employee's request for personal leave may be denied.

Ordinarily, personal leave shall not exceed thirty (30) calendar days in a rolling twelve (12) month period. When an employee goes on personal leave under this policy, there is no guarantee of reinstatement to the same position.

If the employee is currently covered under an RPS plan, health benefits coverage will remain in force during a personal leave of absence, provided the employee pays the appropriate premiums. If an employee fails to return from a leave and is terminated, the employee's benefits will be terminated. PTO and sick leave do not accrue during a leave of absence.

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 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.

A. Eligibility - Any employee that is not eligible for PTO (e.g., temporary full-time, temporary part-time, regular part-time working less than thirty (30) hours per week), and who works at least thirty (30) days for Rocketship from the commencement of employment, is granted three (3) days (or twenty-four [24] hours) of sick leave at the beginning of each work year.
B. Probationary Period - Sick leave may not be used until at least ninety (90) days after the employee's date of hire.
C. Excess Time Off - Time off in excess of the then-existing sick leave balance will be unpaid time off.
D. 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.
E. Policy Changes - This policy may be changed at any time upon notice.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") which requires the School to permit each eligible employee to take up to twelve (12)

workweeks (or twenty-six (26) workweeks where indicated) 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 the School 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 the School has at least fifty (50) employees within seventy-five (75) miles.

Events That May Entitle an Employee To FMLA Leave

The twelve (12) weeks (or twenty-six (26) workweeks where indicated) FMLA allowance 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 the School, 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 his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School'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 commences 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, the School'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 the School'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.

Pay during FMLA Leave

1. 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, the School 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. 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. If an employee has exhausted their sick leave and PTO, leave taken under FMLA shall be unpaid leave.

4. The receipt of sick leave, PTO, or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick leave and PTO 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 provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. 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 because part or all of their leave is unpaid, then the employee will be required to reimburse the School for their portion of the premiums within 60 days of their return from 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 seniority they had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA leave because of their own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School or the School's third-party administrator. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School 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. The School or its third party administrator may contact the employee's health care provider to authenticate a certification as needed.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the

second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by calling the leave experts at Tristar who handle Rocketship's leaves. Employees can call 1-844-702-2352 and choose Option 2 to speak with an Intake Specialist and begin their leave process. Tristar is available between 6AM and 6PM PST, Monday through Friday.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their qualifying family member. Failure to provide such notice is grounds for 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 the School's operations.

4. Any eligible employee who is out for more than three consecutive days with an FMLA qualifying event must request FMLA leave.
5. 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.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. The School or its third party administrator will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, the School or its third party administrator will notify the employee in writing that the leave will be counted against the employee's FMLA/ leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Status Reports During Leave

For the duration of leave, unless informed of a different schedule, an employee is required to maintain weekly or monthly contact, as directed, with Tristar 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. Upon timely return at the expiration of the FMLA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

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, the School will evaluate those limitations and, if possible, will reasonably accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Availability of Leave as a Reasonable Accommodation Under the ADA

If an employee is not eligible for FMLA leave, but needs time off for their own disability, the employee may be eligible for unpaid leave as a reasonable accommodation. An employee's request for a leave of absence and/or time off as a reasonable accommodation will be considered pursuant to the provisions of the ADA and any applicable state or local law, regardless of an employee's eligibility for or entitlement to leave under the FMLA.

Similarly, if an employee has exhausted their entitlement to FMLA leave and needs additional leave for their own disability (including a disability caused by, exacerbated by, or related to pregnancy), the employee may be eligible for additional leave beyond the FMLA as a reasonable accommodation. RPS will attempt to communicate with the employee before the employee reaches the maximum leave to determine, based on discussion with the employee and input from a healthcare provider, where appropriate: whether additional leave may be a reasonable accommodation as well as whether there are any reasonable accommodations that would enable the employee to return to work. RPS will provide employees with additional leave beyond the leave maximums set forth above as a reasonable accommodation under the ADA, unless it would impose an undue hardship. RPS will make reasonable accommodations under the ADA to enable an employee to return to work, unless it would impose an undue hardship.

No Retaliation

RPS will not interfere with, restrain, or deny the exercise of any right provided under the FMLA. RPS 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 are required to 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 an employer. The 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.

Pregnancy Disability Leave

Please refer to the state law addendum applicable to the state in which you work for state specific Pregnancy Disability Leave availability and requirements.

Rocketship Paid Parental Leave

Full-time employees are entitled to ten (10) days of paid time off to care for the employee's newborn child or a child placed with the employee for adoption or foster care. Receipt of pay under this policy will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and PTO) falling during the absence will be counted as both parental leave and scheduled days off.

These days may be taken consecutively or as intermittent leave but must be taken within twelve (12) months of the child's birth, adoption, or placement in foster care.

The Human Resources Department may require additional documentation for the leave.

Industrial Injury Leave (Workers' Compensation)

RPS in accordance with applicable state laws, 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 to the Human Resources Department;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Human Resources Department; and

- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. RPS, 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 the School's operation.

- 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 must be reported to the Human Resources Department and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but they are still required to go to the School'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 time, the employee must have a medical release from the School's approved medical facility before returning to work.

- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

- An employee who believes that his or her condition is a qualifying disability and that he or she is a qualified individual with a disability under the ADA may request and pursue accommodations under the ADA.

Military and Military Spousal Leave of Absence

RPS 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.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employees shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued PTO as wage replacement during time served, provided such PTO accrued prior to the leave.

Except for employees serving in the National Guard, RPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after

release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if the employee left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if they left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or applicable state law shall be credited, upon his or her return to the School, 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.

RPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

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 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 or take unpaid leave. Employees may be asked to provide documentation in support of their bereavement leave.

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.

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 is grounds for disciplinary action.

Voting Time Off

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. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. 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.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Human Resources Department thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. 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 the School's Core Characteristics and to behave professionally and responsibly as a member of the RSED team. The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School. This list is not intended to be comprehensive or limit RPS' right to impose discipline for other conduct it deems inappropriate.Other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. These standards apply to all employees whenever they are on RPS property or conducting RPS business. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School.

Consistent with the at-will employment relationship, RPS 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, at any time RPS determines it is appropriate, an employee's employment may be terminated immediately, with or without cause or

prior notice. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

The following is an illustrative list of unacceptable conduct:

1. Failure to become familiar with and follow all RPS policies, regulations, administrative procedures, and other reasonable directions given by RPS leadership, as well as applicable law as it relates to the employee's conduct and performance of job duties.
2. Unprofessional Conduct
3. Unsatisfactory job performance
4. Conviction of a criminal act including committing a sexual offense or felony.
5. Failure to immediately report (within 5 days) a criminal charge or conviction to the Human Resources Department.
6. Exposure of students to profanity in any form.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Violations of the unlawful harassment, discrimination and retaliation policy.
9. Fighting or instigating a fight on School premises.
10. Violations of the workplace violence policy.
11. Violations of the drug and alcohol policy.
12. Immoral or indecent conduct.
13. Failure to maintain appropriate and professional relationships with students, parents and families, other Rocketship employees and contractors, visitors and community members. RPS employees are expected to act in a sensitive, tolerant, and intelligent manner to set a positive example for students.
14. Failure to properly supervise all students. Students should be under assigned adult supervision at all times during school and during any school activity.
15. Failure to protect the safety, health, and general welfare of all students.
16. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
17. Discourteous treatment towards employees, students, parents, or families at any time, including but not limited to engaging in condescending, inattentive, or dismissive behavior.
18. Dishonesty.
19. 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)
20. Tampering with or falsifying any report or record, or submitting a falsified report or record, including, but not limited to, personnel, absentee, sickness/disability, or production reports or records, specifically including applications for employment and timecards.
21. Recording the timecard, when applicable, of another employee or permitting or arranging for another employee to record the timecard.
22. 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.
23. Refusal to speak to supervisors or other employees or failing to cooperate with an investigation.
24. Failure to care for, properly use, and protect RPS property. Employees may not remove or use RPS property without authorization, and should return all RPS property upon request.
25. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
26. Failure to keep all student/personnel records, medical information, disciplinary decisions, and other sensitive information confidential as directed by applicable law, RPS policies, and the

employee's supervisor. Maintain the confidentiality of any proprietary information relative to RPS (any information developed, compiled and/or used by RPS and its employees in the course of business that is not available to the public). Do not divulge or share any confidential or proprietary information to anyone outside of RPS who is not authorized to receive it.

27. Failure to attend all mandatory staff meetings and professional development sessions called by their School Leader and/or RPS Leadership, unless otherwise excused.
28. Failure to disclose romantic, familial, platonic living situations, and possible conflicts of interest to the RPS Director of Human Resources, per the Employment of Family/Personal Relationships in the Workplace Policy and the Conflict of Interest Policy.
29. Excessive absenteeism or tardiness, excused or unexcused.
30. Violation of the RPS staff dress code.
31. Sleeping during work hours.
32. Conducting personal business during business hours or using RPS property.
33. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by 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 medical certification as required by law and/or Rocketship policy to substantiate an absence.
37. Inefficiency, including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
38. Any other conduct detrimental to other employees or the School's interests or its efficient operations.

Nothing in this policy or any other NPS 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 the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect Rocketship or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by Rocketship, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at Rocketship.
- 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 the School's property during working hours or using School facilities and/or equipment
- Additional employment that directly or indirectly competes with the business or the interests of Rocketship.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. RPS 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 the School, 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), they will be entitled to payout of 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

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Harassment, Discrimination, and Retaliation."

Open Door Policy

Rocketship understands that channels of communication should always be kept open and flexible. The Open Door Policy provides a means by which employees can discuss problems, raise concerns, and make suggestions. This means that any employee is entitled to meet with a member of the Human Resources Department or management at a mutually convenient time. Usually it is advisable for the employee to first meet with his or her immediate manager, who may be able to resolve the issue. Rocketship will make every attempt to keep all Open Door discussions confidential in the absence of employee permission to disclose specific information discussed, but cannot keep all information confidential where such confidentiality would prevent Rocketship from complying with applicable laws or RPS company policies.

Internal Complaints
(Complaints by Employees Against Employees)

This section of the policy is for use when a school employee raises a complaint or concern about a coworker. If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in

the event an informal resolution may not be achieved or is not appropriate, the following steps may be followed by the Principal or designee:

1. The complainant will bring the matter to the attention of the Principal or skip level manager/supervisor as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate
2. The complainant will reduce their complaint to writing, indicating all known and relevant facts within a clear timeline. The Principal or designee will then investigate the facts and provide a solution or explanation
3. If the complaint is about the Principal, the complainant may file his or her complaint to the Department of Human Resources through the HR Ticketing system or by emailing compliance@rsed.org. Both are checked every weekday. The HR department may conduct a fact-finding or authorize a third-party investigator on behalf of Rocketship. The Department of Human Resources or investigator will report the findings to Rocketship for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, Rocketship values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a school employee. If complaints cannot be resolved informally, complainants may file a written complaint with the Principal or Department of Human Resources by emailing compliance@rsed.org, as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal or Department of Human Resources may follow the following process:

1. The Principal or Department of Human Resources shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal or Department of Human Resources finds that a complaint against an employee is valid, they may take appropriate disciplinary action against the employee. As appropriate, they may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: Rocketship will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures intended to resolve the complaint.

4. Paid Administrative Leave: Rocketship reserves the right to place any employee on paid administrative leave during an investigation.

AMENDMENT 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 the School in effect at the time of publication.

RPS 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 Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or the "School") Employee 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 Employee Handbook and shall apply as required by California or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not intended to create an express or implied contract of employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with the School at any time, for any reason or no reason, the School 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 the School and each of its employees is at-will.

The School 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 Employee Handbook should discuss them with the Human Resources Department.

At Will Employment

Employment with the School is at will, unless otherwise specified in a written employment agreement. This means employment with the School is not for any specified period and may be terminated by you or the School at any time, with or without cause or advance notice. In connection with this policy, the School reserves the right to modify or alter your position, in its sole discretion, with or without cause or advance notice, through actions other than termination, including demotion, promotion, transfer, change in reporting relationships, reclassification or reassignment. In addition, the School reserves the right to exercise its managerial discretion in imposing any form of discipline it deems appropriate. The at-will nature of your employment with the School cannot be changed except in a written agreement, signed by you and the CEO of Rocketship Education, and which specifically states the parties' intention to change the at-will nature of the employment. This at-will policy is the entire agreement between you and the School regarding length of employment and the circumstances under which you or the School may terminate the employment relationship.

Equal Employment Opportunity

It is the policy of the School to provide equal employment opportunities to all employees and employment applicants without regard to unlawful considerations of race (including natural hair and hairstyles including afros, braids, twists, and locks), religion (including religious dress and grooming practices), creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, breastfeeding, lactation, and related medical conditions), reproductive health decision-making, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status or any other classification protected by applicable local, state or federal laws. This policy applies to all aspects of employment,

including, but not limited to, hiring, job assignment, compensation, promotion, benefits, training, discipline and termination. Reasonable accommodation is available for qualified individuals with disabilities, upon request.

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 the School, which will be communicated to them in advance. Nonexempt employees will receive overtime compensation for work beyond eight (8) hours in a workday or more than six (6) days in any work week at an overtime rate will not be less than 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.

Rest and Meal Periods.

Exempt Employees:

Exempt employees are encouraged to take rest and meal periods each working day. If you expect to be away from work for longer than an hour during the working day, we request that you notify your supervisor.

Nonexempt Employees:

Meal and Rest Periods: 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. An 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 RPS 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 be taken before the end of the 10th hour worked.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours or major fraction thereof (any time greater than two (2) hours) 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 are entitled, encouraged, and expected to take all meal periods provided under this policy. During meal periods, RPS 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 he or she was 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 you believe you have been compensated incorrectly or have been improperly classified as exempt or nonexempt, you must report such concerns immediately to Human Resources. Such concerns will be investigated and if merited, will be immediately corrected. The School will not retaliate against any employee for raising a concern and will not permit others to retaliate against such an employee.

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.

Anti-Harassment/Discrimination/Retaliation

(For employees working in California, this policy replaces the policy provided in the main Employee Handbook.)

The School is committed to providing a work environment free of sexual or any form of unlawful harassment, discrimination or retaliation. In furtherance of this commitment, the School 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.

Harassment or unlawful discrimination against individuals on the basis of race (including natural hair and hairstyles including afros, braids, twists, and locks), religion (including religious dress and grooming practices), creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, breastfeeding, lactation, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, or military and veteran status or any other classification protected by applicable local, state or federal laws is illegal and prohibited by the School policy. Such conduct by or towards any employee, contract worker, customer, vendor or anyone else who does business with the School will not be tolerated. Any employee or contract worker who violates this policy will be subject to disciplinary action, up to and including termination of his/her employment or engagement. To the extent a customer, vendor or other person with whom the School does business engages in unlawful harassment or discrimination, the School will take appropriate corrective action.

Prohibited Conduct.

Sexual or other unlawful harassment or discrimination includes any verbal, physical or visual conduct based on sex, race, age, national origin, disability or any other legally protected basis if:

(1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or engagement;

(2) submission to or rejection of such conduct by an individual is used as a basis for decisions concerning that individual's employment or engagement; or

(3) it creates a hostile, offensive, or oppressive work environment.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors and lewd, vulgar or obscene remarks, jokes, posters or cartoons, and any unwelcome touching, pinching or other physical contact. Other forms of unlawful harassment or discrimination may include racial epithets, slurs and derogatory remarks, stereotypes, jokes, posters or cartoons based on race, national origin, age, disability, marital status or other legally protected categories. These are examples of unlawful harassment and do not describe all forms of unlawful harassment.

Complaint Procedure.

Employees or contract workers who feel that they have been harassed or discriminated against, or who witness any harassment or discrimination by an employee, contract worker, customer, vendor or anyone else who does business with the School, should immediately report such conduct to their supervisor, any other member of management or Human Resources so that the matter can be promptly investigated. Supervisors must report any complaints of misconduct to the Director of Human Resources.

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 unlawful harassment or discrimination will be investigated promptly, fairly and thoroughly by impartial, qualified personnel. Complaints will be designated confidential, to the extent possible. 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. If at the end of the investigation misconduct is found, appropriate remedial measures will be taken.

To the extent that an employee or contract worker is not satisfied with the School's handling of a harassment or discrimination complaint, he/she/they may also contact the appropriate state or federal enforcement agency for legal relief. In California, the California Civil Rights Department can be contacted by consulting the government agency listings in the telephone book or on-line at www.calcivilrights.ca.gov. The Department will, in appropriate cases, prepare and investigate complaints of harassment or discrimination; after a hearing, individuals actually injured as a result of such conduct may be awarded damages, as well as other remedies.

Retaliation Prohibited.

Employees and contract workers are also protected by law from retaliation for opposing or reporting unlawful harassment or discrimination or for otherwise participating in processes connected with an investigation, proceeding or hearing conducted by the School or a government agency with respect to such complaints. the School will take disciplinary action up to and including the immediate termination of any employee who retaliates against another employee or contract worker for engaging in any of these protected activities. Contract workers will be subject to termination of their engagement with the School for engaging in retaliation.

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.

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 the School provides the employee with necessary equipment (for example, a cellular phone or laptop), the employee's use of his/her/their personal device is not reimbursable, because it was not necessary for the employee to use his/her/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 the School's expense reimbursement process. Please refer to the School'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.

Substance Abuse—Supplement to Policy

RPS is committed to providing its employees with a safe and productive working environment. In keeping with this commitment, RPS 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 RPS' premises or while using RPS 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 in their bodily system due to off-duty marijuana use, nor will they be tested for such non-psychoactive metabolites; however, RPS may not possess, be impaired by, or use marijuana on RPS premises or during work time.

Any violation of this policy will result in disciplinary action, up to and including immediate termination of employment.

Employees are expected to cooperate with RPS' 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 Employee Handbook, the following conditions apply to a California employee's use or accrual of PTO. Although the School will make reasonable efforts to accommodate requests in scheduling PTO, except as otherwise required by law, all PTO is scheduled subject to the School's business needs and may be postponed when business needs require. With proper advance notice, the School reserves the right to require employees to use accrued PTO at times designated by the School.

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, domestic partner, parent, parent-in-law, grandparent, grandchild or sibling) or to bond with a new child, you may apply for paid family leave benefits with the California Employment Development Department (EDD). However, before receiving such benefits you must first exhaust all available accrued PTO, up to a maximum of 2 weeks.

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.

Leaves of Absence

While regular attendance is crucial to maintain business operations, the School recognizes that, for a variety of reasons, employees may need time off from work. The School has available several types of leaves of absence. Some are governed by California law and others are discretionary. For all planned leaves, however, 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 the School management.

All requests for a leave of absence will be considered in light of their effect on the School and its work requirements, as determined by the School management, which reserves the right to approve or deny such requests in its sole discretion, unless otherwise required by law. For disability-related leave requests, the School will engage in an interactive process with you to determine if a leave is the most appropriate accommodation. You must provide a certification from your healthcare provider to support a leave for medical reasons. Failure to provide the required certification to the School 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 the School. 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 the School 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 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.

Pregnancy Disability Leave and Accommodation

If you are disabled by pregnancy, childbirth or related medical conditions, you are eligible to take a pregnancy disability leave ("PDL"). If affected by pregnancy or a related medical condition, an employee also is 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 disabled by qualifying conditions may also be entitled to other reasonable accommodation where doing so is medically necessary. In addition, if it is medically advisable for the employee to take intermittent leave or work a reduced leave schedule, the School may require the

employee to transfer temporarily to an alternative position with equivalent pay and benefits that can better accommodate recurring periods of leave. Employees should contact Human Resources to request leave, accommodation or transfer.

Reasons for Leave: PDL is for any period(s) of actual disability caused by the employee's pregnancy, childbirth, or related medical condition - per pregnancy. Time off needed for such pregnancy-related disabilities including but not limited to prenatal or postnatal care; doctor-ordered bed rest; gestational diabetes; pregnancy-induced hypertension; preeclampsia; childbirth; postpartum depression; loss or end of pregnancy; or recovery from childbirth or loss or end of pregnancy are all covered by this PDL policy.

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 receive reasonable accommodation, obtain a transfer, or take a PDL, you must provide sufficient notice so the School 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 her health care provider of her 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, the School requires the employee to obtain a release to return to work from her health care provider stating she is able to resume their original job duties.

Leave is Unpaid: PDL leave is unpaid. We require the use of any available sick time during any unpaid portion of PDL. However, at the employee's option, the employee may use any accrued vacation time or other 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. The School 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 will also be designated as time off under the family and medical leave policy as appropriate, depending on which leave applies. Employees should refer to the family and medical leave policies in this Handbook for additional information.

Return to Work: If an employee does not return to work on the originally scheduled return date or request in advance an extension of the agreed upon leave with appropriate medical documentation, the employee may be deemed to have voluntarily terminated her employment with the School. Failure to notify the School of her ability to return to work when it occurs, or her continued absence from work because her leave must extend beyond the maximum time allowed, may be deemed a voluntary resignation of the employee's employment with the School. Upon the employee's return from PDL, the employee will be reinstated to their same position in most instances.

Request for Additional Time Off: Any request for leave after the employee's disability has ended will be treated as a request for leave under the California Family Rights Act and/or the federal Family and Medical Leave Act, if the employee is eligible for such leave. Employees should refer to the "Family and Medical Leave" policy in this Handbook for additional information.

Continuation of Health Insurance Benefits: Employees who participate in the School'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

The School will provide a reasonable amount of break time for any employee who desires to express breast milk for as long as the employee requests an accommodation. 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.

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, the School will provide another cooling device suitable for storing milk, such as an employer-provided cooler.

Employees who desire lactation accommodations should contact Human Resources to request accommodations. The School will engage in an interactive process with you to determine when and where lactation breaks will occur.

The School 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.

Family and Medical Leave

FMLA and CFRA

Eligible employees may request a family and medical leave of absence in accordance with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA") in effect at the time the leave is granted and under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), and have worked at least 1,250 hours during the 12 months immediately prior to the family and medical leave of absence. Employees requesting leave under FMLA must be employed at a worksite where there are 50 or more employees of the School within 75 miles. Leave under CFRA is applicable to employers with five or more employees without regard to work location, provided the employee meets the tenure and hours worked threshold.

You must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable (within one to two business days of learning of the need for leave). You should use the Request for Leave of Absence form, available upon request from Human Resources.

During a family and medical leave, group health benefits will be maintained for the duration of the leave, on the same basis as when you were actively working.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, and you have not requested an extension of leave in advance, with appropriate documentation, you may lose your right to reinstatement. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. Under FMLA, in certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement and offer an opportunity to return from leave early.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact the Human Resources Department.

Traditional FMLA

A traditional family and medical leave may be taken for the following reasons:

(1) the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
(2) the employee is needed to care for the employee's spouse (and registered domestic partner in CA), child, or parent with a serious health condition. In addition, leave under CFRA may be used for the care of an employee's grandparent, grandchild, sibling, and parent-in-law, or another "designated person" who is related by blood or whose association with the employee is the equivalent of a family relationship (an employee may choose one "designated person" per 12-month period); or
(3) the serious health condition of the employee.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a healthcare provider. You may take a leave under reason # (2) above only if, due to a serious health condition, the employee's qualifying family member requires your care or assistance as certified in writing by the family member's healthcare provider. If you are seeking a leave under reason # (3) above, you must provide the School with a medical certification from your own healthcare provider establishing a qualifying reason for the leave, as well as a release to return to work from the healthcare provider before returning to work. When leave is requested, the School will notify you of the requirement for medical certification and when it is due. Failure to provide the requested medical certification in a timely manner may result in the delay or denial of leave until it is provided. Appropriate certification forms can be obtained from Human Resources.

Traditional family and medical leave may be taken for up to 12 workweeks during the designated 12-month period. The 12-month period will be calculated based on a rolling 12-month period, measured backward from the date the employee uses any family and medical leave. All time off that

qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

Under FMLA, if two parents are employed by the School and both seek FMLA leave for baby bonding/care, the parents may be limited to take only a combined total of 12 weeks of leave during the designated 12-month period.

Family and medical leave is unpaid leave; however, you may use any accrued but unused PTO while on leave. Paid sick leave may be used during leave under sections (2) or (3) above.

Military Caregiver Leave

Employees who are eligible for Family and Medical Leave ("FMLA") may also request leave if their spouse, child, parent, or next of kin meets the definition of an injured or recovering "covered service member." "Next of kin" is defined as the closest blood relative of an injured or recovering covered service member.

"Covered service member" is defined as: (1) any member of the armed forces, including the National Guard or Reserves, 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; or (2) a veteran who is undergoing medical treatment, recuperation or therapy, for a serious injury or illness and who was a member of the Armed Forces, (including a member of the National Guard or Reserves) at any time during the period of five (5) years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy.

An employee seeking a leave under this policy must provide the School with a medical certification from the injured service member's healthcare provider establishing eligibility for leave. When leave is requested, the School will notify you of the requirement for medical certification and when it is due. Failure to provide the requested medical certification in a timely manner may result in the delay or denial of leave until it is provided. Appropriate certification forms can be obtained from Human Resources.

Military Caregiver Leave may be taken for up to 26 workweeks in a 12-month period. The 12-month period begins on the first day you take Military Caregiver Leave and ends 12 months after that date. All time off that qualifies as Military Caregiver Leave or Traditional FMLA leave will be counted against your statutory family and medical leave entitlements to the fullest extent permitted by law.

If spouses are both employed by the School, the spouses are permitted to take only a combined total of 26 weeks of Military Caregiver Leave, or any combination of such leave and Traditional FMLA leave, in a 12-month period.

Military Caregiver Leave is unpaid leave; however, while on leave, you may use any accrued PTO and/or paid sick leave you have earned, in accordance with the terms of the School's policy.

Qualifying Exigency Leave (FMLA and CFRA)

This leave is available to a family member of a military member in the National Guard, Reserves, or regular armed forces.

Employees who are eligible for Traditional Family and Medical Leave under the FMLA or CFRA, may also request leave to attend to an exigency or emergency situation arising out of the fact that a

spouse, and domestic partner in CA, child, or parent is on covered active duty (or has been notified of an impending call order to covered active duty) in the armed forces. The term "covered active duty" means: (1) in the case of a member 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 the Reserves, duty during the deployment of the member with the armed forces to a foreign country under a call or order to active duty.

Qualifying exigencies include issues arising from a covered military member's short-notice deployment (i.e., deployment on seven or fewer days of notice) for a period of seven days from the date of notification; military events and related activities that are related to the covered active duty or call-to-active-duty status of a covered military member; certain childcare and related activities; care of the military member's parent who is incapable of self-care; making financial or legal arrangements; attending counseling; taking up to fifteen calendar days of leave to spend time with a covered military member who is on short-term temporary rest and recuperation leave during deployment; and attending to certain post-deployment activities.

If you are seeking a leave under this policy, you must provide the School with a certification establishing a qualifying reason for leave. When leave is requested, the School will notify you of the requirements for certification and when it is due. Failure to provide the requested certification in a timely manner may result in denial of leave until it is provided. Appropriate certification forms can be obtained from Human Resources.

Qualifying Exigency Leave is a type of FMLA and CFRA leave and may be taken for up to 12 workweeks in the normal 12-month period established by the School for Traditional FMLA or CFRA leave. All time off that qualifies as Qualifying Exigency Leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

California Paid Sick Leave

Eligibility: Pursuant to the Healthy Workplaces, Healthy Families Act, the Company provides paid sick leave to employees who work for the Company in California for thirty (30) or more days within a year. **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 be granted 5 days (40 hours) of paid sick leave on January 1 of each year (or on their hire date, if after January 1). Unused paid sick leave is not carried over from year to year. Unused paid sick leave under this policy will not be paid at separation. However, if you if you are rehired within one year, your unused sick leave time will be reinstated.

Usage: Employees can use accrued paid sick leave beginning on the 90th day of employment. 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) days 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. "Family member" is defined as a child, parent,

legal guardian or ward, spouse, grandparent, grandchild, sibling, registered domestic partner, or designated person. A "designated person" is a person identified by the teammate at the time the teammate requests paid sick days. An employee may choose one "designated person" per 12-month period. The child, parent, sibling, grandparent, and grandchild relationships include not only biological relationships, but also relationships resulting from adoption; step-relationships; and foster care relationships. "Child" includes a child of a domestic partner and a child of a person standing in loco parentis.

2) For an employee who is a victim of domestic violence, sexual assault, or stalking:

    a) To obtain or attempt to obtain a temporary restraining order, restraining order, or other injunctive relief;
    b) To help ensure the health, safety, or welfare of the victim or the victim's child;
    c) To seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;
    d) To obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking;
    e) To obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking; or
    f) To participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

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 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 day of the reproductive loss. 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

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

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 Domestic Violence, Stalking and Sexual Assault

Unpaid time off is available to victims of domestic violence, stalking or sexual assault for the purpose of appearing in court to obtain legal relief; seeking medical attention; obtaining services from a domestic violence shelter, program, or rape crisis center; obtaining psychological counseling or participating in safety planning. Victims of domestic violence, stalking or sexual assault should provide reasonable advance notice when possible; otherwise, they must provide, within a reasonable time, evidence from the court, prosecuting attorney, police or medical professional, domestic violence advocate or advocate for victims of sexual assault, health care provider or counselor, as appropriate.

Bone Marrow and Organ Donation Leave

The School 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 the School for 90 days immediately preceding the commencement of leave. You are asked to provide reasonable advance notice of the need for leave, and the School 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.

Crime Victims

Unpaid leave is available to employees who are victims of certain felonies for the purpose of attending judicial proceedings related to the crime. In addition, employees who are immediate family members of the crime victim (spouse, child, parent), a registered domestic partner of the crime victim or a child of the victim's domestic partner may take unpaid time off work to attend judicial proceedings related to the crime. However, you must provide Human Resources with a copy of the judicial proceeding notice and provide as much advance notice as possible of the absence. You may elect to use any paid time off benefits that you may have available to you during crime victim leave, such as PTO or sick leave, or you may use makeup time or take the time off without pay.

Unpaid leave is available to employees who are victims of certain felonies for the purpose of attending judicial proceedings related to the crime. Employees who are immediate family members of the crime victim (spouse, child, parent), a registered domestic partner of the crime victim or a child of the victim's domestic partner may take unpaid time off work to attend judicial proceedings related to the crime.

In addition, an employee may take unpaid leave in order to seek medical attention for injuries resulting from the crime or abuse; to obtain services from a domestic violence shelter, program, rape crisis center or victim services organization; to seek psychological counseling or mental health services related to the crime or abuse; and/or to participate in safety planning and other actions to ensure safety from future crime or abuse, including relocation.

You must provide Human Resources with as much advance notice as possible of the absence. The School may request that you provide a copy of the judicial proceeding notice, documentation from a licensed medical professional, domestic violence counselor, sexual assault counselor, victim advocate, or other form of certification acceptable under state law. You may elect to use any paid time off benefits that you may have available to you during crime victim leave, such as PTO or sick leave, or you may use makeup time or take the time off without pay.

School Visitation

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 the school 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: the school 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 the school 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 the school 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 RPS 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

RPS will not discriminate against an employee for membership in the Civil Air Patrol. Additionally, RPS will not retaliate against an employee for requesting or taking Civil Air Patrol leave.

RPS 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 the company 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 are permitted to take unpaid leave to participate in an adult education program for literacy assistance. If an employee needs time off to attend such a program, he or she should inform his or her direct supervisor or Human Resources. RPS 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 RPS. RPS 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 domestic partner, as defined in this Addendum) 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 will be provided with unpaid time off for Rehabilitation Leave, provided it does not impose an undue hardship on RPS. Any requests for Rehabilitation Leave must be prior to any violation of RPS' internal drug and alcohol policies. An employee may use accrued sick time or vacation/PTO time during Rehabilitation Leave.

RPS' support for treatment and rehabilitation does not obligate RPS to employ any person who violates RPS' drug and alcohol abuse policy or whose job performance is impaired because of substance abuse. RPS is also not obligated to reemploy any person who has participated in treatment or rehabilitation if that person's job performance remains impaired as a result of dependency.

Opportunity to Work

This policy applies to eligible employees working in RPS locations in San Jose, California. Before hiring additional employees, subcontractors, or temporary service or staffing agency employees to work in a San Jose location, RPS will offer additional available hours of work to existing non-exempt, part-time employees at the same San Jose location who, in the RPS' good faith and reasonable judgment, have the skills and experience to perform the work. RPS will use a transparent and nondiscriminatory process to distribute the hours of work among existing eligible employees. RPS 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. RPS will administer this policy in a manner that is intended to comply with the San Jose Opportunity to Work Ordinance. RPS 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. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are considered "mandated reporters" by law. As an employee of a Rocketship school, or an employee of the Rocketship National office who has regular contact with children, you are a mandated reporter. A mandated reporter must make a report to a "child protective agency" such as the Department of Family and Children's Services and local law enforcement whenever, in his/her professional capacity and within the scope of employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been a victim of child abuse.

This "Mandated Reporter Policy" is intended to educate Rocketship school employees of their responsibilities and rights under the Child Abuse and Neglect Reporting Act ("Act"), as well as the procedures for complying with the Act.

When Must You Report?

The Act requires a report to be made when a mandated reporter has a "reasonable suspicion" of abuse. According to CA Penal Code § 11166(a)(1) "reasonable suspicion" means that it is "objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect."

The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

Under applicable law, when the victim is a child (ordinarily a person under the age of 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 his or her person or health is endangered.

Severe Physical Abuse

Severe Physical Abuse includes any single act of abuse which causes physical trauma of sufficient severity that, if left untreated, would cause permanent physical disfigurement, permanent physical disability, or death; any single act of sexual abuse which causes significant bleeding, deep bruising, or significant external or internal swelling; or repeated acts of physical abuse, each of which causes bleeding, deep bruising, significant external or internal swelling, bone fracture, or unconsciousness.

Neglect

Neglect means the negligent treatment or maltreatment of a child by acts or omissions by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, including physical and/or psychological endangerment. The term includes both severe and general neglect.

Severe Neglect

Severe Neglect includes the negligent failure to protect a child from severe malnutrition or medically diagnosed non-organic failure to thrive and/or to permit the child or the child's health to be endangered by intentional failure to provide adequate food, clothing, shelter or medical care.

General Neglect

General Neglect includes the failure to provide adequate food, shelter, clothing, and/or medical care, supervision when no physical injury to the child occurs.

NOTE: A child receiving treatment by spiritual means or not receiving specified medical treatment for religious reasons, shall not for that reason alone be considered a neglected child. An informed and appropriate medical decision made by a parent or guardian after consultation with a physician or physicians who have examined the child does not constitute neglect. See Assessment of Medical Neglect.

Sexual Abuse

Sexual Abuse is the victimization of a child by sexual activities including, but not limited to sexual assault, rape (statutory rape and rape in concert), incest, sodomy, lewd and lascivious acts upon a child under fourteen (14) years of age, oral copulation, penetration of a genital or anal opening by a foreign object, child molestation and unlawful sexual intercourse. Also, please be aware that it is sexual abuse if the parent or guardian has failed to adequately protect the child from sexual abuse when the parent or guardian knew or reasonably should have known that the child was in danger of sexual abuse.

Sexual Exploitation

Sexual Exploitation involves any person or person who is responsible for a child's welfare who knowingly promotes, aids or assists, employs, uses, persuades, induces or coerces a child, or knowingly permits or encourages a child to engage in, or assists others to engage in, prostitution or live performance involving obscene sexual conduct or to either pose or model alone or with others for the purpose of preparing a film, photograph, negative, slide, drawing, painting or other pictorial depiction involving obscene sexual conduct.

NOTE: Unlawful sexual intercourse is defined as an adult who engages in an act of sexual intercourse with a minor or any person who engages in an act of unlawful sexual intercourse with a minor who is more than three (3) years younger, or a person twenty-one (21) years or older with a minor who is under sixteen (16) years old.

Non-Sexual Exploitation

Non-Sexual Exploitation involves forcing or coercing a child into performing acts which are beyond his/her capabilities, such as being employed for long hours and/or in a job which is dangerous or beyond his/her capabilities or forcing or coercing the child into illegal or degrading acts such as stealing, panhandling, and/or drug sales. Generally, these acts benefit the perpetrator in some way.

Emotional Abuse

Emotional Abuse is 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 the school of the suspected abuse, unless the Principal is the subject of the suspicion. You are not required to identify yourself to the Principal when you 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, he or she may present a claim to the State Board of Control for reasonable attorney's fees incurred in the action if he or she prevails in the action or the court dismisses the action.

(12) Failure to report suspected abuse is a misdemeanor punishable by imprisonment or fine or both.

Training

RPS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code § 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Tuberculosis Testing

All employees of the School 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 the School 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 the School 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 Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or the "School") Employee 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 Employee Handbook and shall apply as required by District of Columbia or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not intended to create an express or implied contract of employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with the School at any time, for any reason or no reason, the School 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 the School and each of its employees is at-will.

The School 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 Employee 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 Employee Handbook, it is the policy of the School to prohibit discrimination, harassment or retaliation against an employee based on all categories protected under District of Columbia laws or ordinances including: an employee's actual or perceived sex (including pregnancy, childbirth, related medical conditions or breastfeeding), personal appearance, family responsibilities, matriculation, political affiliation, credit information, unemployment status, homeless status, lawful use of tobacco products, use of cannabis or status as a medical cannabis program patient (for employees in non-safety sensitive positions).

Reasonable Accommodations

An employee may request a reasonable accommodation due to pregnancy, childbirth, breastfeeding or medical conditions related to pregnancy and/or childbirth and RPS will explore all possible means of providing the reasonable accommodation, so long as the reasonable accommodation does not impose an undue hardship. RPS will consider a variety of options in order to comply with a request for a reasonable accommodation including, for example: more frequent or longer breaks; time off to recover from childbirth; new or modified equipment or seating; temporary transfers to less strenuous or hazardous work or other job restructuring; refraining from heavy lifting; relocating the employee's work area; and providing private non-bathroom space for expressing breast milk.

If an employee seeks to exercise their right to seek an accommodation under this policy, RPS will not interfere with, restrain, deny the exercise or deny the attempt to exercise such right. Nor will RPS

require an employee to accept an accommodation the employee chooses not to accept or require an employee to take leave when a reasonable accommodation can be provided.

D.C. Paid Sick and Safe Leave

RPS 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 eligible employees in Washington, D.C. to the extent that they otherwise would not have paid time off in an amount that meets or exceeds the requirements of the Law.** To the extent that there are inconsistencies with the terms of RPS's PTO and Sick Leave policies, the terms of this policy will apply to the use of sick and safe leave.

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 his or her 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 but may not use such paid sick leave until after they have completed 90 days 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.

When the need for sick leave is foreseeable, an employee requesting such leave shall provide RPS 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 RPS' 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. RPS 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 RPS' existing leave policies provide different certification requirements, the requirement that is least onerous for the employee will be used.

RPS will restore the employment of employees taking leave under this policy upon their return from leave in accordance with the requirements of District of Columbia law. To the extent that an employee may be eligible for leave under both this policy and RPS' FMLA policy, RPS will consider any such leave entitlements to run concurrently to the fullest extent permitted by applicable law.

Any employee who needs paid leave for one of the purposes listed in this policy and is denied that leave may contact Human Resources for an individualized review of the situation to ensure full compliance with this policy and District of Columbia law. RPS 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 take paid leave under the District of Columbia Uniform Paid Leave Act ("UPLA"). This benefit is administered by the District of Columbia Department of Employment Services ("DOES"). Eligibility and benefits are determined solely by DOES and not by RPS.

Effective, October 1, 2022, under the UPLA, an 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 the Family and Medical Leave Act (FMLA), if applicable. Leave that qualifies under both policies runs concurrently and will be subject to the requirements of both the FMLA and UPLA policies.

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.

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.

Voting Leave

Upon request, Washington, D.C. employees are permitted to take up to two (2) hours of paid leave from their scheduled working shift to vote. Employees must submit a request for leave in a

reasonable time in advance of the date the employee wishes to vote. RPS 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. RPS 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

RPS 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) days' advance notice is required. Employees may use accrued paid time off for this purpose. Leave may be denied if it would unduly disrupt RPS' 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, less any fees received from the court. RPS 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.

Privacy of Wage or Salary Information

Employees (other than persons with regular access to information regarding the wages of other employees in the course of the employee's work, such as a human resources employee) shall not be prohibited from voluntarily inquiring about, disclosing, comparing, or otherwise discussing the employee's wages or the wages of another employee. Notwithstanding the foregoing, no employee is required to disclose wage information in response to an inquiry by another employee and RPS is not obligated to disclose the wage information of one employee to another.

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 Education 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 school principal so that he/she can fulfill his/her 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, he/she 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 school 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 Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or the "School") Employee 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 Employee Handbook and shall apply as required by Tennessee or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not intended to create an express or implied contract of employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with the School at any time, for any reason or no reason, the School 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 the School and each of its employees is at-will.

The School 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 Employee Handbook should discuss them with Human Resources.

Meal Periods

Employees who work six (6) hours or more in a day will be provided with a thirty (30) minute unpaid duty-free meal break.

Overtime Pay

RPS 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.

Lactation Accommodation

Employees who desire to express breast milk during working hours will be provided with a private place, other than a toilet stall, to do so during their regularly scheduled rest or meal periods. In the event that such an employee requires additional time other than the scheduled rest or meal periods, the School will provide the employee with additional unpaid time for expressing breast milk. The School is not required to provide such break time if doing so would unduly disrupt the School's operations.

Family Care and Medical Leave

A Tennessee employee who has been employed with the School for 12 consecutive months is eligible for up to four months of unpaid leave for adoption, pregnancy, childbirth and nursing the infant. Employees taking leave under this policy must provide at least three months' notice of the intended date of leave, date of return and intention to return to full-time work at the end of the leave, except in

emergency circumstances. The School may require verification of the need for leave under this policy. Employees taking leave under this policy must pay the School the amount of the cost of healthcare premiums for the employee for the anticipated duration of the leave. No employee will be retaliated against for taking leave available under this policy. The School will restore the employment of employees taking leave under this policy upon their return from leave in accordance with the requirements of Tennessee law. Leave available under this policy will run concurrently with any available under the federal FMLA to the fullest extent allowed under Tennessee law.

Military Leave

Tennessee employees who are called or ordered to report for military service, including annual field training, in the service of the National Guard, State Guard, or Civil Air Patrol may be eligible to take an unpaid leave of absence for the period of such service. Leave taken under this policy is unpaid; however, employees may – but are not required to – use any accrued paid time off available during this leave, if applicable. No employee will be retaliated against for taking leave available under this policy. Employees returning from this leave are eligible for reinstatement, in accordance with the requirements of Tennessee law.

Emergency Response Leave

Tennessee employees may take unpaid leave to act as a volunteer firefighter in response to an emergency. Employees must notify the School 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. The School 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 of responding to an emergency or a fire call if the employee assisted in fighting the fire for more than four (4) hours.

Jury Duty Leave

The School will pay eligible Tennessee employees who are called to serve on a jury. Employees employed on a temporary basis for fewer than six (6) months are not eligible to be paid for jury duty leave, but may take leave for jury duty service on an unpaid basis.

Eligible employees shall be paid their regular hourly rate of pay, minus any jury duty fees, for all time spent traveling to and from jury duty, as well as all actual time spent serving on the jury during normal work hours. To the extent that jury duty does not overlap with the employee's regularly scheduled hours of work, the employee is not eligible to be paid for jury service.

Employees who serve on a jury for over three (3) hours on a single day are not required to report to work that day. Employees scheduled to work overnight hours are not required to work the night before the first day of scheduled jury duty, or any shift occurring within 24 hours of jury duty. However, employees who decide to not report to work before or after jury duty will not be paid, unless otherwise required by applicable law.

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 the School may designate, unless otherwise mutually agreed. An employee wishing to request this voting time leave must provide notice of his or her request by Noon on the day before the election. Any employee who has three hours of non-working time before or after his or her 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. The School may require employees to provide written verification of the need for such leave.

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.

Abusive Conduct Prevention Policy

Statement of Commitment, Values, and Purpose

The School 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 employees have the right to be treated with dignity and respect. 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 the School
- 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
- 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;
- 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

Retaliation is a violation of this policy. Retaliation is *any* act of reprisal, interference, restraint, penalty, discrimination, intimidation, or harassment against an individual or individuals exercising rights under this policy.

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 office. 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 Human Resources. 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 the School. The investigation will be conducted thoroughly, objectively, with sensitivity, and with due respect for all parties. To the extent permitted by law, the School 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 him or her and informed of the investigative procedure.

In the event of a finding of abusive conduct, the School 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 the School.

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 his/her 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 his/her 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
    1. It is the policy of Rocketship Education to report suspicion of abuse to the Principal of the school, 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.
    2. All mandated reporters with knowledge should make a report.
    3. 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
    1. 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 the school (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 the school 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.
    2. 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. Within a six (6) hour period of reporting the neglect and/or abuse to the authorities, the reporting person(s) shall make a written summary of his/her 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 his/her 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 Education d/b/a Rocketship Public Schools ("Rocketship," "RPS," or "School") Employee Handbook is applicable to all RPS 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 Employee Handbook and shall apply as required by Wisconsin or applicable local law.

Important Note: This Addendum, along with the Employee Handbook, is a general guideline and is not intended to create an express or implied contract of employment or other contractual rights of any kind. Further, neither this Addendum nor the Employee Handbook affects the at-will employment relationship described in the Employee Handbook. Just as any employee has the right to end their employment with RPS at any time, for any reason or no reason, RPS 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 RPS and each of its employees is at-will.

RPS 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 Employee 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, harassment or retaliation on account of a person's arrest and/or conviction record, genetic testing, honesty (lie detector) testing, or use or non-use of lawful products off RPS' premises during non-working hours.

Overtime Pay

RPS 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, RPS will permit a Wisconsin employee to review information in his or her personnel file up to two (2) times per year, subject to certain limited exceptions. Copies of the file's contents may be requested; however, RPS may charge the employee for the actual costs of duplicating the information.

If an employee disagrees with information in the personnel file and RPS 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.

Wisconsin Family Leave Act

Under the Wisconsin Family Leave Act ("WFLA"), Wisconsin employees who have been employed for fifty-two (52) consecutive weeks and has worked at least 1,000 hours in the preceding 12-month period is eligible for leave for any of the following reasons:

- 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
- Two (2) weeks leave to care for the employee's own serious health condition or the serious health condition of a spouse, domestic partner, child or parent of the employee

A maximum of eight (8) total weeks of leave may be taken under the WFLA for any combination of reasons permitted in a given calendar year. Leave under the federal Family and Medical Leave Act ("FMLA") runs concurrently with leave under the WFLA to the extent both apply. However, an employee may be eligible for leave under the WFLA, 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 WFLA.

Employees taking leave under this policy must provide advance notice of the intended dates of leave, except in emergency circumstances. The Company 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. The Company 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. No employee will be retaliated against for taking leave available under this policy. The Company 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 RPS 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 RPS 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. The Company may require employees to provide written verification of their needed leave. 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, employees are prohibited from possessing or carrying firearms or dangerous weapons while on Company property, in a Company-owned vehicle or while performing any Company business, regardless of an employee's firearm licensee status.

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. Leave taken under this policy will be paid leave if the subpoena to testify is in a matter against RPS or involves the employee's employment at RPS. Employees must provide notice of the need for leave under this policy on the first business day after receiving the subpoena and RPS 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) hours of unpaid time off to vote in any election. a reasonable amount of their working time to vote in any election for which they are qualified to vote and who provide RPS with reasonable advance notice of this need. The Company reserves the right to designate what time the employee may take voting leave. The Company will not retaliate against any employee who exercises any rights consistent with this policy and applicable law.

An employee who has three (3) consecutive hours of non-working time outside of their regular shift while the polls are open is not eligible for leave under this policy. Wisconsin employees are reminded and encouraged to take advantage of the availability of early voting or vote-by-mail 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 RPS 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

A Wisconsin employee who has worked for RPS for more than fifty-two (52) consecutive weeks and at least 1,000 hours during that period, is eligible to take 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

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 Statute 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 who has reason to believe that a child "has been threatened with abuse or neglect and that abuse or neglect of the child will occur." The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

According to statute WI 48.981, 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
- Threatened harm
- Permitting, allowing, or encouraging a child to engage in prostitution
- Sexual exploitation through pornography
- Emotional damage defined as behaviors harmful to a child's psychological or intellectual functioning that is exhibited by severe anxiety, depression, withdrawal or outward aggressive behavior or a combination of those behaviors and that is caused by the child's parent, guardian, legal custodian, or other person exercising temporary or permanent control over the child and for which the child's parent, guardian or legal custodian has failed 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 is considered child abuse in Wisconsin
- 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, 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 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 the school, unless the Principal of the school 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 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. 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. The Principal is not to notify the parent of the removal. 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, but shall NOT give that information to the parent or legal guardian of the child. That information is confidential and shall only be released by the 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. (48.981(7)(a))
- Anyone who, in good faith, reports suspected abuse or neglect is immune from both criminal and civil liability. (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. (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. (48.981(6)).

APPENDIX 25:
ROCKETSHIP EDUCATION SCHOOL SAFETY PLAN

Rocketship Public Schools

School Safety Plan

Revised March 1, 2024

Statement of Purpose

Rocketship Education dba Rocketship Public Schools (“Rocketship” or “RPS”) is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, we have led a thorough review and revision of Rocketship emergency mitigation/prevention, health, preparedness, response, and recovery procedures relevant to natural and human-caused disasters.

This Health/Safety Plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community and clear communication with emergency management officials.

This handbook was written in compliance with this school’s charter and developed in cooperation with Federal and State guidelines.

This plan is to be reviewed annually.

This plan includes specific courses of action to be taken in case an emergency situation develops. Every employee of Rocketship Public Schools is expected to be familiar with this plan in order to carry out his/her responsibilities in an emergency.

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster. This plan was developed with this in mind.

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Mission

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

Safe School Vision

1. Rocketship will provide a safe, orderly, and secure environment conducive to learning.
2. Rocketship will create a school in which students will be safe from both physical and social-psychological harm.
3. Rocketship will develop a plan to work cooperatively and collaboratively with the national office and each school board to identify, establish and use strategies and programs to comply with local school safety laws.
4. Rocketship will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide safe and orderly schools and neighborhoods.
5. Rocketship will create a learning and working environment where parents can be confident that their students are safe and secure.
6. Rocketship will develop an academic program that will focus on high expectations of pupil performance and behavior in various aspects of the school experience.
7. Rocketship will identify clear procedures for emergencies.
8. Rocketship works to ensure its campuses remain safe for its staff and students.
9. Rocketship will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

What does Rocketship do to promote school safety?

Rocketship schools may use a combination of the following training, exercises, tools, and resources to promote school safety:

- **Health/Safety Plan (this document):** Rocketship schools are equipped with a copy of this Health/Safety Plan, which should be kept in the Safety Binder in the Front Office. This plan

is also accessible online. This plan is reviewed/updated every year by Rocketship Network staff. Principals, Assistant Principals, Office Managers, and Business Operations Managers (BOM) are expected to review this manual every summer.

- **Training:** School staff receive training annually on a variety of topics, including basic first aid, CPR, and emergency procedures.
- **Safety Drills:** Schools run regular safety drills (earthquake, tornado, fire, lock-down, etc.) in accordance with local regulations. Protocols for running safety drills are included in this Health/Safety Plan.
- **School Safety Teams:** Schools make assignments to a School Safety Team. School Safety teams aim to meet at least twice a year.
- **Safety Checklists:** School staff conduct regular walkthroughs to identify hazards and to confirm that the school facilities are in good condition.
- **School Evacuation Map + Assembly Sites:** Each school has a designated on- and off-site assembly site in case of an evacuation.
- **Safety Equipment:** In addition to AED machines, First Aid Kits and other emergency tools (e.g. a working flashlight, survival/earthquake materials), schools are equipped with fire extinguishers and alarms. The Rocketship Facilities team maintains extinguishers and alarms (and keeps building up to code).
- **Emergency Cards:** Emergency cards for students are collected at the beginning of the school year and kept in the Front Office. The Office Manager uses these cards to contact student parents/guardians in case of an emergency at the school.
- **Safety Clipboards:** Rocketship classrooms are equipped with safety clipboards with evacuation maps and information to be used in case of emergency.
- **Safety Binder:** The school Business Operations Managers are responsible for maintaining an up-to-date digital Safety Binder that contains the school's drill logs and other documentation related to school safety.
- **Safety Audit:** Schools are periodically audited by regional/national staff to ensure compliance with internal and external safety rules and regulations.
- **Crisis Response Plan:** Rocketship also has an established Crisis Response Plan for school leaders to access with plans to stabilize a school community and deal with public communications. *This plan is kept confidential to Rocketship school leaders and key members of the Rocketship network support team.*
- **Accident/Incident Binder:** In cases of major accidents or significant behavioral incidents on campus, school employees fill out an Accident/Incident binder to keep a record of what happened. These are kept in a distinct "Accident/Incident Report" binder.

Safe Facilities

In accordance with Board policy and regional statutes, both students and staff of the school campus have the right to be safe and secure in their schools. This includes having a safe physical environment.

School Buildings

- **Hazardous Materials:** Surveys and management plans will be maintained and updated for hazardous building materials (lead, asbestos, etc.) and hazardous materials used and stored in and around the School will be handled and disposed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided.
- **Indoor Air Quality:** All campuses use the highest rated MERV filters that the HVAC system can operate with, in most cases MERV13. A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained. This will include activities described in the Safety Checklists.
- **Maintenance/Inspection of School Buildings**: Inspections will be performed to ensure that daily operations do not compromise facility safety and health. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.
- **Visitors/Campus Access Policies**: Rocketship schools adhere to established visitor and volunteer policies, requiring that all visitors must sign in and be registered and checked in via VisitU with their current government issued ID. These policies are shared with schools via the company's online file storage site.
- **Safe Ingress/Egress**: Rocketship maintains a school map established by school staff at each school indicating safe entrance and exit areas for pupils, parents and school employees on its file storage site and in the parent handbook. These maps also highlight safe pathways for the flow of pedestrians and cars during school arrival and dismissal. Additionally, all schools maintain an evacuation map with ingress and egress routes in the event an evacuation is required, which are included in the appendix. The Principal and Business Operations Manager will develop procedures to ensure that all students, families and staff can enter and exit the school in a safe and orderly manner. These procedures will be detailed in the annual family handbook.

California Only: Plan Development Process

The Rocketship network team develops and revises this plan annually. As part of this process, the team solicits and incorporates input from a variety of stakeholders including school leadership,

teachers, other staff, families and the community. Additional consultation for the 2024 plan included:

- Reviewing guidance from SCCOE, CCCOE, SMCOE and the CDE
- Consultation with local law enforcement/first responders
    - Plan approved by SJPD on February 19, 2024
    - Plan approved by SJFD on February 26, 2024
- Community input and development at all CA schools through each school's School Site Council in Jan/Feb 2024
- Board approval at the March 6, 2024 Rocketship Board of Directors Meeting

Framework for Emergency Preparedness

There are four stages of Emergency Management:

1. Mitigation/Prevention
2. Preparedness
3. Response
4. Recovery

(1) Mitigation/Prevention

To prepare schools and staff for emergency management, Rocketship will emphasize mitigation/prevention of potential hazards or vulnerabilities at the school site.

Mitigation/prevention activities occur outside of an active emergency - they are actions that eliminate or reduce a potential threat beforehand.

Mitigation/prevention activities included in Rocketship's approach to emergency management include:

A. Hazard analysis
B. Identifying hazards
C. Recording hazards
D. Analyzing hazards
E. Mitigating/preventing hazards
F. Monitoring hazards
G. Safety Audit

(2) Preparedness

Preparedness activities help prepare school sites and school staff for an emergency response. Preparedness activities included in Rocketship's approach to emergency management include:

A. Providing emergency equipment and facilities.
B. Emergency planning, including maintaining this plan and its appendices.
C. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
D. Conducting periodic drills and exercises to test emergency plans and training.
E. Reviewing drill, exercises and actual emergencies after they have occurred.
F. Revising safety plans as necessary.

(3) Response

Rocketship will prepare school staff to respond to emergency situations effectively and efficiently. This document contains carefully-devised Emergency Response Plans (See Part: 2) for several common emergencies. The goal of these plans is to guide staff to resolve an emergency situation quickly, while minimizing casualties and property damage.

(4) Recovery

If a disaster occurs, Rocketship will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state.

The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process may include assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

Note on Emergencies Occurring During Summer or Other School Breaks:

If a school administrator or other emergency response team member is notified of an emergency during the summer (or when students are not in attendance for other reasons, depending on the school schedule), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

- Disseminate information to Emergency Response Team members and request a meeting of available members.
- Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
- Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
- Notify general faculty/staff by letter or telephone with appropriate information.

- Schedule a faculty meeting for an update the week before students return to school.
- Be alert for repercussions among students and staff.
- When school reconvenes, check the core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Principles for Emergency Response

The previous section discussed the four phases of emergency management (Mitigation/Prevention, Preparedness, Response, and Recovery). This section focuses on the second phase (Response) and provides a framework for responding to a school emergency.

1. **While the Principal and BOM are ultimately responsible for leading school-wide emergency responses, all/any staff members should feel prepared to take charge in an emergency response situation**.
    a. School personnel are usually first on the scene of an emergency situation in or near the school. School leaders may not be the first responder in an emergency situation – it could be a teacher, support staff member, or the school psychologist. Staff members present during an emergency situation will be expected to take charge and remain in charge of an emergency response situation until it is resolved or until he/she can transfer command to the Principal or to an emergency responder agency with legal authority to assume responsibility. It is important that Rocketship employees understand this expectation when committing to work at a Rocketship school.

2. **Staff members should seek help from other agencies, but may NOT transfer responsibility for student care outside Rocketship.**
    a. When responding to an emergency, school staff should seek and take direction from local officials and seek technical assistance from state, federal, and other agencies (e.g., industry) as appropriate. School officials will not transfer responsibility for managing students to another agency.

3. **Deciding what to do first in an emergency is a two-step process.**
    a. When an emergency situation occurs, school personnel must quickly determine which initial response action is appropriate for the situation. Evacuate or duck and cover? Lock the doors or go to a safe space? There are two quick steps to determining what to do when faced with an emergency: 1) identify the type of emergency; and 2) determine immediate action(s) that are required.

    Step #1: Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency is occurring. Is it a fire or an earthquake? Is it a fire in the neighborhood of the school or a fire in the classroom? Identifying the type of emergency will inform the appropriate response. Emergency procedures for a range of man-made and natural emergencies are provided in the "Emergency Response Plan" of this document. As this list cannot be exhaustive to all emergencies and situations, school staff are expected to exercise their judgment determining which type of emergency most applies to the current situation.

Step #2: Determine, Execute and Communicate Immediate Response Actions

Alerting others of an emergency situation on campus can save lives and minimize damage to the school site. School staff should understand the following:

4. **In a life-threatening emergency, follow the "Window of Life" approach of Protecting Yourself, then Protecting Others, then Protecting the Place and then Notifying Public Safety/911.**
    a. While it is important to quickly notify the authorities in an emergency, the priority of all staff should be to take personal protective action first as well as warning others in the immediate area and in the building. Once these immediate life-saving steps are taken, the 911 call for help should be placed. If for example, an intruder with a weapon enters the front office, the Office Manager should:
        i. Secure her/himself in a locked office
        ii. Make the lockdown call over the intercom / walkie talkies, if Principal or BOM has not already done so.
        iii. Call 911
        iv. After calling 911, the flow of information at a school site should go from the first responder to the Principal to the Rocketship regional office.

5. **In case of fire, activate the alarm**
    a. In the event of a fire, ***anyone*** discovering the fire should activate the building fire alarm system and the building should evacuate immediately. In the event that a lock down or shelter-in-place incident is simultaneously in progress, the evacuation would be limited to the area immediately in danger from the fire – such a situation would occur under direction of the Principal or BOM.

6. **All Rocketship employees are responsible for notifying school leaders of emergencies**
    a. In the event the Rocketship main office or school staff receives information of an emergency on or near a school campus, the information shall be provided immediately to the school Principal. Once the type of emergency has been identified and the initial Window of Life steps have been taken, school personnel can determine the appropriate ***emergency response action*** to take:

Emergency Response Actions- High Level Summary

Duck and Cover (and Hold) *Earthquake*	1. Take action immediately in case of an earthquake, even without announcement by the Principal. 2. If possible, the Principal or BOM should make an announcement over the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 3. If *inside*, teachers will instruct students to duck under their desks, cover their heads with arms and hands, and hold onto furniture until the shaking stops or otherwise notified. Students and staff should move away from windows. 4. If *outside*, teachers will instruct students to place their heads between their knees and cover their heads with their arms and hands. Students and staff should stay in the open, away from buildings, trees, and power lines.
Shelter-in-Place *Airborne Contaminants, Hazardous Materials*	1. The Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. If *inside,* teachers will close windows and doors, and keep students in the classroom until further instructions are given. 3. If *outside,* students will proceed inside and into their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. 4. The Utilities & Hazards Team will assist in turning off the HVAC systems, turning off local fans, making sure windows and doors are shut, etc.
Lockdown *Criminal Activity in Area, Intruder on campus, Shooting*	1. If possible, the Principal or BOM should make an announcement over the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. If *outside,* students will proceed to their classrooms if it is safe to do so. If it is not safe to do so as the threat is inside, teachers or staff will direct students to the secondary evacuation site. 3. If *inside,* teachers will instruct students to drop to the floor, lock the doors, and close shades or blinds if it appears safe to do so. 4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. 5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel will be allowed on campus.

Evacuate Building (Primary Evacuation Site) *Fire & other emergencies that require evacuation*	1. The School Leader will initiate the alarm. 2. If possible, the Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 3. Teachers will instruct students to evacuate the building, using designated routes indicated on their emergency evacuation map posted in each room, and assemble in their assigned *Assembly Area*. 4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location (e.g., Primary Evacuation Site). 5. Once assembled, teachers and students will stay in place until further instructions are given
Off-Site Evacuation (Secondary Evacuation Site)	1. The Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. The Principal will determine the safest method for evacuating the campus to a predetermined space within walking distance. The off-site assembly areas (Secondary Evacuation Site) are indicated on the Evacuation Map. 3. Teachers will grab the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location. 4. Once assembled off-site, teachers and students will stay in place until further instructions are given. 5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.
Go to Safe Site *Tornado*	1. A siren will sound, or the Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication. 2. Upon hearing the announcement or siren, teachers will grab their safety clipboard and walk-talkies, count their students, and lead them to the designated indoor safe site. 3. At the safe site, teachers will instruct students to face the wall and hold their hands behind their head. Teachers will take roll, if safe. 4. The Principal will announce to staff when it is safe to leave the safe site.
All Clear *Emergency is Over*	1. The Principal or BOM will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 2. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns

Use of School Facilities

The Board may grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board will take steps to cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

Safety Drills Required by State

We follow all state and local requirements for safety drills. These are the types and frequencies of drills that we anticipate will be required, but agencies may make adjustments to account for changing conditions (e.g., extended school closures).

California[1]

1. **Fire drills:** Monthly while school is in session, with one occurring within the first 15 days of school starting.
2. **Lock down drills**: twice yearly, once within the first 30 days of school starting.
3. **Earthquake drill:** once per quarter.

Tennessee[2]

1. **Fire drill:** Monthly while school is in session, with one additional fire drill during the first full month of the school year.
2. **Lockdown drill:** One armed intruder drill annually in coordination with local law enforcement.
3. **One CPR/AED** drill annually
4. **Three (3) additional safety drills** during the school year, which may include inclement weather, earthquake, intruder, or other emergency drills not requiring full evacuation.

Wisconsin[3]

1. **Fire drill**: Monthly when school is in session.
2. **Tornado drill:** twice annually.
3. **Lockdown drill:** twice annually.

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[1] http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB634
[2]https://www.tn.gov/content/dam/tn/stateboardofeducationschools/documents/procedures/Safety%20Drill%20Procedures_Accessible.pdf
[3] https://docs.legis.wisconsin.gov/statutes/statutes/118/075

Washington, D.C.[4]

1. **Fire drills:** at least two fire drills must be conducted during the first two weeks of the school year, and one a month thereafter.
2. **Lockdown drills:** twice per year.
3. **Emergency Evacuation drills:** twice per year.
4. **Severe Weather Safe Area**: at least one in March

Assisting/Evacuating Individuals with Disabilities

A designated school leader will coordinate and support evacuation of individuals with disabilities. Additional designated staff members will assist individuals with disabilities during an emergency and/or evacuation. A list of individuals who may need assistance during an emergency and/or evacuation will be maintained by the school safety team. Individualized emergency procedures have been incorporated into student's IEPs and 504 plans, discussed with the student's parent/guardian and reviewed with the student's teacher and aide.

Accounting for Students During/After and Emergency

1. The **Principal will direct teachers** to take attendance using their paper rosters and report back to School Leaders by email (during a lockdown) or in person (at an evacuation site). If email is unavailable, staff members will utilize SMS messaging and/or communicate via two way radio. Teachers should report three pieces of information:
    a. Number of students present in their classroom at that time (headcount – Police may want this information);
    b. Names of any students on the roster who aren't currently in the classroom;
    c. Names of any students who are not on the roster but are in the classroom
        i. *Note: Rosters for the entire school are printed and included in the safety clipboard in each room. If for some reason the teacher doesn't have a paper roster, one can be generated in Powerschool by pulling the Weekly Attendance Summary (Meeting) Report and navigating to the page for that cohort.*
2. A school leader will access the online attendance system and pull a Summary Report to generate daily attendance by grade. (If the school is unable to access the report, a school leader will contact a Rocketship national/regional staff member to pull this report remotely).
3. The Office Manager will give the other school leaders the student **sign-in/out sheets**. If the OM can't leave the Front Office, the OM can scan the sheet and email it around.

[4] https://esa.dc.gov/sites/default/files/dc/sites/esa/publication/attachments/school_emergency_response_plan-1-5-10.pdf

4. As teachers report in, **school leaders** (AP, BOM, Principal) should compile the information from teachers, PowerSchool, and the sign-out sheet to account for every student on the roster who isn't currently in their teacher's classroom. These students may be absent that day, they may have left school early, or they may be in another teacher's classroom.
5. If a student is still missing, the **Principal** should contact the child's family to confirm that the child was at school that day and did not leave early. If the child is still unaccounted for, the Principal should search for the child or notify the police.

Emergency Procedures

Fire

<u>Fire in the School Building</u>

When the fire is discovered:

1. Activate the nearest fire alarm.
2. Call 911.
3. Notify the Principal or other school leader ASAP
4. The Principal and BOM should make all teachers aware of the fire and facilitate evacuation of students. If the fire alarm is not working, the Principal and designees should alert teachers by other means (e.g. PA system, two way radio, go door to door, shout)
5. In case of a fire, the Principal is the designated responsible official. If the Principal is unable then the Business Operations Manager is the designee.
6. Fight the fire ONLY if:
    a. The fire extinguisher is in working condition
    b. The fire is small (the size of a wastebasket or smaller) and is not spreading to other areas
    c. Escaping the area is possible by backing up to the nearest exit

Upon hearing of a fire:

1. The Principal should make sure 911 has been called. Multiple 911 calls are OK.
    a. The Fire Department will need the following information: School name and phone number, building address including cross streets, location of the fire within the building, information on the layout of the building/how to quickly reach the fire.
2. The Principal and BOM should direct students and staff to evacuate the building. Teachers should know that the fire alarm means EVACUATE.
3. Teachers should evacuate their students:
    a. Grab the class roster and safety clipboard.
    b. Students should line up in a single file and count students quickly.
    c. Shut the door upon leaving
    d. Take students to the primary assembly site, following the route on the map.

    e. At the assembly site, take attendance and report any missing children to the Principal.
4. The Office Manager should grab the Emergency Cards, Sign in/Out Sheets, and First Aid Kit before evacuating. As the Assistant to the Physically-Challenged, the Office Manager needs to make sure that students and staff with medical conditions are safely evacuated. The Office Manager or another trained team member will also render first aid if necessary.
5. If safe, the Principal should direct the Business Operations Manager (head of the Hazards/Utilities Team) to disconnect utilities & equipment before evacuating. This will mitigate damage caused by a fire.
6. All other staff members or visitors in the building should also evacuate.
7. The Principal and Assistant Principals should sweep the hall for any individuals still in the building.
8. After evacuating (at the assembly site):
    a. The Principal should make sure that teachers take attendance. If students are missing, they should report to the Principal or Assistant Principals. The Principal will decide if a search/rescue mission is appropriate.
    b. The Principal should wait for the fire department and be prepared to assist them.
    c. Students and staff should wait together at the assembly site until they are dismissed.
9. If an emergency release is necessary:
    a. The Principal will work with the Office Manager (head of the Student Release/ Communications Team) to contact parents (e.g. using OneCall) with instructions for the emergency release.
    b. Important! The Principal or Office Manager are the only individuals authorized to sign out a child in the case of an emergency.
    c. The Traffic and Security Team (led by the Business Operations Manager) should help direct traffic during student release.
10. Wait until the fire department says it is OK to return to the building. If major damage occurred, the Principal should contact the Director of Schools to initiate a Crisis Response and bring in Facilities experts to make sure the building is safe for students.

<u>Fire In the Surrounding Area</u>

This procedure addresses the situation where a fire is discovered in an area near the school:

1. If a fire is discovered near a school, the Principal should **notify 911.** If someone learns of a fire near the school, he or she should notify the Principal immediately.
2. **The Principal/designee** will initiate the appropriate emergency response action based on the nature of the threat. The Principal should consult with the Fire Department about whether or not the school should be evacuated or sheltered in place and where its students and staff should go.
3. In the event of an evacuation, follow the protocol described above.

4. If an emergency release is necessary, follow the protocol described above. The Principal/designee should consult with the Fire Department to determine how the emergency release should occur.

Earthquake

What to Expect During an Earthquake

Rocketship staff members who've never experienced an earthquake or didn't grow up in an area where earthquake safety training was necessary may be especially anxious about what to expect when an earthquake hits. Knowing what to expect will help school staff make quick decisions about where to stand and which potential hazards (such as bookshelves or items mounted on walls) to avoid.

When an earthquake hits, the first indication of a damaging earthquake may be a gentle shaking, the swaying of hanging objects or the sound of objects wobbling on shelves. For a small earthquake, the gentle shaking, swaying, and wobbling for a few seconds may be the only impact. You may not have time to register that an earthquake is occurring and enact an emergency response.

In a violent earthquake, the signal to begin the emergency procedure is the sensation of severe quaking. You may be jarred by a violent jolt after the shaking, swaying, and wobbling. You may hear a low, loud, rumbling noise and then feel shaking, making it very difficult to move from one place to another. The following may occur:

- Freestanding bookshelves may topple
- Wall-mounted objects may loosen and fall
- Suspended ceiling components may fall, causing others to come down with them
- Door frames may be bent by moving walls and may jam doors shut
- Moving walls may bend window frames, causing glass to shatter, sending dangerous shards into the room
- The accompanying noise may cause considerable stress

Emergency response procedures for earthquakes included in this Plan include:

1. During/Immediately After an Earthquake
2. After an Earthquake: Evacuation
3. Special Circumstances: Earthquakes when Outside

<u>During/Immediately After an Earthquake: Drop and Cover</u>

1. Instruct students to **DROP** and **COVER**.

    a. Drop to the floor.
    b. Take cover under a structure that can protect you from falling objects. The safest places in a classroom are under a sturdy desk or table, in a doorway, or against an inside wall (a wall that separates inside spaces). Keep your back to the windows to shield against broken glass.
    c. Cover your head and neck with your arms.
2. Everyone else in the building should drop and cover as well.
3. Stay in this position until the shaking stops. Talk to students to keep them in the drop/cover position until the shaking stops.
4. If you have access to a walkie-talkie, make sure it is turned on.
5. After the shaking stops, check for injuries and render first aid.
6. Wait for further instruction from the Principal or designee (e.g. evacuation).

After an Earthquake: Evacuation

Evacuation after a major earthquake is necessary because of the threat of secondary disasters (fire, explosions, etc) caused by the earthquake.

Communications between and within the school may also be interrupted during an earthquake, so principals and teachers may need to use their own judgment deciding whether or not to evacuate a school or their classroom. These are the steps to follow after the initial response to an earthquake described above:

1. The Principal (or designee) is responsible for initiating the fire alarm to signal the evacuation of the building after an earthquake. If the fire alarm is not working, the Principal (or designee) will alternatively use the PA system, two way radio or go door to door. Always evacuate after an earthquake to check the school grounds before bringing students back inside.
2. If an evacuation is initiated, everyone in the building should evacuate and leave the door open as they leave.
3. Teachers should evacuate their students:
    a. Grab the class roster and safety clipboard.
    b. Students should line up in a single file and count students quickly.
    c. LEAVE THE DOOR OPEN upon leaving (this is the opposite of a fire drill)
    d. Take students to the primary assembly site, following the route on the map.
    e. At the assembly site, take attendance and report missing children to the Principal.
4. The Office Manager should grab the Emergency Cards, Sign-in/Out Sheets, and First Aid Kit before evacuating. As the Assistant to the Physically-Challenged, the Office Manager needs to make sure that students and staff with medical conditions are safely evacuated.
5. If safe, the Principal should direct the BOM to disconnect utilities & equipment before evacuating. This will mitigate damage caused by a fire, if one results.
6. After initiating the fire alarm, the Principal should:

    a. Sweep the hallways (with APs or the Business Operations Manager).
    b. Make sure 911 has been called (if not already called).
    c. Evacuate the building of students and staff.
7. As the Head of the First Aid Team, the Office Manager should be sure to grab a First Aid Kit, Emergency Cards, and Sign in/Out sheets.
8. After evacuating (at the assembly site):
    a. Teachers should take attendance and notify the Site Communications Team (Principal, APs, BOM) of missing students or staff.
    b. If students or staff are missing, the Principal should lead a search and rescue mission
9. If first aid is needed, the Office Manager and the First Aid Team should set up a First Aid Kit and render aid as needed.
10. The BOM should turn off the gas and electricity, if it is safe to do so. (This will minimize risk of fire or explosion after an earthquake).
11. Rocketship schools are equipped with earthquake/survival buckets with tools, food, and drinking water that can be used in case of an emergency.

Principals will observe the following:
Re-entry into Classrooms: The Principal/designee will determine if it is safe to re-enter the classroom in consultation with local safety officials. Students and staff should stay out of the building until the Principal has given the OK.
Release of Staff: Once the student body is as safe and secure as possible, teachers will remain with students until the Principal or designee releases staff to attend to personal situations, families and home.

Special Circumstance: Earthquake While Outside the Building

Follow these instructions if outside during an earthquake:
1. Stay outside.
2. Instruct students to move away from buildings, street lights, and utility wires – stay in the open.
3. Instruct students to drop and cover until the shaking stops.
4. Proceed to the evacuation site when safe.
5. Make sure your walkie-talkie is on and listen for further instruction.

Severe Weather /Tornado

This includes violent thunderstorms, tornadoes, & other disruptive weather phenomena.

1. The **Principal** is responsible for monitoring severe weather situations and initiating an emergency response. If other staff or community members learn of a severe weather situation, they should notify the Principal ASAP.
2. In the case of a Tornado or Severe Weather **Watch** (i.e. be on alert as conditions are favorable for a Tornado or severe weather), the Principal should use a battery-powered weather radio to monitor/listen for updates on the weather.
3. In case of a Tornado or Severe Weather **Warning** (i.e. tornado has been spotted/is coming/is imminent), a siren may sound, and the Principal should initiate a GO TO SAFE SITE response.
4. Upon hearing an announcement to GO TO A SAFE SITE, **Teachers** should take the following steps:
    a. Grab your safety clipboard and walkie-talkies
    b. Make sure your walkie-talkie is on.
    c. COUNT your students before you leave the room.
    d. Lead your students to the designated INDOOR SAFE SITE, following the path on your map.
    e. If severe weather is imminent, instruct students to face the interior wall and get down on their knees, holding their hands behind their head.
    f. As possible, take attendance at the safe site.
    g. If you need assistance or student(s) is (are) missing, notify the **Site Communications Team (Principal and APs).**
5. The **Office Manager** should grab the Emergency Cards, Sign-in/Sign-Out sheet, and First Aid Kit before heading to the Safe Site. As the assistant to the physically-challenged, the OM will be responsible for ensuring that students and staff with physical challenges are evacuated. (Consult the List of Staff/Students with Medical Conditions if there are any questions).
6. The Principal and BOM should continue listening to the weather radio and determine when it is safe to return to the classrooms.
7. Staff and students should wait for the “All Clear” signal from the Principal to return.

Note: ***If you are unable to get to the school’s designated safe site, consider the following safety tips:***

- Stay away from outside walls & windows and go to 1) small interior rooms on the lowest floor and without windows, 2) hallways on the lowest floor away from doors and windows, 3) Rooms constructed with reinforced concrete, brick or no windows.
- Use arms & protect head & neck
- Remain sheltered until the tornado threat is announced to be over

Flood

In case of a flood, the Principal will generally have sufficient warning to make arrangements to close the campus.

If a flood threatens the school without sufficient warning (e.g. flash flooding), the following procedure applies:

1. The **Principal** is responsible for monitoring severe weather situations and initiating an emergency response. If a staff or community member learns of an impending flood, he or she should notify the Principal ASAP. In case of a flood watch/warning, a siren may also sound. The Principal shall have a battery-powered weather radio handy and should keep it on when severe weather, such as a flood, is impending.
2. The Principal will consult with the local emergency management agency and determine whether a SHELTER-IN-PLACE (with emergency release, if there is enough time), EVACUATE, or OFF-SITE EVACUATION procedure is appropriate.
3. In case of an evacuation, the Principal should direct staff and students to evacuate the affected buildings per the regular procedure (grab clipboard + roster, count students, lead them out in single file by the established evacuation route). If conditions change, the Principal may turn an Evacuation into an Off-Site Evacuation.
4. The **Office Manager** should contact families with information on emergency release plans/to reassure them that students have been evacuated (OneCall or other).
5. The Principal should continue monitoring the situation using the weather radio and remain in contact with emergency response officials to inform next steps.
6. In case of a sustained emergency situation, Rocketship schools have earthquake/survival buckets with tools, drinking water, and food that can be used in case of emergency.

Flood Special Circumstance– Flood off site
If a flood occurs when students/teachers are unable to evacuate with the rest of the school, the following guidelines should be observed:

- Climb to high ground and stay there
- Avoid walking or driving through flood water
- If car/bus/van stalls, abandon it immediately and climb to a higher ground

Criminal Activity Nearby (Police Chase, Search in Neighborhood)

When someone learns of a threat near the school campus (ex. violence or criminal activity in the neighborhood), he/she should initiate a <u>Lockdown Procedure</u> as follows:

1. Call 911 (multiple phone calls to report the same disturbance are OK) and announce that the school needs to go into **Lockdown** over the intercom or through other means (i.e. walkie talkies). *“We have an emergency situation and teachers need to implement a*

lockdown. Teachers, bring students into classrooms and lock and/or barricade your doors. Do not open your door unless a school leader asks you to. We will be sending an email asking teachers to confirm that they are OK and all students are accounted for – please respond to this ASAP."

2. Notify the Principal or another school leader ASAP.
3. For updates on the situation, the Principal or another school leader should call the local police department.
4. The Office Manager should be prepared to share the sign-in/out sheet with School Leaders.
5. The Principal (or an AP, if the Principal is absent) should take steps to make sure all students in the building are accounted for by having teachers take attendance and report the # of students in their room, the names of students on their rosters who aren't physically in their rooms, and the names of students who aren't on their rosters but are physically in their rooms. (**See also: Accounting for Students During/After an Emergency).**
6. Communicate with parents using our automated calling system or other means. Parents should stay away from the school if there is an active situation at the school – they could get in the way of law enforcement responding to the crisis. Consider the following message:

"There is a situation in the vicinity of Rocketship XY and the school is in lockdown. Everyone is safe, and the police have been contacted. For your safety and the safety of our staff and students, please do not call the school and do not come to the school. We will notify you with an update as soon as possible."

7. Notify the **Director of Schools** (when safe to do so) to initiate a crisis response (See also: Crisis Response Plan).
8. Wait until you hear from law enforcement to end the lockdown. When the lockdown ends, contact families and let them know what your plan is for emergency dismissal and if you will use additional safety measures during dismissal (e.g. checking walker rider cards at two locations and/or asking for photo IDs).

Upon hearing the Lockdown order, teachers should:

1. Bring all students inside (even if they don't belong in your class)
2. Lock the door if you can. If not, barricade with furniture.
3. Turn off the lights.
4. Close the curtains/blinds.
5. If there is shooting, have students hide behind internal barricades away from windows and wait silently.
6. Turn on your walkie and check your email. Wait for instructions from school leaders.
7. Do not allow students to exit the classroom. No bathroom breaks!

8. When asked by your school leaders, use the paper roster in your classroom to take attendance and then send an email to your school leaders (Principal, APs, BOM, and OM) with three pieces of information:
    a. # of students currently in your classroom;
    b. Names of students on your roster who aren't currently in your classroom;
    c. Names of student who isn't on your roster but is in your classroom at that time (See also: ACCOUNTING FOR STUDENT DURING/AFTER AN EMERGENCY)
9. There is no way to predict how long a lockdown will last. Keep kids quiet and comfortable. Consider handing out hard candies to help kids cope with the stress. If a lockdown lasts for an hour or more, consider handing out small bottles of water (no bathroom breaks!) and/or granola bars.
10. Kids will have questions – be prepared. All Rocketeers should understand what it means to go into "lockdown" and that we go into lockdown to stay safe when there's a threat (burglar, wild animal, or violence) near our school.
11. **Remember to....Turn on your Walkie-Talkie, Keep it Quiet:** Teachers and YMCA/City Year/Field Crew & After School staff must have a charged & functioning Walkie Talkie in their classroom or on their body, if outside. Walkie Talkies are charged/stored in the Staff Room at night.

Reporting Dangerous, Unlawful or Violent Activities

Rocketship takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of Rocketship's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously, if necessary,— to the school Principal. A report can be sent by a legible written note, by email, or by telephone to the cchool Principal, whose contact information can be found on the Rocketship website - www.rocketshipschools.org. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately. Rocketship shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event.

Intruder With a Weapon

If an intruder enters the school campus with a deadly weapon, everyone do the following:

1. Do not confront the intruder. Follow the Window of Life principle and take personal protective action first: get to a safe location with the **door locked and/or barricaded**.
2. Warn those immediately around you and if possible, notify the principal or another school leader ASAP. All staff can and should **make the Lockdown call** over the intercom or walkie talkies rather than waiting for the principal or school leader.
3. **Call 911.** Give as many details as you can about the intruder's identity, location, and the kind of weapons he/she has. Please also use as many descriptive details about the intruder as you can, including: gender, age, ethnicity, height/weight, clothing and other remarkable characteristics such as piercings, jewelry and tattoos.
4. Follow the **Lockdown Procedure** described above.

Note on Students With Weapons:

When a student is discovered on campus with a deadly weapon:

A. The Principal (or other school leader) shall be notified ASAP
B. If the student poses an active threat to the school (e.g. student will not give up the weapon), the Principal or designee shall implement a school-wide emergency response, initiating a Lockdown and calling 911.
C. If no imminent threat is posed (e.g. a knife was discovered in a student's backpack and immediately confiscated), the Principal shall take the student to the school's front office and deal with the situation using standard Rocketship disciplinary procedures.

Hostage Situation

If a hostage situation arises at a school, do the following:

1. Notify the **Principal** or another school leader ASAP.
2. Stay calm and keep students as calm as possible.
3. Do NOT be a hero; Follow the captor's instructions.
4. Cooperate and be friendly. Don't argue with or antagonize the captor.
5. Inform captors of medical or other needs.
6. Be prepared to wait – elapsed time is a good sign.
7. Don't try to escape and don't try to resolve the situation by force.
8. Be observant and remember everything that is seen or heard, including details about the captor's appearance (gender, ethnicity, height/weight, clothing, tattoos, etc.).
9. If a rescue takes place, lie on the floor and await instructions from rescuers.

Upon hearing of a hostage situation at the school site, the Principal or BOM should:

1. Call 911 ASAP.
2. Move other students and teachers away from the hostage situation, if safe.
3. Avoid making announcements over the loudspeaker if this could antagonize the captor.
4. Keep everyone as calm as possible.

Shooting (Drive-by, Neighborhood)

If shooting occurs at or near a school site, the immediate concern is the safety of students and staff.

If you suspect that shots may have been fired from a passing vehicle:

1. Direct staff and students to lie flat on the ground and keep as low as possible.
2. If safe, staff in the vicinity should look at the vehicle, try to identify:
    a. License plate number
    b. Type of vehicle
    c. Occupants
    d. Weapons

Immediately after the vehicle is gone:

1. Alert the Principal
2. Call 911.
3. **Principal/Designee** will order a **Lockdown** for staff and students (See **Lockdown Procedure** above). This order will stay in place until law enforcement arrives and gives the all clear.
4. Do not move those seriously injured unless imminent danger exists. If the injured are ambulatory, move them to a safe shelter.
5. Immediately notify the Principal of any injuries and report the extent of the injuries.
6. Stay with the injured until emergency services arrive.
7. The Principal/Designee should contact his/her supervisory Director of Schools to initiate a crisis response (See also: Crisis Response Plan).
8. If the media arrives, they should be directed to the Principal/Designee.

REMEMBER- Students will model their emotional reaction after yours. STAY CALM.

Air Pollution / Smog

It is recommended that protective measures be taken by sensitive persons in case of air pollution/smog. These are persons with chronic lung disease or asthma, the elderly, the chronically ill and exercising children and adults.

Protective Actions

- Avoid strenuous outdoor physical activity during an episode.
- Avoid exertion or excitement, which will increase breathing rate.
- Plan indoor activities for students.
- Outdoor activities should be restricted beginning when the AQI is red or higher or local authorities require it.

- Remain indoors until the episode ends. Keep doors and windows closed, as indoor concentrations of ozone are about one-half that of outdoor levels.
- Use the air conditioner to recirculate indoor air and keep cool. High temperatures may add stress to the pollutant effects.
- Avoid aerosols, dust, fumes, and other irritants. Reduce activities such as cooking or cleaning, which produce irritants to the nose, eyes, and lungs.
- Avoid traffic-congested areas where pollutants are being generated, if you must go outside.
- During air pollution seasons, use the cooler morning hours for outdoor activities.
- Expect severity of symptoms to increase as ozone levels increase (coughing, wheezing, shortness of breath, headaches, chest discomfort and pain, etc.).

Important! If notified, via the health department and by monitoring airnow.gov, that it is unhealthy for students to be outside, the school leadership team will be notified, via the Operations team. In this case, recess and other outdoor activities should be canceled and schools should follow the "rainy day" schedule for outdoor activities. The Operations team will use the following table from airnow.gov to determine the appropriate action.

AQI Basics for Ozone and Particle Pollution

Daily AQI Color	Levels of Concern	Values of Index	Description of Air Quality
Green	Good	0 to 50	Air quality is satisfactory, and air pollution poses little or no risk.
Yellow	Moderate	51 to 100	Air quality is acceptable. However, there may be a risk for some people, particularly those who are unusually sensitive to air pollution.
Orange	Unhealthy for Sensitive Groups	101 to 150	Members of sensitive groups may experience health effects. The general public is less likely to be affected.
Red	Unhealthy	151 to 200	Some members of the general public may experience health effects; members of sensitive groups may experience more serious health effects.
Purple	Very Unhealthy	201 to 300	Health alert: The risk of health effects is increased for everyone.
Maroon	Hazardous	301 and higher	Health warning of emergency conditions: everyone is more likely to be affected.

Orange:

- Monitor students in sensitive groups (Asthma etc). Offer indoor activities as needed

Red or Higher:

- All school activities will take place indoors (recess, PE, etc)

Declared Emergency:

- IF AT HOME, REMAIN HOME. Sites will be closed until the Principal is notified that the emergency is over. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the Principal/designee
- Schools may close at the direction of local authorities

Power Loss

If the power goes off (either as an isolated event or as part of another emergency), it may quickly return. In the event of extended power loss to a facility, these precautionary measures should be taken to keep the community and facilities safe:

- Teachers and staff will open window blinds to let in natural lighting
- Backup lighting may be utilized in spaces without natural lighting such a restrooms
- Any activities in spaces without adequate lighting will be postponed
- If power loss hampers safe food service or the ability to maintain adequate building temperature, the Principal, in consultation with Operations and Regional Leadership, may initiate an early dismissal
- Unnecessary electrical equipment and appliances should be turned off. Power restoration could result in a surge causing damage to electronics and affecting sensitive equipment.
- *If the facility is located in an environment with freezing temperatures:*
    - Turn off and drain the following: the fire sprinkler system, standpipes, potable water lines, and toilets in the event of a long term power loss.
    - Equipment that contains fluids that could freeze without heat should be moved to heated areas or drained of liquids.

Upon Restoration of Heat & Power:

- Electronic equipment should be brought up to room temperature before energizing to prevent condensate from forming in the circuitry.
- *In freezing environments:* Fire and potable (drinking) water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

Public Safety Power Shutoff

- Rocketship Network staff receive public safety power shutoff alerts from local power authorities
- Network staff communicate and plan with Principals and BOMs to respond to the potential impact of these shutoffs and communicate with our communities

Shelter-in-Place

A Shelter-In-Place order means that a situation has occurred that requires students and staff to remain inside with limited exposure to outside air (turn off the air conditioning). An example of a Shelter-in-Place emergency would be a fire in a nearby factory that is releasing toxic fumes into the air.

1. The Principal or BOM will make an announcement to signal a shelter-in-place, such as “we have received information about a fire at a manufacturing plant nearby that is releasing toxic fumes. Students and staff should get inside. Teachers, close the windows to your classrooms. We will be turning off the air conditioning. Please stay inside and continue teaching with the windows shut. I will be sending out an email that you should all respond to once you have taken attendance.”

2. The Principal or BOM will contact local authorities for information.
3. The Business Operations Manager should turn off the HVAC system.
4. When the announcement has been given, teachers should lead all students indoors and into their classrooms and shut the doors and windows. It is a good idea to stuff a towel or sweatshirt under the door, if available. Once inside, teachers should take roll.
5. The Principal or BOM will send out an email to teachers asking teachers to confirm that they are OK and that all students are accounted for.
6. If safe to do so, the BOM should walk through the campus to make sure that all windows are shut and doors are closed.
7. Teachers should respond to the email confirming they are OK or alerting the Principal that students are missing. If students are missing, the Principal will decide if a search and rescue mission is safe.
8. If necessary, BOM should shut off the gas and power systems for the building.
9. The Principal or BOM should contact the authorities (local Fire department) to find out when it is safe to release students/end the Shelter-in-Place drill.

Car/ Bus Accident

In case of a car or bus accident on/near the school premises, the Bus Driver or First Responder to the Scene should take charge of emergency response actions.

1. Remain calm and call 911 immediately. Report any and all details, including if another vehicle was involved, the make/license plate number, and details about the driver.
2. Contact the school Principal. The Principal or designee should call the Director of Schools immediately and also contact the bus owner/contractor.
3. The driver or First Responder should care for the immediate needs of his passengers to the extent possible and also to the non-passengers involved in the accident, if possible.
4. The driver and First Responder(s) should wait for the emergency responder personnel (fire, ambulance, etc.) to arrive. Even if an ambulance is not needed, the First Responder should also and driver should wait on the premises while the driver(s) and principal report the accident
5. Afterward, preserve the accident to the extent possible – don't move things except in the service of helping victims.
6. The driver may not authorize any passenger to leave or be taken from the accident scene. If there are children on the bus, a staff member must supervise dismissal.

Threat to School

If a school is threatened over the phone (e.g. bomb threat, terrorism), the receiver of the call needs to keep cool and try to remember as much information as possible from the caller.

Person Receiving the Threat

The person who receives the threat has the best information for police to follow-up on.

- Try to keep the caller on the line – don't hang up!
- Get as much information as possible from the caller and write down what you're hearing:
    - Is the caller a male or a female? Adult or child?
    - What did the caller's voice sound like? High? Soft? Whispery? Deep? Raspy? Intoxicated?
    - Did the caller have an accent?
    - Did you hear anything in the background? Cars/street noise? Dog barking? Music? Voices?
    - What specifics did the caller give about the threat (e.g. a bomb will explode in the servery tomorrow at noon)?
- After the caller hangs up, report immediately to the Principal or nearest school leader.
- Call 911 and report these details.

Upon hearing of a threat to the school, the Principal:

- Make sure 911 is called immediately, and that the person receiving the threat has either called or is available to provide first-hand information to the 911 receiver.
- Assumes command of the emergency until replaced by the fire department/Sheriff's Department**.**

Specific Situation: Bomb Threat

- BOM or designee leads an evacuation of the building. "Your attention please. Your attention please. Evacuate the building – Evacuate the building."
- The principal and BOM should conduct a sweep of the school grounds after the evacuation to make sure everyone is out.
- Teachers should: visually scan their room – is there anything out of place? Any students missing?
- Count students quickly before leaving and grab the safety clipboard.
- Leave doors unlocked and turn off lights when leaving.

Specific Situation: Shooting Threat

- The BOM shall implement a hard lockdown order until police arrive.
- School Leaders should check all restrooms and the perimeter of the building and lock the gate to keep the area secure.
- Contact the Director of Schools and Regional Director of Operations to initiate a crisis response plan.
- If school buildings are deemed unsafe, School Leaders should arrange for transportation to another site.

- With the Office Manager, the Principal and BOM will contact parents so that they know where to go for an emergency pickup and so that they are not rushing to a dangerous site (i.e. by using OneCall)

Explosion

This section addresses four possible scenarios involving an **Explosion/Risk of Explosion.** (Note: this plan addresses the emergency response to a terrorist attack resulting in an explosion).

Scenario 1: Explosion on School Property

1. In the event of an explosion, everyone should initiate DUCK AND COVER. Teachers should instruct students to DUCK and COVER.
2. The Principal or BOM will call "911."
3. The Principal/BOM will consider the possibility of another imminent explosion and initiate emergency response actions based on their assessment of the situation. These emergency response actions could include SHELTER-IN-PLACE (low threat of another explosion), EVACUATE BUILDING or OFF-SITE EVACUATION.
    a. In the event of an evacuation, the Principal will direct the Office Manager or designees to make an announcement of the evacuation and give instructions to teachers and other staff, including which assembly site to use.
    b. The Office Manager will take the Emergency Cards, Sign in/Sign Out Sheets, and the First Aid Kit with him/her to the assembly point. The Office Manager must make sure all Physically-Challenged Students and staff are assisted out of the buildings.
    c. In the event of an evacuation, Teachers should follow standard evacuation procedures. They should grab their safety clipboard and attendance roster, count their students before leaving, shut the door, and lead their students in an orderly fashion on the established route to the assembly site.
4. At the assembly site, teachers will take attendance to account for students. Teachers will notify the Site Communications Team (Principal, APs, or BOM) of missing students.
5. If students or staff are injured, the Office Manager will direct the First Aid Team to set up a station and tend to the injured.
6. The BOM will notify the appropriate utility company of damages to water lines, sewers, power lines and other utilities.
7. The Principal/BOM will notify the Director of Schools to initiate a Crisis Response Plan (See also: Crisis Response Plan).
8. Members of the Traffic and Security Team, under direction of the BOM, will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
9. The Student Release/Communications Team will notify parents of emergency release plans and procedures (e.g. using OneCall).

10. An area affected by an explosion will not be reopened until an appropriate agency provides clearance and the **Principal/designee** gives authorization to do so and a qualified fire suppression and hazmat team has inspected the building.

Scenario 2: Risk of Explosion on School Property

1. The Principal and BOM will initiate the appropriate emergency response based on available information. This may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. In the event of an evacuation, the BOM will make an announcement of the evacuation and give instructions to teachers and other staff, including which assembly site to use.
3. The Office Manager will take the Emergency Cards, Sign-in/Out sheets, and First Aid Kit with him/her to the assembly point.
4. In the event of an evacuation, Teachers should follow standard evacuation procedures. They should grab their safety clipboard and attendance roster, count their students (if safe to do so) before leaving, and proceed to the assembly site.
5. At the assembly site, teachers will take attendance to account for students. Teachers will notify the Site Communications Team (Principal, APs, or BOM) of missing students.
6. The Principal or other school leader will call "911."
7. The BOM will notify the appropriate utility company of damages to water lines, sewers, power lines and other utilities.
8. The Principal/designee will notify the Head of the Region and initiate a crisis response (see also: Crisis Response Plan).
9. All affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee issues authorization to do so.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The Principal or BOM will initiate a SHELTER-IN-PLACE emergency response.
2. The Principal or BOM will notify "911."
3. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the Principal/designee issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The **Principal or BOM** will initiate the SHELTER-IN-PLACE emergency response. The Office Manager or designee will communicate this order to teachers, and teachers will make sure students follow this order
    a. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
    b. The **Principal/designee** will notify "911."
2. After the initial blast, the **Site Communications Team** (Principal, APs, BOM) should lead an effort to remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.

3. Under direction of the BOM, the Utilities and Hazards Team will turn off the school's main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
4. The Principal or designee will monitor radio or television announcements and initiate further actions as appropriate.
5. At the Principal/designee's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
6. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance.

Radiation Threat

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

- If you are OUTSIDE, cover your nose and mouth and quickly go inside a building that has not been damaged.
- If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems. (Shelter-in-Place)
- Steps for self-decontamination:
- REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
- WASH SKIN as thoroughly as possible with lukewarm wate

Chemical Spills & Hazardous Substances

When a large chemical spill has occurred:

1. Immediately notify the BOM and Principal
2. Contain the spill with available equipment (See "Location of Safety Equipment" list in the safety clipboard)
3. Secure the area & alert other site personnel
4. Do not attempt to clean the spill unless trained to do so
5. Attend to injured personnel & call the medical emergency number if required
6. Call a local spill cleanup company or the Fire Department to perform a large chemical spill cleanup (See the Emergency Contact list in your safety clipboard)
7. Evacuate building as necessary

When a small chemical spill has occurred:

1. Notify the designated official (Principal)

2. If toxic fumes are present, secure the area to prevent other personnel/students from entering
3. Small spills must be handled in a safe manner, while wearing the proper PPE
4. Review general spill cleanup procedures
5. The name/number to call for chemical spill cleanup is included in the Emergency Contact List in your safety clipboards.

Hazardous Substances:
Hazardous Substances include, but are not limited to, the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Brake Fluid
Airborne Gases/Fumes	

If you encounter a spill, hazardous substance or gas/fumes, always call for assistance (See the Emergency Contacts on your Safety Clipboard) and:

1. Extinguish all ignition sources
2. Shut off main emergency switch to fuel pump, if appropriate
3. Move appropriate fire extinguishing equipment to area
4. If possible, contain the spill to prevent further contamination
5. Move people/personnel away or evacuate from contamination area

Biological / Chemical Incident

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.
The following indicators may suggest the release of a biological or chemical substance: (1) Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

Scenario 1: Substance Released Inside a Room or Building

1. The Principal/designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.

2. The Principal/designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Principal/designee will notify the Regional Team of the situation.
4. The Principal/designee will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the Principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the Santa Clara County HazMat or appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The Principal/designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Principal/designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The Traffic and Security Team (under direction of the Business Operations Manager) will establish a safe perimeter around the affected area and keep personnel from entering the area.
3. The Principal/designee will call “911” and the local emergency management agency (see Emergency Contacts List in your safety clipboard) and will provide the exact location and nature of the emergency.
4. The Principal/designee will notify the Director of Schools of the situation to initiate a crisis response.
5. The Utilities/Hazards Team (under direction of the Business Operations Manager) will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected

individuals (isolation does not apply to widespread airborne releases). A member of the First Aid Team (led by the OM) should assess the need for medical attention.

7. The Site Communications Team (Principal, APs, BOM) should compile a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Site Communications Team will provide this list to emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the Principal/designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the Principal/designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Utilities/Hazards Team (under direction of the BOM) will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the Principal/designee, using walkie-talkies or other means without leaving the building.
4. The Principal/designee will call "911", and the local emergency management warning agency.
5. The Principal/designee will notify the Director of Schools of the situation.
6. The Principal/designee will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the Principal/designee.

Emergency Student Release

School Leaders will communicate with families via the one call/message system. Communication will happen when it has been deemed safe to do so by the school Principal. In the event that the nature of the emergency necessitates an early release of students, families will be notified by one call/message system of the instructions, locations and time for early release. Rocketship staff will follow regular dismissal procedures by only releasing students to families with a dismissal card or who have provided an ID that matches the emergency contact list. If students have been moved to a secondary evacuation site, a release station will be set up to check dismissal cards or IDs and release students to authorized individuals.

Emergency Drill Protocols

Fire Drill

1. The **Principal or designee** should sound the fire alarm or otherwise announce the beginning of the fire drill.
2. Teachers should grab their safety clipboards, quickly count students, and lead students outside to the assembly site. Teachers should SHUT THE DOOR when leaving.
3. School Leaders should sweep the hallways and ensure proper flow of foot traffic.
4. At the assembly site, teachers should take attendance.
5. The **Principal or designee** should time the drill. Evacuation of the building should be complete within 5 minutes of the alarm sounding.
6. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone shut their door? Did they take their safety clipboards with them?
7. Remember to record the drill in the Rocketship Drill Log.

Lockdown Drill

1. Students, staff, and families should be prepared for the lockdown drill prior to the announcement. Teachers could discuss the lockdown drill with students as “learning what to do in case a burglar comes into the school.”
2. The **Principal or designee (e.g. OM)** will make an announcement over the loudspeaker indicating that the lockdown drill has begun: “Staff and Students: This is the beginning of our lockdown drill. Teachers, please barricade your doors and count your students.”
3. **Teachers** should follow the lockdown procedure: Bring all students into the classroom, lock the classroom door (as possible), barricade the door, turn off the lights, build interior barricades, and keep students calm and quiet in the safety triangle, a safety triangle is a location in the room where you can not be seen through the window in the door (sheltering behind interior barricades until the drill is over). Teachers should also take roll, using the roster from their safety clapboard.
4. The **Principal** and other administrators (e.g. AP, Deans) should come door to door to check on classrooms and ensure all teachers have followed the proper procedure.
5. After the drill has been completed, the **Principal or designee** should give the “All Clear” notice over the loudspeaker.
6. The Principal and staff should debrief after the drill has been conducted. Teachers and students may also want to discuss the drill after it is done.

Shelter-in-Place Drill

To run a shelter in place drill, staff should do the following:

1. The **Principal** should make an announcement for a Shelter-in-Place drill and clarify what staff and students are expected to do: “We are beginning our Shelter-in-Place drill. Teachers, shut and lock your classroom door and have your class gather in a part of the classroom away from the windows and doors. Lower the blinds in your classroom to cover the windows, if possible.”
2. **Teachers** should lock the door (if they can) and direct students to remain indoors in the safest part of the classroom (away from windows and doors). Windows should be shut and covered.
3. The **Business Operations Manager** should confirm that he/she understands how to turn off the gas, power, and HVAC systems.
4. The Principal should time 5 minutes total from the start of the drill to the end of the drill and should then announce that the “Shelter-in-Place” drill is over.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember what to do? Was it scary?
6. Remember to record the drill in the Rocketship Drill Log.

Earthquake Drills

1. The **Principal or designee** (e.g. Office Manager) will make an announcement over the loudspeaker to indicate the start of the drill.
2. Teachers should instruct their students to **DUCK, COVER, and HOLD**.
3. Students and staff members should duck or drop to the floor, take cover under a sturdy desk or table (keeping their backs to the windows), cover their heads with their hands, and hold onto the furniture for stability.
4. The Principal should wait for four minutes and then announce: “The Earthquake is over.”
5. If desired, classes can also practice evacuating after an earthquake. The Principal (or designee) should announce: “We are now evacuating to our primary assembly site.”
6. Staff and students can get out of the ducking position and prepare to evacuate:
7. Teachers should grab their safety clipboards, make sure their walkie-talkies are on, and count their students before leaving the room.
8. When leaving the room, the door should be left OPEN.
9. Students and staff should proceed to the assembly site using their predetermined evacuation route. At the assembly site, teachers should take attendance.
10. The Principal (or designee) should conduct a walkthrough of the building to make sure that all students and staff have evacuated and that doors have been left open.
11. At the assembly site, the Principal (or designee) should make sure that teachers have taken attendance.

12. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone leave their door open? Did they take their safety clipboards with them?
13. Remember to record the drill in the Rocketship Drill Log.

Severe Weather/Tornado Drill

1. The **Principal** or designee should announce the beginning of the drill over the intercom.
2. **Teachers** should quickly count their students, grab the safety clipboard, and lead students in an orderly fashion to the designated indoor safe site. Students should then be directed to assume a ducking position, facing the interior wall, and cover their heads with their hands. The teacher should take attendance if the count of students doesn't match the number in their students.
3. The **Principal or designee** should conduct a hall sweep to make sure all students and staff have followed directions to evacuate.
4. Once all students are assembled, the **Principal** or designee should wait for three minutes and then announce that the drill is over.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did they take their safety clipboards with them?
6. Remember to record the drill in the Rocketship Drill Log.

Administering Medications to Students

Parents/guardians need to notify the school (Office Manager and Principal) when their child is diagnosed with a chronic or acute medical condition. Parents and guardians should understand what school staff can and cannot do to help manage their child's condition. Please ask your school for the Rocketship Student/Staff Medication Policy.

With the Principal and Business Operations Manager, the Office Manager will manage the process for identifying students with medical conditions, documenting this condition and any medications that need to be administered, and administering the medication. More information can be found in the Administering Medications to Students Policy, located in the appendix.

Medical Emergency Reporting Procedures

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial **911**.

1. Medical emergencies involving students or employees must be reported to the School Principal or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information:
    a. School name and phone number
    b. Building address including nearest cross street(s)
    c. Exact location within the building
    d. Your name and phone number
    e. Nature of the emergency
3. Do not hang up until advised to do so by dispatcher
4. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
5. Ask someone to dispatch a first aid/CPR trained employee to the victim.
6. Stay calm. Keep the victim warm with a coat or blanket. Do not leave a person unattended.
7. Do not move the victim unless there is danger of further injury.
8. Do not give the victim anything to eat or drink.
9. Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday. **Whenever 911 is called, you must submit and file an approved incident report (i.e. with Principal signature) within 24 hrs. of the incident**.

First Aid, CPR, and Health Screening

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.

First Aid Kits
Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

CPR

All Principals are to be certified in adult and pediatric CPR and First Aid and recertified prior to expiration of certificates. School leaders (including Business Operations Managers and Office Managers) should be certified in CPR. These records will be kept at the school site.

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. School sites may also offer training to all support staff and volunteers.

Rocketship expects parents/guardians to provide emergency contact information to the school and keep such information current in case of an incident at the school.

Schools shall be stocked with multiple First Aid Kits containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

As possible/safe, students will be referred to the **Office Manager** or in some regions, the **Nurse**, for minor accidents and incidents.

Minor Accidents

For minor accidents, use the First Aid Kit located in the Front Office or the classroom.

Major Incidents

- Office Managers are trained in First Aid and can provide assistance until emergency personnel arrive
- School leaders are trained in CPR

If personnel trained in First Aid are not available, at a minimum, attempt to provide the following assistance:

- Stop wounds from bleeding with firm pressure on the wound (avoid contact with blood or other bodily fluids)
- In case of choking, clear the air passages using the Heimlich Maneuver

In case of rendering assistance to personnel exposed to hazardous materials, wear the appropriate personal protective equipment. Attempt First Aid ONLY if trained & qualified

Poisoning

If a student ingested a poisonous substance:

1. Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures based on their instructions.

2. Call 911.
3. Notify the Principal.
4. Call the child's parents.

Illness

1. If a child complains of illness, question him/her to determine severity.
2. For minor illness, the teacher should have the child rest head on desk for 10 to 15 minutes. If he/she still complains, send him/her with a note to the Office Manager (or call the office for escort).
3. If a student is too ill to walk to the office, call the Office Manager for immediate help and explain the severity of the situation. If the child feels sick after fifteen minutes, the child may be sent home.

Convulsions

If a child has convulsions:

1. Keep calm. Attempt to ease him/her to the floor so he/she will not fall and injure him/herself
2. Turn his/her head to one side so his/her tongue will not block his/her airway
3. Do not attempt to insert anything in his/her mouth
4. Send someone to the office or call the office for assistance

Chemical Burns

1. Chemical burns, especially those of the skin or eyes, should be flushed with large quantities of water at the nearest source.
2. After flushing the burn, the child can be escorted to the Front Office.
3. If a burn is severe, call 911.

Insect Bites

1. Remove stinger if possible.
2. Apply cold, wet towel
3. Call 911 if systemic symptoms occur (labored breathing, swelling of the entire body, etc.).

Playground Accidents

1. Render first aid on playground if necessary
2. If child is mobile, take to the Office Manager
3. If the child is immobile, call 911.

Bio-Waste:

1. When a student has an accident or vomits, clean carpets within the first few minutes— the more untreated exposure the carpet has to the bio-waste, the more likely that there will

be a permanent and deep stain. Disposable gloves are available in the Front Office; Office Managers should also stock carpet/floor cleaner.
2. A bio bag, if necessary, should be disposed of in one of the larger cafeteria garbage bins at the earliest possible moment (may send a student if necessary).
3. Place your bio waste placard on the site of the incident before leaving for the day. This will indicate to the custodial crew the need for a more thorough carpet cleaning treatment on that

Tooth

If a Tooth is displaced by traumatic injury:

1. Wrap the tooth in moist gauze.
2. Send the tooth with the injured child to the office.
3. The Office Manager should call parents immediately.

Rescue Breathing

1. Tap and shout
2. Open airway
3. Look, listen, and feel for breathing.
4. Give 2 full breaths.
5. Check circulation
6. Rescue breathing count: (1) ADULT: 1 breath every 5 seconds; (2) CHILD: 1 breath every 3 seconds, (3) INFANT: 1 breath every 3 seconds

Nose Bleed

1. Have the child sit down and lean forward.
2. Stop bleeding with a cloth

Wounds

1. Wash the wound and apply bandage and ice, if desired.
2. If the wound is severe:
3. Have victim sit or lie down
4. Apply direct pressure to the wound
5. Treat for shock (keep them calm)
6. Do NOT move the victim unless absolutely necessary
7. Call 911

Choking

If the child is unable to breath, cough, speak, then:

1. Give thrusts (below rib cage)
2. Repeat until clear
3. Do not leave a child who is choking or having breathing problems alone

Electric Shock
If a child has suffered an electric shock, do NOT touch them. Call 911.

Resuscitation Orders
School employees are trained and expected to respond to emergency situations without discrimination. If a student needs resuscitation, staff shall make every effort to resuscitate him/her.

Staff members are prohibited from accepting or following parental or medical "do not resuscitate" orders.

School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall inform parents/guardians of this policy.

Severe Allergic Reactions (Anaphylaxis)

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen to which they are sensitive. The most common allergens or trigger substances that may cause anaphylaxis in school-aged children are: Peanuts, tree nuts, fish, shellfish, egg, cow's milk, sesame, soy, insect stings, latex, and certain medications.

*Anaphylaxis is potentially life threatening and always requires an emergency response***.**
It is therefore critical that school staff, parents and caregivers are confident about the management and treatment of students who have been diagnosed by a medical practitioner as being anaphylactic or potentially anaphylactic.

Anaphylaxis can be treated with and Epi-Pen or other adrenaline auto injector. Only trained school staff, nurses or emergency personnel should administer and Epi-Pen or other adrenaline auto injector. Schools will conduct annual Epi-Pen training for a subset of staff.

Symptoms and Signs:
The symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but in some cases can be delayed up to 2 hours or more. Rapid onset and development of potentially life-threatening clinical effects are characteristic markers of anaphylaxis.

Symptoms and signs of anaphylaxis (a severe allergic reaction) may include one or more of the following:

- Difficulty and/or noisy breathing

- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Dizzy/light-headed
- Loss of consciousness and/or collapse
- Pale and floppy (young child)

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

Students with Severe Allergies:

If a student is known to have a severe allergy, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Safety Binder.

Students with Physician Plan - Emergency Treatment for Anaphylaxis

1. Follow emergency response procedures as outlined in the instructions from the physician (found in the baggie, along with the student's medication, in the Front Office).
2. If the instructions indicate the use of an adrenaline auto injector (EpiPen), trained staff (e.g. Office Manager) should administer the EpiPen **(See Following Page for Detailed Instructions)**
3. Seek urgent medical assistance – call 911 and tell the dispatcher that the medical condition is anaphylaxis or a severe allergy.
4. If unconscious and no pulse is evident, commence Cardio Pulmonary Resuscitation (CPR) and continue until an ambulance arrives. (School leaders are trained in CPR, including OMs and BOMs)
5. Maintain close observation for possible relapse while waiting for ambulance or medical assistance.
6. Maintain airway, breathing and circulation at all times
7. Contact parents/caregivers.

Students WITHOUT a Physician Plan – Emergency Response to Anaphylaxis

Severe allergic reactions or anaphylaxis can occur rarely when there is no history of known allergies. This situation should be treated as an emergency. Under these circumstances there will be no Action Plan. Recognition of the symptoms and/or signs as being anaphylactic may also be a problem. The following steps should be followed:

1. Seek urgent medical assistance – call 911. (If suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
2. Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
3. Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness – if oxygen is available give it at a high flow rate.

Using an Epinephrine Auto-Injector (EpiPen)

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat it as anaphylaxis.
2. If anaphylaxis symptoms occur, call 911. Stay with the victim. Have others notify the parents and Principal/designee immediately.
3. Have the victim sit down. Reassure the victim and avoid moving him or her.
4. Prepare to administer EpiPen.
    a. For students in second grade or below, or if less than 66 lbs, use White label EpiPen Jr (0.15 mg)
    b. For adults and students in third grade or above, or if more than 66 lbs, use Yellow label EpiPen (0.3 mg)
    c. The EpiPen acts immediately; however the effects last only 10 -15 minutes. *Make sure someone has called 911 for continued care.*
5. EpiPen Administration Procedure- **only by trained staff.**
    a. Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.
    b. Hold the black tip near the outer thigh. Never put your thumb, fingers, or hand over the black tip. (If an accidental injection occurs, go immediately to the nearest hospital emergency room.)
    c. Swing and jab the black tip firmly into the OUTER BARE THIGH so that the auto-injector is perpendicular (at a 90° angle) to the thigh. You will hear a click. (The EpiPen can be injected through the victim's clothing, if necessary.)
    d. Hold the EpiPen firmly in place for 10 seconds, and then remove it from the thigh. (After the injection, the victim may feel his or her heart pounding. This is a normal reaction.)
    e. Remove the EpiPen and massage the injection area for several seconds.
    f. Check the black tip:

        i. If the needle is exposed, the dose has been delivered
        ii. If the needle is not exposed, repeat steps b through e
    g. Dispose of the EpiPen in a "sharps" container or give the expanded EpiPen to the paramedics.
    h. Call 911, if not previously called.
6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.
7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.
8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.
9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharps container, give the expanded EpiPen to the paramedics.
10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.
11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.
12. Document the incident and complete the accident/incident report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information.

DO NOT HESITATE to administer Epipen and to call 911, even if the parents cannot be reached.

- Call 911 immediately. 911 must be called if Epipen is administered.
- Advise 911 dispatch that the student is having a severe allergic reaction and Epipen is being administered.
- Students should remain quiet with a staff member at the location where the symptoms began until EMS arrives.
- Provide a copy of the Severe Allergy Plan to EMS upon arrival.
- Notify the administrator and parent/guardian.

Please also see Rocketship Education Medication Administration Policies in the Appendix.

Asthma Attack

Asthma is a chronic inflammatory disease that causes the airways of the lungs to tighten, leading to wheezing, breathlessness, chest constriction, and coughing. Schools can be full of environmental triggers for student asthma. Students with uncontrolled asthma may miss school more often and have poorer academic performance than healthy students; supporting a strong asthma management program is crucial to ensuring a child's asthma is controlled and that student is ready to learn.

Students with Asthma:

If a student is known to have asthma, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician and Medication Administration Record for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Nurse's Binder.

Emergency Response Procedures for Severe Asthma Episode

NEVER leave a student with breathing problems alone, whether or not asthma has been diagnosed. Stay with the student and do not send the student with breathing problems anywhere.

Signs/Symptoms of an Asthma Attack:

1. Very fast or hard breathing.
2. Skin sucking in over the child's stomach or ribs with breathing.
3. Breathing so hard they cannot walk or speak.
4. Lips or fingernail beds turn blue.

Emergency Response:

1. Stay with the student, call for help, and have someone call 9-1-1.
2. Keep the student sitting upright.
3. Ask the student if their quick-relief medication (Albuterol) is with them, or have quick-relief medication brought to student from the Front Office (by Office Manager) and assist in immediate administration (inhaler or nebulizer), in accordance with their Asthma Action Plan.
4. Repeat quick-relief medication every 20 min or as authorized in the student's Asthma Action Plan.
5. Watch breathing and be prepared to administer CPR until paramedics arrive.
6. Have someone notify the student's parents/caregivers.

Communicable and Contagious Disease/Illness

Schools, like other workplaces, can spread communicable diseases. When faced with an outbreak of a communicable or contagious disease, the Principal of a Rocketship school will consult closely with the State Department of Health for accurate medical/outbreak management advice.

The following are among the most common communicable diseases in school/childcare settings:

- **Chickenpox:** Chickenpox is a highly contagious disease caused by the varicella virus, a member of the herpes virus family. It is the most commonly reported childhood disease; about 75% of the population has had chickenpox by age 15 and 90% by young adulthood. Chickenpox is most common in winter and early spring. Symptoms of chickenpox commonly appear 13-17 days after infection and include the sudden onset of a low grade fever and tiredness/weakness. This is followed by an itchy blister-like rash.
- **Common Cold:** The common cold (also called viral rhinitis) is a viral infection, characterized by nasal congestion, a clear, runny nose, sneezing, scratchy throat and general malaise.
- **COVID-19:** COVID-19 is an infectious disease caused by a newly discovered coronavirus. Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. (Additional information about COVID-19 policies can be found in the Policy Appendix.)
- **Fifth Disease:** Fifth disease, a mild, usually non febrile rash illness is caused by a human parvovirus (B19). While considered a mild disease Fifth disease is of concern for persons with the following conditions: pregnant, immunocompromised, undergoing chemotherapy treatment and sickle cell. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak of Fifth disease.*
- **Hepatitis B:** Hepatitis B (formerly known as serum hepatitis) is an infection of the liver caused by a blood borne virus. The disease is fairly common. Hepatitis B causes fatigue, poor appetite, fever, nausea, vomiting, diarrhea, joint pain, hives, and rash. Urine may appear dark in color and jaundice (yellowing of the skin) may result. Symptoms appear 3-6 months after exposure.
- **Influenza (Flu):** Influenza is a viral infection of the nose, throat, bronchial tubes and lungs. There are two main types of virus: influenza A and influenza B. Each type includes many different strains, which tend to change each year.
- **Measles:** Measles is a highly contagious viral disease that causes fever and a rash. Measles is more common in winter and spring. Epidemics of measles can occur. Measles can cause a very high fever, cough, runny nose, and red watery eyes. Roughly 2-4 days after initial symptoms, a rash of red spots develops on the face and spreads over the body. Little white spots (Koplik spots) may appear on the gums and inside the cheeks. A

person is contagious 4 days before to 4 days after the appearance of the measles rash. Infection with measles provides lifelong immunity.

- **Meningitis (Bacterial):** Meningitis (bacterial) is a severe bacterial infection of the meninges (a thin lining covering the brain and spinal cord) caused by the bacteria called Neisseria meningitidis. Meningococcemia is the term for infections involving the bloodstream. Most people exposed to meningococcus bacteria do not become seriously ill, but some develop fever, headache, vomiting, stiff neck, and rash. This disease can be fatal. Symptoms may occur 2-10 days after exposure. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*
- **Meningitis (Viral):** Viral meningitis is a viral infection of the lining (meninges) covering the brain and spinal cord. There are many types of viruses that can cause this disease. Some kinds of viral meningitis and others are not. Symptoms include fever, headache, stiff neck, and fatigue. Rash, sore throat, and intestinal symptoms may also occur. *St*aff *with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*
- **(MRSA) Methicillin-Resistant Staphylococcus Aureus:** MRSA stands for methicillin-resistant Staphylococcus aureus, but is shorthand for any strain of Staphylococcus bacteria which is resistant to one or more conventional antibiotics. Symptoms depend on the part of the body affected but often include redness, swelling, and tenderness at the site of the infection.
- **Mumps:** Mumps is a viral illness that causes fever and swelling of one or more glands near the jaw. Mumps is more common during winter and spring. Symptoms of mumps include fever, body aches, headaches, and the swelling of one or more of the salivary glands. The parotid gland (just below the ear) is often most affected. Complications can include pain/swelling of the testicles, deafness, arthritis, and problems of the brain and nervous system. People with mumps are contagious from 3 days before to 4 days after symptoms appear. Symptoms usually occur 16-18 days after infection.
- **Tuberculosis:** TB is spread when a person who has active, untreated TB germs in their lungs or throat coughs, sneezes, laughs, or speaks, spreading their germs into the air. A person who breathes in TB germs usually has had very close, day-to-day contact with someone who has active TB disease.
- **Whooping Cough (Pertussis):** Pertussis, also known as whooping cough, is a highly contagious bacterial illness that causes a cough lasting several weeks. Early symptoms of pertussis include a runny nose, sneezing, fever, and cough. About 1-2 weeks later, the cough worsens and patients develop bursts or rapid coughing followed by a “whoop.” A person is contagious from 7 days after exposure to 3 weeks after the appearance of the coughing fits. (Adapted from: http://www.uft.org/our-rights/meningitis-viral)

Principles for Dealing with an Outbreak or Incident of Communicable/Contagious Disease on School Grounds

School staff and parents should notify the Principal ASAP of any confirmed cases of common contagious diseases (ex. influenza, pertussis, mumps, measles, chickenpox) or a single incident or a severe contagious disease (ex. TB, meningitis)

In case of an outbreak **(3 or more confirmed cases)** of a common contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (see also: Crisis Response Plan).

In case of an incident of a severe contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (See Crisis Response Plan).

Guidelines for Dealing with an Outbreak of a Communicable Disease:

1. The Principal reports the incident to the Director of Schools.
2. The Director of Schools and Principal report to the State Department of Health to seek guidance on managing the outbreak and to create public communications materials for families with up-to-date medical information
3. If requested, the Principal may share student vaccination information with the State Department of Health (in student cum. files)
4. The Principal will notify families of exposure to this disease by sending home a letter with information on next steps (For example, if a student at a schools is found to have TB, TB tests may be provided at the school site free of charge)
5. The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
6. The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
7. The Principal may also, per Department of Health guidance, exclude infants, *immunocompromised persons (including pregnant women) and non-compliant (unvaccinated) children* or those with *religious exemptions* to vaccination

Head Lice Policy

If a student is suspected of having head lice (i.e., constant itching or tickling feeling in the hair), the school nurse or other trained school employee may examine the hair of the suspected student for lice or nits (lice eggs). In certain circumstances, the employee may also examine other members of that student's household. If a student is positive for live head lice, the student is to be sent home at the end of the school day with information to the parents regarding treatment and

control measures. Students with head lice do not need to be sent home early, they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Any absences related to head lice will be documented and counted as an excused absence in accordance with Rocketship's Attendance and Truancy Policy.

Exposure Notice

If there are two or more students affected in any class, Rocketship will send home an exposure notice with information about head lice to all parents/guardians in that class. Rocketship will maintain the privacy of students identified as having head lice and excluded from attendance.

Returning to School

Rocketship will provide parents/guardians of affected students with instructions on how to conduct post-treatment examinations on their children. Parents/guardians may send their child back to school when they believe that the child's hair is no longer infested with head lice. Parents should not withhold the child from school for any days longer than necessary; typically, no more than three days. Any absences longer than three days require a doctor's note. If the family is unable to obtain a doctor's note, the family should arrange to have a meeting with the school to discuss the length of absence. The school has the discretion to excuse additional days if school staff determine this is necessary. The school nurse or other trained staff members may reexamine the student's hair upon return. If the student shows no trace of live head lice, the student may return to school.

Bloodborne Pathogens Safety Procedures

Rocketship Policy on Bloodborne Pathogens Safety (All Regions)

The blood borne pathogens safety procedure has been developed by Rocketship Education to promote safe work practices for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens.

The following are several principles that should be followed by Rocketship employees when working with, or if exposed to, bloodborne pathogens:

- Being prudent and wise in their work to minimize exposure to bloodborne pathogens
- Never underestimate the risk of exposure to bloodborne pathogens
- Rocketship shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to bloodborne pathogens.

To keep this policy current, it will be reviewed and updated as follows:

- At least annually
- Whenever new or modified work tasks or procedures are implemented which may affect occupational exposure to employees.
- Whenever an employee is exposed to a blood borne pathogen.

Methods of Compliance

To effectively eliminate or minimize exposure to bloodborne pathogens, Rocketship has implemented the following methods of compliance.

- Universal Precautions: Rocketship observes the practice of "Universal Precautions" to prevent contact with blood and other potentially infectious materials. As a result, Rocketship employees treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV and other blood borne pathogens.
- Engineering Controls: When necessary, Rocketship shall use available engineering controls to eliminate or minimize employee exposure to bloodborne pathogens including
- Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to employees who have potential for exposure.
- Containers for contaminated sharps have the following characteristics:
    - Puncture-resistant
    - Color coded or labeled with a biohazard warning label
    - Leak-proof on the sides and bottom
    - Specimen and Secondary Containers which are:
        - Red in color
        - Puncture-resistant, when necessary
        - Color coded or labeled with a biohazard warning label
        - Leak-proof on the sides and bottom
- Workplace Controls: Work practice controls are those that have been implemented to prevent the spread of infectious diseases. Universal precautions include hand washing, gloving (and other personal protective equipment - *PPE*), clean-up and housekeeping techniques
- Hand washing: Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.
- Gloving (and other personal protective equipment - PPE): Gloves and other PPE should be worn at a minimum under the following conditions:
    - At all times when contact is anticipated with blood or other bodily fluids.
    - When the wearer has an open sore or cut and handling bodily fluids or blood.
    - When rendering first-aid.
    - When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva

- Clean-Up of Spills: The following safe practices should be followed when cleaning up spills:
    - Always wear gloves and other PPE as necessary to prevent exposure
    - Use towels or other absorbents in conjunction with soap and water.
    - Use approved disinfectants as necessary.
    - Discard absorbents and other materials in appropriate plastic bag labeled for such items
    - Remove gloves after completing the clean-up procedure and discard them into the same plastic bag as other contaminated items.
- Housekeeping: The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.
    - Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
    - If equipment or PPE become contaminated, immediately remove and replace them
    - Inspect and decontaminate bins, pails or other similar receptacles which may become contaminated
    - Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dust pan, tong, etc. Do not pick up broken glassware directly with your hands.
    - Discard regulated waste in a manner consistent with law.
    - Discard sharps immediately in containers provided for such.
    - Always close containers. If a container is leaking, place one container in a second container. Containers for regulated waste other than sharps are red in color and labeled biohazard.
    - The CEO or his/her designee is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. Written records of regulated waste disposal off site shall be kept by the school.

Information and Training

Employees shall be retrained annually to keep their knowledge of this area current. New employees or those who may be assigned a new task will receive this training as necessary. The CEO or his/her designee is responsible for ensuring that employees who have a potential for exposure to bloodborne pathogens receive this training. Records of the training shall be maintained by the CEO or his/her designee and include names and job titles of attendees, date of training, contents of training provided, and the names and qualifications of instructor(s). The training program shall cover at a minimum:

- Blood borne Pathogens Standard
- The location of this policy and that it is available for review.

- Appropriate methods for recognizing tasks and activities that may involve exposure to blood and other potentially infectious materials.
- Review of limitations and methods that will prevent or reduce exposure including: engineering controls, workplace practices, PPE.
- Visual warnings of biohazards including signs, labels, and color coded containers
- Information on Hepatitis B Vaccinations including efficacy, safety, method of administration, benefits of the vaccination and the District free vaccination program.
- Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. Including follow up reporting if an exposure incident occurs and post exposure evaluation including medical consultation to be provided.

Labels and Signs

The biohazard labeling system is used. These labels, which are red in color, are used in conjunction with the approved red color-coded containers to warn employees of possible exposures. The following items at the school are labeled: Containers of regulated waste, shaRocketship disposal containers, other containers used to store contaminated material.

Hepatitis B Vaccinations, Post Exposure and Follow up

The Principal, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with ROPS' "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.
The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Employees not identified as having occupational exposure in ROPS' exposure determination may petition to be included in ROPS' employee in-service training and hepatitis B vaccination program. Such a petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Vaccination Program

The vaccination program has been implemented for those employees who may be exposed to bloodborne pathogens during their routine work tasks. There is no cost to employees for the vaccinations. The vaccination program consists of a series of three inoculations over a six month period.

Vaccinations shall be performed under the supervision of a licensed physician or other health care professional. A list of Employees interested in taking part in the vaccination program shall be created and kept. A list of employees who decline to take part in the vaccination program shall be created and kept as well and will have signed a “vaccination declination form”. The Principal or a designated employee shall notify interested employees of the time and date of the vaccination, at least 2 weeks prior to the vaccination date.

Post Exposure and Follow-Up

If an employee is accidentally exposed to bloodborne pathogens during the performance of their work, the following shall be immediately conducted:

- Employees shall receive medical consultation and if necessary, treatment.
- An investigation of the circumstance surrounding the exposure incident shall be conducted and a written report prepared within 24 hours of its occurrence. The investigation shall obtain as much information as possible including:
    - Date and time of exposure
    - Location of exposure
    - The type of potentially infectious materials (blood, urine, etc.)
    - Source of infectious materials
    - Circumstances of the exposure (type of work being conducted)
    - Cause of exposure if known (accident, equipment malfunction, etc.)
    - Was PPE being worn
    - Actions taken as a result of the exposure (clean up activities, notifications, medical attention sought, etc.)
- After the investigation, a written summary of the incident, its apparent causes and recommendations to avoid similar incidents in the future.
    - A post-exposure checklist shall be used.
    - Follow-up shall provide exposed employee with the following confidential info:
        - Documentation regarding the routes of exposures and circumstance
        - Identification, if possible, of the source individual (unless infeasible or prohibited by law).
        - If possible, source individual’s blood shall be tested to determine if HBV or HIV infectivity. The information obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and regulations concerning disclosure of the identity and infectious status of a

source individual conducted. In addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.
    - The process is to remain confidential.
    - The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

Written Opinion: The healthcare professional shall provide Rocketship with a written opinion evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following:

- Whether Hepatitis B Vaccinations are indicated for the employee.
- Whether the employee has received the Hepatitis B Vaccination
- Confirmation that the employee has been informed of the result of the evaluation
- Confirmation that the employee has been told about medical conditions resulting from the exposure incident which require further evaluation or treatment.

A copy of this opinion shall be forwarded to the employee. After completion of these procedures, the exposed employee shall meet with the qualified healthcare professional to discuss the employee's medical status. This includes the evaluation of any reported illnesses, as well as recommended treatment. Other findings and diagnoses will remain confidential and will not be included in the written report.

Medical records concerning employees are kept confidential and will not be disclosed to another party without the written consent of that employee (except as required by law).

Health Safety for Sport Programs

For schools that operate sports programs for students, it's important to take appropriate measures to reduce health risks for students who participate. Team coaches' primary responsibility is for their players' health and safety and should prioritize these when managing the team. It is recommended that all coaching staff have first aid training that covers common sport injuries and AED usage. In addition, the following guidelines are legal requirements in California and MUST be done for all California schools; they are also suggested for schools in other regions.

Training

All coaches (i.e., any adult who supports a sports team by directing players during practice and/or games) must complete concussion and head injury prevention and identification training before they begin coaching. They should then abide by the guidelines and principles shared in the training.

Rocketship will provide access to training that aligns with the Centers for Disease Control and Prevention (CDC) guidelines on concussion and head injury prevention and identification. For more information please reach out to the manager of Personalized Learning.

AED access

Each campus should have an AED available onsite for use if needed. The AED should be left in an accessible space and left in good working condition.

Anti-Bullying Procedures

Rocketship desires to provide a safe school environment that allows all students equal access and opportunities in our schools' academic and other educational programs, services, and activities. Rocketship prohibits, at any Rocketship school or activity, discrimination, harassment, intimidation, or bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. School personnel must take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation or bullying ("DHIB").

These processes, including consideration of cyberbullying, are elaborated on in Rocketship's Discrimination, Harassment, Intimidation, and Bullying Policies, which can be found in the appendix.

Rules and Procedures on School Discipline

Safety, order, and student discipline are fundamental to learning at Rocketship. Rocketship expects all students to behave in a way that fosters a safe and welcoming environment for other students, Rocketship staff, and community members.

Students will be subject to disciplinary action if they engage in prohibited conduct while on school property, when attending any school-sponsored activity, or while in transit going to or coming from a Rocketship campus. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

School discipline rules and procedures are elaborated on in Rocketship's Student Discipline Policies, which can be found in the appendix.

Self-Harm/Suicide Threat

Rocketship Public Schools recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, Rocketship has developed prevention strategies and intervention procedures. In compliance with Education Code section 215, this policy has been developed in consultation with Rocketship school-employed mental health professionals (e.g., school counselors, psychologists), administrators, other school staff members, the county mental health plan, and other community stakeholders in planning, implementing, and evaluating Rocketship's strategies for suicide prevention and intervention. Rocketship must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Rocketship may appoint an individual (or team) to serve as the suicide prevention point of contact for Rocketship. The suicide prevention point of contact for Rocketship and the Principal shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Staff Development

Rocketship, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Employee Qualifications and Scope of Services

Employees of Rocketship must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by making it easily accessible on the Rocketship Web page and included in the Parent Handbook. Parents/guardians/caregivers may also have access to suicide prevention training.

Intervention and Emergency Procedures

Rocketship designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. Mental Health Provider
2. Principal (or Assistant Principal)

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Principal or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Rocketship or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
    A. Securing immediate medical treatment if a suicide attempt has occurred
    B. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
    C. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
    D. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
    E. Moving all other students out of the immediate area.
    F. Not sending the student away or leaving him/her alone, even to go to the restroom.

G. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
H. Promising privacy and help, but not promising confidentiality.

2. Document the incident in writing as soon as feasible.

3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.

4. After a referral is made, Rocketship shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Rocketship may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Rocketship.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Rocketship campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Rocketship's safety plan and/or Crisis Response Plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through Rocketship activities to notify a teacher, the Principal, another Rocketship administrator, psychologist, Rocketship counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Rocketship staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Rocketship shall follow its Crisis Response Plan to determine the most appropriate postvention.

Serious Injury or Death at the School

The death of a student or staff member is traumatic to school communities, whether the death was the result of a long illness or an act of violence. Principals should refer to the Rocketship Crisis Response Plan – Serious Injury or Death (Grief) protocol for actions to take following a serious injury or death at the school.

Staff members should know the following:

1. In case of serious injury or death, do not move the victim unless absolutely necessary. Do not leave an injured student alone. Send a runner to notify the Principal and Office Manager ASAP.
2. A School Leader will call 911.
3. The Office Manager should administer First Aid (See Part Four: First Aid and Medical Conditions in this Health/Safety Plan).
4. If students are in the same space as a student who is seriously injured, they should be escorted elsewhere.
5. Do not make announcements about an accident or incident over the intercom.
6. The Principal should refer to the Rocketship Crisis Response Plan for next steps to stabilize the situation and support the school community.

California - Supporting Students Impacted by Community Violence

In developing our school's safety plan, it was imperative to include comprehensive guidelines for caring for students who have witnessed a violent act at any time. First and foremost, we have prioritized creating a safe and supportive environment that encourages open communication by having Wellness Counselors at each of our 13 schools. We identify and train staff members, including teachers and counselors, to recognize signs of trauma and distress in students who may have experienced violence every summer during our teacher and school leader professional development. We have implemented a trauma-informed approach that involves fostering a culture of empathy, understanding, and patience, where students feel comfortable sharing their experiences. We exercise this every day of school during our community meeting time which is a social-emotional learning (SEL) lesson led by teachers using our Rocketship developed SEL curriculum called The Shortest Distance (TSD).

Additionally, we have found that collaboration with mental health professionals and community resources is vital to ensure a continuum of care for affected students. This is why we have earmarked funding to both our Wellness + MTSS and Care Corps Teams who execute these

services for our students and families. Establishing protocols for immediate intervention and ongoing support, such as counseling services and support groups, is crucial, and we do this three times a year by gathering social emotional and behavioral data. This data informs the creation of eight to nine week intervention cycles in Fall, Winter, and Spring each year. By providing a multi-tiered system of support, incorporating both preventative and responsive strategies, we have created resilient and compassionate school communities that prioritize the well-being of students who have witnessed violent acts, fostering healing and recovery over time.

California Assessment of Status of School Crime

Rocketship Mateo Sheedy:
From Sept 1, 2023 to Feb 1, 2024 there were no on campus crimes at Rocketship Mateo Sheedy. The reported crimes in a half mile radius of Rocketship Mateo Sheedy were:
Arson (3), Assault (78), Burglary (23), Disturbing the Peace (202), Drugs / Alcohol Violations (20), DUI (10), Fraud (14), Motor Vehicle Theft (75), Robbery (9), Sex Crimes (36), Theft / Larceny (36), Vandalism (57), Vehicle Break-In / Theft (22), Weapons (5).

Rocketship Si Se Puede:
From Sept 1, 2023 to Feb 1, 2024 there were no on campus crimes at Rocketship Si Se Puede. The reported crimes in a half mile radius of Rocketship Si Se Puede were:
Arson (1), Assault (78), Burglary (10), Disturbing the Peace (170), Drugs / Alcohol Violations (11), DUI (15), Fraud (12), Motor Vehicle Theft (61), Robbery (4), Sex Crimes (13), Theft / Larceny (21), Vandalism (17), Vehicle Break-In / Theft (8), Weapons (4).

Rocketship Mosaic:
From Sept 1, 2023 to Feb 1, 2024 there were no on campus crimes at Rocketship Mosaic. The reported crimes in a half mile radius of Rocketship Mosaic were:
Arson (6), Assault (54), Burglary (12), Disturbing the Peace (242), Drugs / Alcohol Violations (28), DUI (8), Fraud (12), Motor Vehicle Theft (45), Robbery (6), Sex Crimes (8), Theft / Larceny (39), Vandalism (27), Vehicle Break-In / Theft (24), Weapons (6).

Rocketship Fuerza:
From Sept 1, 2023 to Feb 1, 2024 there was one instance of disturbing the peace outside the campus at Rocketship Fuerza. The reported crimes in a half mile radius of Rocketship Fuerza were: Arson (2), Assault (121), Burglary (17), Disturbing the Peace (254), Drugs / Alcohol Violations (14), DUI (16), Fraud (10), Motor Vehicle Theft (77), Robbery (5), Sex Crimes (16), Theft / Larceny (38), Vandalism (29), Vehicle Break-In / Theft (14), Weapons (5).

Rocketship Spark:
From Sept 1, 2023 to Feb 1, 2024 there were no on campus crimes at Rocketship Spark. The reported crimes in a half mile radius of Rocketship Spark were:

Assault (55), Burglary (10), Disturbing the Peace (79), Drugs / Alcohol Violations (3), DUI (2), Fraud (6), Motor Vehicle Theft (32), Robbery (2), Sex Crimes (7), Theft / Larceny (16), Vandalism (14), Vehicle Break-In / Theft (7).

Rocketship Rising Stars:
From Sept 1, 2023 to Feb 1, 2024 there were no on campus crimes at Rocketship Rising Stars. The reported crimes in a half mile radius of Rocketship Rising Stars were:
Assault (70), Burglary (10), Disturbing the Peace (115), Drugs / Alcohol Violations (11), Fraud (9), Motor Vehicle Theft (50), Robbery (11), Sex Crimes (16), Theft / Larceny (16), Vandalism (15), Vehicle Break-In / Theft (9), Weapons (3).

Rocketship Brilliant Minds Academy:
From Sept 1, 2023 to Feb 1, 2024 there were no on campus crimes at Rocketship Brilliant Minds. The reported crimes in a half mile radius of Rocketship Brilliant Minds were:
Assault (81), Burglary (20), Disturbing the Peace (222), Drugs / Alcohol Violations (15), DUI (12), Fraud (17), Motor Vehicle Theft (13), Robbery (9), Sex Crimes (16), Theft / Larceny (40), Vandalism (14), Vehicle Break-In / Theft (7), Weapons (5).

Rocketship Los Suenos:
From Sept 1, 2023 to Feb 1, 2024 there were no on campus crimes at Rocketship Los Suenos. The reported crimes in a half mile radius of Rocketship Los Suenos were:
Assault (40), Burglary (10), Disturbing the Peace (124), Drugs / Alcohol Violations (12), DUI (2), Fraud 12(), Motor Vehicle Theft (28), Robbery (1), Sex Crimes (19), Theft / Larceny (10), Vandalism (16), Vehicle Break-In / Theft (5).

Rocketship Alma Academy:
From Sept 1, 2023 to Feb 1, 2024 there were no on campus crimes at Rocketship Alma Academy. The reported crimes in a half mile radius of Rocketship Alma Academy were:
Assault (120), Burglary (15), Disturbing the Peace (352), Drugs / Alcohol Violations (24), DUI (14), Fraud (16), Homicide (2), Motor Vehicle Theft (99), Robbery (15), Sex Crimes (148), Theft / Larceny (49), Vandalism (49), Vehicle Break-In / Theft (21), Weapons (4).

Rocketship Discovery Prep:
From Sept 1, 2023 to Feb 1, 2024 there were no on campus crimes at Rocketship Discovery Prep. The reported crimes in a half mile radius of Rocketship Discovery Prep were:
Arson (1), Assault (46), Burglary (15), Disturbing the Peace (95), Drugs / Alcohol Violations (15), DUI (4), Fraud (7), Motor Vehicle Theft (31), Robbery (5), Sex Crimes (3), Theft / Larceny (16), Vandalism (33), Vehicle Break-In / Theft (10).

Rocketship Redwood City: There were no on campus crimes at Rocketship Redwood City.

Rocketship Delta Prep: There were no on campus crimes at Rocketship Delta Prep.

Rocketship Futuro Academy: There were no on campus crimes at Rocketship Futuro Academy.

As indicated by the data, Rocketship campuses have had only one minor incident that was the subject of reporting. Rocketship's investments in positive behavioral supports and social emotional learning foster a positive environment for students, staff and the community. Rocketship's focus on safety and security of our facilities continues to minimize school crime.

Policy Appendix - All Regions

Covid-19 Health and Safety

Rocketship continues to follow local guidance, regulations and health department directions in responding to the COVID-19 pandemic. In CA, all schools have adopted the CDPH's Testing Framework for K-12 schools.

Student Discipline Policy (CA, WI, DC)

Rocketship promotes positive behavior at school and aims to create learning environments that are more consistent, predictable, positive, and safe. We clearly define behavioral expectations and consequences, create systems for recognizing and reinforcing positive behaviors, and provide our students with social-emotional learning.

Students will be subject to disciplinary action if they engage in prohibited conduct while on school property, when attending any school-sponsored activity or while in transit going to or coming from a Rocketship campus. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

If students do not respond to our positive behavior supports or classroom management systems, Rocketship may take alternative in-school disciplinary action.

In-school Disciplinary Actions

Rocketship relies on proactive, preventive supports to promote positive behavior at school. Rocketship has implemented a Positive Behavior Interventions and Supports (PBIS) framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe. Key PBIS practices include clearly defined behavioral expectations and consequences, systems for recognizing and reinforcing positive behaviors, data-based decision making, multi-tiered systems of support, and the implementation of core social-emotional learning curricula.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

In the event that Rocketship's PBIS infrastructure and classroom management systems are

insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to immediately warrant additional discipline, Rocketship may take alternative in-school disciplinary action. These actions depend on the circumstances of the offense and may include, but are not limited to, the following:

- Sending the student to the Principal's office.
- Excluding the student from classroom activities or privileges through a "time out" or temporary placement in another classroom.
- Calling or writing/emailing the student's parent/guardian.
- Arranging a conference with the student, parent, teacher and/or administrator.
- Implementing an individualized behavior plan for the student.
- Implementing counseling sessions with a designated staff member.
- Sending the student to a peer mediation.
- Requiring that the student complete a reflective essay or assignment.
- Requiring that the student take actions to counteract/ameliorate a problem (i.e., fixing something the student broke).
- Referring the student to a Student Support Team.
- Restricting the student's participation in after-school/extra-curricular activities or field trips.
- Holding the student for detention or additional instructional time during lunch or before/after school.
- Confiscating inappropriate items related to the disciplinary infraction.

Corporal punishment shall not be used as a disciplinary measure against any student. "Corporal punishment" includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, "corporal punishment" does not include an employee's use of force, restraint and/or seclusion that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

As described above, severe infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion, as outlined in Rocketship's Suspension and Expulsion Policy.

Seclusion and Restraint Policy

Rocketship is dedicated to using the Positive Behavior Intervention and Supports framework to proactively teach and reinforce positive behaviors. Additionally, Rocketship has Student

Discipline and Suspension and Expulsion policies to address a spectrum of behavioral infractions. However, Rocketship recognizes the possibility that emergency situations may arise where it becomes necessary for staff to use a seclusion or restraint to protect the safety of students. This policy addresses definitions of seclusion and restraint; requirements that staff must meet when using seclusion and restraint; recordkeeping requirements; and guidelines for staff to consider when using seclusion or restraint.

I. Definitions

"Seclusion" is defined as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. The following are *not* considered "seclusion" for the purposes of this policy:

- *Time-out from reinforcement as a form of strategic behavior modification.* Staff members may limit a student's access to reinforcement in an effort to extinguish an inappropriate behavior. When this is a part of an approved behavior modification program, the student is monitored in a non-locked setting, and as long as the student is not physically prevented from leaving the alternative space, this is not considered seclusion.
- *Students voluntarily accessing a separate space as to facilitate de-escalation or problem-solving.* Again, as long as students are monitored and not being physically prevented from leaving, this is not considered "seclusion."

"Restraint" is defined personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The following are *not* considered "restraint" for the purposes of this policy

- *Physical escort.* Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location
- *Behavioral interventions as a means of calming or comforting*. For example, proximity control, verbal soothing, or sensory inputs (such as a "squeeze") might be used as a component of an approved behavior modification program and are not considered "restraint."

"Emergency circumstance" is defined as a circumstance that meets both of the following criteria:

- Intervention is necessary to protect the student or another person from imminent, serious physical harm; and
- Other less intrusive, non-physical interventions have failed or have been determined inappropriate.

II. Requirements for Use of Seclusion and Restraint

Rocketship prohibits the use of restraint or seclusion except in an emergency circumstance. Any restraint or seclusion shall be applied only by school personnel who are trained in the

appropriate use of specific authorized techniques.

In accordance with state law, Rocketship personnel may not use or authorize any seclusion or restraint intervention that does any of the following:

- Is designed to, or likely to, cause physical pain, including electric shock;
- Involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the student;
- Denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
- Is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
- Employs a device, material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
- Is a locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
- Precludes adequate supervision of the student;
- Deprives the student of one or more of his/her senses.

A space used for seclusion shall, at a minimum, be free of objects and fixtures with which a student could self-inflict bodily harm, shall provide school personnel an adequate view of the student from an adjacent area, and shall provide adequate lighting and ventilation. If the room does not include a window that allows school personnel to see the student at all times, then a staff member must remain in the seclusion area with the student.

The use of physical restraint shall include a degree of force and duration that do not exceed the degree and duration that are reasonable and necessary to resolve the clear, present, and imminent risk to the physical safety of the student or others. Physical restraint should not be used if there are any medical contraindications to its use.

If school staff are unable to resolve the matter with the use of seclusion or restraint in accordance with this Policy, the student shall be allowed to remain in place until local law enforcement officers can be summoned to relocate the student or take the student into custody.

III. Recordkeeping

Rocketship shall maintain written incident reports for each incident involving a restraint or seclusion. The reports shall be placed in the student's permanent file and maintained as part of his/her education record. Rocketship will promptly contact a student's parent/guardian plan if a seclusion or restraint is used on that student during the school day and will provide the parent/guardian with a copy of the incident report within one school day.

A Behavior Emergency Report Form must also be completed following the use of a physical restraint with a child with a disability. This form must be provided to the student's parent/guardian within one school day and a copy must be filed in the student's special

education records.

The incident report and, when relevant, Behavior Emergency Report form will include the following information:

- Location of the incident leading to restraint/seclusion
- A description of the incident, including the names of any persons involved and details of any injuries sustained as a result of the incident
- Time and duration of restraint/seclusion
- Staff members involved
- Interventions attempted prior to restraint/seclusion
- Whether the student is currently engaged in any systematic behavioral intervention plan
- Description of attempts to de-escalate prior to restraint/seclusion
- Description of the student's behavior that promoted the need for restraint/seclusion
- Description of any injuries sustained by the student or staff during the restraint/seclusion

Rocketship will retain all reports prepared under this policy and will track the number of incidents of seclusion and restraint used during the school year, including the total number of students with disabilities who were involved in the incidents.

IV. Training

All School Leaders and ISE personnel are trained in the Nonviolent Crisis Intervention program annually. Previously-certified staff members participate in a shorter "refresher" course annually. The Nonviolent Crisis Intervention program is the worldwide standard in crisis prevention and intervention, and the program is aligned with each of the aforementioned guiding principles for the use of restraint and seclusion.

V. Guiding Principles

In addition to following the requirements and procedures for using a seclusion or restraint outlined in Sections I-IV of this policy, Rocketship staff will abide by the following 15 principles from the U.S. Department of Education to guide the use of seclusion and restraint at all Rocketship schools.

- Every effort should be made to prevent the need for the use of restraint and for the use of seclusion.

- Schools should never use mechanical restraints to restrict a child's freedom of movement, and schools should never use a chemical, drug or medication to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health professional).

- Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective and should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated. (See Sections I-II above.)

- Policies restricting the use of restraint and seclusion should apply to all children, not just children with disabilities.
- Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse.
- Restraint or seclusion should never be used as punishment or discipline (i.e. placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience.
- Restraint or seclusion should never be used in a manner that restricts a child's breathing or harms the child.
- The use of restraint or seclusion, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, should trigger a review and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should consider developing them.
- Behavioral strategies to address dangerous behavior that results in the use of restraint or seclusion should address the underlying cause or purpose of the dangerous behavior.
- Teachers and other personnel should be trained regularly on the appropriate use of effective alternatives to physical restraint and seclusion, such as positive behavioral interventions and supports and, only for cases involving imminent danger of serious physical harm, on the safe use of physical restraint and seclusion.
- Every instance in which restraint or seclusion is used should be carefully and continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel. (See Section III above.)
- Parents should be informed of the policies on restraint and seclusion at their child's school or other educational setting, as well as applicable Federal, State, or local laws.
- Parents should be notified as soon as possible following each instance in which restraint or seclusion is used with their child. (See Section III above.)
- Policies regarding the use of restraint and seclusion should be reviewed regularly and updated as appropriate.
- Policies regarding the use of restraint and seclusion should provide that each incident involving the use of restraint or seclusion should be documented in writing and provide for the collection of specific data that would enable teachers, staff, and other personnel to understand and implement the preceding principles. (See Section V above.)

VI. Students Receiving Special Education Services

Different states have different laws that govern the use of seclusion and restraint on students receiving special education services. The legal requirements for each state in which Rocketship

schools are located are addressed in turn below. *Each school is required to follow the law for the state in which it is located.*

California

Under EC § 56521.1, if a behavioral intervention report is written for a student with special needs who does not have a behavioral intervention plan, the designated administrator responsible for the student's IEP must, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for a functional behavioral assessment, and determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a behavioral emergency report is written for a student with special needs who has a positive behavioral intervention plan, the IEP team will review the incident if it involves a previously unseen serious behavior problem or if a previously designated intervention is ineffective. The IEP team will determine whether the incident constitutes a need to modify the positive behavioral intervention plan.

D.C.
For students with disabilities, restraint and seclusion may be used only when it is included in the student's IEP, Section 504 Plan, and/or Behavior Intervention Plan. The restraint must be used to address specific behaviors under defined circumstances and must be implemented by appropriate staff.

Tennessee

Physical Holding Restraints Not Prohibited

Under T.C.A. § 49-10-1305(e)(3), the use of a physical holding restraint on a student receiving special education services is *not* prohibited in the following circumstances:

- The brief holding by an adult in order to calm or comfort;
- The minimum contact necessary to physically escort a student from one area to another;
- Assisting a student in completing a task or response if the student does not resist, or if resistance is minimal in intensity or duration; or
- Holding a student for a brief time in order to prevent any impulsive behavior that threatens the student's immediate safety.

In any of the above circumstances, Rocketship is not legally required to notify the student's parent/guardian.

Isolation Room Guidelines

Under T.C.A. § 49-10-1305(g), any space used as an isolation room for a student receiving special education services must meet the following conditions:

- Unlocked and incapable of being locked;
- Free of any condition that could be a danger to the student;
- Well-ventilated and temperature controlled;

- Sufficiently lighted;
- Where school personnel are in continuous direct visual contact with the student at all times;
- At least 40 square feet; and
- In compliance with all applicable state and local fire, health, and safety codes.

IEP

Under T.C.A. § 49-10-1304(d), individualized education programs (IEPs) that provide for the use of isolation or restraint in emergency situations shall also contain a data driven functional behavioral assessment and a plan for modification of the behavior developed and implemented by a qualified team of professionals.

If the student's IEP does not provide for the use of isolation or restraint for the behavior precipitating such action or if school personnel are required to use isolation or restraint over an extended period of time, then an IEP meeting shall be convened within 10 days following the use of the isolation or restraint. If the behavior precipitating the action also warrants a change of placement, the child will have all rights provided under applicable federal and state law.

Wisconsin

Under Wis State. § 118.305(5), the first time that seclusion or physical restraint is used on a student with a disability, the student's IEP team must convene as soon as possible after the incident. The IEP team must review the student's IEP to ensure that it contains appropriate positive behavioral interventions and supports and other strategies to address the behavior of concern. The IEP should be revised if necessary.

Policy Appendix - California

Mandated Reporter Policy

In California, certain professionals are required to report known or suspected child abuse. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are considered “mandated reporters” by law. As an employee of a Rocketship school, or an employee of the Rocketship National office who has regular contact with children, you are a mandated reporter. A mandated reporter must make a report to a “child protective agency” such as the Department of Family and Children’s Services and local law enforcement whenever, in his/her professional capacity and within the scope of employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been a victim of child abuse.

This “Mandated Reporter Policy” is intended to educate Rocketship school employees of their responsibilities and rights under the Child Abuse and Neglect Reporting Act (“Act”), as well as the procedures for complying with the Act.

When Must You Report?

The Act requires a report to be made when a mandated reporter has a “reasonable suspicion” of abuse. According to CA Penal Code § 11166(a)(1) “reasonable suspicion” means that it is “objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.”

The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

Under applicable law, when the victim is a child (ordinarily a person under the age of 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 his or her person or health is endangered.

Severe Physical Abuse

Severe Physical Abuse includes any single act of abuse which causes physical trauma of sufficient severity that, if left untreated, would cause permanent physical disfigurement, permanent physical disability, or death; any single act of sexual abuse which causes significant bleeding, deep bruising, or significant external or internal swelling; or repeated acts of physical abuse, each of which causes bleeding, deep bruising, significant external or internal swelling, bone fracture, or unconsciousness.

Neglect

Neglect means the negligent treatment or maltreatment of a child by acts or omissions by a person responsible for the child’s welfare under circumstances indicating harm or threatened harm to the child’s health or welfare, including physical and/or psychological endangerment. The term includes both severe and general neglect.

Severe Neglect

Severe Neglect includes the negligent failure to protect a child from severe malnutrition or medically diagnosed non-organic failure to thrive and/or to permit the child or the child’s health to be endangered by intentional failure to provide adequate food, clothing, shelter or medical care.

General Neglect

General Neglect includes the failure to provide adequate food, shelter, clothing, and/or medical care, supervision when no physical injury to the child occurs.

NOTE: A child receiving treatment by spiritual means or not receiving specified medical treatment for religious reasons, shall not for that reason alone be considered a neglected child. An

informed and appropriate medical decision made by a parent or guardian after consultation with a physician or physicians who have examined the child does not constitute neglect. See Assessment of Medical Neglect.

Sexual Abuse

Sexual Abuse is the victimization of a child by sexual activities including, but not limited to sexual assault, rape (statutory rape and rape in concert), incest, sodomy, lewd and lascivious acts upon a child under fourteen (14) years of age, oral copulation, penetration of a genital or anal opening by a foreign object, child molestation and unlawful sexual intercourse. Also, please be aware that it is sexual abuse if the parent or guardian has failed to adequately protect the child from sexual abuse when the parent or guardian knew or reasonably should have known that the child was in danger of sexual abuse.

Sexual Exploitation

Sexual Exploitation involves any person or person who is responsible for a child's welfare who knowingly promotes, aids or assists, employs, uses, persuades, induces or coerces a child, or knowingly permits or encourages a child to engage in, or assists others to engage in, prostitution or live performance involving obscene sexual conduct or to either pose or model alone or with others for the purpose of preparing a film, photograph, negative, slide, drawing, painting or other pictorial depiction involving obscene sexual conduct.

NOTE: Unlawful sexual intercourse is defined as an adult who engages in an act of sexual intercourse with a minor or any person who engages in an act of unlawful sexual intercourse with a minor who is more than three (3) years younger, or a person twenty-one (21) years or older with a minor who is under sixteen (16) years old.

Non-Sexual Exploitation

Non-Sexual Exploitation involves forcing or coercing a child into performing acts which are beyond his/her capabilities, such as being employed for long hours and/or in a job which is dangerous or beyond his/her capabilities or forcing or coercing the child into illegal or degrading acts such as stealing, panhandling, and/or drug sales. Generally, these acts benefit the perpetrator in some way.

Emotional Abuse

Emotional Abuse is 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 the school of the suspected abuse, unless the Principal is the subject of the suspicion. You are not required to identify yourself to the Principal when you 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, he or she may present a claim to the State Board of Control for reasonable attorney's fees incurred in the action if he or she prevails in the action or the court dismisses the action.

(12) Failure to report suspected abuse is a misdemeanor punishable by imprisonment or fine or both.

Training

RPS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code § 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit.

All students are expected to wear the Rocketship uniform to school every day. The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and **green, or dark purple collared shirt.** Students may also wear a dark purple or dark green Rocketship polo shirt or t-shirt. Sweaters & Jackets must be green, purple or black if they must wear it in school building. Shirts must be tucked in at all times, which Rocketship considers being "dressed for success."

Students should also wear closed toe shoes. Sandals, Crocs, and open toe shoes are not considered to be safe or appropriate for school. Students must wear closed-toe shoes at all

times. Sneakers or tennis shoes are preferred. Shoes must stay securely on the foot. No heels or wheels on shoes.

Students should only carry backpacks provided by the school. Backpacks will be provided on the first week of school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Spaghetti straps (smaller than two inches, or the width of a credit card)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (red or blue color) or prison culture name insignia
- Attire with writing that degrades individuals or groups Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels
- Underwear or undergarments that are visible
- Tops that show the midriff area
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Bandanas, hairnets, headbands, doo rags, and non-Marshall hats (also includes beanies, baseball caps, etc.)
- Sunglasses or Marshall hats may not be worn in the building, but may be worn outside to protect from the sun

In addition, Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation, and Bullying Policy

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at

school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and state. law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking that involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school

employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive,
Suite 109 Redwood City, CA
94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint

Procedures.

Bullying Prevention

Bullying can have a harmful social, physical, psychological, and academic impact on victims, bystanders, and bullies. Bullying at Rocketship is strictly prohibited and will not be tolerated. Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student to experience a substantial interference with their academic performance.
4. Causing a reasonable student to experience a substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Rocketship

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School's policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances in the student/parent handbook.

Suspension and Expulsion Policy

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

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

program.

In-School Suspension

In-school suspension ("ISS") provides an alternative to out-of-school suspension. ISS allows students to be counted present and provides an in- school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete schoolwork in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student's regularly scheduled class.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity;

Only the Principal or Assistant Principal, with prior approval from his/her supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal's discretion.

Principals should place the student in ISS as soon as possible after the infraction is reported. The principal will ensure that:

- Students assigned to ISS are provided a safe, positive environment
- Students assigned to ISS are properly supervised; and
- Students assigned to ISS are allowed to complete class work assigned during his/her placement in ISS.
- All class work for students is obtained, academic assistance is provided as necessary, and completed work is returned to the student's classroom teacher.
- Activities of academic value are provided for the student when the classroom teacher's work is not provided or is insufficient for ISS time assigned.
- Additionally, classroom teachers will:
- Provide classwork commensurate to the work missed for a student in ISS.
- Record a student in ISS as present. There will be no attendance-related penalty for assignment to ISS.
- Evaluate the student's work completed in ISS and give credit for work completed in ISS.
- Ensure that students in ISS receive credit for attendance and full credit for work completed.

The student's parent/guardian must be notified of a student's assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting. If the parent/guardian cannot be reached in this manner, the Principal or his/her designee may make contact through e-mail.

Out of School Suspensions and Expulsion

When disciplinary infractions occur, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

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 school property.

A student identified as an individual with disabilities or for whom Rocketship has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures.

Rocketship will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Rocketship has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by a Rocketship school for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge

the involuntary removal. If a student's parent/ guardian requests a hearing, Rocketship shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until Rocketship issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Grounds for Suspension and Expulsion

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

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any type of knife or other dangerous object or no reasonable use to the student unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code§§ 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not

limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
16. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to suspension or expulsion.
17. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of $1000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal,

unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

18. Committed sexual harassment, as defined in EC § 212.5. For the purposes of this section, the conduct described in § 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section does not apply to students in grades K-3.

19. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section does not apply to students in grades K-3.

20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This does not apply to students in grades K-3.

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

a. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

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

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

b. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

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

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

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

3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a

4. Fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

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

2. For purposes of this clause, “cyber sexual bullying” does not

include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

Non-Discretionary Suspension and Expellable Offenses

A student must be suspended and recommended for expulsion for any of the following acts when it is determined that the student:

1. Possessed, sold or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certified school employee, with the Principals or designee's concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4 or committing a sexual battery as defined in Education Code Section 48900(n).

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

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

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

mine, or (vi) device similar to any of the devices described in the preceding clauses.

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

Suspension Procedures

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

Suspensions at Rocketship will adhere to the following procedures:

Conference

In accordance with Ed Code 47605(c)(5)(J)(i), suspensions of less than 10 days will be preceded by a conference conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference in an emergency situation, both the parent/guardian and student shall be given the opportunity to conference within two school days.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense.

Absent an emergency situation, the conference must occur before the student is sent home on suspension.

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

Notice to Parents/Guardians

At the time that the decision is made to suspend a student, the Principal or designee shall make

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

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

Suspension Time Limits/Recommendation for Expulsion

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

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

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

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

Homework Assignments During Suspension

In accordance with Education Code 47606.2 and 48913.5, Rocketship shall adhered to the following regarding homework assignments during suspension:

> (a) Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

(b) If a homework assignment that is requested pursuant to subdivision (a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

Authority to Expel

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

In accordance with Ed Code 47605(c)(5)(J)(iii), no student will be involuntarily dis-enrolled, dismissed, or transferred by Rocketship for any reason, unless the parent or guardian has been provided written notice at least five school days before the effective date of the removal. For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parent or guardian initiates the hearing procedures, the student must remain enrolled until Rocketship issues a final decision.

The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the Academic Affairs Committee, a committee of the Board.

The Academic Affairs Committee shall consist of three board members. The Academic Affairs Committee may expel any student found to have committed an expellable offense as listed in Section II above.

Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel, as described below. The Academic Affairs Committee will pre-appoint a panel of at least five certificated Rocketship staff members, each from different Rocketship school sites. Should any of the persons appointed to the panel work at the school in which the student is enrolled, he/she will recuse him/herself from the proceedings.

Expulsion Procedures

In accordance with Ed Code 47605(c)(5)(J)(ii), for expulsions and suspensions in excess of 10 days, Rocketship shall provide timely written notice of the charges against the student and an explanation of the student's basic rights.

Hearing

In accordance with Ed Code 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense, unless the student requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will, within 10 days of the hearing, make a recommendation to the Academic Affairs Committee for a final decision whether or not to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing three days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

I. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five

days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

II. Rocketship must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

III. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

IV. The Administrative Panel or the Academic Affairs Committee may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

V. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

VI. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel or the Academic Affairs Committee from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

VII. If one or both of the support persons is also a witness, Rocketship must present evidence that the witness' presence is both desired by the witness and will be helpful to Rocketship. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

VIII. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.

IX. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

X. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be

made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Expulsion Decision

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

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

Written Notice to Expel

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

§ notice of the specific offense committed by the student and
§ notice of the student's or parent/guardian's obligation to inform any new district in which

the student seeks to enroll of the student's status with Rocketship.
§ notice of the right to appeal and the process
§ information regarding rehabilitation and readmission
§ information regarding alternative education.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

Disciplinary Records

Rocketship shall maintain records of all student suspensions and expulsions at Rocketship. Such records shall be made available to the chartering authority upon request.

Right to Appeal

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

Expelled Students/Alternative Education

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

Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

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

capacity at the time the student seeks readmission.

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

Notice to Teachers

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

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within Rocketship's Board adopted Attendance Policy for truancy and only after Rocketship follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

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

Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum,

although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

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

of more than 10 school days in a school year.

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team will (a) conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; (b) if a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (c) return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

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

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

Due Process Appeals

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

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

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

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an

appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

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

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

- The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child pursuant to §§ 300.300 through 300.311; or
- The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

If the school knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the disciplinary protections available to IDEA-eligible children with disabilities. If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the

education placement determined by Rocketship pending the results of the evaluation.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible. name and offenses) within 30 days of the expulsion. Please contact our office for assistance with preparing such a notice and/or if Rocketship has any questions.

Campus Access and Visitor Policy

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus. “Campus” in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points
Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering
Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.***
- The Principal, or designee, may refuse to register a visitor if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the front office or security guard, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/ she will need to register with VisitU and obtain a Visitor's Pass from the front office.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.
- While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity.

Arranging for a Campus Visit

Visits during school hours by non-Network Support or other Rocketship staff members should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parent/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable suspicion of an individual's possession of a firearm, an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Withdrawal of consent ("ousting") is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to issue an ouster notice to a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not oust an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the

responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no ousted individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the ouster notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued an ouster notice.
- Enforce the ouster notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any ousted individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the ouster notice.

Refusal to Leave Campus
Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with California laws and regulations. This policy addresses required documentation of student medication needs; staff administration of mediation; student self-administration of medication; the use of epinephrine and asthma inhalers; emergency situations; and documentation and training requirements.

I. Medication Authorization Form

Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Authorization Form. In accordance with EC § 49423 and 5 C.C.R. § 601(a), the Medication Authorization Form must include:

- Student's name and date of birth;
- Name of the medication to be administered and the reason for administration;
- Amount or dose of the medication;
- Method of administration;
- The time the medication is to be administered at school;
- Possible side effects;
- For medication prescribed on an as-needed basis, the specific symptoms that necessitate administration of medications, the allowable frequency for administration, and indications for referral for medical evaluation;
- For medication that is to be self-administered by the student, a statement that, in the authorized health care provider's opinion, the student is competent to safely self-administer the medication according to the conditions in the provider's written statement;
- Name, address, telephone number, and signature of the California authorized health care provider.

The student's parent/guardian must also provide Rocketship with a written statement indicating their desire that the school assist the student with medication administration as set forth in the Medication Authorization Form.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Authorization Form to Rocketship. All Medication Authorization Forms must be updated at least annually.

II. Staff Administration of Medication

Pursuant to 5 C.C.R. § 604, medication may be administered to students by Rocketship personnel designated by the Principal who are legally able and has consented to administer or assist in administering medication to students..

Parents/guardians may come to Rocketship to administer medication to their child if the parent/guardian signs an agreement identifying who will administer the medication, stating the conditions under which the medication will be administered, and releasing Rocketship from the responsibility of administering the medication.

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has

- a note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the

school.

III. Self-Administration of Medication

Under Ed Code § 49423.6 and 5 C.C.R. § 605, Rocketship may allow a student to carry and self-administer medication in accordance with this policy. This includes prescription inhaled asthma medication and auto-injectable epinephrine, which are each further described below in this policy. Any self-administration of medication must be done in accordance with the Medication Authorization Form as described above.

Prior to allowing self-administration, Rocketship personnel must observe the student self-administering the medication and determine that the student is capable of adhering to standard precautions and appropriate handling of the medication.

IV. Storage of Medication

In accordance with Ed Code § 49423, Rocketship may receive medication from a student's parent/guardian to store for use in accordance with a valid Medication Authorization Form. The medication will be stored with Rocketship's school nurse or Office Manager in a location that is easily accessible during an emergency.

The medication must be labeled with the following information:

- Name of the student;
- Name of the medication;
- Dosage;
- Time of administration; and
- Duration of medication.

All medications must be in original manufacturer packaging. The labeling must be consistent with the written statement from the authorized health care provider in the Medication Authorization Form.

Rocketship will return any unused, discontinued, or outdated medication to a student's parent/guardian as soon as possible after the course of treatment is completed or the medication reaches its expiration. Any medication that cannot be returned to the student's parent/guardian will be disposed of at the end of the school year in accordance with all applicable laws.

V. Documentation Maintenance of Records

Rocketship will create and maintain a list of students with valid Medication Authorization Forms, including the emergency contact information for each student. Students who are allowed to carry and self-administer medication will be specified in this list. The Principal may distribute the list among appropriate employees or agents.

Rocketship will maintain accurate records of all its employees and agents who are certified to administer medication. Rocketship will also maintain accurate records of all incidents where medication was administered to a student at school. The log will include at least the name of the

student; the name of the medication; the medication dose and route; and the time the medication was administered.

If a material or significant deviation from the authorized health care provider's written statement is discovered by Rocketship, notification of the deviation shall be given as quickly as possible to the Director of Schools, the student's parent/guardian, and the student's authorized health care provider.

VI. Emergency Situations

Designated Rocketship personnel will possess valid, up-to-date certifications in first aid and CPR. First aid will be administered whenever possible by trained staff members,

Rocketship personnel who provide life-sustaining emergency medication must receive documented training and maintain current certification in CPR from a recognized source (i.e. American Red Cross or American Heart Association).

School employees with proper training and certification are expected to respond to emergency situations without discrimination. If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

VII. Epinephrine Auto-Injectors

Pursuant to Ed Code § 49414, Rocketship schools in California will stock emergency epinephrine auto-injectors to be used by the school nurse or trained personnel on persons suffering or reasonably believed to be suffering from an anaphylactic reaction. A school nurse or, if the school does not have a nurse, a volunteer trained in accordance with this policy, may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms or anaphylaxis at school or at a school activity when a physician is not immediately available. The training provided to school personnel shall be in compliance with the requirements of Ed Code § 49414 and any regulations promulgated thereunder.

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

VIII. Asthma Inhalers

Pursuant to Ed Code § 49423.1, students who are required to take, during the regular school day, inhaled asthma medication may be permitted to carry and self-administer the inhaled asthma medication or otherwise be assisted by designated school personnel, provided that Rocketship receives the appropriate written documentation, specified below:

- In order for a student to be assisted by a school nurse or other designated school personnel, Rocketship shall obtain both (1) a written statement from a physician detailing

the name of the medication, method, amount, and the time schedules by which the medication is to be taken AND (2) a written statement from the parent/guardian requesting that Rocketship assist the student with the medication.

- In order for a student to carry and self-administer prescription inhaled asthma medication, Rocketship shall obtain both (1) a written statement from a physician detailing the name of the medication, method, amount, the time schedules by which the medication is to be taken, and confirming that the student is able to self-administer inhaled asthma medication AND (2) a written statement from the parent/guardian consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing Rocketship Education and school personnel from civil liability if the self-administering student suffers an adverse reaction by taking the medication pursuant to this policy.

These written statements must be provided at least annually, and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

IX. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

Policy Appendix - Wisconsin

Mandated Reporter Policy

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 Statute 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 who has reason to believe that a child "has been threatened with abuse or neglect and that abuse or neglect of the child will occur." The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

According to statute WI 48.981, 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
- Threatened harm
- Permitting, allowing, or encouraging a child to engage in prostitution
- Sexual exploitation through pornography
- Emotional damage defined as behaviors harmful to a child's psychological or intellectual functioning that is exhibited by severe anxiety, depression, withdrawal or outward aggressive behavior or a combination of those behaviors and that is caused by the child's parent, guardian, legal custodian, or other person exercising temporary or permanent control over the child and for which the child's parent, guardian or legal custodian has failed 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 is considered child abuse in Wisconsin
- 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, 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 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 ofthe school, unless the Principal of the school 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 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. 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. The Principal is not to notify the parent of the removal. 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, but shall NOT give that information to the parent or legal guardian of the child. That information is confidential and shall only be released by the 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. (48.981(7)(a))
- Anyone who, in good faith, reports suspected abuse or neglect is immune from both criminal and civil liability. (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. (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. (48.981(6)).

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. Students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and a dark purple collared shirt. Students may also wear a Rocketship polo shirt or t-shirt, which can be purchased from the school Office Manager. Shirts must be tucked in at all times, which Rocketship considers being “dressed for success.”

Students should also wear closed toe shoes. Sandals are not considered to be safe or appropriate for school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Thin strap shirts/blouses (thinner than two inches)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (e.g., red, blue, yellow, color) or prison culture, name insignia
- Attire with writing that degrades individuals or groups
- Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels over 2.5 inches high
- Underwear or undergarments that are visible
- Exposed midriff areas
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Hats, bandanas, non-religious head coverings
- Sunglasses may not be worn in the building, but may be worn outside to protect from the sun

Students who repeatedly do not come to school in uniform may lose privileges. In addition, Rocketship may contact the student’s parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation, and Bullying Policy

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school

personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and State law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking that involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint

pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive, Suite 109 Redwood City, CA 94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality
To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to

the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint Procedures outlined under the Notification of Rights and Assurances section of this Handbook.

Bullying Prevention

“Bullying” is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status.

Bullying behavior can be:

- Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior
- Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
- Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion, and sending insulting messages or pictures by mobile phone or using the internet – also known as cyber bullying)

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School’s policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances section of this Handbook.

Suspension and Expulsion Policy

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

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

In-School Suspension

In-school suspension ("ISS") provides an alternative to out-of-school suspension. ISS allows students to be counted present and provides an in- school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete schoolwork in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student's regularly scheduled class.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity;

Only the Principal or Assistant Principal, with prior approval from his/her supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal's discretion.

Principals should place the student in ISS as soon as possible after the infraction is reported. The principal will ensure that:

- Students assigned to ISS are provided a safe, positive environment
- Students assigned to ISS are properly supervised; and
- Students assigned to ISS are allowed to complete class work assigned during his/her placement in ISS.
- All class work for students is obtained, academic assistance is provided as necessary, and completed work is returned to the student's classroom teacher.

- Activities of academic value are provided for the student when the classroom teacher's work is not provided or is insufficient for ISS time assigned.
- Additionally, classroom teachers will:
- Provide classwork commensurate to the work missed for a student in ISS.
- Record a student in ISS as present. There will be no attendance-related penalty for assignment to ISS.
- Evaluate the student's work completed in ISS and give credit for work completed in ISS.
- Ensure that students in ISS receive credit for attendance and full credit for work completed.

The student's parent/guardian must be notified of a student's assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting. If the parent/guardian cannot be reached in this manner, the Principal or his/her designee may make contact through e-mail.

Out of School Suspensions and Expulsion

When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

I. Grounds for Suspension and Expulsion
In Wisconsin, students may, at the discretion of the Principal in consultation with his/her manager, be suspended for any of the following reasons, in accordance with Wis. Stat. § 120.13(1)(b):

A. Disobeying school rules.

B. Conveying any threat or false information concerning an attempt or alleged attempt being made to destroy school property by explosives.
C. Conduct while at school, or under the supervision of a school authority, which endangers the property, health, or safety of others.
D. Conduct while not at school, or while not under the supervision of a school authority, which endangers the property, health, or safety of others at school or under the supervision of a school authority or endangers the property, health, or safety of any Rocketship employee. Conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

Students may be expelled for any of the following reasons:

A. If the Board finds the student guilty of repeated refusal or neglect to obey school rules.
B. For threatening to destroy school property by explosives.
C. For engaging in conduct while at school or under the supervision of a school authority which endangered the property, health or safety of others.
D. For conduct while not at school or while not under the supervision of school authority which endangered the property, health or safety of others at school or under the supervision of a school authority or endangered the property, health or safety of any Rocketship employe
E. For conduct that endangers a person or property, including making a threat to the health or safety of a person or making a threat to damage property.

II. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded by a conference conducted by the Principal or the Principal's designee with the student. At the conference, the student shall be informed of the reason for the disciplinary action.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall promptly call the parent/guardian of the minor student and give notice of the suspension and the reasons for the suspension. The Principal or designee shall also mail a copy of the suspension to the parent/guardian.

Suspension Time Limits/Recommendation for Expulsion

A student may be suspended for a period of no longer than three consecutive school days. However, if a notice of an expulsion hearing has been sent, the student may be suspended for up to 15 consecutive school days.

Right to Appeal

A parent or student may, within five school days following the commencement of a suspension, have a conference with the Vice President of Schools or his/her designee. The designee may not be the principal, staff member, or a teacher in the child's school. If the Vice President of Schools or his/her designee finds that the child was suspended unfairly or unjustly, or the suspension was inappropriate given the nature of the offense, or the child suffered undue consequences or penalties as a result of the suspension, reference to the suspension must be removed from the child's records. The finding must be made within 15 days of the conference.

Rights During Suspension

The suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete coursework missed during the suspension period.

Disciplinary Records
RSPS shall maintain records of all student suspensions and expulsions at RSPS Schools.

III. Expulsion Procedures

Delegation of Authority

The Rocketship Public Schools Wisconsin Board ("the Board") shall appoint an independent hearing panel ("Panel") or independent hearing officer ("Officer") to hear and conduct expulsions The Panel or Officer may expel any student found to have committed an expellable offense

Hearing

Prior to expelling a Rocketship student in Wisconsin, the Panel /Officer shall hold a hearing. Upon request of the student's parent or guardian, the hearing shall be closed to the public. The student may be represented at the hearing by counsel. The board shall keep written minutes of the hearing. Upon the ordering by the Panel /Officer of the expulsion of a student, Rocketship shall mail a copy of the order to the student's parent or guardian.

No less than five days prior to the hearing, written notice of the hearing shall be sent to the student and, if the student is a minor, to the student's parent or guardian. The notice shall state all of the following:

- The specific grounds and the particulars of the student's alleged conduct upon which the expulsion proceeding is based.
- The time and place of the hearing.
- That the hearing may result in the student's expulsion.
- That, upon request of the student and, if the student is a minor, the student's parent or guardian, the hearing shall be closed.
- That the student and, if the student is a minor, the student's parent or guardian may be represented at the hearing by counsel.
- That the Committee shall keep written minutes of the hearing.
- That if the Committee orders the expulsion of the student the school district clerk shall mail a copy of the order to the student and, if the student is a minor, to the student's parent or guardian.
- That if the student is expelled by the Committee the expelled student or, if the student is a minor, the student's parent or guardian may appeal the school board's decision to the Board.
- That the state statutes related to student expulsion are §§ 119.25 and 120.13 (1).

If the Panel or Officer orders an expulsion of the student, within 30 days after the date on which the order is issued, the Board shall review the expulsion order and shall approve, reverse or modify the order. The order of the hearing officer or panel shall be enforced while the Board reviews the order.

Record of Hearing

The Officer or Panel shall keep a full record of the hearing. Each party shall be informed of the right to a complete record of the proceeding. Upon request, the Officer or Panel shall direct that a transcript of the record be prepared and that a copy of the transcript be given to the pupil's parent or guardian.

Written Notice to Expel

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

- Notice of the specific offense committed by the student.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

Right to Appeal

The student's parent/guardian shall have the right to appeal the decision to expel the student to the Board. The request to appeal must be made in writing and shall be submitted to the Board within fifteen business days of being made aware of the decision to expel the student. The appeal shall be heard by the Board within thirty days of receipt of the appeal.

Admission of Expelled Students

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

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

IV. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Services During Suspension

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

Procedural Safeguards/Manifestation Determination

Within 10 school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the school, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the school, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

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

Due Process Appeal

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or RSPS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, may request an expedited administrative hearing through the Division of Hearings and Appeals.

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

Special Circumstances

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

The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team. Procedures for Students Not Yet Eligible for Special Education Services A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the RSPS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the school had knowledge that the student was disabled before the behavior occurred.

The school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to school supervisory or administrative personnel, or to one of

the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other school supervisory personnel.

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

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

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

Campus Access and Visitor Policy

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus. "Campus" in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points
Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.
All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, security will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.***
- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the security guard, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Rocketship regional/national staff ("Network Support") will receive a badge from the Regional Director of Operations. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/she will need to register with VisitU and obtain a Visitor's Pass from the front office or security.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering

with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.

Arranging for a Campus Visit

Visits during school hours by non-Network Support or other Rocketship staff members should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parent/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable

suspicion of an individual's possession of a firearm, an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Withdrawal of consent is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to withdraw consent for a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not withdraw consent for an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued a Withdrawal of Consent notice.
- Enforce the Withdrawal of Consent notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any prohibited individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the Withdrawal of Consent notice.

Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with Wisconsin laws. This policy addresses the requirements for students who need to take medication during the school day, including required documentation and training for staff members. The policy also addresses emergency medical situations; epinephrine auto-injectors; and asthma inhalers.

I. **Medication Information Form**

Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Information Form. The Information Form must include:

- Written authorization, signed by the student's parent/guardian, that states:
    - The name of the student;
    - Emergency contact information for the student's parent/guardian;
    - Contact information for the student's licensed health practitioner;
    - The name, purpose, and prescribed dosage of the medication;
    - The frequency that the medication is to be administered;
    - The possible side effects of the medication as listed on the label;
    - Special instructions or emergency procedures;
    - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.
    - That an employee or agent of the school may administer medication to the student in accordance with all applicable Wisconsin laws and regulations; or
    - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
    - that the name of the student may be distributed to appropriate school staff, as determined by the Principal.
- Written acknowledgment that Rocketship Public Schools, or an employee or agent of Rocketship Public Schools shall be immune from civil liability for the good-faith performance of responsibilities in accordance with this policy.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Information Form to Rocketship. All Medication Information Forms must be updated at least annually.

II. **Administration of Medication**

In accordance with Wis. Stat. 118.29(2), a Rocketship employee may administer or assist in the self-administration of the following:

- Prescription drug products, in compliance with the written instructions of a practitioner, with parent/guardian consent. The prescription drug must be supplied in the original package, and the package must specify the name of the pupil, the name of the prescriber, the name of the prescription drug, the dose, the effective date, and the directions in legible format.
- Nonprescription drug products which may lawfully be sold over the counter without a prescription to a pupil, in compliance with the written instructions and consent of the pupil's parent or guardian and the written approval of the pupil's licensed health care practitioner. The nonprescription drug product must be supplied in the original manufacturer's packaging, and the package must list the ingredients and recommended therapeutic dose in a legible format.
- Epinephrine and glucagon, as described in this policy.
- First aid emergency care, in accordance with Wis. Stat. § 118.29(3)

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has:

- a note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the school.

III. Epinephrine

Student Possession and Self-Administration

Pursuant to Wis. Stat. 118.292, a student may possess and use an epinephrine auto-injector if the following conditions are met:

- The student uses the epinephrine auto-injector to prevent the onset or alleviate the symptoms of an emergency situation.
- Rocketship obtains the written approval of the student's physician and the written approval of the student's parent or guardian, in accordance with the requirements in Section I above.

In accordance with Wis. Stat. 118.292(2), Rocketship Public Schools and its personnel shall not be civilly liable for any injury incurred by a student or any other individual as a result of a student using an epinephrine auto-injector under this policy.

School Administration in Emergency Situations

Pursuant to Wis. Stat. § 118.2925(1), Rocketship schools in Wisconsin may adopt a plan for the management of pupils attending the school who have life-threatening allergies. This plan shall

specify the training necessary for use of epinephrine auto-injectors and must be approved by a physician. Any school that adopts this plan must make the plan available on its website.

Once a school has adopted a plan, the school may obtain a prescription for epinephrine autoinjectors in the name of the school prescribed by a physician, advanced nurse practitioner, or physician assistant.

The school may authorize the school nurse or designated school personnel to do any of the following on school premises or at a Rocketship-sponsored activity:

- Provide an epinephrine auto-injector to a student to self-administer the epinephrine auto-injector in accordance with a prescription specific to the student that is on file with the school.
- Administer an epinephrine auto-injector to a student in accordance with a prescription specific to the student that is on file with the school.
- Administer an epinephrine auto-injector to a student or other person who the school nurse or designated school personnel in good faith believes is experiencing anaphylaxis in accordance with a standing protocol from a physician, an advanced practice nurse prescriber, or a physician assistant, regardless of whether the student or other person has a prescription for an epinephrine auto-injector. If the student or other person does not have a prescription for an epinephrine auto-injector, or the person who administers the epinephrine auto-injector does not know whether the student or other person has a prescription for an epinephrine auto-injector, the person who administers the epinephrine auto-injector shall, as soon as practicable, report the administration by dialing 911.

In accordance with Wis. Stat. 118.2925(5), Rocketship Public Schools and its designated school personnel, and a physician, advanced practice nurse prescriber, or physician assistant who provides a prescription or standing protocol for school epinephrine auto-injectors, are not liable for any injury that results from the administration or self-administration of an epinephrine auto-injector under this policy, regardless of whether authorization was given by the student's parent or guardian or by the student's physician, physician assistant, or advanced practice nurse prescriber, unless the injury is the result of an act or omission that constitutes gross negligence or willful or wanton misconduct. The immunity from liability provided under this subsection is in addition to and not in lieu of that provided under Wis. Stat. 895.48.

Pursuant to Wis. Stat 218, this section also applies to epinephrine pre-filled syringes.

IV. Asthmatic Pupils

Pursuant to Wis. Stat. § 118.291(1r), a student with asthma may possess and use a metered dose inhaler or dry powder inhaler while at school, at a Rocketship-sponsored activity, or under the supervision of a Rocketship authority, if all of the following conditions are met:

- The student uses the inhaler before exercise to prevent the onset of asthmatic symptoms or uses the inhaler to alleviate asthmatic symptoms;
- Rocketship obtains the written approval of the student's physician and the written approval of the student's parent or guardian, in accordance with the requirements in Section I above.

In accordance with Wis. Stat. § 118.291(2), Rocketship and its personnel shall not be civilly liable for injury to a student caused by a Rocketship employee who prohibits a student from using an inhaler because of the employee's good faith belief that the requirements of Wis. Stat. 11.291(1r) had not been satisfied or who allows a student to use an inhaler because of the employee's good faith belief that the requirements of sub. (1r) had been satisfied.

V. Glucagon

In accordance with Wis. Stat. § 118.2925(2), a Rocketship employee, agent, or volunteer may administer glucagon to any student who Rocketship knows is diabetic and who appears to be experiencing a severe low blood sugar event with altered consciousness. As soon as practicable, Rocketship must report this administration to an emergency medical service provider.

VI. Resuscitation

Rocketship school employees are trained and expected to respond to emergency situations without discrimination. If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical"do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

VII. Storage of Medication

In accordance with Wis. Stat. § 118.29, any prescription or nonprescription drug supplied by a student's parent/guardian must be in the original manufacturer's package.

Nonprescription drugs must list the ingredients and recommended therapeutic dose. Prescription drugs must specify the name of the student, the name of the prescriber, the name of the prescription drug, the dose, the effective date, and the directions in a legible format.

VIII. Training

Training is required for any Rocketship employee or volunteer before he/she administers any non-prescription or prescription drug product in the following manners: injected into a student; inhaled by a student; rectally administered to a student; or administered into a nasogastric, gastronomy, or jejunostomy tube. Any such training must be approved by the Wisconsin Department of Education.

This training requirement does not apply to health care professionals or for cases in which medication is administered orally.

IX. Maintenance of Records

Rocketship will create and maintain a list of students with valid Medication Information Forms, including the emergency contact information for each student. The Principal may distribute the list among appropriate employees or agents.

X. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

XI. Limitation of Liability

Pursuant to Wis. Stat. 118.29(2)(a)(3), Rocketship Public Schools and its employees and volunteers who administer non-prescription or prescription drug products to students under this policy are immune from civil liability for their acts or omissions unless (1) the act is in violation of the training requirements in this policy or (2) the act or omission constituted a high degree of negligence. This does not apply to health care professionals.

Additionally, Rocketship principal who authorize an employee or volunteer to administer a non-prescription or prescription drug product to a student under this policy is immune from civil liability for the act of authorization unless it constitutes a high degree of negligence or the principal authorizes a person who has not completed the required training under this policy.

Policy Appendix - Tennessee

Mandated Reporter 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 his/her 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 his/her 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

    1. It is the policy of Rocketship Education to report suspicion of abuse to the Principal of the school, 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.
    2. All mandated reporters with knowledge should make a report.
    3. 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

    1. 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 the school (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 the school 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.
    2. 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. Within a six (6) hour period of reporting the neglect and/or abuse to the authorities, the reporting person(s) shall make a written summary of his/her 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 his/her 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.

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. Students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and a dark purple collared shirt. Students may also wear a Rocketship polo shirt or t-shirt, which can be purchased from the school Office Manager. Shirts must be tucked in at all times, which Rocketship considers being “dressed for success.”

Students should also wear closed toe shoes. Sandals are not considered to be safe or appropriate for school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Thin strap shirts/blouses (thinner than two inches)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (e.g., red, blue, yellow, color) or prison culture, name insignia
- Attire with writing that degrades individuals or groups
- Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels over 2.5 inches high
- Underwear or undergarments that are visible
- Exposed midriff areas
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Hats, bandanas, non-religious head coverings
- Sunglasses may not be worn in the building, but may be worn outside to protect from the sun

Students who repeatedly do not come to school in uniform may lose privileges. In addition, Rocketship may contact the student’s parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation, and Bullying Policy

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school

personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and State law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights

protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school employee who receives a report of discrimination that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive, Suite 109 Redwood City, CA 94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint Procedures outlined under the Notification of Rights and Assurances section of the Student/Parent Handbook.

Bullying Prevention

“Bullying” is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status.

Bullying behavior can be:

- Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
- Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
- Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion, and sending insulting messages or pictures by mobile phone or using the internet – also known as cyber bullying)

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School’s policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances section of the Student/Parent Handbook.

Suspension and Expulsion

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

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

When disciplinary infractions occur, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

I.Grounds for Suspension and Expulsion

In Tennessee, students may, at the discretion of the Principal in consultation with his/her manager, be suspended for any of the following offenses. Please note that if it is determined that a student has engaged in any of the following behaviors, the decision to suspend and/or recommend for expulsion is discretionary and in the judgment of the school Principal after considering all surrounding circumstances.

- Willful and persistent violation of the rules of the school;
- Immoral or disreputable conduct or vulgar or profane language;
- Violence or threatened violence against the person of any personnel attending or assigned to any public school;
- Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
- Inciting, advising or counseling of others to engage in any of the acts enumerated above;
- Marking, defacing or destroying school property;
- Possession of a pistol, gun or firearm on school property;
- Possession of a knife and other weapons, as defined in T.C.A. § 39-17-1301 on school property;
- Assaulting a principal, teacher, school bus driver or other school personnel with vulgar, obscene or threatening language;
- Unlawful use or possession of barbital or legend drugs, as defined in T.C.A. § 53-10-101;
- One or more students initiating a physical attack on an individual student on school property or at a school activity, including travel to and from school or a school activity;
- Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school sponsored event;
- Any other conduct prejudicial to good order or discipline in any public school; and
- Off-campus criminal behavior that results in the student being legally charged with a felony and the student's continued presence in school poses a danger to persons or property or disrupts the educational process.

Under Tennessee law, certain offenses are considered “zero tolerance” and will result in **mandatory expulsion**:

- A student determined to have brought to school or to be in unauthorized possession on school property of a firearm, as defined in 18 U.S.C. § 921, shall be expelled for a period of not less than one calendar year, except that the Board of Directors may modify this expulsion on a case-by- case basis.
- A student committing aggravated assault as defined in T.C.A. § 39-13-102 upon any teacher, principal, administrator, any other Rocketship employee.
- A student is unlawfully possessing any drug including any controlled substance, as defined in
  T.C.A. § 39-17-403 through § 39-17-415, controlled substance analogue, as defined by T.C.A. §
  39-17-454, or legend drug, as defined by T.C.A. § 53-10-101, shall be expelled for a period of not less than one calendar year, except that the Board of Directors may modify this expulsion on a case-by- case basis.

II. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference
Except in an emergency, a student shall not be suspended until that student has been advised of the nature of the student's misconduct, questioned about it, and allowed to give an explanation.

Notice to Parents/Guardians
Upon suspension of any student, other than for in-school suspension of one day or less, the principal shall, within twenty-four (24) hours, notify the parent or guardian and the director of schools or the director of schools' designee of:

- The suspension, which shall be for a period of no more than 10 days;
- The cause for the suspension; and
- The conditions for readmission, which may include, at the request of either party, a meeting of the parent or guardian, student and principal.

Suspension Time Limits

Suspension of a student should not be for more than 10 days. If the suspension is for more than five days, the principal shall develop and implement an intervention plan for improving the behavior.

Rights During Suspension

The suspended student shall not be denied the opportunity to take any quarterly, semester or grading period examinations or to complete coursework missed during the suspension period.

III. Suspension in Excess of 10 School Days and Expulsion

10+ Day Suspension or Expulsion

If, at the time of the suspension, the Principal determines that an offense has been committed that would justify a suspension for more than 10 days or an expulsion, the person may suspend a student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable, or recommend expulsion of the student.

Delegation of Authority

The full authority of the Rocketship Public Schools Board of Directors (“Board”) to hear and

conduct appeals shall be granted to the Academic Affairs Committee, a committee of the Board (the “Committee”). The Committee shall consist of three directors of the Board.

Appeal

If the principal or assistant principal determines that a student has committed an offense that requires a suspension in excess of 10 school days or an expulsion, the principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision.

All appeals must be filed, orally or in writing, within five days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the school system if requested by the student.

The appeal of the decision of the principal or assistant principal shall be to a disciplinary hearing panel appointed by the Academic Affairs Committee. The disciplinary hearing panel shall consist of at least one licensed employee of the charter school.

The hearing shall be held no later than 10 days after the beginning of the suspension or recommendation for expulsion. The disciplinary hearing panel shall give written notice of the time and place of the hearing to the parent or guardian, the student and the school official who ordered the suspension. If an employee requests a hearing on behalf of the student, notice shall be sent to the employee as well.

After the hearing, the disciplinary hearing panel may affirm the decision of the principal, order removal of the suspension unconditionally or upon such terms and conditions as it deems reasonable, expel the student, or suspend the student for a specified period of time.

Record of Hearing

The hearing officer or panel shall keep a written record of the proceedings, including a summary of the facts and the reasons supporting the decision. Each party shall be informed of the right to a complete record of the proceeding.

Appeal of Decision by Disciplinary Hearing Panel

The student or Principal, within five days of the decision, requests review by the Vice President of Schools. Absent a timely appeal, the decision shall be final.

The Vice President of Schools shall review the file and, within five days of receipt of the request to review, affirm the decision of the principal or order remove of the suspension or expulsion

unconditionally or upon such terms and conditions as it deems reasonable. If the Vice President of Schools chooses to affirm the decision of the Principal, the student may, within five days of the decision, request review by the Academic Affairs Committee. Absent a timely appeal, the decision shall be final.

The Academic Affairs Committee, based upon a review of the record, may grant or deny a request for a hearing and may affirm or overturn the decision of the disciplinary hearing panel with or without a hearing before the Committee; provided, that the board may not impose a more severe penalty than that imposed by the disciplinary hearing panel without first providing an opportunity for a hearing before the Committee.

If the Committee conducts a hearing as a result of a request for review by a student, then, notwithstanding any provision of the open meetings laws compiled in title 8, chapter 44, or other law to the contrary, the hearing shall be closed to the public, unless the student or student's parent or guardian requests in writing within five days after receipt of written notice of the hearing that the hearing be conducted as an open meeting. The hearing shall take place no more than 21 days after receipt of the request for review.

If the Committee conducts a hearing as a result of a request for review by a student that is closed to the public, then the Committee shall not conduct any business, discuss any subject or take a vote on any matter other than the appeal to be heard.

The action of the Academic Affairs Committee shall be final.

Disciplinary Records

Rocketship Public Schools shall maintain records of all student suspensions and expulsions at Rocketship Schools.

Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

The decision to readmit a pupil who has been expelled from a Rocketship school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon RSPS's capacity at the time the student seeks readmission.

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

IV.Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Services During Suspension

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

Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct a manifestation determination shall take place. "Change of Placement" includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year. Rocketship, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by ,or had a direct and substantial relationship to, the child's disability; or

- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If Rocketship, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Rocketship, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

3. Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

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

Due Process Appeals

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

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

Special Circumstances

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

The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Rocketship supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other Rocketship personnel, has expressed specific concerns about a

pattern of behavior demonstrated by the child, directly to the director of special education or to other Rocketship supervisory personnel.

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

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

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

Campus Access and Visitors

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus. "Campus" in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points

Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, security will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.***
- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the security guard, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Rocketship regional/national staff ("Network Support") will receive a badge from the Regional Director of Operations. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/she will need to register with VisitU and obtain a Visitor's Pass from the front office or security.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if
  the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the

peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.

Arranging for a Campus Visit

Visits during school hours should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parents/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct

All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable suspicion of an individual's possession of a firearm, an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the

learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Withdrawal of consent is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to withdraw consent for a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not withdraw consent for an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued a Withdrawal of Consent notice.
- Enforce the Withdrawal of Consent notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any prohibited individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the Withdrawal of Consent notice.

Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with Tennessee laws. This policy addresses the requirements for students who need to take medication during the school day, including required documentation, storage, and training for staff members. The policy also addresses the use of medication to treat designated health conditions including asthma, life-threatening allergies, seizures, and diabetes, as well as Rocketship's response to emergency medical situations.

I. Medication Administration Form

Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Administration Form. The Medication Administration Form must include:

- Written medical authorization, signed by a licensed health practitioner, that states:
    - The name of the student;
    - Emergency contact information for the student's parent/guardian;
    - Contact information for the student's licensed health practitioner;
    - The name, purpose, and prescribed dosage of the medication;
    - The frequency that the medication is to be administered;
    - The possible side effects of the medication as listed on the label;
    - The circumstances under which the medication may or must be administered;
    - Special instructions or emergency procedures;
    - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.
- Written authorization, signed by the student's parent/guardian, that states:
    - That a trained employee or agent of the school may administer medication to the student in accordance with all applicable Tennessee laws and regulations; or
    - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
    - that the name of the student may be distributed to appropriate school staff, as determined by the Principal.
- Written acknowledgment that any person assisting in the self-administration of medications to students or performing health care procedures, including administration of medication, shall not be liable in any court of law for any injury resulting from the reasonable and prudent assistance in the self-administration of medication or the reasonable performance of health care procedures, including administration of medications, if performed pursuant to this Policy. (T.C.A. § 49-50-1602(a)(3))

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Administration Form to Rocketship. All Medication Administration Forms must be updated at least annually.

Any student with chronic or long-term illnesses or severe, life-threatening allergies will have an Individual Health Plan (IHP) that is reviewed at least annually. The IHP will include all relevant information about the student's condition as well as the student's knowledge about his/her condition, the student's self-care abilities, and any modifications needed to enhance the student's learning and prevent emergencies. The IHP will be approved by a registered nurse.

II. Assistance with Student Self-Administration of Medication

With proper documentation as described in this policy, students may possess and self-administer medication on campus. This includes prescribed anaphylaxis medication and prescribed, metered dosage asthma-reliever inhalers for any student with asthma, as further described in Section IV (Special Health Conditions) below.

Pursuant to T.C.A. § 49-50-1602(a)(1), Rocketship employees may assist students with the self-administration of medication under the following conditions:

- The student must be competent to self-administer non-prescription or prescription medication with assistance;
- The student's condition, for which the medication is authorized or prescribed, must be stable;
- The self-administration of the medication must be properly documented;
- The student's parent/guardian must be give permission in writing for school personnel to assist with self-administration of medication, as further described in Section II above; and
- Assistance with self-administration shall primarily include storage and timely distribution of medication.
- The guidelines set forth in this policy must be followed.

Medications should be limited to those required during school hours and necessary to maintain the student's enrollment and attendance in school. The student should be able to identify his/her medication and articulate the reason the medication is to be used.

The individual assisting with the medication self-administration must visually observe the student self-administer the medication OR, in the case of a cognitively competent but physically challenged student, perform that portion of self-administration for which the student is physically incapable.

The parent/guardian shall be responsible at the end of the treatment regimen for removing any unused medication from the school. When the duration of the medication is complete or out-of-date, Rocketship will notify the parent/guardian and request that the medication be picked up. After proper notification, if the medication is not picked up within 14 days, the medication shall be destroyed in accordance with local environmental protocols under the supervision of the Principal, documented and witnessed by at least one other school staff member.

III. Medication Administration and Health Care Procedures

Administration of Medication
The purpose of administering medications in school is to help each child maintain an optimal state of health to enhance his or her education. Medications should be limited to those required during school hours and necessary to provide student access to the educational program.

All prescription medications given at school shall meet the following requirements:

- Be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.
- Be brought to school in the original, pharmacy-labeled container displaying the child's name; prescription number; medication name and dosage; administration route or other directions; date; licensed prescriber's name; pharmacy name, address, and phone number.
- Correspond to a written Medication Administration Form (described in Section II above).
- Be renewed at least annually.
- Have written authorization from the licensed prescriber and parent when there are changes in the prescription medication (i.e. change in time, dose, addition, discontinuation).

All non-prescription medications given in school must be brought in with the original label listing the ingredients, dose schedule, and child's name. Each dosage must be documented.

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has

- a note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the school.

Procedures Done By Licensed Health Care Professional

Tennessee law requires that a licensed health care professional perform any health care procedure that a student is not capable or competent to perform. Procedures should be documented and show compliance with standard nursing guidelines. Documentation should include the name of the procedure, name of the person performing the procedure, date, time, results of the procedure or the reason the procedure was omitted. A prescriber's orders and parental authorization are required for any health care procedures performed by a licensed health care professional in the school setting.

Procedures Done by Unlicensed Assistive Personnel

Activities that are commonly deemed to be "activities of daily living" do not need to be performed by a licensed health care professional. Activities that can be performed by unlicensed assistive personnel or a teaching assistant may include, but are not limited to, the following: toileting; bathing; diapering; dressing; feeding; positioning; application and removal of protective and supportive devices; recording intake and output; vital signs.

In general, physician's orders and parental authorization are not needed for activities of daily living, although some activities may require a competency evaluation by a registered nurse or therapist.

IV. Use of Designated Medications and Emergency Procedures

In addition to the requirements listed above, Tennessee law contains certain requirements for the use of designated medications to treat certain health conditions at schools, including (as further described below, respectively) asthma inhalers, anti-seizure medication, epinephrine, and diabetes-related care.

Asthma Inhalers
Pursuant to T.C.A. 49-50-1602(c), Rocketship is required to permit possession and self-administration of a prescribed, metered dosage asthma-reliever inhaler by any asthmatic student if the student's parent or guardian (A) provides to the school written authorization for student possession and self-administration of the inhaler; and (B) provides a written statement from the prescribing health care practitioner that the student suffers from asthma and has been instructed in self-administration of the prescribed, metered dosage asthma-reliever inhaler. The statement must also contain the following information:

- The name and purpose of the medication;
- The prescribed dosage;

- The time or times the prescribed inhaler is to be regularly administered, as well as any additional special circumstances under which the inhaler is to be administered; and
- The length of time for which the inhaler is prescribed

These statements shall be kept on file in the office of the school nurse or school administrator.

Rocketship shall inform the student's parent or guardian that the school and its employees and agents shall incur no liability as a result of any injury sustained by the student or any other person from possession or self-administration of the inhaler. The student's parent or guardian shall sign a statement acknowledging that, except in cases of school or employee negligence, the school shall incur no liability and the parent or guardian shall indemnify and hold harmless the school and its employees against any claims relating to the possession or self-administration of the inhaler.

The permission for self-administration of the prescribed, metered dosage asthma-reliever inhaler shall be effective for the school year in which it is granted and must be renewed each following school year upon fulfilling the requirements of this section. Rocketship may suspend or revoke the student's possession and self-administration privileges if the student misuses the inhaler or makes the inhaler available for usage by any other person.

Anti-Seizure Medications

In accordance with T.C.A. § 49-50-1602(g), Rocketship staff members may volunteer to administer anti-seizure medications, including diazepam gel, to a student in an emergency situation in accordance with that student's IHP. Any such volunteer must be trained by a registered nurse employed or contracted by Rocketship. Rocketship will not require or coerce any staff member to serve as a volunteer.

The decision of whether to permit Rocketship staff to serve as volunteers to administer anti-seizure medication will be made annually by Principals in consultation with their supervisors. The decision will be based on the needs of the students enrolled at the campus during a given school year. The required training conducted under this policy must be done as soon as possible should Rocketship decide to allow volunteer staff to administer anti-seizure medication, and shall be repeated at least annually if the campus continues to need designated volunteers.

Prior to the administration of any anti-seizure medication to a student by volunteer school personnel or a school nurse in an emergency situation, the student's parent/guardian shall provide the school with written authorization to administer the medication at school in accordance with Section I of this policy. As required by T.C.A. § 49-50-1602(g)(10), the school nurse or Office Manager will inform the student's parent/guardian at least one month prior to the expiration date of any medication being stored at the school.

At least one school employee must serve as a witness on any occasion that a trained volunteer administers anti-seizure medication during an emergency situation, unless a witness is not available within the time limit for administration. If a school nurse is available on site, and is able to reach the student within the time limit for administration, then the nurse must administer the medication.

Pursuant to T.C.A. § 49-50-1602(g)(11), a student's parent/guardian who has given the school written authorization to administer anti-seizure medication must notify the Principal or school nurse if anti-seizure medication, or certain prescription or over-the-counter medications as specified in the student's IHP, are administered to the students at a time when the student is not present at school. The notification should be given before or at the beginning of the next school day following the administration of medication.

Epinephrine
Under T.C.A. § 49-50-1602(e)(1), a student with anaphylaxis is entitled to possess and self-administer prescription anaphylaxis medication while at school if the following conditions are met:

- The prescription anaphylaxis medication has been prescribed for the student as indicated by the prescription label on the medication;
- The self-administration is done in compliance with prescription or written instructions from the student's physician or other licensed health care provider; and
- The student's parent/guardian has provided the school with written authorization in accordance with Section I of this policy.
- The student's parent/guardian has provided the school with a written statement that releases Rocketship and its employees from liability for an injury arising from the student's self-administration while on school property or at a school-sponsored activity, except in cases of wanton or willful misconduct.
- The student's physician or other licensed health care provider provides a signed written statement that supports a diagnosis of anaphylaxis; identifies any food or other substances to which the student is allergic; describes any prior history of anaphylaxis; lists any medication prescribed to the student for the treatment of anaphylaxis details emergency treatment procedures in the event of a reaction; lists the signs and symptoms of a reaction; assesses the student's readiness for self-administration of prescription medication; and provides a list of substitute meals that may be offered by school food service personnel.

Pursuant to T.C.A. 49-50-1602(f)(2), Rocketship schools in Tennessee are authorized to maintain at the school epinephrine auto-injectors so that epinephrine may be administered to any student believed to be having a life-threatening allergic or anaphylactic reaction. A physician may prescribe epinephrine auto-injectors in the name of Rocketship Public Schools to be maintained for use in schools when necessary. In accordance with T.C.A. 49-50-1602(f)(2)(E), any physician

who prescribes epinephrine to the school shall not be held responsible if a student is harmed due to the administration of epinephrine, unless the physician has issued the prescription with intentional disregard for safety.

When a student does not have an epinephrine auto-injector or prescription for an epinephrine auto-injector on file, the school nurse or other trained personnel may utilize the school supply of epinephrine auto-injectors to respond to an anaphylactic reaction. If a student is harmed due to such administration, the school nurse or trained employee shall not be held responsible for injury unless the school nurse or employee administered the epinephrine with intentional disregard for safety.

Training shall be conducted by a licensed health care professional in accordance with guidelines set forth by the Tennessee Department of Education.

The decision of whether to maintain epinephrine auto-injectors on Rocketship school campuses in Tennessee will be made by the Vice President of Operations. The decision will be reviewed at least annually.

Diabetes Care
In accordance with T.C.A. § 49-50-1602(d), Rocketship staff members may volunteer to assist with the care of students with diabetes in accordance with that student's IHP. Such assistance can only occur if a student's parent/guardian and the student's personal health care team must have developed a medical management plan that lists the health services needed by the student at school and is signed by the student's physician, nurse practitioner, or physician assistant. Parent/guardians must also complete all required documentation under Section I of this policy.

Any volunteer who assists with diabetes care must be trained by a registered nurse employed or contracted by Rocketship. Rocketship will not require or coerce any staff member to serve as a volunteer.

The decision of whether to permit Rocketship staff to serve as volunteers to assist with diabetes care will be made annually by Principals in consultation with their supervisors. The decision will be based on the needs of the students enrolled at the campus during a given school year. The required training conducted under this policy must be done as soon as possible should Rocketship decide to allow volunteer staff to administer anti-seizure medication, and shall be repeated at least annually if the campus continues to need designated volunteers.

If a school nurse is on site and available, then the nurse must provide diabetes assistance rather than trained volunteers. Additionally, the school nurse has the primary responsibility of maintaining all student health records.

Under T.C.A. § 49-50-1602(d)(7), upon written request of a parent/guardian, and if included in the student's medical management plan and IHP, a student with diabetes may be permitted to perform blood glucose checks, administer insulin, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of the student's diabetes at school, and shall be permitted to possess all necessary diabetes monitoring and treatment supplies on the student's person.

First-Aid Emergencies

Rocketship will maintain certain first-aid products on hand. Rocketship staff will receive first-aid training at least annually.

Resuscitation

School employees are trained and expected to respond to emergency situations without discrimination. If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical"do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

V. Staffing and Training

All training of school personnel providing assistance with self-administration of medications shall be done by a registered nurse employed or contracted by Rocketship. Training for school personnel in the assistance with self-administration of medication shall be repeated annually.

VI. Storage of Medication

All individual students' medications must be put in a leak proof container and stored in a secure or locked area. Medications must be kept no longer than the expiration date or end of the school year, whichever is sooner. Access to stored medication and medication cabinet keys must be limited to school personnel authorized to administer medications.

Emergency medications must be kept in a secure area readily available for timely, emergency use. In accordance with T.C.A. 49-50-1602(f), if the school keeps epinephrine auto-injectors, these must be secure areas that are unlocked.

VII. Maintenance of Records

Each dose of medication shall be documented, including the date, frequency, time, dosage, route and the signature of the person assisting the student in self-administration. In the event that a dosage is not administered as ordered (i.e. missed dose), or any other medication error occurs, a Medication Error Form must be filled out. The school nurse and the student's parent/guardian must be notified in the event of a medication error as well.

VIII. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

IX. Limitation of Liability

Under Tennessee law, trained volunteer school personnel administering medication under this policy, as well as any registered nurse who provides training to administer such medications and the Board authorizing such training, shall not be liable in any court of law for injury resulting from the reasonable and prudent assistance in the administration of such medications, if performed pursuant to the policies and guidelines developed by the departments of health and education and approved by the applicable regulatory or governing boards or agencies.

Student Discipline

Rocketship promotes positive behavior at school and aims to create learning environments that are more consistent, predictable, positive, and safe. We clearly define behavioral expectations and consequences, create systems for recognizing and reinforcing positive behaviors, and provide our students with social-emotional learning.

Students will be subject to disciplinary action if they engage in prohibited conduct while on school property, when attending any school-sponsored activity or while in transit going to or coming from a Rocketship campus. Students may also be subject to disciplinary action for off-campus behavior if it creates a substantial disruption to the school environment or interferes with another student's ability to participate in the school program.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

If students do not respond to our positive behavior supports or classroom management systems, Rocketship may take alternative in-school disciplinary action.

In-school Disciplinary Actions
Rocketship relies on proactive, preventive supports to promote positive behavior at school. Rocketship has implemented a *Positive Behavior Interventions and Supports (PBIS)*

framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe. Key PBIS practices include clearly defined behavioral expectations and consequences, systems for recognizing and reinforcing positive behaviors, data-based decision making, multi-tiered systems of support, and the implementation of core social-emotional learning curricula.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

In the event that Rocketship's PBIS infrastructure and classroom management systems are insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to immediately warrant additional discipline, Rocketship may take alternative in-school disciplinary action. These actions depend on the circumstances of the offense and may include, but are not limited to, the following:

- Sending the student to the Principal's office.
- Excluding the student from classroom activities or privileges through a "time out" or temporary placement in another classroom.
- Calling or writing/emailing the student's parent/guardian.
- Arranging a conference with the student, parent, teacher and/or administrator.
- Implementing an individualized behavior plan for the student.
- Implementing counseling sessions with a designated staff member.
- Sending the student to a peer mediation.
- Requiring that the student complete a reflective essay or assignment.
- Requiring that the student take actions to counteract/ameliorate a problem (i.e., fixing something the student broke).
- Referring the student to a Student Support Team.
- Restricting the student's participation in after-school/extra-curricular activities or field trips.
- Holding the student for detention or additional instructional time during lunch or before/after school.
- Confiscating inappropriate items related to the disciplinary infraction.

Corporal punishment shall not be used as a disciplinary measure against any student. "Corporal punishment" includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, "corporal punishment" does not include an employee's use of force, restraint and/or seclusion that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

As described above, severe infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion, as outlined in Rocketship's Suspension and

Expulsion Policy.

Policy Appendix - Washington, D.C.

Mandated Reporter

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 Education 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 school principal so that he/she can fulfill his/her 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, he/she 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 school 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.

Student Dress Code

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. Students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of any khaki bottom (pants, shorts, dress, skirt, or skorts) and a dark purple polo shirt. Students may wear a Rocketship polo, which can be purchased from the campus' Office Manager. Shirts must be tucked in at all times, which Rocketship considers being "dressed for success."

Students should also wear closed toe shoes. Sandals are not considered to be safe or appropriate for school.

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Spaghetti straps (smaller than two inches, or the width of a credit card)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (red or blue color) or prison culture name insignia
- Attire with writing that degrades individuals or groups
- Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels over 2.5 inches high
- Underwear or undergarments that are visible
- Tops that show the midriff area
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces
- Bandanas, hairnets, headbands, doo rags, and non-Marshall hats (also includes beanies, baseball caps, etc.)
- Sunglasses or Marshall hats may not be worn in the building, but may be worn outside to protect from the sun

Students who repeatedly do not come to school in uniform may lose privileges. In addition, Rocketship may contact the student's parent/guardian to discuss the dress code violation.

Discrimination, Harassment, Intimidation and Bullying Policy

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. It does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.

Rocketship adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004. Rocketship is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. Rocketship prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Harassment and Retaliation Prohibited[5]

Harassment is a form of discrimination and Rocketship is committed to maintain a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and D.C. law. It prohibits harassment based upon race, color, religion, national origin, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.

[5] This policy is intended to fulfill responsibilities under the School Safety Omnibus Amendment Act of 2018 (SSOAA).

- Prohibited stalking that involves a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Prohibited Sexual Harassment includes, but is not limited to the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances of a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

A hostile environment exists if the harassment is sufficiently serious that it denies or limits the complainant's ability to participate in or benefit from the school's program (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination, provided information, witnesses, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General. Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made in person, by mail, by telephone, or by email, using the complaint form attached below. A school employee who receives a report of discrimination that may be considered harassment, sexual

harassment, dating violence, stalking, or retaliation under Title IX, has knowledge or should reasonably know about the aforementioned violations should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Reports of a Title IX Violation. Reports of alleged acts that may be considered harassment, sexual harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
350 Twin Dolphin Drive,
Suite 109 Redwood City, CA
94056 rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainants about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality
To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment
General Complaints of Discrimination and Harassment. Complaints of discrimination or harassment that do not involve allegations of Title IX violation or allegations of sexual harassment should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook..

Complaints under Title IX. Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer and an investigation of those complaints are conducted promptly and impartially pursuant to related Title IX Complaint

Procedures outlined under the Notification of Rights and Assurances section of the Student/Family Handbook.

Bullying Prevention

Bullying can have a harmful social, physical, psychological, and academic impact on victims, bystanders, and bullies. Bullying at Rocketship is strictly prohibited and will not be tolerated. "Bullying" includes discrimination; harassment; intimidation; and bullying based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, or perceived characteristics. Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship Public School's policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) are described under the Notification of Rights and Assurances section of the Student/Family Handbook.

Suspension and Expulsion Policy

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to suspension or expulsion.

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

In-School Suspension

In-school suspension ("ISS") provides an alternative to out-of-school suspension. ISS allows students to be counted present and provides an in- school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete schoolwork in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student's regularly scheduled class.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity;

Only the Principal or Assistant Principal, with prior approval from his/her supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal's discretion.

Principals should place the student in ISS as soon as possible after the infraction is reported. The principal will ensure that:

- Students assigned to ISS are provided a safe, positive environment
- Students assigned to ISS are properly supervised; and
- Students assigned to ISS are allowed to complete class work assigned during his/her placement in ISS.
- All class work for students is obtained, academic assistance is provided as necessary, and completed work is returned to the student's classroom teacher.
- Activities of academic value are provided for the student when the classroom teacher's work is not provided or is insufficient for ISS time assigned.
- Additionally, classroom teachers will:
- Provide classwork commensurate to the work missed for a student in ISS.
- Record a student in ISS as present. There will be no attendance-related penalty for assignment to ISS.
- Evaluate the student's work completed in ISS and give credit for work completed in ISS.
- Ensure that students in ISS receive credit for attendance and full credit for work completed.

The student's parent/guardian must be notified of a student's assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting. If the parent/guardian cannot be reached in this manner, the Principal or his/her designee may make contact through e-mail.

Out of School Suspensions and Expulsion

When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious

behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy was written to guide the process. The policy has been written in accordance with relevant federal and state laws and regulations. It addresses grounds for suspension and expulsion; suspension and expulsion procedures; the maintenance of disciplinary records; student appeal rights; rehabilitation and readmission; and special procedures for the consideration of suspension and expulsion of students with disabilities.

Grounds for Suspension and Expulsion

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

Pursuant to the Student Fair Access to School and Clarification Amendment of 2019, no student in grades K-5 may be subject to an out-of-school suspension or disciplinary unenrollment (i.e. expulsion), unless a school administrator determines, consistent with the procedures outlined in this policy, that the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that happens off school grounds. Please note that if it is determined that a student has engaged in any of the following behaviors, the decision to suspend and/or recommend for expulsion is discretionary and in the judgment of the school Principal after considering all surrounding circumstances.

Types of conduct that could lead to suspension or expulsion include, but are not limited to:

- Assault with a weapon;
- Assault/physical attack on student or staff
- Commission or attempted commission of any act of sexual assault or sexual aggression Fighting which results in a serious physical injury
- Inciting others to violence or disruption
- Persistent Harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual

orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business

- Use, threatened use, or transfer of any weapon
- Arson
- Any other intentional use of violence, force, coercion, threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of Rocketship Public Schools

For the purposes of this policy, the following definitions apply:

"Bodily injury" means a cut, abrasion, bruise, burn, or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary.

"Disciplinary unenrollment" means the expulsion or involuntary transfer of a student from a school.

"Emotional distress" means mental suffering or distress that requires more than trivial treatment or counseling.

"Expulsion" means the removal of a student from the student's school of enrollment for disciplinary reasons for the remainder of the school year or longer, in accordance with local education agency policy.

"In-school suspension" means temporarily removing a student from the student's regular class schedule as a disciplinary consequence, during which time the student remains on school grounds under the supervision of school personnel who are physically in the same location as the student.

"Involuntary dismissal" means the removal of the student from school attendance for less than 1/2 of a school day for disciplinary reasons, during which time the student is not under the supervision of school personnel and is not allowed on school grounds.

"Out-of-school suspension" means the temporary removal of a student from school attendance to another setting for disciplinary reasons, during which time the student is not under the supervision of the school's personnel and is not allowed on school grounds. The term "out-of-school suspension" includes an involuntary dismissal. For students with

disabilities, the term "out-of-school suspension" includes a removal in which no individualized family service plan or individualized education plan services are provided because the removal is 10 days or fewer as well as removals in which the student continues to receive services according to the student's individualized family service plan or individualized education plan.

Out of School Suspension Procedures

A suspension is a temporary dismissal of a student from the regular school program and school-sponsored events for the allotted time assigned by a school administrator. Suspensions can range from one to five school days, depending on the seriousness of the violation. In accordance with D.C. law, students may not be suspended for more than 20 cumulative school days in an academic year. Students are expected to complete all work assigned while they serve their suspension.

Suspensions at Rocketship will adhere to the following procedures:

a) Hearing

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

At the hearing, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense.

Absent an emergency situation, the hearing must occur before the student is sent home on suspension.

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

b) Notice to Parents/Guardians

At the time that the decision is made to suspend a student, the Principal or designee shall make a reasonable effort to contact the student's parent/guardian by telephone

or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension, the reason for the suspension, the length of the suspension, the student's right to return to school at the end of the suspension, and any conditions for that return (i.e., a return conference with the parent/guardian) and the date of return following suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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

c) Suspension Time Limits/Recommendation for Expulsion

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

Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a second conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

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

d) Suspension Appeals

The parent/guardian of a student shall have the right to appeal any out-of-school suspension decision to the direct supervisor of the school Principal. The request to appeal must be made in writing and shall be submitted to the supervisor within one business day of the parent being made aware of the decision to suspend the student. The appeal shall be considered by the Supervisor in a timely manner. The student shall not be kept out of school while the appeal is pending, provided that the student is not considered to be a danger to others during that time. Any decision made on appeal shall be final.

Expulsion Procedures

An expulsion is the permanent dismissal of a student from the Rocketship program. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school. The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the Academic Affairs Committee, a committee of the Board. The Academic Affairs Committee shall consist of three board members. The Academic Affairs Committee may expel any student found to have committed an expellable offense as listed in Section II above. Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel of three or more persons, none of whom is a member of the Board or employed on the staff of the school in which the student is enrolled.

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

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

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

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

b) Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery

Offenses

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

c) Presentation of Evidence

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

The decision of the Administrative Panel shall be in the form of written findings of fact and shall be made within three school days following the conclusion of the hearing.

If the expulsion hearing panel decides not to recommend expulsion, the student shall be returned to his/her educational program or become subject to discipline or suspension in accordance with this policy.

d) Written Notice to Expel

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

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to

inform any new district in which the student seeks to enroll of the student's status with Rocketship.

e) Right to Appeal

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

f) Expelled Students/Alternative Education

With the exception of students with disabilities under IDEA, students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their school district of residence.

g) Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

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

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the

Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil's previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSPS's capacity at the time the student seeks admission.

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

a) Services During Suspension

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

b) Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. "Change of Placement" includes a recommendation for expulsion, consecutive removal of more than ten school days, or a cumulative removal of more than ten school days in a school year. Rocketship, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (2) the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
- If Rocketship, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's

disability.

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

c) Due Process Appeals

If the parent of a child with a disability disagrees with any decision regarding a disciplinary change in placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent or school may request an expedited administrative hearing through the regional administrative hearing office.

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

d) Special Circumstances

Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC § 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury upon a person while at school, on school premises, or at a school function.

e) Interim Alternative Educational Setting

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

f) Procedures for Students Not Yet Eligible for Special Education Services

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

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

The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;

- The parent of the child requested an evaluation of the child pursuant to §§ 300.300 through 300.311; or
- The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

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

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

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

Campus Access and Visitor Policy

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the campus access points; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus. "Campus" in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Campus Access Points
Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. Visitors will also be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

Loitering
Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. This

includes children of staff members who are students at another school. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program.

Visitor Registration and Passes/Badges

- All visitors (including Rocketship Public Schools regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, security will deny entry and connect them with school administrators. ***This will not prohibit families from picking up their student for dismissal if they are listed as an allowed pick-up person on the Powerschool pick up list.***
- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the security guard, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Rocketship regional/national staff ("Network Support") will receive a badge from the Regional Director of Operations. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets his/her badge, he/ she will need to register with VisitU and obtain a Visitor's Pass from the front office or security.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, law enforcement may be notified and he/she may be guilty of a misdemeanor.

Arranging for a Campus Visit
Visits during school hours by non-Network Support or other Rocketship staff members should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time. Parent/guardians who want to visit a classroom during school hours should first obtain approval from the classroom teacher and the Principal or designee. Classroom observations should be requested in advance and are approved at the Principal or designee's discretion.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission. Failure to abide by this is a violation of this Policy and may subject a visitor to losing his/her privilege to be on campus in accordance with Section III above.

Visitor Conduct
All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules and policies while on the school premises. Visitors are strictly prohibited from having any physical contact with any student for any reason, including touching, grabbing, or holding a student. Visitors are also strictly prohibited from scolding, disciplining, or yelling at any student. If a visitor has a concern about a student's conduct, the visitor should promptly alert a Rocketship staff member.

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Barring Individuals from Campus
Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual's possession or reasonable suspicion of an individual's possession of a firearm, in violation of Section § 22–4502.01 of the D.C. Code (which prohibits possession of a firearm in all areas within 1000 feet of a public school), an individual engaging in violence, threats of violence, harassment, or any other behavior that the

Principal deems to be disruptive of the learning environment or in violation of Rocketship policy. Such actions will comply with any relevant state law requirements.

Barring is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to bar a disruptive individual, and to do so, they must follow Rocketship's internal protocol and comply with all applicable laws. Principals may not bar an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department. It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued a barring notice.
- Enforce the barring notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any barred individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the barring notice.

Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal, or who enters the premises (including parking lots, playground, sidewalks, and school building) without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period.

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Medication Administration Policy

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with DC laws. This policy addresses the requirements for students who need to take medication during the school day, including required documentation and training for staff members. The policy also addresses emergency medical situations and the use of epinephrine auto-injectors and asthma inhalers on campus.

I. Student Possession and Self-Administration of Medication

A student may possess and self-administer medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation, in order to treat asthma, anaphylaxis, or other illness; provided that the student's parent/guardian has submitted a Medication Action Plan and adheres to all other procedures and requirements, as outlined in this policy.

II. Medication Action Plan

In accordance with DC Code § 38-651.03, before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Action Plan. The Medication Action Plan must include:

- Written medical authorization, signed by a licensed health practitioner, that states:
    - The name of the student;
    - Emergency contact information for the student's parent/guardian;
    - Contact information for the student's licensed health practitioner;
    - The name, purpose, and prescribed dosage of the medication;
    - The frequency that the medication is to be administered;
    - The possible side effects of the medication as listed on the label;
    - Special instructions or emergency procedures;
    - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.
- Written authorization, signed by the student's parent/guardian, that states:
    - That a trained employee or agent of the school may administer medication to the student in accordance with all applicable DC laws and regulations; or
    - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
    - that the name of the student may be distributed to appropriate school staff, as determined by the Principal.
- Written acknowledgment that the District of Columbia, Rocketship Public Schools, or an employee or agent of Rocketship Public Schools shall be immune from civil liability for the good-faith performance of responsibilities related to this Policy; except that no immunity

shall extend to criminal acts, intentional wrongdoing, gross negligence, or wanton or willful misconduct.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Action Plan to Rocketship. All Medication Action Plans must be updated at least annually.

III. Staff Administration of Medication

Pursuant to DC Code § 38-651.05, a Rocketship employee or agent trained and certified pursuant to this policy may administer medication to a student with a valid Medication Action Plan; provided that:

- The student's parent/guardian has delivered the medication to be administered to the school;
- The employee or agent is under the general supervision of a licensed health practitioner; and
- Except in emergency circumstances, as described below, the parent/guardian has administered the initial dose of a new medication.

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has

- A note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the school.

IV. Staffing and Training

In accordance with DC Code § 38-621(a), each Rocketship school in DC will have a registered nurse and/or licensed practical nurse who is on campus a minimum of 20 hours per week.

All staff members who (1) administer medication to students with valid Medication Action Plans who are not authorized to possess that medication or are not competent to self-administer the medication; and (2) administer medication in emergency circumstances to any student experiencing an acute episode of asthma, anaphylaxis, or other illness, must complete training in accordance with DC Code § 38-651.04. All training must be conducted by a health care professional licensed in the District of Columbia. The health-care professional will provide Rocketship with written certification, which will be valid for three years, of successful completion of the training for each Rocketship employee.

V. Storage of Medication

In accordance with DC Code § 38-651.09, Rocketship may receive medication from a student's parent/guardian to store for the treatment of asthma, anaphylaxis, or other illness for a student with a valid Medication Action Plan. The medication will be stored with Rocketship's school nurse or Office Manager in a location that is easily accessible during an emergency.

The medication must be labeled with the following information:

- Name of the student;
- Name of the medication;
- Dosage;
- Time of administration; and
- Duration of medication.

Under DC Code § 38-651.09, Rocketship is not required to store more than a three-day supply of any medication.

VI. Emergency Situations

Pursuant to DC Code § 38-651.09(a), Rocketship may procure and store medication for the treatment of asthma, anaphylaxis, or other illness for use in emergency circumstances. The medication will be maintained in an easily accessible location.

School employees are trained and expected to respond to emergency situations without discrimination. Under DC Code § 38-651.06(a), no employee is allowed to administer medication in emergency situations unless that employee has been trained in accordance with DC Code § 38-651.04 (further described above). A student need not have a known diagnosis or a medication action plan to receive treatment in emergency circumstances from a trained employee or agent of the school. (§ 38-651.06(c)). Parents/guardians may also request that the school not administer medication in an emergency situation. (§ 38-651.06(d)).

If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical"do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be communicated to staff.

VII. Student Access to Epinephrine

Pursuant to D.C. Code § 38-651.04, OSSE is required to develop and implement an epinephrine administration training program, which shall provide training and certification of employees and agents of a public school on the storage and emergency use of an undesignated epinephrine auto-injector (UEA) on a person suffering an episode of anaphylaxis, Rocketship shall ensure that it has at least two employees certified in the use of a UEA who are available to administer epinephrine during all hours of the school day.

Under D.C. Code § 38-651.04(c), OSSE is required to procure and distribute UEAs to public schools and monitor the supply of UEAs, restocking as necessary. Rocketship must store, at all times, no fewer than two unexpired UEAs of each dosage available through OSSE's UEA Plan. UEAs shall be stored in a secure but easily accessible location in accordance with the manufacturer's instructions.

A Rocketship employee who is certified pursuant to D.C. Code § 38-651.04 may administer a UEA to a student who the employee believes in good faith to be suffering or about to suffer an anaphylactic episode.

UEAs may be used on Rocketship property, including the school building, playground, and school bus, as well as during school field trips or sanctioned excursions away from Rocketship property. The certified employee may carry an appropriate supply of the school's UEAs on field trips or excursions.

Within 24 hours of the administration of a UEA, Rocketship shall notify OSSE and the physician who prescribed the standing order for UEA. As soon as practicable following the administration of medication pursuant to D.C. Code § 38-651.04, Rocketship shall inform the student's parent/guardian that the medication was administered.

VIII. Maintenance of Records

Rocketship will create and maintain a list of students with valid Medication Action Plans, including the emergency contact information for each student. The Principal may distribute the list among appropriate employees or agents.

Rocketship will maintain accurate records of all its employees and agents who are certified to administer medication.

Rocketship will maintain accurate records of all incidents where medication was administered to a student in an emergency circumstance. (DC Code § 38-651.08)

IX. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will

be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. . Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed. (DC Code § 38-651.10)

Appendix A: CA Emergency Evacuation Maps

Appendix B: CA Law Enforcement Approval

Appendix B: Law Enforcement Approval

Reviewing Agency	Date of Approval	Reviewer	Review Method
SJPD	2/19/24	OFC CERVANTES	#3688

Appendix B: Law Enforcement Approval

Reviewing Agency	Date of Approval	Reviewer	Signature
San Jose Fire Department	02/26/2024	FI Alex Heredia	Alex Heredia

APPENDIX 26:
ROCKETSHIP PUBLIC SCHOOLS
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

Student/Parent Handbook

2024-2025 School Year

California

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Please note that Rocketship may enact additional, supplemental, or alternative policies or procedures to accommodate developing changes in circumstances and/or any public health related matter, to be separately distributed as needed. Families will be expected to comply with any such policies or procedures in the same manner as any policies and procedures contained in this handbook. The policies provided in this handbook are subject to ongoing review and board approval.

ABOUT ROCKETSHIP

Rocketship Public Schools ("Rocketship") is a network of public elementary charter schools serving students in neighborhoods where access to excellent schools is limited. We believe that truly transformative schools do more than educate students; they empower teachers, engage parents, and inspire communities. Rocketship strives to meet the unique needs of each and every student through a blend of traditional instruction, adaptive technology, targeted tutoring, and enrichment opportunities. Together, we can eliminate the achievement gap in our lifetime.

OUR STORY

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

Father Mateo Sheedy reached out to his community and started creating a plan to improve high-quality educational options in Washington Guadalupe, a neighborhood within greater San Jose.

Unfortunately, Father Mateo Sheedy passed away but his legacy continues to live on. In 2006, parishioners approached Preston Smith, a high-achieving principal at a promising public elementary school in San Jose, to continue to build on Father Sheedy's vision to create a K-12 education pipeline for children in low-income neighborhoods. Several public and private schools had already formed a strong 6-12 pipeline, but a high-quality K-5 option in the neighborhood was still missing, so Preston focused on developing a new elementary school model. Preston was a young principal at a promising elementary school in San Jose who recognized the impact that empowered teachers and engaged parents could have on student success.

Rocketship Mateo Sheedy Elementary opened soon after and students quickly showed strong results in academic achievement. As more families joined the waiting list, we realized the need for even more high-quality schools in the San Jose community, and beyond. Parent demand and parent organizing has played a strong role in opening new Rocketship schools all across the country.

Today, Rocketship Education is a non-profit organization operating Rocketship and it is governed by a Board of Directors. There are related, regional Rocketship nonprofits in four other areas of the country including Wisconsin, Tennessee, the District of Columbia and Texas. Altogether the Rocketship nonprofits operate thirteen (13) Rocketship schools in California, including San Jose, Redwood City, Antioch, and

Concord; three (3) in Nashville, TN; two (2) in Milwaukee, WI; three (3) in Washington, DC; and two (2) in Fort Worth, TX.

OUR MISSION

Our mission at Rocketship is to eliminate the achievement gap by graduating all students at or above grade level in reading and math. All Rocketeers will learn to take initiative, be respectful, be responsible, show empathy, and be persistent in attaining excellence.

The purpose of schooling is for all students to learn to use their minds and hearts well. Students learn best in schools where they are known well, where expectations are high, support is strong, and where their voices and their parents' voices are valued. Rocketship strives to recognize all of these values and to ensure that the students are empowered to learn, lead, and be positive and productive members of their community.

At Rocketship, our goals include the following:

- Students will develop a deep love of learning.
- Rocketship will provide parents with a path for their children to take in order to have the best chance to attend a four-year college.
- Rocketship will encourage our alumni to become leaders in their community.

OUR MODEL

Our model is based on the following three core pillars:

1. **Excellent teachers and leaders create transformational schools.** Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities.

2. **Every child has a unique set of needs.** Rocketship meets these needs by customizing each child's schedule with a combination of traditional instruction, technology and tutoring.

3. **Engaged parents are essential in eliminating the achievement gap.** Rocketship develops parent leaders in our schools and communities to become powerful advocates for their children.

Instructionally, Rocketship uses what is called an enhanced rotational school model where students rotate between literacy and integrated mathematics classrooms and a Learning Lab, which is a larger room with computers where students learn by using online programs in math and literacy, and also focus on key

technology literacy skills. Tutors are present in the Learning Lab to track students' online learning progress and work with small groups of students who are behind grade level. Students also have opportunities to engage with technology in their classrooms.

CONTACT INFORMATION

SCHOOL SITE

Please refer to your school's addendum for details about your school's site and contact information.

WEBSITE

Rocketship's website is www.rocketshipschools.org. Here, you can find general information about Rocketship, including our educational model, our management team, and other schools in our network. Here you can find the website for each Rocketship School which includes, but is not limited to school staff contact information; parent resources, including an electronic version of this Handbook; Rocketship's Non-Discrimination Statement and Title IX Policy, Title IX Complaint and Investigation Procedures; school calendars; and other informational materials about the school.

ADMISSIONS AND ENROLLMENT

Rocketship Schools are public charter schools. Charter schools run independently of the local school district, and must be approved by a local charter school authorizer to open.

Charter schools are public schools that are tuition-free and open to any student who wishes to attend. They allow parents, organizations, and communities to restore, reinvent, and re-energize our public school system.

Rocketship will not administer any test or assessment to students prior to acceptance and enrollment into Rocketship. Rocketship will not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

CALENDAR AND ATTENDANCE

SCHOOL SCHEDULE

Please refer to your school's addendum for details about your school's schedule.

LAUNCH

Each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together and talk about a school-wide focus. During Launch, the school may also promote a particular successful student habit, teach a new school management system, discuss progress toward achievement goals, and foster school culture and pride. The whole school, including the staff, may also learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.

OFFICE HOURS

Our front office staff is excited to offer assistance to our community. We encourage families to call or email our team with all requests and concerns.

The front office is closed on the days when students do not have school. These include holidays, staff professional development days, parent conference days, winter vacation, and spring break.

Please refer to your school's addendum for school's office hours and contact information.

ATTENDANCE AND TRUANCY

Rocketship deeply values the presence and participation of all students within our school community. If a student regularly misses school or is late, they will miss out on meaningful learning experiences and can fall behind. Rocketship makes every effort to partner with families to ensure that students are on time and present every school day.

Definitions

Late. Students shall be classified as late if the student arrives after the start of the school day, but within 29 minutes of the start time.

Tardy. Students shall be classified as tardy if the student arrives more than 30 minutes after the start of the school day.

Unexcused Absence. A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.

Truant. A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school

year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Executive Director or designee.

***Habitual Truant*.** A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.

Chronic Truant. A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

Excused and Unexcused Absences and Tardies

All students are expected to be on time and present in school every day.

Excused Absences

Proper notification and/or documentation is required for a student's absence, tardiness, or early dismissal from school to be marked as excused on the student's attendance record. Such notification must be submitted within **24 hours** of the student's absence. If Rocketship does not receive verification within this window, the student's absence will be considered unexcused and cannot be changed. The charts below explain the type of notification and/or documentation required to excuse absences.

Reason for Absence	**Documentation] Needed**	**Other Notes**
Personal Illness, including an absence for the benefit of the pupil's mental or behavioral health	Written notice from parent/guardian (less than three consecutive days).	If a student is out sick for more than two consecutive days, **a doctor's note is required beginning on the third day and beyond.**
Health-related appointments/treatments (i.e. medical, dental, optometrical, chiropractic).	Signed note from physician's office	

Attending funeral services or grieving the death of either an immediate family member or close association.	Written notice from parent/guardian.	Absence may not be more than five days. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil
A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.		
In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience.	Written note from parent/guardian	For a maximum of up to five (5) days per school year
A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in		

the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.		
In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience.	Written note from parent/guardian	For a maximum of up to five (5) days per school year
For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died: • To access services from a victim services organization or agency. • To access grief support services. • To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with	Written notice from parent/guardian.	Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.		
Head lice.	Written documentation of head lice.	Return to school subject to note and inspection under Rocketship's Head Lice Policy.
Exclusion due to quarantine under the direction of a county or city health officer.	As directed by the local health department.	
To permit the student to spend time with an Immediate family member serving in the armed forces.	Written notice from parent/guardian. For longer absences, additional documentation may be required.	The family member must be an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment. The length of absence shall be determined at the discretion of the Principal.
Lawful suspension.	Documentation of suspension pursuant to Rocketship Suspension & Expulsion Policy.	

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon

satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Note that under certain exceptional circumstances, independent studies may be available for students who are not able to physically be present in the classroom for a period of time during the academic year. An independent study is an alternative education program designed to teach the knowledge and skills of the core curriculum. Families wishing to enter into an independent study arrangement must first complete all required documentation and be approved by the school Principal. If you are interested in pursuing an Independent Study at any time during the school year, please contact the school Principal to obtain more information about the requirements.

Unexcused Absences

Some kinds of absences may not be considered excused, even with proper documentation. These include, but are not limited to, the following: non-documented appointments, sick days with no parent notification of the school, oversleeping, car problems, cutting classes, errands, babysitting, and vacationing outside of scheduled school breaks. The Principal, in consultation with their supervisor, when necessary, has the discretion to determine whether an absence should be excused or unexcused.

Notifying Parents of Unexcused Absences

Rocketship will make reasonable and diligent attempts to make personal contact with a student's parent/guardian on the same day and each time a student has an unexcused absence, with daily follow-ups as necessary.

Leaving School During the Day

We expect that parents/guardians will make every effort to schedule appointments after school. However, if an appointment during the school day is unavoidable, the student must bring a signed note from their parent/guardian at the beginning of the day that includes the reason for the partial absence, the time of departure from school, and the estimated time of the student's return to school. If the student has a doctor's appointment, the student must bring a note from the doctor upon return. Whenever possible, students are expected to return to school after the appointment.

Early departures for reasons that do not directly involve the student (i.e., appointment for another family member) are generally not excused but may be excused at the discretion of the Principal.

Students who become ill at school must check in at the office and remain at school until the child's parent/guardian arrives or gives permission for the student to leave campus in accordance with Rocketship's Student Release Policy. Under no circumstances may a student go home without the permission of a parent or guardian.

To support safe and efficient operations at the school, families are asked to participate in the regular dismissal process. Absent an immediate emergency, students will not be released within 10 minutes of the school's regularly-scheduled dismissal time.

Vacations

Rocketship builds vacations into its school calendar. Family vacations should be planned around these dates. Students who take additional vacation time are not assured make-up work or credit.

Recurrent Late Arrivals

Recurrent late arrivals may subject families to interventions. After a student accumulates five late arrivals (excused or unexcused), the family will be asked to participate in an Attendance Expectations Meeting at the school. After a student accumulates ten late arrivals (excused or unexcused), the family will be asked to attend a meeting with a School Leader and to sign an attendance contract. The Principal has the discretion to waive the intervention requirement in rare cases, depending on the circumstances. If a parent/legal guardian does not show up or refuses to attend an attendance meeting when ample time has been provided, an intervention plan may still be enacted. A copy of the contract will be sent or delivered to the student's home on file.

Truancy Procedures

<u>Stage 1</u> Student meets Truant classification. Stage 1 is for three (3) unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated three (3) or more unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "truant" status and the parent/guardian will be sent the ***First Notification of Truancy*.** Written communication of the *First Notification of Truancy* may be sent through mail and/or electronic mail. Failure to compel the student's attendance at school could result in the parent/guardian being found guilty of an infraction under California law.
<u>Stage 2</u> Student has accumulated a total of six (6) unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated six (6) or more unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "habitual truant" status and the parent/guardian will be sent the ***Second Notification of Truancy or Excessive Absences***. Written communication of the *Second Notification of Truancy or Excessive Absences* communication may be sent through mail and/or electronic mail. The parent/guardian must also appear at an attendance meeting with School Leadership that may include the Principal, the Office

	Manager, and/or other members of campus leadership. Rocketship will provide at least one (1) week's notice of the scheduled meeting date.
Stage 3 Student has accumulated a total of nine (9) unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated nine (9) or more unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "habitual truant" status and the parent/guardian will be sent the ***Third Notification of Truancy or Excessive Absences***. Written communication of the Third Notification of Truancy or Excessive Absences may be sent through mail and/or electronic mail. The parent/guardian is required to appear and participate at an attendance meeting with School Leadership that may include: the Principal, Office Manager, and/or other members of campus leadership and their student's teachers to develop an ***Attendance Intervention Plan.*** Rocketship will provide at least one (1) week's notice of the scheduled meeting date. Failure to appear at the attendance meeting, and/or failure to improve attendance and/or uphold commitments of the ***Attendance Intervention Plan*** may result in a referral for further action.
Stage 4 Student has accumulated a total of twelve (12) unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated twelve (12) or more unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "chronic truant" status and the parent/guardian will be sent ***Notification of Student Attendance Review Team (SART) I Conference***. Written communication of the *Notification of SART I Conference* may be sent through mail and/or electronic mail. The parent/guardian is required to attend a ***Student Attendance Review Team (SART)*** Meeting. A *School Attendance Review Team (SART)* is a school-based team composed of School Leader(s), Teacher(s), CareCorps Coordinator(s), Wellness Team member(s), and ISE/Special Education Specialist(s) (as applicable) dedicated to addressing and supporting families experiencing escalated attendance issues.

	The existing attendance/intervention plan will be revisited and may be modified as needed. Parent/guardian and SART Team Members will also sign an ***Intervention/Attendance Contract***. Rocketship will provide at least one (1) week's notice of scheduled meeting date. Failure to appear and/or failure to improve attendance and/or uphold commitments of the ***Intervention/Attendance Contract*** will result in a referral for further action.
Stage 5 Student has accumulated a total of fifteen (15) unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated fifteen (15) unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "chronic truant" status and the parent/guardian will be sent the ***Notification of SART II Conference***. Written communication of the *Notification of SART II Conference* may be sent through mail and/or electronic mail. The parent/guardian is required to attend a Second SART Meeting and must attend a Mandatory School Attendance Workshop. Rocketship will provide at least one (1) week's notice of any scheduled meeting date and/or workshop. The existing *Intervention/Attendance Contract* will be revisited and may be modified as the SART Team deems appropriate in its sole discretion. Parent/guardian and SART members will sign a ***Revised Intervention/Attendance Contract***. Failure to appear and/or failure to improve attendance and/or uphold commitments of the ***Revised Intervention/Attendance Contract*** will result in a referral for further action.
Stage 6 Student has accumulated a total of sixteen (16) or more unexcused absences and/or unexcused tardies over 30 minutes.	After a student has accumulated sixteen (16) or more unexcused absences and/or tardies over 30 minutes, Rocketship will notify the student's parent/guardian of the student's "chronic truant" status and the parent/guardian will receive the ***Notification to Appear Before the Regional Attendance Review Board (RARB)***. Written communication of the *Notification to Appear Before the RARB* may be sent through mail and/or electronic mail. The Regional Attendance Review Board (RARB) serves as the final Rocketship review board. The RARB is charged with reviewing

	student's truancy matters in the final internal escalation phase. The RARB may include the following School Leaders: Associate Director of School Supports, Associate Director of CareCorps, Director of Schools, and may include a CareCorps Manager and/or other members of Regional or National Leadership. External governmental agencies (e.g., the District Attorney's Office, etc.) may be invited to this meeting at the sole discretion of the RARB. The focus of the RARB process is to ensure the family is clear on expectations and consequences of not meeting attendance expectations and commitments. For example, risk of retention, escalation to external governmental agencies, involuntary removal, etc. The parent/guardian is required to attend an ***Attendance Review Hearing***. The previous stages, interventions, and contracts will be reviewed. The existing ***Revised Intervention/Attendance Contract*** may be modified as needed. Parent/guardian and RARB members will sign the ***Final Intervention/Attendance Contract***. Rocketship will provide at least one (1) week's notice of scheduled meeting date. Failure to appear or failure to improve attendance or uphold commitments of the ***Final Intervention/Attendance Contract*** will result in further consequences such as risk of retention, involuntary removal, or other administrative actions.

If a student accumulates 15 or more consecutive unexcused absences without notifying the school of the reason for the absence, and Rocketship is unable to get in touch with the student's parent/guardian after reasonable and good faith efforts, Rocketship will drop the student from the school's roster and their space will be given to a student on the waitlist. For extended absences, Independent Studies may be available and arranged by the principal in accordance with Rocketship's Independent Study Policy and procedures.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

If a student fails to show up to school during the entire first week of the instructional school year, and the family does not notify Rocketship in advance, the student may forfeit their seat at the school and be placed on the waitlist. Forfeiture under this policy is not construed as involuntary removal by Rocketship.

Any documentation received by Rocketship regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a **voluntary** disenrollment and shall not trigger the Involuntary Removal Process below.

For all communications set forth in this process, Rocketship will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update Rocketship with any new contact information.

Involuntary Removal Process

No student shall be involuntarily removed by Rocketship for any reason unless the parent or guardian of the student has been provided written notice of Rocketship's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with Rocketship's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Rocketship issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to Rocketship's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, Rocketship will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of Rocketship's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent Rocketship from making a similar recommendation in the future should student truancy continue or reoccur.

Referral to Appropriate Agencies or County District Attorney
It is the Rocketship's intent to identify and remove all barriers to the student's success, and Rocketship will explore every possible option to address student attendance issues with the family. For any unexcused absence, Rocketship may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, Rocketship shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination
These policies will be enforced fairly, uniformly, and consistently without regard to 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 Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

COMMUNICATION

This year, all Rocketship schools will be using two communication systems called School Messenger and Parent Square to send messages to families. These messages may include information about upcoming school events, emergency notifications, attendance issues, or other things that the school feels are important for families to be aware of. The messages will be sent via text message, email. or phone calls using the contact information that you provide upon registration. Please contact your child's school if you wish to opt out of receiving such communications.

SCHOOL CANCELLATION, LATE START, AND EARLY DISMISSAL

On rare occasions, Rocketship may decide to alter the regular schedule of the school day by closing school for a day, starting the school day late, or releasing students early at one or several campuses due to snow, rain, severe weather, natural disasters, or other emergency conditions. Rocketship recognizes that closing school or shortening the instructional day is disruptive for students, staff, and families and will only make this decision when it is necessary for the safety of our school community. Whenever possible, Rocketship

will provide families and staff with advance notice of the decision or possible decision to shorten the instructional day or close school.

CAMPUS OPERATIONS AND SECURITY

ARRIVAL AND DISMISSAL PROCEDURES

Transportation

All parents/guardians are responsible for securing the transportation of their child to and from school. In addition, parents must provide contact information for any person authorized to pick up their student.

Please refer to your school's addendum for additional details about your school's drop-off and pick-up instructions.

Reminders to Parents/Guardians for Arrival and Dismissal

- Please remember to treat all other Rocketship families, students, and staff members with courtesy and respect at all times. Do not take any actions that may endanger the health or safety of anyone on campus. Disruptive, disrespectful and/or unsafe behavior during arrival and dismissal may result in parents/guardians losing privileges to be on the school campus.
- Do not conference with teachers or school leaders during arrival and dismissal time; make an appointment instead.
- Do not let your child out on the sidewalk outside or near our campus. YOU MUST enter our campus and let your child out in the designated drop-off zone.
- With very limited exceptions, animals are not allowed on campus during drop-off or pick-up. If you have an animal in your car, it must remain completely inside the vehicle at all times while on campus.
- Students may only exit cars on the side passenger side unless alternate requirements are made by your school.
- Display your PikMyKid Dismissal Card when picking up your child.
- Please remember to leave adequate space between cars to avoid collisions.
- DO NOT block driveways while waiting to enter the roundabout.
- If you need to park your vehicle, please only part in designated Rocketship Parking or in legally permissible public parking spots. Avoid parking in or obstructing any private residential or commercial properties.
- Please DO NOT talk or text on your phone during this time. We need to be able to communicate with you for the safety of the children.

STUDENT RELEASE

Rocketship will make every effort to ensure that student dismissal proceeds in a safe manner when students leave school each day. At the beginning of the year, parents/guardians must:

- Ensure that they have accurately filled out their enrollment and registration forms entering all required information to PowerSchool regarding the adults who are parents, guardians, and who are authorized to pick up their students.
- Complete a PikMyKid Dismissal Card that they must display.
- Present a government ID when picking up their child.
- Complete an Emergency Contact Card that includes the names of individuals to be contacted in case of an emergency if attempts to contact the parent/guardian fail.

If a parent/guardian or other authorized individual forgets to bring PikMyKid Card to dismissal, they will need to check-in with the front office and get a new card or a temporary pass.

PikMyKid Dismissal Cards

At the beginning of the school year, parents/guardians are given a PikMyKid Dismissal Card with the student's dismissal number. During dismissal, the child's parent/guardian (or other authorized individual) must present this card to school staff along with a current government ID to pick up the child. If you lose your PikMyKid Card, authorized individuals will be required to know the student's dismissal number and show ID in the front office to obtain a temporary pickup pass.

Emergency Contact Cards

At the beginning of the school year, parents/guardians shall complete and submit an Emergency Contact Card to be kept on file at the school. Parents/guardians will be asked to include the names of individuals to be contacted in case of an emergency if attempts to contact the parent/guardian fail. Any person listed as an Emergency Contact also will be considered to be authorized by the child's parent/guardian to regularly pick them up from school unless the parent/guardian indicates otherwise. At any time during the year, parents/guardians may request to update the Emergency Contact Card. Upon updating the Emergency Contact Card, all previous versions become void.

Authorizing Individuals to Pick Up a Child

Parents/guardians may authorize Rocketship to release their child to other people by completing the Authorization to Pick Up section of the Emergency Contact Card.

Parents/guardians are asked to include the name, phone number and relationship to the child for each person they wish to allow their child to be released to. This section of the Authorization to Pick Up may be updated by the parent/guardian at any time by visiting the school front office. Rocketship staff may ask the authorized individuals for identification when they pick the child up from school.

Rocketship's general policy prohibits releasing students to minors. The only exception is that parents/guardians may authorize Rocketship to release their child to a relative who is a minor (between the ages of 14-18 years old) by completing the Authorization to Pick Up form and a Release to Minor waiver form. A duplicate Dismissal Card with printed authorization for the release to the minor relative must be printed for the minor relative, and the minor relative must bring this authorization each day they will pick up the Rocketeer. Proper identification will also be required.

Rocketship recognizes that there will be situations in which a person not listed on the Emergency Contact Card will need to pick the student up from school. In these rare instances, the parent/guardian should call the school to inform school staff that they authorize school staff to release the student to another person that day. If a person that is not listed on the Emergency Contact Card form comes to pick the student up and the school has not already been contacted by the parent/guardian, the school will need to speak to the parent/guardian by phone prior to releasing the student. In addition, whenever feasible, parents/guardians should provide the authorized person with a signed note indicating their desire to have the person pick the child up on the day in question.

Emergency Dismissal

In case of an emergency dismissal, parents/guardians must wait for instructions from school leaders before coming to campus to pick up their child. School leaders will provide parents/guardians with updated information on the dismissal process using the automated calling system. Parents/guardians should expect that the dismissal location and procedures could be different than on a regular day. Parents/guardians should be prepared to present photo identification when picking up a child after an emergency on campus.

Protection of Students

Rocketship is responsible for protecting the health and safety of Rocketship students while the students are on Rocketship premises. If Rocketship has any reason to suspect that the health or safety of any Rocketship student would be endangered by releasing the student to an individual who is not a parent or guardian, even if that individual is authorized to pick up the student, Rocketship has the right to hold the student on campus and contact the parent/guardian or other valid emergency contact.

LATE PICK-UP

Rocketship's goal is to dismiss our students safely, efficiently, and responsibly. We understand that occasional family emergencies may cause a child to be picked up late from school, but consistently failing to pick up students on time places undue burden on school staff, is costly to the school, and disruptive to our students' daily routines.

Notifying the School

Parents/guardians are expected to make arrangements for their children to be picked up during their

designated dismissal time every day. That said, we do understand that there may be unpredictable situations that could cause a parent/guardian to pick up a student late on a given day (i.e., car problems, traffic, issue at work). In these cases, we ask that a child's parent/guardian contact the school by phone to let the staff know that their child will be picked up late that day. The parent/guardian will still be required to complete a Late Pick-Up Incident Report when they come to pick up their child.

Late Pick-up

If a student is left on campus after dismissal ends and the parent has not notified the school, school staff will attempt to call the student's parent/guardian. If the school cannot reach the parent/guardian they may also contact individuals listed on the student's Emergency Contact Card.

A parent/guardian (or otherwise authorized individual)who comes to pick up a student after the end of dismissal, will need to complete a Late Pick-Up Incident Report before leaving campus. These reports will be kept on file at the school as a record of why the student was picked up late on that day.

Extremely Late Pick-up

If a student is still on campus more than an hour after the end of dismissal and staff members have not been able to contact the student's parent/guardian, Rocketship staff will contact, if they have not done so already, the individuals on the student's emergency contact card. If the staff are unable to make contact with the parent/guardian or individuals on the emergency contact card, the Principal or designee may contact the local authorities (i.e. police or local child protective service agencies).The Principal or designee may release the child to an authorized individual from the local Child Protective Service Agency or the police department.

Recurring, Frequent, and Chronic Late Pick-Up

If a child is frequently picked up late, school staff will request a meeting with the parent/guardian to determine the cause and implement supportive interventions.

Rocketship will follow a tiered series of interventions for families who persistently pick up their child/children late, as described below:

Late Pick-Up (each occurrence)	The parent/guardian (or otherwise authorized individual) who picks up the child must complete a Late Pick-Up Incident Report before leaving campus.
Recurring Late Pick-Up (three occurrences)	Parent/guardian must attend a meeting with a School Leader to review Late Pick-Up Incident Reports and create a verbal agreement and plan to prevent late pick-ups in the future. The School Leader may refer the family to local counseling or truancy resources.

Frequent Late Pick-Up (six occurrences)	A letter will be sent home to the student's parent/guardian specifying the date, time, and location of a meeting with a school leader. The parent/guardian must attend a meeting with a School Leader and sign an agreement to pick up their child on time.
Chronic Late Pick-Up (more than six occurrences)	Parent/guardian may become subject to an intervention workshop with school staff, including at least the Principal, Business Operations Manager, and Office Manager. In certain circumstances, Rocketship may also contact Child Protective Services, at the discretion of the Principal.

The above referenced tiered series of interventions does not replace or delay any required reporting to the local child protective service agencies. In certain circumstances, Rocketship may also contact local child protective service agencies, at the discretion of the Principal or designee.

CAMPUS ACCESS AND VISITORS

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. "Campus" in this policy is defined as the entire indoor and outdoor premises, including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards.

Rocketship prohibits the following items in school buildings, on school grounds or buses, or at off campus school-related or school sponsored activities, except for use by law enforcement and authorized personnel. This is not an all-inclusive list and Rocketship reserves the right to prohibit any items staff deems unsafe or otherwise inappropriate.

- Weapons, including but not limited to:
    - Firearms
    - Imitation firearms
    - Knives
    - Razor blades
    - Taser/Stun guns
    - Mace or Bear Spray
- Tobacco/Alcohol
- Illegal Drugs
- Fireworks or explosives
- Other items that may be determined dangerous by school staff

Campus Access Points and Visitor Registration Procedures

Whenever students are in the building, the front office, and controlled access points to each Rocketship campus will be supervised by a Rocketship staff member. All doors leading into school buildings should remain closed and locked at all times and only opened by authorized staff members.

All visitors must use the main entrance to enter and exit the school building, except in cases of fire or emergency. Every visitor must adhere to the following visitor registration process.

Before being granted access to the school building, all visitors must report to the security desk and will be required to undergo an ID check, a registered sex offender check, and adhere to any other security measures (i.e., sign-in/sign-out sheets) that the school has implemented. The school will inform visitors of any specific follow-up that may be required for visitors who are not able to provide proper identification or who are flagged with a sex offender offense.

Visitation – General Guidelines

- All visitors (including Rocketship regional and national staff members) must be registered and checked in via VisitU with their current government issued ID with the security guard immediately upon entering any school building or grounds at any time that students are in the building. Schools will be required to provide a sign-in sheet for any event held on campus.
- If visitors are flagged with a sex offender offense, they will be denied entry and referred to school administrators. This will not prohibit an individual from picking up a student if that individual is listed as an allowed pick-up person.
- The Principal, or designee, may refuse to register a visitor if he or she has a reasonable basis for concluding that the visitor is in possession of a firearm; or the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering with the front office, visitors who are not Rocketship employees will be issued a VisitU badge that they must display at all times while on campus. Network Support staff must display their badge on their persons at all times while at a school site. If a Network Support staff member forgets their badge, they will need to register with VisitU and obtain a Visitor's Pass from the front office.
- All visitors must also sign out when leaving the campus.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if they reenter the school without following the posted requirements, law enforcement may be notified and they may be guilty of a misdemeanor.

Arranging for a Campus Visit
All visits during school hours should be arranged with the teacher and Principal or designee in advance.

Rocketship welcomes family partners in our schools. Parents/guardians are welcome to participate in school sponsored activities by invitation. In addition, parents/guardians may meet with their student's teacher/other school staff and attend meetings related to their student(s) by appointment during non-instructional time. Rocketship reserves the right to limit classroom visits by parents/guardians to maintain the integrity of the instructional environment and support the developmental needs of all students.

Parent/Guardian requests for classroom observations should be arranged in advance and are approved at the Principal or designee's discretion. Observations for the purpose of special education or related services will be arranged in accordance with the policies in the Student Support and Special Education section of this handbook.

Visitor Conduct
All visitors, regardless of their reason for being on campus, are expected to act in accordance with all Rocketship rules, policies, standards of conduct, and norms while on the school premises. During school visits, Rocketship expects all parents/guardians and other visitors to exclusively engage in activities directly related to the purpose of their visit. If a visitor is disruptive or displays threatening or inappropriate behavior towards any person when on the Rocketship campus, the school Principal or designee, at their discretion may:

- Request the visitor leave campus,
- Withdraw consent for the visitor to be on campus, and/or
- Call the local police department.

Examples of disruptive, threatening or inappropriate behavior can include, but are not limited to:

- Disturbing the school environment or operations in all spaces on the school campus.
- Compromising or threatening to compromise the health, safety, security, or welfare of students and/or staff.
- Using intimidation, profanity, or expressing threats towards staff, students or other members of the school community.
- Carrying a weapon on campus, even if licensed or authorized to carry.

- Inappropriately engaging with a student who is not their own child.
- Recording (i.e., video, audio, AI enabled notetaking of any sort) or photographing students, staff and school community members without their prior knowledge or consent.
- Refusing to comply with school policies.
- Failure to model and support Rocketship values and community norms

This policy also applies to conduct during virtual programming (i.e., virtual instruction, events, etc.). Individuals who appear at a virtual event with a Rocketship student and whose conduct violates this policy will receive consequences in accordance with Rocketship policies.

Loitering

Visitors, including parents/guardians and children who are not students at the school, are not permitted to loiter on school grounds, including in the parking lot and outside school buildings. This applies to children of staff members who attend a different school. The parking lot is only to be used for dropping off and picking up students, and for participating in official school business.

All visitors, including parents/guardians and students are expected to leave the campus once they've finished their business.

Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal or designee, or who enters the school campus (including the school building(s), sidewalks, parking lots, driveways, playgrounds, and courtyards) without proper authorization in accordance with the Visitor Registration Procedures, may become subject to the local criminal laws regarding trespass and unlawful entry.

Continued refusal to comply may lead to Rocketship withdrawing consent for the individual to be on campus. The Principal or designee may seek the assistance of the police in enforcing a request to leave any Rocketship campus or in pursuing any additional legal action.

Withdrawing Consent for Individuals to be on Campus

Rocketship recognizes that situations could arise where it may become necessary to deny an individual access to a Rocketship campus. In such circumstances, the school Principal, or their supervisor(s) may issue an Ouster Notice. Ouster Notices will comply with any relevant state law requirements, but at a minimum will include:

- The name of the restricted individual.
- The school campus(es) from which the individual is restricted.
- The reasons for which the individual is being restricted.
- Date on which the restriction is removed.
- The name of the school Principal/designee issuing the notice/letter.

Throughout the entirety of an Ouster period it is the responsibility of the restricted individual to follow the terms of the issued Ouster Notice. Rocketship reserves the right to seek legal enforcement of an Ouster Notice.

It is the responsibility of the Principal, Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no restricted individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the Ouster Notice at the front desk.
- Contact the local police department in the event that an individual becomes confrontational or refuses to comply with school policies and protocols.

ELECTRONIC SURVEILLANCE

Electronic surveillance may be used at Rocketship campuses where deemed necessary by Rocketship administration. The use of electronic surveillance at our schools is solely for the purposes of controlling theft, ensuring the safety of Rocketship students and staff, and facilitating the identification of individuals who behave in a disruptive manner or commit a crime. Rocketship will abide by applicable laws regarding electronic recording. Electronic surveillance records are the property of Rocketship, and are not considered a student record. Rocketship's electronic surveillance records will not be provided to parents, guardians, or any other third-parties with the exception of law enforcement during an active emergency or critical situation, or in response to a valid subpoena or warrant.

In California, the consent of both parties is required before a conversation is recorded in any area where an individual would have a reasonable expectation of privacy. Rocketship will abide by applicable laws regarding electronic recording.

Rocketship requests that other than during designated school events (such as school plays, graduation, and other events open to the Rocketship community) parents and other visitors to campus refrain from taking photographs and or making audio/video recording of students and staff without first obtaining written consent from the parent of the student. In the event that a parent or campus visitor does capture an image of a student, Rocketship requests that the individual refrain from posting any such image to a personal social media account. Such photography and audio recording are intrusive and may be in violation of state privacy laws.

FAMILY CUSTODY

Rocketship will make best efforts to ensure compliance, on the part of school staff with legal custody arrangements.

For the purposes of this policy, Rocketship will adhere to the following definitions:

Court Order. An order issued by a court following a judicial proceeding to determine the custody rights of the parties or entered as part of a judicial proceeding related to the enforcement or adjudication of custody rights of the parties. A court order will typically state the legal and/or physical custodial rights that the court has granted to each parent.

Joint physical custody. Means that each of the parents shall have significant periods of physical custody. Joint physical custody shall be shared by the parents in such a way so as to assure a child of frequent and continuing contact with both parents.

Sole physical custody. Means that a child shall reside with and be under the supervision of one parent, subject to the power of the court to order visitation.

Joint legal custody. Means that both parents shall share the right and the responsibility to make the decisions relating to the health, education, and welfare of a child.

Sole legal custody. Means that one parent shall have the right and the responsibility to make the decisions relating to the health, education, and welfare of a child.

Noncustodial parent. Is a parent who does not have physical custody (joint nor sole) of the child, pursuant to a court order.

Educational rights holder. Means any one of the following:

- Natural (i.e. biological) Parent
- Legal Guardian
- Foster Parent
- Other court-appointed adult
- Any adult to whom educational rights are assigned via a signed, dated, and notarized assignment by an educational rights-holder (not court-appointed)

Custody Records

Rocketship seeks to maintain accurate and updated custody records for all students. ***It is the responsibility of the parent/guardian of a student to provide the Rocketship Office Manager with accurate and current court***

order and/or legally binding agreements involving the custody rights of their children. Updated Court Orders must be provided to the Office Manager as soon as possible. All documentation provided to the school will be kept confidential and will only be accessed by members of the staff when necessary.

In the absence of a valid, signed and dated court order indicating otherwise, Rocketship will assume that separated or divorced natural (i.e. biological) parents of a child have joint legal and physical custody of their child.

Step-parents, foster parents, guardians, court appointed caregivers, and non-court appointed advocates or caregivers who are not a natural parent must provide proof of legal guardianship, court order, or legally enforceable evidence of their rights before they can be permitted to make educationally-based decisions for a student.

Pursuant to Education Code Section 482024, Rocketship will accept a notarized Caregivers Authorization Affidavit for the limited purpose of allowing **a** relative or other qualified caregiver to 1) enroll a student in school and 2) make school-based medical decisions for the student, without the requirement of a guardianship or other custody order or proof that the caregiver is a legal educational rights-holder.

Student Release

Any parent or guardian who has Physical Custody of a child or retains specific custody rights granted via a Court Order that extends to after-school hours, may pick the student up from school as well as authorize Rocketship to release the student to any other person; provided that, such arrangements are consistent with the terms of Rocketship policy and the Court Order.

Should the terms of a Court Order change during the course of the school year, it is the responsibility of the parents/guardians to provide the Office Manager with a copy of the most recent Court Order as soon as possible.

At any time, either parent/guardian that has Physical Custody has the ability to add individuals to the Authorization to Pick Up section of the Emergency Contact Card.

Rocketship will not deny a parent any of any of their parental rights without being provided a valid court order. If one parent does not wish to allow the other parent/guardian the right to remove the child from school or visit the child in school, Rocketship must be provided with a valid Court Order limiting the other parent's rights.

Rights of Non-Custodial Parents

Inspection of Records

All parents, regardless of custodial rights, have the right to inspect, though not make changes to, copies of their child's educational records, unless a Court Order specifically limits the parent's rights in this regard.

Any inspection of records must be in accordance with Rocketship's FERPA Student Records policies as set forth in the Notification of Rights and Assurances.

School Visitation

Parents without Physical Custody **may not** remove their children from class or visit them in school without the consent of the parent with the custodial rights or a Court Order. Rocketship does not facilitate court ordered visitation at school.

Rocketship's Neutrality in Custody Disputes

It is the policy of Rocketship schools to remain impartial during custody disputes between family members of a Rocketship student. For this reason, Rocketship teachers, administrators, and school staff should refrain from taking any action which may be considered adverse to one parent or family member. These actions include, but are not limited to, writing letters of support for any adversarial proceeding, testifying in a custodial proceeding and serving any person with court documents.

Furthermore, Rocketship shall take steps to abide by court orders and/or legally binding agreements that are presented by parents/guardians. Rocketship shall not be responsible for, nor participate in, the monitoring or enforcement of any parental obligations or duties under a court order (i.e., sending a message to remind a parent of their designated pick-up days).

STUDENT RECORDS

Viewing Student Records

To view student records, parents/guardians must submit a written request to the school Principal/designee. The school will then schedule an appointment to provide the parent/guardian access to the records. Copies may be provided upon request.

Releasing Student Records to Third-Parties

Third-parties are prohibited from accessing confidential student records absent current written consent from the student's parent/guardian, an applicable FERPA exception, or a valid court order. Signed consent from the student's parent/guardian must be dated within one year of the request to release student records.

For more information about federal and state laws regarding student privacy please see the Notification of Rights under FERPA (Access to Student Records) which is included in the Policies, Notifications of Rights, and Assurances section of this handbook.

VOLUNTEERS AND CHAPERONES

Rocketship welcomes family and community partners in our schools. We are always grateful for volunteers and chaperones who can spend time assisting and chaperoning school-sponsored activities. In order to maintain a safe environment for all students, staff and our community, and comply with local laws, Rocketship conducts background checks on volunteers and chaperons as described below.

Volunteers and/or chaperones are expected to follow the directions of Rocketship staff while volunteering. Volunteers and chaperones are expected to follow all Rocketship policies and to conduct themselves as role models for our Rocketeers (including but not limited to using appropriate language, dressing appropriately for a student audience, respecting student privacy rights). Volunteers and/or chaperones who are either disruptive or violate Rocketship policies and expectations will be excluded from volunteering or chaperoning in the future.

Volunteers and chaperones must also sign the Volunteer Code of Conduct.

Mandatory Criminal Background Checks

All prospective volunteers and/or chaperones who may interact with students in an unsupervised capacity and/or who will serve on a regular and ongoing basis for more than ten hours per week must undergo a criminal background check. This includes individuals who plan to volunteer in classrooms on a regular basis and individuals who wish to chaperone a field trip. Any volunteer or chaperone that must undergo a criminal background check must do so through the Department of Justice and the use of LiveScan fingerprinting technology. The Department of Justice (DOJ) will provide automated updates to Rocketship on any volunteer applicant who is convicted of a crime after the initial scan. Prospective volunteers will not be allowed to begin volunteering until the results of the criminal background check have been received by Rocketship and deemed to be satisfactory in accordance with this policy.

Individuals who will have only supervised contact with students are not required to undergo a full background check. For the purposes of this policy, “supervised” means under the direct supervision, at all times, of a Rocketship staff member.

Meghan’s Law Clearance

In California, pursuant to EC § 35021, individuals who have been required to register as a sex offender are prohibited from serving as a school volunteer. Thus, Rocketship will run the names of all prospective volunteers and chaperones through a database for information about any past sex offenses. If the search returns no objectionable information, the volunteer or chaperone will be considered to have received Meghan’s Law clearance.

Disqualification of Prospective and Current Volunteers and/or Chaperones

Rocketship will review the results of completed background checks and make a decision as to whether to qualify an individual to serve as a volunteer or chaperone.

Among other reasons, individuals will be disqualified from volunteering or chaperoning if they have been convicted of a violent or serious felony as defined in state law or have been required to register as a sex offender under state or federal law. Rocketship reserves the right to disqualify current and/or prospective volunteers and/or chaperone in its reasonable discretion.

If a volunteer or chaperone is convicted of a disqualifying offense after the criminal history record check is conducted, the individual must notify Rocketship within seven days of the conviction.

Tuberculosis Testing
All Volunteers who volunteer in a Rocketship classroom for at least 10 hours each month will be required to complete a Tuberculosis Symptom Screening Questionnaire. The results of the questionnaire will be examined by a healthcare professional and individuals with a positive symptom screen will be referred for further evaluation prior to returning to volunteer in such a role. Only volunteers with a negative symptom screen will be cleared to continue to volunteer in a Rocketship classroom for over ten hours a month. Volunteers who are not required to complete the Symptom Screening Questionnaire or who fail to complete the Symptom Screening Questionnaire are restricted to 9 or fewer classroom hours per month or an unlimited number of hours outside the classroom. All Rocketship procedures will comply with the Tuberculosis Testing requirements promulgated by the local Public Health Department.

Minor Volunteer Requirements
Minor Volunteers CAN ONLY serve in supervised roles that do not allow them to be alone with or supervise Rocketship students. Minor Volunteers cannot chaperone or attend field trips. The Principal at the school where the Minor Volunteer wishes to volunteer has total discretion to accept or reject a prospective Minor Volunteer. Minor Volunteers will need to complete the following requirements:

- A Volunteer Application signed by the Minor Volunteer and the Minor Volunteer's parent/guardian.
- A behavior contract (available from the Office Manager) signed by the Minor Volunteer, the Minor Volunteer's parent/guardian, and the school leader at the school where the Minor Volunteer will be volunteering.

FIELD TRIPS

Field trips are off-campus excursions designed by Rocketship staff to supplement the curriculum and to provide enrichment experiences for students. We value these enrichment opportunities and strive to ensure that these experiences are safe, organized, and efficient from beginning to end.

Permission Slips
A student must submit a field trip permission slip signed by their parent or guardian to participate in a field trip.

The Principal, Assistant Principal, or designee overseeing the field trip will review field trip permission slips in advance to confirm that they follow the appropriate official template and are signed by the child's parent/guardian. Verbal permission for field trip participation is not permitted.

Only Rocketship students who have submitted a valid field trip permission slip will be allowed to attend the field trip. Teachers must bring along all permission slips during the trip and keep the permission slips on file after the conclusion of the field trip.

Rocketship will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Chaperones

Chaperones must be approved in advance per the Rocketship's Volunteer and Chaperone Policy. Chaperones may not bring along other children (i.e., siblings of students attending the field trip) without advance permission from the Principal. Chaperones may not bring other family members, friends, or pets on field trips.

Transportation

All Rocketship staff members (teachers and/or School Leaders) and parent chaperones are expected to be present with students on all transportation provided for a field trip unless they receive prior written approval from the school Principal to make an alternative transportation arrangement. If transportation is required for a field trip, Rocketship will provide this transportation. Should staff members and/or parents drive a vehicle in conjunction with a field trip, they will do so in accordance with Rocketship's Staff and Parent Driver Policy.

Dismissal from Field Trips

After a field trip, students will be returned to the school site and will be dismissed according to regular dismissal procedures. All chaperones and students are expected to return to school and participate in dismissal. In exceptional cases, students may be dismissed from a field trip location with a parent/guardian chaperone, but this is subject to the discretion of the Principal or Assistant Principal supervising the field trip. If a student needs to be picked up early from a field trip due to illness or another exceptional circumstance, they may be dismissed from the field trip site provided that the staff supervisors get in contact with the students' parent/guardian and the parent/guardian picks the student up or designates an authorized individual over the age of 18 to do so. Any authorized individual must provide proper identification prior to leaving with the student. The staff members supervising the field trip should contact the school's Office Manager to ensure that the child is appropriately signed out for the day.

Student Behavior
Students are under the jurisdiction of Rocketship at all times during the field trip or excursion and all Rocketship expectations and policies continue to be enforced during field trips and excursions.

Students may be excluded from a field trip as a disciplinary measure in accordance with Rocketship's Student Discipline Policy.

Medication on Field Trips
The Principal, Assistant Principal or designee will also review the roster for the field trip with appropriate school personnel to identify any students attending the trip who regularly take medication or require access to medication while on the field trip. The Principal, Assistant Principal or designee will ensure that a staff member attending the field trip brings along the student medication and is properly trained on how to assist in administering the medication and record the administration of that medication in accordance with Rocketship's Medication Administration policy.

Expenses of Field Trips and Excursions
Rocketship may charge a fee for field trips and excursions pursuant Education Code section 35330. However, Rocketship will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), Rocketship will coordinate the efforts of community service groups to supply funds for students in need.

Field Trip Eligibility
Students must meet school eligibility criteria to attend a school field trip. Students who are chronically truant, as defined by the Rocketship Attendance and Truancy policy, may not be eligible to attend field trips or field days. In appropriate circumstances, criteria will be modified to accommodate student disability or known family need.

SCHOOL MEALS

California has implemented Universal Meals which allows all our students to eat free breakfast and lunch daily. Additionally, Rocketship participates in Provision 2 which also allows all our students to eat free breakfast and lunch daily.

Breakfast
Our school participates in universal breakfast, meaning that every student present at school will receive a meal. Studies have shown that students who eat breakfast have more energy, do better in school, and eat healthier throughout the day. Students are *not* required to eat the breakfast provided by the school.

Food Allergies and Dietary Restrictions

Notify the school Business Operations Manager if your child has a known food allergy It may be possible to accommodate your student's allergy in Rocketship lunch orders, but a doctor's note will be required.

Under California law, schools are required to stock emergency epinephrine to be used by trained personnel on anyone suffering or reasonably believed to be suffering from an anaphylactic reaction. For more information, please see the Rocketship Medication Administration Policy.

If your child has a religious or family household dietary restriction such as veganism or vegetarianism, please notify the school's Business Operations Manager. In some cases, it may be possible to accommodate a child's dietary restriction in Rocketship lunch orders.

Rocketship is committed to ensuring the safety of all of our students, staff, and families. Parents are encouraged to remind their students not to share food with others to prevent potential allergic reactions or dietary conflicts.

Food Brought From Home and Outside Food

Rocketship partners with our local food vendor to provide our Rocketeers with healthy meals every day. Students are allowed to bring their own food from home for lunch or snack, but junk food is not allowed on campus. Rocketship does not have facilities to heat or cool food brought from home, so please plan accordingly. Additionally, Rocketship cannot receive and disseminate food delivered to students on campus by third-party delivery services.

Foods that are NOT ALLOWED (and may be confiscated):

- Peanuts and Tree Nuts, we are a NUT FREE ZONE
- Chips (unless included in a complete lunch, i.e., along with a sandwich, fruits, vegetables, etc.)
- Home-baked Desserts (including cookies, cupcakes, brownies, donuts)
- Fast Food (Sandwich Shops like subway will be acceptable due to nutritional value
- Gum
- Soda/Energy, Sports, or Sugary Drinks (including Starbucks, Frappes, etc.)
- Spicy Chips, candy, or other junk food
- Other food items that are deemed unhealthy might be confiscated if they are not paired with a healthy food option.

Foods that are encouraged:

- Salads
- Carrots and celery sticks

- Apple slices
- Fresh fruits and vegetables
- Whole Grains
- Healthy snack packs

Birthday Parties/Celebrations
We understand how important birthdays are for our students. We all want to celebrate and make our Rocketeers' birthdays feel special.

Here are a few rules in regards to celebrating birthdays:

- You must give **teachers and front office** AT LEAST 48 HOUR notice
- Celebrations have to be done during the last 15 minutes of the school day.
- No balloons, flowers, or stuffed animals are allowed to stay at school
- Any food brought to the school has to be **store bought**, not homemade.

ACADEMICS

CURRICULUM

Students will be exposed to a well-rounded curriculum that includes reading, writing, English language development, mathematics, science and technology, and social studies. Students will also take physical education and enrichment courses in areas such as art, music, theater, or gardening.

The Rocketship curriculum follows all required state performance standards for what students should know and be able to do at each grade level. This includes the Common Core State Standards for English/Language Arts, English Language Development, and Mathematics.

Teachers will use regular assessments to measure how well students are progressing toward mastery. Rocketship will administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].). Notwithstanding any other provision of law, a parent's or guardian's written request to Rocketship officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

We use knowledge about student skills to shape whole class instruction, small group work, and small group tutoring. Using individual student data, instruction can be targeted to better meet individual student needs.

Teachers will give students and parents ongoing feedback about student performance. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. Parents/guardians will also regularly receive progress reports and report cards. You should feel free to contact any of your child's teachers regarding their progress at any time.

California Healthy Kids Survey

Rocketship will administer the California Healthy Kids Survey ("CHKS") to students at grades five whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables Rocketship to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

HOMEWORK

Parents and students may expect homework most weekday evenings. Homework can be an important way for students to practice skills that are part of the curriculum, and also builds the habit of responsibility. Research has shown that students who consistently do their homework are more likely to be successful when they go to college. In order to set our students up for success, when assigned, homework will be checked for completion. If homework is found incomplete (this includes a missing part of a question, section, and/or parent signature), and does not have prior excusal, the student may be assigned tutoring and/ or homework help during morning arrival.

RETENTION, PROMOTION, AND ACCELERATION

Rocketship's instructional model is organized so that each student's learning plan is individualized in order to account for individual differences and promote academic and social growth. Upon a student's enrollment at Rocketship, schools will typically not make decisions to allow a new Rocketship student to repeat or skip a grade. Schools are expected to enroll all students in the next consecutive grade level and then assess students objectively as needed. Rocketship believes that retention should only be used in rare and exceptional circumstances.

STATE TESTING

Rocketship shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

TEACHER QUALIFICATION INFORMATION

As Rocketship receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending Rocketship may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

- Whether the student's teacher:
  - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - Is teaching in the field of discipline of the certification of the teacher; and
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, Rocketship will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director to obtain this information.

STUDENT SUPPORT AND SPECIAL EDUCATION

SPECIAL EDUCATION AND CHILD FIND ACTIVITIES

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. Rocketship provides a free, appropriate public education to students with disabilities according to state and federal mandates. Rocketship provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, SELPA policies and procedures, and applicable policies and procedures. Services are available for special education students enrolled at Rocketship. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. Rocketship collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, Rocketship is responsible for identifying, locating, and evaluating children enrolled at Rocketship with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth.

Rocketship has systems in place that assist the school in determining whether a student may have a disability. These include a specific "Child Find" form that is completed by parents upon enrollment in a

Rocketship school. This also includes a Student Study Team (SST), or pre-referral, process in which school teams analyze data to identify students who are struggling academically, socially, or behaviorally and develop interventions to support the student. Rocketship has additional evidence-based interventions that are made available to students who require it; these include both differentiated instruction in the classroom and supplemental interventions in the learning lab and classroom. School teams monitor the progress of every child who receives intervention services in order to be able to identify any student who is not responding to interventions. Students who don't respond adequately to pre-referral interventions are referred for a more intensive level of support, which may include a formal evaluation to determine if the student is eligible to receive special education services as a child with a disability.

Rocketship will not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact their classroom teacher, or a school leader at your school site.

STUDENT ACCOMMODATIONS AND SECTION 504

Rocketship 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 subjected to discrimination under any program of Rocketship. Any student who has been identified with a disability which substantially limits a major life activity, is eligible for accommodations by Rocketship. The parent/guardian of any student suspected of needing or qualifying for accommodations under Section 504 may ask the school Principal to make a referral for an evaluation.

ENGLISH LEARNERS

Rocketship is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. Rocketship will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Rocketship will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

STUDENT RECORD REQUESTS

Third-parties are prohibited from accessing confidential student records absent current written consent from the student's parent/guardian, an applicable FERPA exception, or a valid court order. Signed consent

from the student's parent/guardian must be dated within one year of the request to release student records.

If an educational advocate, attorney, social worker, guardian ad litem, or observer/evaluator wishes to review and/or copy student special education records, the school Principal/designee must first contact a member of Rocketship Education's legal team for guidance on whether or not to release educational records or other student data. For more information regarding student record requests, see the Notifications of Rights and Assurances.

OUTSIDE PROVIDERS

Rocketship is responsible for providing all Rocketship students with disabilities a free and appropriate public education and are committed to providing all students a FAPE based upon their individual needs. Rocketship schools provide special education and related services through the use of qualified personnel either employed by or contracted by Rocketship.

At times families may choose to provide services outside of the school through a clinical model. At Rocketship we welcome collaboration with external providers in the forms of: observations, data collection, team partnership and collaboration such as team meetings with internal (RSED) and external providers so that all providers can discuss student support.

Any visits to campus by an outside provider must be in compliance with Rocketship's visitor policy and subject to reasonable limits therein. Rocketship does not allow external providers to provide direct services to students on campus during the school day/at any time which includes before/after school hours. This ensures the safety and confidentiality of all students as well as the supervision of quality services provided in alignment to the student's operative IEP.

SCHOOL OBSERVATIONS

All visitors shall adhere to Rocketship Campus Access and Visitors Policy.

Parents/guardians, parent-appointed designees, and/or professional evaluators can conduct evaluations in school. Evaluators will be asked for a letter that indicates what assessment the evaluator is conducting and includes the parent/guardian's written consent to conduct the assessment of the student at school. Attorneys have no legal right to observe any class and will not be permitted to do so.

All observations/evaluations must be scheduled prior to the day of arrival at the school. Please make an appointment with the school Principal/designee and the ISE Team. All observers/evaluators must sign

the Confidentiality Agreement and give it to the school Principal/designee and the ISE Team before the start of the observation/evaluation.

School staff may accompany an individual during a classroom observation/evaluation, at Rocketship Education's discretion. Observers/evaluators shall have no direct interaction with students, including the student who is the subject of the classroom observation/evaluation, and must refrain from engaging the attention of the teacher or other students. Not more than three individuals shall be allowed in a classroom during the observation/evaluation and shall be two hours or less. Any request for an extension beyond two hours must be made in advance and granted at Rocketship Education's discretion.

BEHAVIORAL EXPECTATIONS AND DISCIPLINE

ROCKETEER CODE OF CONDUCT

Safety, order, and student discipline are fundamental to learning at Rocketship. Rocketship expects all students to behave in a way that fosters a safe and welcoming environment for other students, Rocketship staff, and community members.

The Rocketship Code of Conduct includes the following non-negotiable expectations for our Rocketeers:

- Adherence to the Rocketship Commitment to Excellence.
- Adherence to the Rocketship **Core Values**.
- Adherence to the **Rocketship Creed.**

Please refer to your school's addendum for your school's Core Values and Creed.

COMMITMENT TO NON-DISCRIMINATION AND EQUAL OPPORTUNITY

Statement of Non-Discrimination

Rocketship is committed to equal opportunity for all individuals in education. Harassment, intimidation, bullying, and sexual harassment are all forms of discrimination and are disruptive behaviors that interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rocketship prohibits discrimination in all forms, inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. The lack of English language skills will not be a barrier to admission or participation in the Rocketship's programs or activities.

Rocketship does not discriminate against any student or employee. Rocketship does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Rocketship does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

To the extent possible, Rocketship will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to respond to such behaviors in a timely manner. Rocketship school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so. Rocketship will promptly and thoroughly investigate any complaint of discrimination or harassment and take appropriate corrective action, if warranted.

Rocketship prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

This Non-Discrimination Statement can also be found on the school's website.

Prohibited Harassment and Retaliation

Harassment is a form of discrimination and Rocketship is committed to maintaining a learning environment that is free from harassment. Rocketship prohibits harassment based on an individual's membership in a protected class by a student, teacher, administrator or other school personnel, by any other person who is participating in, observing, or otherwise engaged in school activities, including sexual harassment and harassment consistent with Title IX, 20 U.S.C. § 1681 et seq. and state law. It prohibits harassment based upon race, color, creed, religion, national origin or ancestry, sex, age, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, physical or mental disability, source of income, status as a complainant of an intrafamily offense, place of business or residence, credit information, gender, gender identity, gender expression, marital status, sexual orientation, pregnancy, childbirth, reproductive health decisions, or related medical conditions, or any other basis protected by applicable law.

Prohibited Harassment includes, but is not limited to the following:

- Any unwelcome physical, verbal, nonverbal, or electronic conduct based on the aforementioned protected traits.
- Prohibited stalking involves a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

Prohibited Sex-based Harassment is quid pro quo or hostile environment harassment that includes, but is not limited to, the following:

- Unwelcome sexual advances of a student by another student; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication (including electronic communication) of a sexual nature (including sexual assault) that adversely affects the student in the ways set forth above.
- Abusive or coercive behavior or dating violence against one student by another student where a dating partner uses threats of, or actually uses, physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner.
- Welcome AND unwelcome sexual advances towards a student by a school employee; requests for sexual favors of a student by a school employee; sexually motivated physical, verbal, or nonverbal conduct by a school employee directed at a student; or other conduct or communication (including electronic communication) of a sexual nature directed to a student by a school employee.

Quid pro quo harassment exists when a school employee, agent or other person authorized by Rocketship explicitly or impliedly conditions the provision of aid, benefit, or service to a student on the student's participation in unwelcome sexual conduct.

A hostile environment exists if the unwelcome sex-based conduct is subjectively and objectively offensive and so severe or pervasive that it denies or limits the complainant's ability to participate in or benefit from the school's program or activity (e.g., skipping class, dropping out of an activity, having trouble concentrating in class).

Retaliation includes any adverse action taken against an individual because they reported sexual harassment, dating violence, or discrimination; provided information or witnesses; or, assisted, participated, or refused to participate in an investigation or proceedings in relation to any of those acts. Rocketship prohibits retaliation against any individual who has made a complaint pursuant to this Policy in good faith, assisted in an investigation, or otherwise exercised rights protected by law. Rocketship also prohibits taking any adverse action against an individual based on an unsubstantiated allegation or rumor of harassment. Any student who is subject to retaliation in violation of this Policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible to school staff or the Title IX Compliance and Civil Rights Officer.

Reporting Process

Reports of Discrimination or Harassment - General

Students, parents or staff should report a claim of discrimination or harassment and the alleged acts promptly to a teacher, counselor, or school administrator. Reports do not have to be made by the complainant. Reports can be made verbally or in writing and can be made in person, by telephone, by mail, by email or in writing, using the General Complaint Form available in every school's front office. A school employee who receives a report of discrimination that may be considered harassment, sex-based

harassment, dating violence, stalking, or retaliation under Title IX, who has knowledge of, or who should reasonably know about, the aforementioned violations, should promptly notify Rocketship's Title IX Compliance and Civil Rights Officer for next steps.

Reports of a Title IX Violation

Reports of alleged acts that may be considered discrimination, sex-based harassment, dating violence, stalking, or retaliation subject to review under Title IX should be made to the Title IX Compliance and Civil Rights Officer:

Renita Thukral
Title IX Compliance and Civil Rights Officer
2001 Gateway Place, Ste. 230E
San Jose, CA 95110
rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX. Upon receipt of a complaint, Rocketship will provide information to the complainant about the investigation process, about their rights under Title IX and other relevant laws.

Confidentiality

To the greatest extent possible, Rocketship shall respect the privacy of individuals who report potential violations of this Policy, individual(s) against whom a report is filed, and witnesses. Rocketship will notify individuals/agencies of incidents of discrimination only to the extent allowed by law. Any notifications to other parties will be made only to ensure that services are provided to the complainant(s) and respondent(s) and to protect the complainant(s) from further or sustained victimization. The Title IX Compliance and Civil Rights Officer/designee conducting the investigation will be responsible for making determinations about confidentiality. Rocketship will maintain as confidential any supportive measures provided to the complainant(s) or respondent(s), to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

Process for Investigating Complaints of Discrimination and Harassment

General Complaints of Discrimination and Harassment

Complaints of discrimination or harassment that do not involve allegations of Title IX violations should be made under the General Complaint Procedures described under the Notification of Rights and Assurances section of this Handbook.

Complaints under Title IX

Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer, and an investigation of those complaints is conducted promptly and impartially pursuant to related Title IX Complaint Procedures outlined under the Notification of Rights and Assurances section of this Handbook. The Title IX Policy and Grievance Procedures also may be found on Rocketship's website.

BULLYING PREVENTION

Bullying can have a harmful social, physical, psychological, and academic impact on victims, bystanders, and bullies. Bullying at Rocketship is strictly prohibited and will not be tolerated.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- Causing a reasonable student to experience substantial interference with their academic performance.
- Causing a reasonable student to experience a substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Rocketship.

Alleged incidents of bullying will be promptly investigated by designated Rocketship staff members. Rocketship's policy and procedures for addressing bullying complaints through either the general complaint procedures or the Title IX procedures (as appropriate) which are included in the Policies, Notifications of Rights, and Assurances section of this handbook.

STUDENT DISCIPLINE - GENERAL OVERVIEW

Rocketship promotes positive behavior at school and aims to create learning environments that are more consistent, predictable, positive, and safe. We clearly define behavioral expectations and consequences, create systems for recognizing and reinforcing positive behaviors, and provide our students with social-emotional learning.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

If students do not respond to our positive behavior supports or classroom management systems, Rocketship may take alternative in-school disciplinary action.

STUDENT DISCIPLINE - IN-SCHOOL DISCIPLINARY ACTIONS

Rocketship relies on proactive, preventive support to promote positive behavior at school. Rocketship has implemented a Positive Behavior Interventions and Supports (PBIS) framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe. Key PBIS practices include clearly defined behavioral expectations and consequences, systems for recognizing and reinforcing positive behaviors, data-based decision making, multi-tiered systems of support, and the implementation of core social-emotional learning curricula.

Rocketship classrooms also use a variety of management systems to address behavioral issues. These may include color-coded card chart systems and other tiered consequences.

In the event that Rocketship's PBIS infrastructure and classroom management systems are insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to immediately warrant additional discipline, Rocketship may take alternative in-school disciplinary action. These actions depend on the circumstances of the offense and may include, but are not limited to, the following:

- Sending the student to the Principal's office.
- Time Out or temporary placement in another classroom.
- Calling or writing/emailing the student's parent/guardian.
- Arranging a conference with the student, parent, teacher and/or administrator.
- Implementing a temporary individualized behavior plan for the student.
- Implementing counseling sessions with a designated staff member.
- Peer mediation.
- Requiring that the student complete a reflective essay or assignment.
- Community Restoration, including requiring that the student take actions to counteract/ameliorate a problem (i.e., fixing something the student broke).
- Referring the student to a Student Support Team.
- Restricting the student's participation in after-school/extra-curricular activities or field trips.
- Holding the student for detention or additional instructional time during lunch or before/after school.
- Confiscating inappropriate items related to the disciplinary infraction.

Corporal punishment shall not be used as a disciplinary measure against any student. "Corporal

punishment" includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, "corporal punishment" does not include an employee's use of force, restraint and/or seclusion that is used only when a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others.

As described above, severe infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion.

STUDENT DISCIPLINE - SUSPENSIONS, AND EXPULSIONS

Overview - Suspensions and Expulsions

We believe that our students are best served when they are present at school every day. However, we recognize that situations may occur when a student commits a behavioral offense that is so severe that the student may become subject to discipline, suspension, or expulsion.

A student may be disciplined, suspended or expelled for prohibited misconduct if the offending act is on school grounds at any school-sponsored activity or supervised activity and off school grounds, and outside of school hours *if* in the school's sole discretion, such conduct creates a substantial disruption to the school environment and/or interferes with another student's ability to participate in the school program and/or benefit from the school's program while on school property and/or at any school-sponsored or supervised activity. This may include misconduct occurring outside of school hours such as activity on digital media, applications, online platforms, through telephone, cellular phone or text messages and other communication devices and methods.

In-School Suspensions

In-school suspension ("ISS") is the temporary removal of a student from one or more of their classes for a period of time. While in ISS a student remains in school, is counted present, and provides an in-school opportunity for them to complete and receive credit for class assignments. During ISS, students will complete schoolwork in a location separate from their class. ISS is not intended to be an alternative to or long-term replacement of the student's regularly scheduled class.

ISS may be used in the event that a student is engaging in prohibited conduct that is making the classroom environment physically or emotionally unsafe for other students or that severely disrupts a class or school-sponsored activity.

Only the Principal or Assistant Principal, with prior approval from their supervisor, shall assign a student to ISS. Students assigned to ISS must have written notification of the date and duration of the ISS assignment. Assignment to ISS and the scheduling of the days assigned are at the Principal's discretion.

Principals should assign a student to ISS as soon as possible after the infraction is reported.

The principal will ensure that students assigned to ISS are:

- provided a safe, positive environment with proper supervision.
- provided appropriate coursework or activities of academic value and allowed to complete that work during their assignment to ISS.
- provided any required classroom supports and services to complete the coursework during their assignment to ISS.

Additionally, classroom teachers will:

- provide classwork commensurate to the work missed for a student assigned to ISS.
- record the student as present while assigned to ISS. There will be no attendance-related penalty for assignment to ISS.
- evaluate and give credit for work that is completed while assigned to ISS.

The student's parent/guardian must be notified of a student's assignment to ISS at the time that the ISS placement is scheduled. The Principal should contact a parent/guardian by phone or in-person meeting. If the parent/guardian cannot be reached in this manner, the Principal or their designee may make contact through email.

Out of School Suspensions and Expulsion

When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. The decision to pursue a suspension is, in most circumstances, largely at the discretion of the school leadership team in accordance with state law and should only be considered in cases of egregious behavioral infractions – and, even then, should be viewed as a last resort—as we believe that our students are best served when they are present at school every day. Recommendations for expulsion should not be pursued except in the most extreme cases, as our policy is to do whatever it takes to serve every student who enrolls in a Rocketship school.

If a situation does arise where a Principal feels that the student should be suspended or recommended for expulsion, this policy applies and will guide the process.

Grounds for Suspension and Expulsion

Students **may** be suspended when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished any type of knife or other dangerous object or no reasonable use to the student unless, in the case of possession of any object of this type, the

students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.

- Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code§§ 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of their own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.
- Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as

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

- Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of $1000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- Committed sexual harassment, as defined in EC § 212.5. For the purposes of this section, the conduct described in § 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section does not apply to students in grades K-3.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section does not apply to students in grades K-3.
- Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This does not apply to students in grades K-3.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.

    - “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        - Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional

needs) or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- Causing a reasonable student to experience substantial interference with their academic performance.
- Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Rocketship.

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

    - A message, text, sound, video, or image.
    - A post on a social network Internet Web site including, but not limited to:
        - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
        - Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

    - An act of cyber sexual bullying.

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

photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

- An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

A student **must** be suspended and recommended for expulsion for any of the following acts when it is determined that the student:

- Possessed, sold or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certified school employee, with the Principals or designee's concurrence.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4 or committing a sexual battery as defined in Education Code Section 48900(n).

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

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

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii)rocket having a propellant charge of more than four ounces, (iv) missile having

an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

Notice to Teachers

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

Suspension Procedures

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

Suspensions at Rocketship will adhere to the following procedures:

Conference

In accordance with Ed Code 47605(c)(5)(J)(i), suspensions of less than 10 days will be preceded by a conference conducted by the Principal or designee with the student and their parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference in an emergency situation, both the parent/guardian and student shall be given the opportunity to conference within two school days.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present their version and evidence in their defense.

Absent an emergency situation, the conference must occur before the student is sent home on suspension.

No penalties may be imposed on a student for failure of the student’s parent/guardian to attend a conference with school officials. A student’s return to school from an issued suspension will not be contingent upon a parent/guardian’s ability to attend a conference or meeting with school staff.

Notice to Parents/Guardians

At the time of suspension the Principal or designee shall make a reasonable effort to contact the student’s parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall

also be notified in writing of the suspension, the reason for the suspension, the length of the suspension, the student's right to return to school at the end of the suspension, and any conditions for that return (i.e. a return conference with the parent/guardian) and the date of return following suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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

Suspension Time Limits/Recommendation for Expulsion

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

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

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

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

Rights During Suspension

In accordance with Education Code 47606.2 and 48913.5, Rocketship will do the following during a student suspension:

- Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for a suspended student, Rocketship will provide the homework that the student would have been assigned during their suspension.

- If a homework assignment that is completed during suspension and turned in, that assignment will be included in the calculation of the student's overall grade.

Expulsion Procedures

An expulsion is the permanent dismissal of a student from the Rocketship program, subject to any rehabilitation plan as further described below. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school. The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the Academic Affairs Committee, a committee of the Board. The Academic Affairs Committee shall consist of three board members. The Academic Affairs Committee may expel any student found to have committed an expellable offense. Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel, as described below. The Academic Affairs Committee will pre-appoint a panel of at least five certificated Rocketship staff members, each from different Rocketship school sites. Should any of the persons appointed to the panel work at the school in which the student is enrolled, they will recuse him/herself from the proceedings.

In accordance with Ed Code 47605(c)(5)(J)(ii), for expulsions and suspensions in excess of 10 days, Rocketship shall provide timely written notice of the charges against the student and an explanation of the student's basic rights.

Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Principal or designee determines that the student has committed an expellable offense, unless the student requests, in writing, that the hearing be postponed.

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

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based, along with a summary of the evidence against the student;
- A copy of Rocketship's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the

student's status at the school to any other school district or school to which the student seeks enrollment;

- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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

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

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

Record of Hearing

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

Presentation of Evidence

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

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge

is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Written Notice to Expel

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

- notice of the specific offense committed by the student and
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

Expulsion Decision

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

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

Written Notice to Expel

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

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

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

Right to Appeal

The student/family shall have the right to appeal the decision to expel the student from Rocketship directly to the Academic Affairs Committee. If the Academic Affairs Committee made the final decision on the expulsion, the appeal shall go directly to the Executive Committee of the Board. The request to

appeal must be made in writing and shall be submitted to the Academic Affairs Committee or Executive Committee within five business days of being made aware of the decision to expel the student. The appeal shall be heard by the Academic Affairs Committee or Executive Committee within 15 days of receipt of the appeal.

Post-Expulsion- Possibility for Readmission of Expelled Students

The decision to readmit a student who has been expelled from a Rocketship school shall be in the sole discretion of the Board.

Special Procedures for Suspension and Expulsion of Students with Disabilities

Services During Suspension

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

Procedural Safeguards/Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a manifestation determination shall take place. "Change of Placement" includes a recommendation for expulsion or a cumulative removal of more than 10 school days in a school year. Rocketship, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the IEP Team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability and:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the

behavior; and

- Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan and change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP or Section 504 Plan, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

If the parent of a child with a disability disagrees with any decision regarding a disciplinary change in placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent or school may request an expedited administrative hearing through the regional administrative hearing office.

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

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or School may request a hearing.
In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

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

The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's

disability in cases where a student:

- carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

- The parent of the child expressed concern in writing to supervisory or administrative personnel of Rocketship, or a teacher of the child, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child pursuant to §§ 300.300 through 300.311; or
- The teacher of the child, or other Rocketship personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

Rocketship shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible. If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline.

The school shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Rocketship pending the results of the evaluation.

Disciplinary Records

Rocketship shall maintain records of all student suspensions and expulsions at Rocketship. Such records shall be made available to the chartering authority upon request.

Involuntary Removal

No student shall be involuntarily removed by a Rocketship school for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, Rocketship shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until Rocketship issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

For the purposes of this policy, the term "parent/guardian" shall include a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an American Indian/ Native Alaskan's tribal social worker and, if applicable, county social worker.

LOST OR DAMAGED SCHOOL PROPERTY

If a student willfully damages Rocketship's property or the personal property of a Rocketship employee, or fails to return a textbook, library book, computer/tablet or other Rocketship property that has been loaned to the student, the student's parents/guardians may be liable for all damages caused by the student's misconduct. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student's family due process, the school reserves the right to implement enforcement measures available to it under law.

STUDENT DRESS CODE

Rocketship's dress code seeks to maximize learning, and minimize disruptions during the school day and foster school/community spirit. Rocketship wants to ensure all students are prepared each day to comfortably participate in and focus on all school activities. Accordingly, students are expected to wear the Rocketship uniform to school every day.

The Rocketship uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or uniform collared shirt.
- Any sweaters and jackets when worn inside must be solid uniform colors.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces, sandals, Crocs and shoes with wheels are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing uniform colored collared shirt (without the Rocketship logo).

Please refer to your school's addendum for your school's uniform colors and details.

The following clothing, accessories, or markings on clothing and/or skin are NOT permitted on any Rocketship campus.

- Any article of clothing, accessory, or markings on clothing that exhibits curse words, slurs, or hate speech.
- Clothing with logos, slogans, words, or pictures promoting or depicting alcohol, tobacco, drugs, vandalism, bigotry, violence, sexual connotations, or profanity. This includes clothing with phrases or pictures that have double meanings.
- Does not reasonably fit.
- Could be dangerous when playing, participating in physical education, or participating in school activities.
- Is headgear including hats, hoodies, and caps unless permitted for religious, medical or other reasons by school administration.

Rocketship reserves the right to determine what constitutes a violation of this dress code policy. Parent's will be called if appropriate clothing is not available or if the student refuses dress-code appropriate clothing. Rocketship may contact the student's parent/guardian to ask the parent/guardian provide an immediate change of clothes and/or to discuss the dress code violation.

Rocketship respects and protects students' religious, ethnic, and cultural expression. Students may wear any religiously, ethnically, or culturally specific head coverings or hairstyles, including but not limited to hijabs, yarmulkes, and head/hair wraps.

PERSONAL BELONGINGS

Students are not allowed to have the following items at school:

- Gum and Candy
- Weapons and toy weapons
- Matches or any flammable item
- Any illegal substance

- Toys, games, cards, stuffed toys/animals, dolls and fidget spinners
- Electronic devices and toys
- Any other personal items that becomes a distraction to the student or the classroom can be confiscated.

STUDENT CELL PHONES AND PERSONAL DEVICES

Students may not use cell phones or other personal electronic devices during school. If a student does use a cell phone or device to school, it may be confiscated and returned to their parents/guardians. A student may only use a cell phone under the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a Rocketship staff member grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician determines that the possession or use of a private device is necessary for the health of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Students who use a phone without permission from a teacher will be subject to disciplinary procedures. Rocketship in no way assumes any responsibility for and will not replace any damaged, lost, or stolen cell phones or personal devices.

HEALTH AND SAFETY

MEDICATION ADMINISTRATION

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with state laws and regulations.

Rocketship strongly encourages families to administer temporary and/or maintenance medications outside of school hours. If this is not possible, medication can be administered at school.

Rocketship staff will administer all medication in accordance with applicable law, the Medication Authorization Form on file, and established guidelines. Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Authorization Form among other required documents. Parents/guardians should contact the Office Manager for a copy of the Medication Authorization Forms and for a copy of Rocketship's full Medication Administration Policy.

The Medication Administration Form must include:

- Written medical authorization, signed by a licensed health practitioner, that states:
    - The name of the student;
    - Emergency contact information for the student's parent/guardian;
    - Contact information for the student's licensed health practitioner;
    - The name, purpose, and prescribed dosage of the medication and route of administration;
    - The frequency that the medication is to be administered;
    - The possible side effects of the medication as listed on the label;
    - The circumstances under which the medication may or must be administered;
    - Other medication the student may be receiving at home;
    - Special instructions or emergency procedures;
    - In the case of self-administered medication, confirmation that the student has been instructed in the proper technique for self-administration of the medication and has demonstrated the ability to self-administer the medication effectively.

- Written authorization, signed by the student's parent/guardian, that states:
    - That a trained employee or agent of the school may administer medication to the student in accordance with all applicable state laws and regulations; or
    - in the case of self-administration, the student may possess and self-administer the medication at Rocketship, at Rocketship-sponsored activities, and while on Rocketship-sponsored transportation; and
    - that the name of the student may be distributed to appropriate school staff, as

determined by the Principal.

- Written acknowledgment that any person assisting in the self-administration of medications to students or performing health care procedures, including administration of medication, shall not be liable in any court of law for any injury resulting from the reasonable and prudent assistance in the self-administration of medication or the reasonable performance of health care procedures, including administration of medications, if performed pursuant to this Policy.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Authorization Form to Rocketship. All Medication Authorization Forms must be updated at least annually.

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than their own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to their prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

IMMUNIZATIONS

To promote the health and well-being of all students, and to comply with state laws and regulations, Rocketship requires all students to present proof of certain immunizations prior to beginning school at a Rocketship campus.

Rocketship adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

Required Immunizations, Records and Reports
California law requires that an immunization record be presented to Rocketship staff before a child can be unconditionally enrolled in school. Entering students who are not exempt must provide Rocketship written verification from a doctor or immunization clinic of the following immunizations:

Immunization (TK/K-12)	Dosage
Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses

Hepatitis B (Hep B)	Three (3) doses
Varicella (chickenpox)	Two (2) doses
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose
Varicella	Two (2) Doses

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with Rocketship's Educational Records and Student Information Policy. Rocketship will file a written report on the immunization status of all new entrants to Rocketship with the California Department of Public Health ("CDPH"), on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Rocketship shall immediately admit a foster child, as defined in Education Code Section 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Rocketship's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Rocketship discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Rocketship will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by Rocketship. If the student does not provide documentation of having received all required immunizations within the time period designated by Rocketship, per State law, Rocketship shall exclude this student from attendance. The student shall remain excluded from Rocketship until the student provides proper documentation of the student's compliance with the immunization requirements as required by law. Information regarding the student's exclusion shall also be reported to Student Information Services.

Conditional Admission

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Principal or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Principal or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted a valid exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Rocketship will prohibit the student from further attendance until that student provides proper documentation of the student's compliance with the immunization requirements as required by law.

Documentary Proof

The Principal shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the CDPH.

Exemptions from Immunization Requirements

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following **exceptions**:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Sections 120370-120372.
    - Commencing January 1, 2021, the CDPH standardized medical exemption form shall be the only documentation of a medical exemption that Rocketship shall accept.
    - On and after July 1, 2021, Rocketship shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a CDPH standardized medical exemption form as required by law.
    - Medical exemptions remain valid until the earliest of:
        - the child's enrollment in the next grade span, as defined below;
        - the expiration date specified in a temporary medical exemption, which shall not exceed one year; or
        - revocation of the exemption pursuant to Health and Safety Code Section 120372.

2. Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.
    - A student who has not received all of the required immunizations will not be eligible to attend classes at a Rocketship campus unless the student is otherwise exempt under #1 or #3.

3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the Rocketship, shall be allowed to enroll at Rocketship without being fully immunized until the student enrolls in the next grade span, as defined below, pursuant to Health and Safety Code Section 120335(g).

   "Grade span" means each of the following:
   1. Birth to Preschool.
   2. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
   3. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in Health and Safety Code Section 120335(b) and the child's documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from Rocketship until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

HEALTH EXAMINATIONS AND SCREENINGS

Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in Rocketship may file annually with the Executive Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment

completed by a dental professional. Please contact the main office if you have questions about this requirement.

DIABETES

The California Department of Education (CDE) has developed informational materials for parents, guardians, and families to educate them about tyle 1 diabetes. Copy of that information sheet and other informative information regarding type 1 diabetes is available at the CDE's website:

https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp

The information included within this handbook serves as provision to parents/guardians of a student newly enrolling and as the annual notice for enrolled student.

HEAD LICE

If a student is suspected of having head lice (i.e., constant itching or tickling feeling in the hair), the school nurse or other trained school employee may examine the hair of the suspected student for lice or nits (lice eggs). In certain circumstances, the employee may also examine other members of that student's household who are students at the school. If a student is positive for live head lice, the student is to be sent home at the end of the school day with information to the parents regarding treatment and control measures. Students with head lice do not need to be sent home early, they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Any absences related to head lice will be documented and counted as an excused absence in accordance with Rocketship's Attendance and Truancy Policy.

Exposure Notice

If there are two or more students affected in any class, Rocketship will send home an exposure notice with information about head lice to all parents/guardians in that class. Rocketship will maintain the privacy of students identified as having head lice and excluded from attendance.

Returning to School

Rocketship will provide parents/guardians of affected students with instructions on how to conduct post-treatment examinations on their children. Parents/guardians may send their child back to school when they believe that the child's hair is no longer infested with head lice. Parents should not withhold the child from school for any days longer than necessary; typically, no more than three days. Any absences longer than three days require a doctor's note. If the family is unable to obtain a doctor's note, the family should arrange to have a meeting with the school to discuss the length of absence. The school has the discretion to excuse additional days if school staff determine this is necessary. The school nurse or other trained staff members may reexamine the student's hair upon return. If the student shows no trace of live head lice, the student may return to school.

SAFETY PLANS

Safety is our first priority. To make sure our staff and students know what to do in case of an emergency, we follow a rigorous calendar of staff training, safety team meetings, campus walkthroughs, and safety drills. Every school is equipped with a detailed Health and Safety Plan that contains our emergency response plans, including plans for earthquakes, fire, severe weather, and lockdowns.

Please refer to your school's addendum for your school's detailed evacuation locations and directions.

Emergencies
In order for us to keep our campus safe during an emergency, we need our families to understand the following:

- In the event of an emergency, we will share information with families via our automated calling system. Please make sure your updated contact information is in our system.
- If there is an incident on or near our campus, please stay at home and wait for instructions from our school leaders. We need the public to stay away while we secure our campus and account for all students. When it is safe to come to the school, you will be contacted.
- After an emergency incident, we may need to change the way we dismiss students. You may be asked to present a photo ID in addition to your child's Walker/Rider card. Please wait for instructions from school leaders before coming to campus.

WEAPONS AND FIREARMS

Rocketship prohibits any weapons, imitation firearms or dangerous objects of any kind in school buildings, on school grounds or buses, or at off campus school-related or school sponsored activities, with the exception of weapons and/or firearms in the possession and/or control of law enforcement officers and security officers.

Notice of Safe Storage of Firearms
The purpose of this notice is to inform and to remind parents and legal guardians of all students at Rocketship of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

DRUGS, ALCOHOL, AND TOBACCO

Rocketship is committed to maintaining campuses free of alcohol, smoke, and illegal drugs. No one may smoke on campus and may not bring alcohol or illegal substances of any kind to our school. If a student is found in possession of drugs, alcohol, or tobacco products, they will be subject to discipline and possible suspension or expulsion under Rocketship's discipline policies.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch can be found here: https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx

CAMPUS SEARCHES AND SEIZURES

To protect the safety of all students, staff and the community, Rocketship reserves the right to search a student's personal property, and school property assigned to the student when there is reasonable suspicion that the student violated a Rocketship policy and/or state/federal law. All searches shall be authorized and conducted by a member of the school leadership team in the presence of an adult witness.

Student desks, cubbies and lockers, are school property and remain at all times under the control of the school. Student desks, cubbies, and lockers may not be used to store unauthorized, illegal, or contraband materials. The acceptance and use of school facilities and/or the presence on school campus by any student, shall constitute consent by the student to the search of such school facilities, student property, student use areas, by authorized school personnel and/or law enforcement.

Similarly, at their discretion and where they deem appropriate, Rocketship school leaders may confiscate a student's mobile/smartphone/ personal electronic device.

To ensure the safety of the school community, when there is reasonable suspicion, an individual is in violation of Rocketship's Campus Access and Visitors Policy and/or local or federal laws, Rocketship retains the right to require a property search as a condition to enter campus.

INTERNET SAFETY AND ACCEPTABLE USE

Rocketship uses advanced education technology to support personalized instruction for all students and facilitate comprehensive data analysis. Rocketship adheres to the federal requirements and guidelines set forth in the Children's Internet Protection Act (CIPA) (47 U.S.C. § 254(h)). Visit http://www.ifea.net/cipa.html to view CIPA in its entirety.

Definitions

"Minor" means any individual under 18 years of age.

"Technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

- Obscene, as that term is defined in 18 U.S.C. § 1460;
- Child Pornography, as that term is defined in 18 U.S.C. § 2256; or
- Harmful to minors, as that term is defined below.

"Harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

- Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. "Sexual act" and "sexual contact" have the meanings defined in 18 U.S.C. § 2246.

An authorized person must be able to disable the blocking or filtering measure during any use by an adult to enable access for bona fide research or other lawful purposes.

Educational Purpose
Rocketship's Internet system is limited to educational purposes. Acceptable activities include classroom activities and high-quality research. Rocketship computers are not to be used for entertainment purposes unless specifically authorized by a staff member in accordance with this policy.

Technology Protection Measures
To the extent practicable, Rocketship will use technology protection measures to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. The selected technological filter will be designed to prevent a user from sending, receiving, viewing, or downloading materials that are harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage
In accordance with CIPA, the following uses of Rocketship Internet system are considered unacceptable:

- Unauthorized access, including "hacking." This includes logging in through another person's account and accessing another person's files; making deliberate attempts to disrupt the computer system; destroying data by spreading computer viruses; and downloading software without the explicit consent of a staff member. Rocketship students shall immediately notify a teacher if they have identified a possible security problem.
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors. This includes posting a student's personal contact information (i.e., name, email address, home address, telephone number, school address) through email or through websites that solicit personal information, social networking websites, and Internet chat rooms.
- Illegal activities. This includes using the Internet to engage in any illegal act, including, but not limited to, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of another person.
- Inappropriate online behavior. This includes using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language while online; engaging in personal attacks or cyberbullying, including prejudicial or discriminatory attacks; and knowingly or recklessly posting false or defamatory information about a person or organization on any websites.
- Plagiarism.
- Accessing inappropriate material. This includes material that is designated for adults only or is profane or obscene (i.e., pornography), or harmful to minors, material that advocates illegal or dangerous acts, or material that advocates violence or discrimination.

Supervising and Monitoring

It shall be the responsibility of all members of the Rocketship Schools team to educate, supervise and monitor appropriate usage of the access to the Internet, including electronic mail by and within the Charter School. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of Rocketship's Executive Director or their designated representatives.

Staff shall monitor students while they are using Rocketship computers, laptops, or tablets to access the internet or online services on a Rocketship campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Rocketship equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy. Parents/Guardians are encouraged to discuss internet safety with their children.

Training

Rocketship will provide age- appropriate training for students and staff who use Rocketship computers and network. The training provided will be designed to promote Rocketship's commitment to:

- The standards and acceptable use of Internet services as set forth in this policy.
- Student safety with regard to Safety on the Internet; appropriate behavior while online, on social networking Web sites, and in chat rooms; and cyberbullying awareness and response.
- Appropriate communication between staff and students via the internet, social media, and text messages or phone calls.
- Compliance with the E-Rate requirements of the Children's Internet Protection Act ("CIPA").

Disciplinary Action

Students should expect only limited privacy in the contents of their personal files or record of web research activities. Record maintenance and network monitoring may lead to the discovery that a student has violated this Policy and/or the law. If there is reasonable suspicion of violation of law or school policy, Rocketship will conduct a search of the student's files and/or internet activities. A student's parent/guardian may request to see the content of a student's files or emails.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who are found to have violated this policy or any relevant laws will be disciplined in accordance with Rocketship's Discipline Policy.

Rocketship will cooperate fully with local or federal officials in any investigation related to any illegal activities conducted on the school computers or through the school internet network.

Liability
Rocketship Public Schools is not responsible for any financial obligations arising through the unauthorized use of its computers and/or internet system. A student's parent/guardian can be held financially responsible for any harm to Rocketship's Internet system arising from a student's intentional misuse.

CHILD ABUSE AND NEGLECT

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report when they know or suspect that a student has been or is in danger of being subjected to any of the following: mental injury; physical abuse; physical assault; neglect; sexual abuse; sexual exploitation; sexual assault; exposure to illegal drug-related activity, including ingestion of an illegal drug due to parent/guardian neglect; or exposure to domestic violence in the student's home. Additionally, mandated reporters must make a report when they suspect or know that a student has been injured by a bullet, knife, or other sharp object.

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who fails to report suspected incidents of child abuse or neglect is subject to punishment under state law.

PARENT INVOLVEMENT

ROCKETSHIP'S COMMITMENT

Rocketship Commitment **–** At Rocketship, we fully commit to our families and students in the following ways:

- We will create a safe place to learn.
- We will respect the background, culture, and individuality of each child.
- We will communicate regularly with you about your child's progress and special needs.
- We will hold high expectations for all students.
- We will work hard to help your child feel successful and increase their sense of self-worth.
- We will provide your child with the academic base and moral compass they need to be successful through college and the rest of their lives.
- We will provide support to you and your child as you determine the best educational path upon graduating from Rocketship.

PARENTS'/GUARDIANS' COMMITMENT

Parents'/Guardians' Commitment- We fully commit to Rocketship in the following ways:

- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn and prepare for college and life by supporting him/her and encouraging him/her to adhere to his/her "commitment to excellence."
- We will make sure our child arrives at school on time every school day.
- We will make arrangements so our child can remain at school until the end of the school day each day and be picked up when school ends.
- We will follow all arrival and dismissal regulations and parking and busing procedures.
- We will make sure our child follows the Rocketship dress code.
- We will ensure that our child is reading or being read to every night.
- We will check our child's homework every night, sign his/her agenda, and we will carefully read and sign (if requested) all the papers our school sends home to us.
- We will meet regularly with teachers to discuss our child's progress and support their work to help our child excel.
- We will participate in as many school activities including parent/family meetings, exhibition nights, community meetings, open house nights, conferences, etc. as reasonably possible.
- We will strive to contribute as many partnership hours to the school community as reasonably possible.
- We, not the school, are responsible for the behavior of our child.

PARENT PARTNERSHIP

Engaged parents are a core pillar of Rocketship's model and critical to our Rocketeers and their long-term success. By actively being included and involved in our schools and their Rocketeers' learning, parents become integrated into the fabric of the school community. An active partnership between families and Rocketship faculty and staff benefits our Rocketeers as they see their parents on campus, and families as they gain a deeper understanding of Rocketship's model and are positioned to reinforce Rocketship's core values at home.

Rocketship asks that families participate in 20 Parent Partnership Hours each year per family by supporting or participating in various school activities. Participating in Parent Partnership Hours is encouraged, but NOT required. If families do not realize 20 Parent Partnership Hours annually, there is no consequence or penalty.

HOME VISITS

Studies have shown that meaningful parental involvement in the education of their children can have dramatic effects on student achievement. Home visits help parents and teachers come together as equal partners to form a trusting relationship centered on student learning, establish goals for the individual child and the parent-teacher relationship, and invest families in the Rocketship community.

Each Rocketship student will receive a home visit from their core classroom teachers during the beginning of each school year. Teachers will reach out to families to schedule the home visit in advance. Home visits typically last for about one hour.

What happens during home visits may vary according to both parent and teacher preference, but typically home visits include:

- Collaborative academic and personal goal-setting for the student
- Discussion of the student's (and the family's) hopes and dreams
- Discussion of the student's interests both inside and outside of the classroom
- Discussion about communication preferences during the school year
- Explanation about Rocketship's policies and procedures that parents have questions about
- Talking about the history of Rocketship and the mission of the network and school
- Conversations about why the family chose Rocketship, how long they have lived in their community, etc.
- Invitation to an upcoming event at the school (i.e., Back to School Night, community meeting)
- Conversation about the teacher's background

PARENT OPPORTUNITIES ON CAMPUS

We provide many different opportunities for you to stay involved with your child's education. These include (but are not limited to):

- **Family Orientation.** Before school begins each year, parents will receive an invitation to an Orientation. All parents must attend this event.
- **Conferences.** A parent/guardian must attend conferences to meet with teachers to go over a student's progress report and/or report card.
- **Community Meetings.** All parents/guardians are invited and strongly encouraged to attend the scheduled Community Meetings. These meetings will help you stay informed regarding your school procedures and policies and become actively involved in further developing the school's mission.

- **Parent/Family Meetings.** All parents/guardians are invited and strongly encouraged to attend the scheduled Parent/Family Meetings to maintain an active role in their child's learning. These meetings are open to the entire family and typically take place on the weekends or on a weeknight.
- **Leadership groups at the school.** This may include a Parent Leadership group or other parent groups organized at the school.

OPEN MEETING POLICY

All meetings of the Rocketship Education Board of Directors will comply with state open meetings law. Agendas will be posted publicly in advance and Rocketship shall also make meeting minutes publicly available upon approval.

POLICIES, NOTIFICATIONS OF RIGHTS, AND ASSURANCES

NOTIFICATION OF RIGHTS UNDER FERPA (ACCESS TO STUDENT RECORDS)

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 business days after the day the School receives a request for access. Parents/guardians or eligible students should submit to the School Principal or designee a written request that identifies the records they wish to inspect. The School Principal of designee will make arrangements for access and notify the parent/guardians or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents/guardians or eligible students who wish to ask the School to amend a record should write to the School principal or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the School decides to amend the record as requested by the parent/guardian or eligible student, the School Principal must order the correction or the

removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School board. A School official also may include a volunteer or contractor outside of the School who performs an institutional service of function for which the School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing their tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.
   Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

   Note that Rocketship will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Rocketship to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW Washington, DC 20202

5. The right to request that Rocketship not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

Disclosures that Rocketship may make without consent.
FERPA permits the disclosure of Personally Identifiable Information (PII) from a student's education records, without prior consent of the parent/guardian or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

Rocketship may disclose PII from the education records of a student to the following parties without obtaining prior written consent of the parents or the eligible student:

1. Rocketship officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99. This can include contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.
2. Other schools or school systems to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer.
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions.
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid.
5. Organizations conducting certain studies for Rocketship in accordance with 20 U.S.C. § 1232g(b)(1)(F).
6. Accrediting organizations in order to carry out their accrediting functions.
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986.
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order.
9. Persons who need to know in cases of health and safety emergencies.
10. State and local authorities, within a juvenile justice system, pursuant to specific State law.
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non-related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Rocketship for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Rocketship.
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Rocketship with respect to that alleged crime or offense. Rocketship discloses the final results of the disciplinary proceeding regardless of whether Rocketship concluded a violation was committed.

Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

Notice for FERPA Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School may disclose PII that is appropriately designated "directory information" without written consent, unless you have advised the School to the contrary in accordance with the School's procedures. The primary purpose of directory information is to allow the School to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Rocketship may disclose the PII that it has designated as directory information without a parent's prior written consent. "Directory information," which is defined as set forth below, may be released to requestors in limited circumstances by Rocketship, without additional notice to parents/guardians, unless the parent/guardian timely "opts out" of such disclosures, in writing.

Directory Information at Rocketship includes:

- Student name, mailing address(es), telephone listing and email address
- Parent/guardian name, mailing address(es), telephone listing and email address
- Student birth date
- Dates of attendance, Grade Level, and Enrollment Status
- Degrees, honors, and awards received

If you do not want the School to disclose directory information without your prior written consent, you must submit a completed Directory Information Opt-Out Form. A Directory Information Opt-Out Form is included in annual enrollment documentation or a copy is available upon request at the main office.

Contract for Digital Storage, Management, and Retrieval of Student Records

Rocketship may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use

student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

This complete policy, included within this handbook, serves as annual notice of the policy.

Solicitation and Disclosure of Student Information for Immigration Purposes
Rocketship shall observe the following:

1. Except as required by state or federal law or as required to administer a state or federally supported education program, Rocketship officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.

2. If Rocketship possesses information that could indicate immigration status, citizenship status, or national origin information, Rocketship will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.

3. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Rocketship will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

4. Rocketship will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

5. During the enrollment process:

    - Where permitted by law, Rocketship shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.
    - Rocketship will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.
    - Rocketship will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling

or attending Rocketship. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment.

6. Rocketship will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on Rocketship prohibits disclosure, Rocketship shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, Rocketship shall not release the information. Rocketship will permanently keep the consent notice with the record file.

Rocketship personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

1. Notify a designated Rocketship official about the information request.

2. Provide students and families with appropriate notice and a description of the immigration officer's request.

3. Document any verbal or written request for information by immigration authorities.

4. Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Contract for Digital Storage, Management, and Retrieval of Student Records
Rocketship may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

This complete policy, included within this handbook, serves as annual notice of the policy.

EDUCATION OF FOSTER YOUTH POLICY

The Governing Board of Rocketship recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. In accordance with Section 1112(c)(5)(B) of ESEA (20 U.S.C. §6312(c)(5)(B)), all LEAs, in collaboration with the state Child and Family Services Agency, must ensure the implementation of the foster care provisions under ESEA.

Definitions

- "Foster youth" means any of the following:
    - a child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child' home by juvenile court).
    - A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
    - A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
        - The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
        - The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, American Indian/ Native Alaskan tribe, consortium of tribes, or tribal organization.
        - The nonminor is participating in a transitional independent living case plan.

    - A dependent child of the court of an American Indian/ Native Alaskan tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.
    - A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "Former juvenile court school student" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to Rocketship.

- "Child of a military family" refers to a student who resides in the household of an active duty military member.

- "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to Rocketship from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the

child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- "Newcomer pupil" is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.

- "Educational Rights Holder" ("ERH") means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions or the student pursuant to Education Code section 56055.

- "School of origin" means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, Rocketship liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- "Best interests" means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Rocketship students.

- "Partial coursework satisfactorily completed" includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be referred to collectively as "Foster and Mobile Youth."

Rocketship Liaison

In order to help facilitate the enrollment, placement, and transfer of foster youth to Rocketship, the Governing Board shall designate a Rocketship foster youth liaison. The Governing Board designates the following position as Rocketship's liaison for foster youth:

Sara Escamilla Guerra
2001 Gateway Place Ste. 230E
San Jose, CA 95110
sguerra@rsed.org
408-726-1999

The liaison for foster youth shall:

- Ensure and facilitate the proper educational placement, enrollment in Rocketship, and checkout from Rocketship of foster youth.
- Ensure proper transfer of credits, records, and grades when foster youth transfer to or from Rocketship.
- When a foster youth is enrolling in Rocketship, Rocketship liaison shall contact the school last attended by the student, within two business days, to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, Rocketship liaison shall provide the student's records to the new school within two business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to Rocketship.
- When required by law, notify the foster youth's ERH, attorney, the appropriate representative of the county child welfare agency, and an American Indian/ Native Alaskan child's ERH, tribal social worker and if applicable, county social worker of the student's expulsion or involuntary removal, and at least ten calendar days preceding the date of the following:
    - of pending expulsion proceedings if the decision to recommend expulsion is a discretionary act under Rocketship's charter;
    - pending proceedings to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under Rocketship's charter; The foster youth's American Indian/ Native Alaskan child's ERH, Tribal social worker, county social worker, attorney and the agency representative will be invited to participate.
    - a manifestation determination prior to a change in the foster youth's placement, if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's ERH, attorney, county social worker, an

American Indian/ Native Alaskan child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.

- As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
- As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
    - Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.
- Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for Rocketship's foster youth.
- Monitor the educational progress of foster youth and provide reports to the Principal or designee and the Governing Board based on indicators identified in Rocketship's local control and accountability plan.

This policy does not grant Rocketship liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 361 or 726, a surrogate parent, or a foster parent exercising authority under the Education Code. The role of Rocketship liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

Rocketship will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. Rocketship will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking re enrollment in Rocketship as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to Rocketship will be immediately enrolled (subject to Rocketship's capacity, if Rocketship is not the student's school of origin, and pursuant to the procedures stated in Rocketship's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is

unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

- For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

- If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Rocketship liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and they be enrolled in any school that students living in the attendance area of the school district in which the foster youth resides are eligible to attend or in Rocketship consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Rocketship dispute resolution process.

If Rocketship operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period,

the pupil's educational rights holder, or American Indian/ Native Alaskan custodian in the case of an American Indian/ Native Alaskan child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by Rocketship on non-school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Transportation

Rocketship shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that Rocketship assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. Rocketship is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school

If there are no existing and acceptable agreements with other educational entities, Rocketship will work with the local child welfare agency to establish an agreement clarifying operational and financial obligations for any foster children enrolled in the school with transportation needs.

Any agreements should include a process for identifying all the resources, including no-cost and low-cost options such as public transportation; foster parent or other family members who may be willing and able to transport the student; special education services if the student is eligible; and any other public or private transportation resources either agency has at their disposal to provide transportation to the student.

Any additional costs incurred in providing transportation should be outlined in the agreements and may include: Rocketship shall provide such transportation if the local child welfare agency agrees to reimburse Rocketship for such costs; Rocketship agrees to pay for the cost; or Rocketship and the local child welfare agency agree to share the cost.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances:

- A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date they left school.
- A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

Rocketship shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Rocketship, Rocketship shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Rocketship has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Rocketship within two business days of the request.

If the foster youth did not complete the entire course, they shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that they completed at their previous school. However, Rocketship may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, Rocketship finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course they shall be enrolled in the same or equivalent course, if applicable, so that they may continue and complete the entire course.

Eligibility for Extracurricular Activities
A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waivers of Fees for Afterschool Programs
Rocketship shall not charge any student who Rocketship knows is in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by Rocketship.

Student Records
When Rocketship receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, Rocketship shall provide these student records within two (2) business days. Rocketship shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with Rocketship's Educational Records and Student Information Policy, under limited circumstances, Rocketship may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance
Complaints of noncompliance with this policy shall be governed by Rocketship's Uniform Complaint Procedures policy.

This complete policy, included within this handbook, serves as annual notice of the policy.

EDUCATION OF HOMELESS CHILDREN AND YOUTH POLICY

The McKinney-Vento Homeless Assistance Act ("the McKinney-Vento Act") is a federal law that ensures educational rights and protections for children and youth experiencing homelessness. (42 U.S.C. 11431 et seq.) This policy is written in compliance with the requirements under the McKinney-Vento Act. It addresses relevant definitions; Rocketship's Designated Homeless Liaison; general assurances regarding the education of homeless children and youth; procedures for identification and reporting; school selection; enrollment and records; transportation rights; and the enrollment dispute resolution process.

Definitions

"Homeless children and youth" mean children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- Living in a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as cars, parks, public spaces, abandoned buildings or substandard housing (for example, condemned buildings or garages), bus or train stations, or other similar settings. In determining whether a housing arrangement may be deemed "substandard, the school may consider whether the setting lacks one of the fundamental utilities such as water, electricity, or heat; is infested with vermin or mold; lacks a basic functional part such as a working kitchen or toilet; presents unreasonable dangers to adults, children, or persons with disabilities. or is otherwise defined as "substandard" under local housing codes.
- Living in motels, hotels, trailer parks (does not include trailers or mobile homes in a mobile home park) or camping grounds due to a lack of alternative adequate accommodations.
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Living in emergency or transitional shelters.
- Abandoned in hospitals.
- Migratory children who qualify as homeless because they are living in circumstances described above.
- Unaccompanied youth includes a youth not in the physical custody of a parent or guardian.
- A child or unaccompanied youth shall be considered homeless for as long as they are in a living situation described above.

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by Rocketship's Liaison.

Designated Homeless Liaisons

The Rocketship Homeless Liaison serves Rocketship students in the designated region(s) below.

Sara Escamilla -Guerra
2001 Gateway Place Ste. 230E
San Jose, CA 95110
sguerra@rsed.org
408-726-1999

The Homeless Liaison is required to:

- Ensure that homeless children and youth are identified by school personnel and through outreach and coordination with other entities and agencies.

- Ensure that homeless students enroll in, and have full and equal opportunity to succeed in, Rocketship schools.
- Ensure that homeless families, children, and youth have access to and receive educational services for which they are eligible.
- Ensure that homeless families, children, and youth receive referrals to health, dental, mental health, and substance abuse services, housing services, and other appropriate services.
- Ensure that parents and guardians are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Ensure that public notice of the educational rights of homeless students is disseminated where children and youth receive services under the McKinney-Vento Act.
- Ensure that enrollment disputes are mediated in accordance with the dispute resolution provisions.
- Ensure that the parent/guardian of a homeless child or youth, or any unaccompanied youth, is fully informed of all transportation services and is assisted in accessing transportation services, if available and feasible.
- Ensure that school personnel receive professional development and other support.
- Assist unaccompanied youth in placement/enrollment decisions.
- Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
- Assist homeless children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records
- Collaborate and coordinate with state coordinators and community and school personnel. responsible for the provision of education and related services to homeless children and youth.

Rocketship provides the following general assurances:

- Homeless children and youth shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.
- Homeless children and youth shall be provided services comparable to those received by other students in the school, including transportation services, and education programs for which students meet eligibility criteria, such as services provided under Title 1 or similar state and local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs.
- Homeless children and youth will have access to district administrative level reservation of funds (set-asides) for serving homeless students.
- Rocketship shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.
- Rocketship shall provide and post notices of the educational rights of homeless children and youth.

Identification and Reporting
Rocketship will include the identification of homeless students and their unique educational needs in its targeted work to raise achievement for all students. Homeless children and youth will be identified through:

- The application process for enrollment (self-identification)
- School personnel recommendations
- Coordinated activities with other entities and agencies

Rocketship will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth. Materials will be provided for students and parents in a language easily understood by families and students. If students or families are unable to read, additional support should be provided to explain student rights.

School Selection
Homeless students have a right to select from the following schools:

- The school they attended when permanently housed (School of Origin)
- The school in which they was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

A homeless child or youth's right to attend their school of origin extends for the duration of homelessness. If a child or youth becomes permanently housed during the academic year, they are entitled to stay in the school of origin for the remainder of the academic year.

Enrollment and Records
Homeless students may be identified at the time of enrollment (through self-reports). As all Rocketship schools are independent charter schools, and therefore schools of choice rather than assigned district schools, placement decisions are based solely on parent request through the application process. In order to provide equal access to its schools, the Rocketship annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers.

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be immediately enrolled, if the student otherwise be eligible to attend, and subject to Rocketship's capacity and pursuant to the procedures in the charter document and board policies, even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The Rocketship designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess

immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the Designated Homeless Liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adults.

In accordance with current Rocketship enrollment policies and state regulations regarding charter schools, if the grade level for which a homeless child or youth has applied has more applicants than spaces available, a random public lottery will take place in order to determine enrollment for the following school year. An "in-district" or "in-county" (depending on the type of school the student has applied to) priority will apply during the lottery to homeless youth who self-identify as homeless during the application process so as to not discriminate against homeless children or youth due to lack of permanent housing. If a homeless child or youth applies for admission after the annual random public lottery, they will be placed on the waitlist in the order in which the application was received, even if the application is incomplete at the time of submission.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Information about a student's living situation that is maintained by Rocketship is part of the student's record, subject to the protections of the Family Educational Rights and Privacy Act (FERPA). In general, FERPA prohibits a school from disclosing personally identifiable information ("PII) from students' educational records without parental consent. One exception to this general consent rule is for information that the school has designated as "directory information," which is information that would not generally be considered harmful or an invasion of privacy if disclosed. However, information regarding a student's living situation is not considered directory information and must be provided the same protections as other non-directory PII.

Transportation

Per the McKinney-Vento Act, Rocketship must provide services to homeless children and youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

Rocketship, where feasible, at the request of the parent/guardian and/or in the best interest of the homeless child or youth, shall provide transportation to students experiencing homelessness to ensure the students are able to stay at the Rocketship school of their choice for the duration of their homelessness. Rocketship may work with the youth's district of residence or other agencies to provide transportation services.

Housing Questionnaire

Rocketship shall administer a housing questionnaire for purposes of identifying homeless children and youth. Rocketship shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Rocketship shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Rocketship. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Rocketship and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Rocketship shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled.

Transportation

Per the McKinney-Vento Act, Rocketship must provide services to homeless children and youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

Rocketship, where feasible, at the request of the parent/guardian and/or in the best interest of the homeless child or youth, shall provide transportation to students experiencing homelessness to ensure the students are able to stay at the Rocketship school of their choice for the duration of their homelessness. Rocketship may work with the youth's district of residence or other agencies to provide transportation services.

Enrollment Dispute Resolution Process

As required by 42 USC § 11432(g)(1)(C), schools must develop and implement written procedures for the receipt and resolution of complaints alleging violations of law with regards to enrollment and school placement as covered by the McKinney-Vento Act. The State Coordinator for the Education for Homeless Children and Youth Program will provide technical assistance to interested parties as requested and as necessary.

If a dispute arises over enrollment or school placement:

- the child or youth must be immediately enrolled in the school requested by the individual or organization submitting the complaint;

- the parent/guardian of the affected student(s) must be provided a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision;
- the child, youth, parent, or guardian must be referred to the McKinney-Vento Homeless Education Liaison for the corporation, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
- in the case of an unaccompanied youth, the Homeless Education Liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Rocketship Dispute Resolution Process

Disputes may arise between a Rocketship school and a homeless student or homeless parent/guardian regarding, among other things, enrollment or transportation. At such a time, the Homeless Education Liaison immediately becomes involved, and Rocketship must follow a procedure that includes these steps:

- A student must be allowed to attend or enroll in the school that is challenging the student's right to attend until a final decision is made regarding the dispute. The challenging school must provide transportation and other school services as needed to the student until the dispute is resolved.
- The dispute resolution process begins at the time a school challenges the right of either a parent or guardian, or in the case of an unaccompanied youth, to enroll a child or youth in school, to continue enrollment in school, or to receive services such as transportation assistance.
- When Rocketship challenges the enrollment or services of the child or unaccompanied youth, Rocketship must:

    - Provide notice of the challenge to the parent, guardian, or unaccompanied youth, through the Homeless Education, on the day of the challenge.
    - Provide notice of the right to appeal the challenge to the parent, guardian, or unaccompanied youth. This notice must include a form to be completed by the parent, guardian, or unaccompanied youth should they decide to appeal Rocketship's decision.

- The Homeless Education Liaison will provide the parent, guardian, or unaccompanied youth with written notice in clear, easy-to-understand language detailing the dispute resolution process.
- Rocketship will have three working days to review its initial decision and make a final decision as to the position taken (i.e., whether it will continue to challenge the right of the student to be enrolled). The decision must state all factual information upon which it is based and the legal basis in support thereof.

Professional Development

All administrators, teachers and employees of Rocketship, including the Rocketship Homeless Liaison, will be provided professional development on the identification, services, and sensitivity necessary when

dealing with homeless children and youth. The Rocketship Homeless Liaison will verify that Rocketship is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system.

The Rocketship Homeless Liaison shall offer training to Rocketship certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

(1) Rocketship's homeless education program policies; and
(2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Rocketship Homeless Liaison shall inform such employees of the availability of training and the services Rocketship Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

Acceptance of Course Work
Rocketship will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

Rocketship will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, Rocketship shall not require the student to retake the portion of the course the student completed unless Rocketship, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Notice
For any homeless student who seeks enrollment at Rocketship, written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled at Rocketship.

Annual Policy Review
Rocketship shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at Rocketship. In reviewing and revising such policies, consideration shall be given to issues concerning transportation,

immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. Rocketship's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

Pregnant and Parenting Students

Rocketship recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Rocketship will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in Rocketship if it is necessary in order for the student to be able to complete any graduation requirements, unless Rocketship determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the General Complaint Process.

This complete policy, included within this handbook, serves as annual notice of the policy.

SCHOOL MEALS NON-DISCRIMINATION NOTICE

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, institution participating in or administering USDA programs are Rocketship Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print,

audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax: (833) 256-1665 or (202) 690-7442; or
email: Program.Intake@usda.gov

Rocketship is an equal opportunity provider of student meals.

GENERAL COMPLAINT PROCESS

Rocketship values the concerns of our parents, staff, students, and community and takes all concerns and complaints seriously. The following general complaint procedure should be employed to ensure complaints receive full consideration.

Informal Complaints
Because most difficulties can be resolved by communicating a concern to someone, complainants are encouraged to discuss their concern or complaint promptly and candidly with their student's teacher, the school Principal or the school Principal's designee. However, a complainant is not required to discuss his/her complaint in any manner or for any reason prior to initiating a formal complaint.

Use of General Complaint Process
Rocketship's general complaint process should be used as follows:

- To deal with complaints and concerns pertaining to the educational environment or interpersonal conflicts.
- To allege violations of state or federal law, including Title IX, or of the school's charter.

Who May File a Complaint
The procedures set forth below may be used by complainants who are students, parents, or visitors. Employees should refer to the Employee Handbook for procedures specific to filing employee complaints.

Confidentiality
All documentation and information related to an investigation conducted as a result of a complaint are considered confidential and are not revealed or discussed with persons not involved with the complaint or decision-making process.

Filing a Complaint
Complainants may file complaints verbally or in writing, and complaints may be made in person, by phone, via email or in writing using the General Complaint Form.

Complainants should follow the process outlined below when they wish to file a formal written complaint regarding school policies, procedures and/or practices. The school will respond as outlined below.

1. Fill out a General Complaint Form, available at the school's front office. The General Complaint Form should be submitted to the school Principal within ninety (90) days of encountering the issue that is the subject of the complaint.

2. Upon receiving a completed General Complaint Form, the school Principal will notify the Title IX Compliance and Civil Rights Officer. The Title IX Compliance and Civil Rights Officer, in consultation with Legal, Compliance and others, will notify state authorities of the complaint, if appropriate and/or legally required.

3. The Principal, or his/her designee, will conduct an adequate, reliable, and impartial investigation of the complaint. This will include interviewing witnesses, obtaining any relevant documents, and allowing parties to provide evidence. The investigation will aim to be concluded within twenty (20) school days of receiving the General Complaint Form unless exceptional circumstances justify a more extended period within which to complete the investigation. The amount of additional time granted for an exceptional circumstance will be determined on a case-by-case basis.

4. The person who conducted the investigation (either the Principal or his/her designee) will prepare a final written report with a recommendation for resolving the complaint and will provide the final report to the Title IX Compliance and Civil Rights Officer. The final report will name the party bringing the complaint, describe the nature of the complaint, summarize the investigation, recommend one or more resolutions, and provide reasons for the recommended resolutions.

5. The complainant will be informed once the investigation is complete. If required by law, the complainant will be provided a copy of the final written report. If the complainant is not satisfied with the school's response, he/she may appeal to the Executive Director and/or may pursue any other appeals provided by law. Appeals to the Executive Director must be submitted in writing by the complainant within ten (10) school days of the complainant's notification of the end of the investigation.

Prohibition Against Retaliation

Rocketship will not retaliate against any person who files a complaint in accordance with this Policy or against any person who participates in proceedings related to this Policy. In addition, Rocketship will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, bullying, intimidation or other concern, or who cooperates in an investigation of such a complaint. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

Modification

Rocketship may approve modification of the foregoing procedures in a particular case if the modification is for good cause and does not violate the due process rights of the parties involved or any policies of Rocketship.

Contact Information

The contact information for the school Principal can be found on the school's website.
Complainants also have the right to file a complaint with the Office of Civil Rights by: (1) mailing the complaint to Director, Office for Civil Rights (OCR), U.S. Department of Education, 400 Maryland Avenue, Washington, D.C. 20202-1475; (2) faxing it to 202-453-6021; or (3) filing electronically at www.ed.gov/ocr/complaintprocess.html.

Other Remedies

This complaint process does not bar complainants from filing claims in other forums to the extent permitted by state and federal law.

TITLE IX COMPLAINT PROCESS

Rocketship values the concerns of our parents, staff, students, and community and takes all concerns and complaints seriously. Rocketship's comprehensive Title IX Policy and Grievance Procedures may be found on Rocketship's website. The below offers a brief overview.

Complaints under Title IX

Complaints governed by Title IX of the Education Amendments of 1972 are reported to the Title IX Compliance and Civil Rights Officer, and an investigation of those complaints is conducted promptly and impartially.

Supportive Measures
Once an allegation of Title IX discrimination, sex-based harassment, or retaliation has been received, the school designee and/or Title IX Compliance and Civil Rights Officer/designee will offer individualized supportive measures to ensure the safety of the parties involved and the safety of the educational environment, to restore or preserve equal access to Rocketship's education program or activity, and to provide support during the investigation and resolution process.

Examples of supportive measures include, but are not limited to, designating a staff member to serve as that complainant's "safe" person, altering the respondent/complainant's seating or schedule to reduce access between the respondent and the complainant, creating individual safety plans, and possible consultation with the school's professional mental health service providers.

Investigation, Determination of Responsibility and Remedies
The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The investigation will be conducted by the Title IX Compliance and Civil Rights Officer/designee in a prompt and equitable manner to remedy the alleged violation. Rocketship will use a preponderance of the evidence standard (i.e., more likely than not that harassment occurred) when resolving complaints. If the Title IX Compliance and Civil Rights Officer/ designee determines an incident of discrimination, sex-based harassment or retaliation has occurred, prompt and effective steps will be taken to end the unlawful conduct, eliminate its effects, prevent recurrence of an incident, and restore the safety of the complainant.

For additional information, please see Rocketship's Title IX Policy and Grievance Procedures available on Rocketship's website.

TITLE I PARENT INVOLVEMENT

Parent involvement is one of the three pillars of Rocketship. We work directly with parents, helping them become leaders at home, in the school, and in their communities. Our commitment to parent engagement is reinforced through our Title I Parent Involvement Initiatives.
Development and Review of Policy
Rocketship will take the following actions to engage parents in the joint development and review of its Title I Parent Involvement Policy:

- Gather and disseminate to parents for review the following materials: the Title I Parental Involvement Policy and the Title I school-parent compact. These materials will be disseminated to parents during one of the school's fall community meetings or at fall parent/teacher conferences.
- Written and oral input from parents will be solicited through regularly scheduled community meetings, parent/teacher conference feedback and regular written communications with parents.

Schools will distribute the Title I policy through the Parent/Student Handbook and/or at community meetings throughout the school year.

Involvement of Parents in the Title I Program
To involve parents in the Title I program at Rocketship, the following practices have been established:

- All parents are invited to participate in the annual review of the school's Title I programs. All flyers and notices about the meetings are disseminated by classroom and school newsletters, email, calls and posted on the website. Each year the school holds at least two meetings to review, elaborate, edit, and add goals to school programs and plans. The plan may also be discussed at meetings of the School Site Council.
- Rocketship schools provide the necessary coordination, technical assistance, flexibility, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school Performance. The school will offer monthly community meetings, workshops, and additional activities for parents. The parents will vote at community meetings held either at the end of the school year (for the following year) or at the beginning of the year (for current year) to give input on the content of community meetings and any additional workshops they would like to have. Parents who cannot attend the meetings will be invited to give input through a survey, letter, email or call to their Title I teacher.
- If the schoolwide plan is not satisfactory to the parents of participating children, Rocketship shall submit any parent comments on the plan when the school makes the plan available.
- Rocketship schools involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy using the measures described above.
- Rocketship schools provide parents of Title I students with timely information about Title I programs through school and classroom newsletters, parent-teacher home visits, parent- teacher conferences, family events and exhibition nights, and community meetings and leadership training.
- Rocketship schools build the capacity of parents/guardians for strong parent involvement. Each school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Schools will also provide parents/guardians with assistance on how to monitor their children's progress and work with educators to improve the achievement of their children. The school shall ensure that this information is communicated to parents/guardians in a format and, to the extent practicable, language that the parent/guardian can understand.
- Rocketship schools provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This happens through community meetings, parent-teacher conferences, home visits, and school and classroom newsletters.

- If requested by parents, and to the extent not covered by any of the above options, Rocketship will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- Rocketship, with the assistance of its parents, will educate its teachers, school leaders and other school staff how to reach out to, communicate with and value parents as equal partners in their children's education. The school shall inform parents/guardians of the existence of parent resource centers in the state that provide training, information, and support to parent/guardians.

This policy will be updated periodically to meet changing needs of parents and the school.

School-Parent Compact

Rocketship distributes to parents of all students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

The compact will permit parents to communicate obstacles to parental involvement and Rocketship will consider discussing available resources with parents as required and appropriate.

Building Capacity for Involvement

As described above, Rocketship schools engage Title I parents in meaningful interactions with the school. Our schools support a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices which are undertaken during regular community meetings, home visits, parent-teacher conferences, and special school events.

- Rocketship provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Rocketship provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- Rocketship educates staff members about the value of parent contributions, and how to work with parents as equal partners. Rocketship has a Parent Leadership team, which is tasked with building parental capacity for leadership and parent involvement.
- Rocketship involves parents of all backgrounds, including those with limited English proficiency, those with disabilities, and parents of migratory students.
- Rocketship coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- Rocketship distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- Rocketship provides support for parental involvement activities requested by Title I parents.

In carrying out the parent and family engagement requirements of this policy, Rocketship shall provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and families who have disabilities, and parents and family members of migratory children. This includes providing information and school reports required under section 1111 of the ESEA, as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand.

SCHOOL-PARENT COMPACT

Rocketship has a responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.

Parents/guardians will be responsible for supporting their children's learning in a variety of ways, including but not limited to the following:

- monitoring attendance, homework completion, and television viewing;
- volunteering in the classroom, at the school, or at a school-sponsored event (not required, but Rocketship strongly encourages the completion of 20 Parent Participation hours);
- attending school community meetings and other school events;
- participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.

Rocketship believes in the importance of communication between teachers and parents/guardians on an ongoing basis. This shall be established by:

- Parent-teacher conferences, at least annually, during which the compact shall be discussed as it relates to the student's achievement.
- Frequent reports to parents/guardians on their children's progress.
- Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.
- Ensuring regular two-way communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- Regular opportunities to attend school community meetings and other school-sponsored events.

ESSA PARENTS RIGHT TO KNOW

Pursuant to Section 1112(e)(1)(A-B) of the Every Student Succeeds Act, a student's parent may request, and Rocketship will provide the parents upon request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum the following:

- Whether the teacher has met State qualifications for grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other professional status that the State has waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher;
- Whether the child is provided services by paraprofessionals and if so their qualifications.

COPPA

Rocketship schools use several computer software applications and web-based services, operated not by schools in our network, but by third-party vendors. We use these tools to provide students with the most effective software and web-based services for learning. In accordance with the Children's Online Privacy Protection Act (COPPA), Rocketship consents to the vendors' collection, use, and disclosure of information obtained directly from students. Rocketship gives this consent on behalf of parents.

Under COPPA, each software provider or website operator is bound to maintain the confidentiality of the information collected, and must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits schools such as ours to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the web site operator. For more information on COPPA, please visit https://www.ftc.gov/business-guidance/resources/complying-coppa-frequently-asked-questions.

A list of the software and services used by RSED, with the privacy policy for each, can be found on our network website at: https://www.rocketshipschools.org.

Upon request from Rocketship, vendors must provide the school a description of the types of personal information collected; an opportunity to review a child's personal information and/or have the information deleted; and the opportunity to prevent further use or online collection of a child's personal information.

Parents retain the right to request review of their child's personal information and/or have information deleted. Parents also have the right to opt their child out of participating in educational activities that involve the collection, use, or disclosure of personal information collected from their child.

ROCKETSHIP ALMA ACADEMY ADDENDUM

SCHOOL SITE

Rocketship Alma Academy
198 W Alma Ave
San Jose, CA 95110

Principal: Abel Ibarra
Office Manager: Marisol Urias
Email: murias@rsed.org
(408) 931-6838

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday
TK- 2:00 pm
K-5th- 3:30pm

Minimum Day Dismissal- Thursday
TK- 1:00 pm
K-5th- 1:00 pm

OFFICE HOURS

Front Office Hours
Regular Day: 8:00 am – 4:00 pm
Minimum Day: 8:00 am – 1:30 pm

Email requests: murias@rsed.org
Please allow 3 business days for all requests.

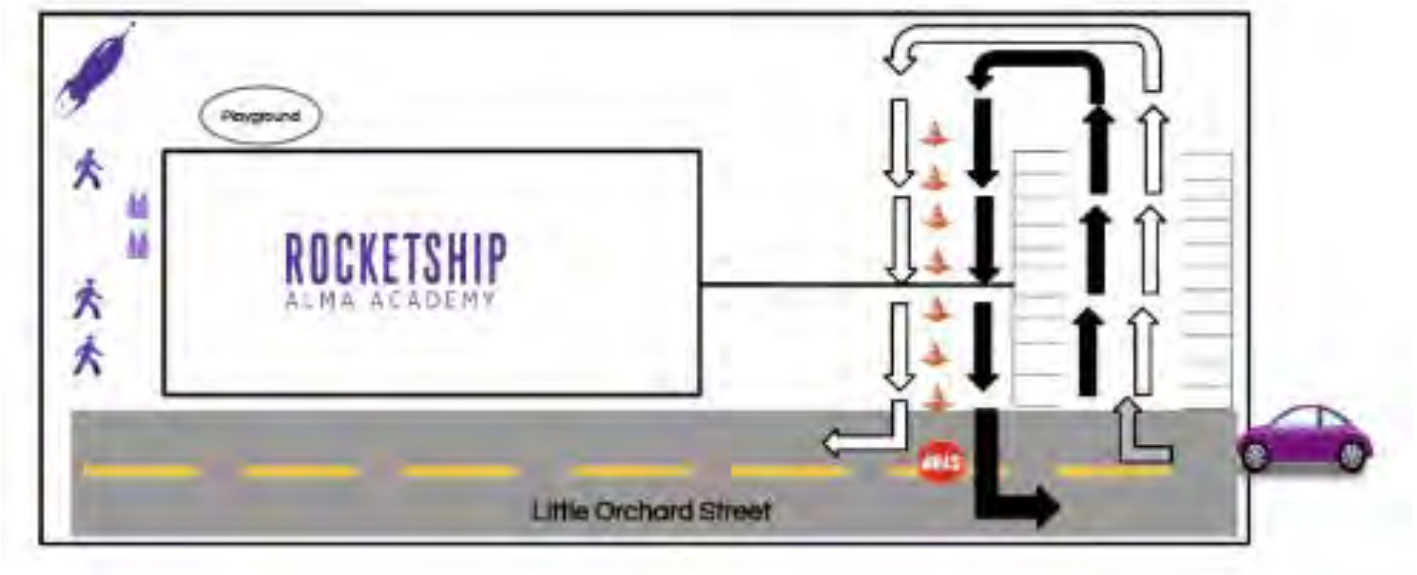
ARRIVAL AND DISMISSAL PROCEDURES

Walker Drop-Off/Pick-Up

- For drop off, staff will open doors located on Alma Ave at 7:15 am.
- Students will enter and go to their launch line.
- For pick up, staff will open the large gates.
- Parents will be checked in by staff at the gate and then can wait on the blacktop for their student to come out to them.

Car Line Drop-Off/Pick-Up

- For drop off, parents can start entering the parking lot at 7:10 am and gates will be opened at 7:15 am.
- During drop off: put car in park and wait for staff to open car door, greet family, and help student(s) exit.
- During pick up: put car in park once in the roundabout, wait for child to be released to car, DO NOT call student(s) to the car.
- Lane close to the fence will exit the roundabout by making a left onto Little Orchard when staff directs them to.
- When staff direct the drivers to move, the lane close to the building will exit the roundabout by making a right onto Little Orchard.



ROCKETEER CORE VALUES AND CREED

Rocketship Alma Academy
Five Core Values: Respect, Responsibility, Persistence, Empathy, and Service.
Creed:

I am a Rocketship Rocketeer at home, at school, and in my community.
I see the needs of others and improve their lives through service.
I am respectful of myself, others, and the environment.
I am responsible for my learning, actions, and achievement.
I am empathetic to my world, and I am persistent in attaining excellence.
Together, we are all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Alma Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a green, or dark purple collared shirt or t-shirt.
- Any sweaters and jackets when worn inside must be solid colored green, black, or purple.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a green or dark purple collared shirt or t-shirt (without the Rocketship logo).

SAFETY PLANS

Primary and Secondary Evacuation Sites
Our Primary Evacuation Site is located on campus on the blacktop near the school parking lot. We will use this evacuation site when it is safe to remain on campus.

Our Secondary Evacuation Site is located off campus at Alma Community Center. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.

Plum St
W Alma Ave
Alma Senior Center
Alma Community Center
Pomona Ave
Almaden Avenue
W Alma Ave
Rocketship
Alma Academy
Little Orchard St
Bethel's Coat Farm
Tortas GDI
Pizza Hut
Angel's Studio
Mother Daughter
& Son Mini Market
Pomona Ave
Little Orchard St
Pomona Ave

ROCKETSHIP BRILLIANT MINDS ADDENDUM

SCHOOL SITE

Rocketship Brilliant Minds
2960 Story Rd
San Jose, CA 95127

Principal: Lisa Greene
Office Manager: Sonia Velazquez
Phone: (408) 708-5650
Email: brilliantminds@rsed.org

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Day Schedule - Monday, Tuesday, Wednesday, and Friday
- TK- 2:00 pm
- K-Grade 2 - 3:30pm
- Grade 3 – Grade 5 – 3::30 pm

Minimum Day Schedule – Thursday
- TK – Grade 2 - 12:50 pm
- Grade 3 – Grade 5 – 1::00 pm

OFFICE HOURS

Front Office Hours: 8am-4pm Monday to Friday

Email requests: brilliantminds@rsed.org
Please allow 3 business days for all requests.

ADDITIONAL ARRIVAL AND DISMISSAL PROCEDURES

- Please arrive at the time of your oldest child's dismissal. Arriving too early may mean that you are asked to park or loop around Story Road again.
- At arrival, we only have two drop off zones- Car Arrivals and Walker Arrivals.
    - Car Arrivals- Students riding in cars remain in the car until an Operations team member can assist in the unload zone.
    - Walker Arrivals- Students must be accompanied with an adult all the way to the front office gate where an Operations team member can assist their entry to the school building.
- Reminder, students must be accompanied with an adult during all drop off and pick up times.

ROCKETEER CORE VALUES AND CREED

Rocketship Brilliant Minds
Five Core Values: Respect, Responsibility, Persistence, Empathy, and Initiative.
Creed:

I am a Rocketship Rocketeer, at home, at school and in my community.
I show respect to myself, my neighbors and the environment.
I take responsibility for my learning and actions.
I show empathy supporting others in need.
I take initiative in solving the problems that I see.
And I am persistent in attaining excellence.
Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Brilliant Minds uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts,
- A Rocketship uniform shirt or a green or dark purple collared shirt. Brilliant Minds sponsored spirit shorts are also permitted.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

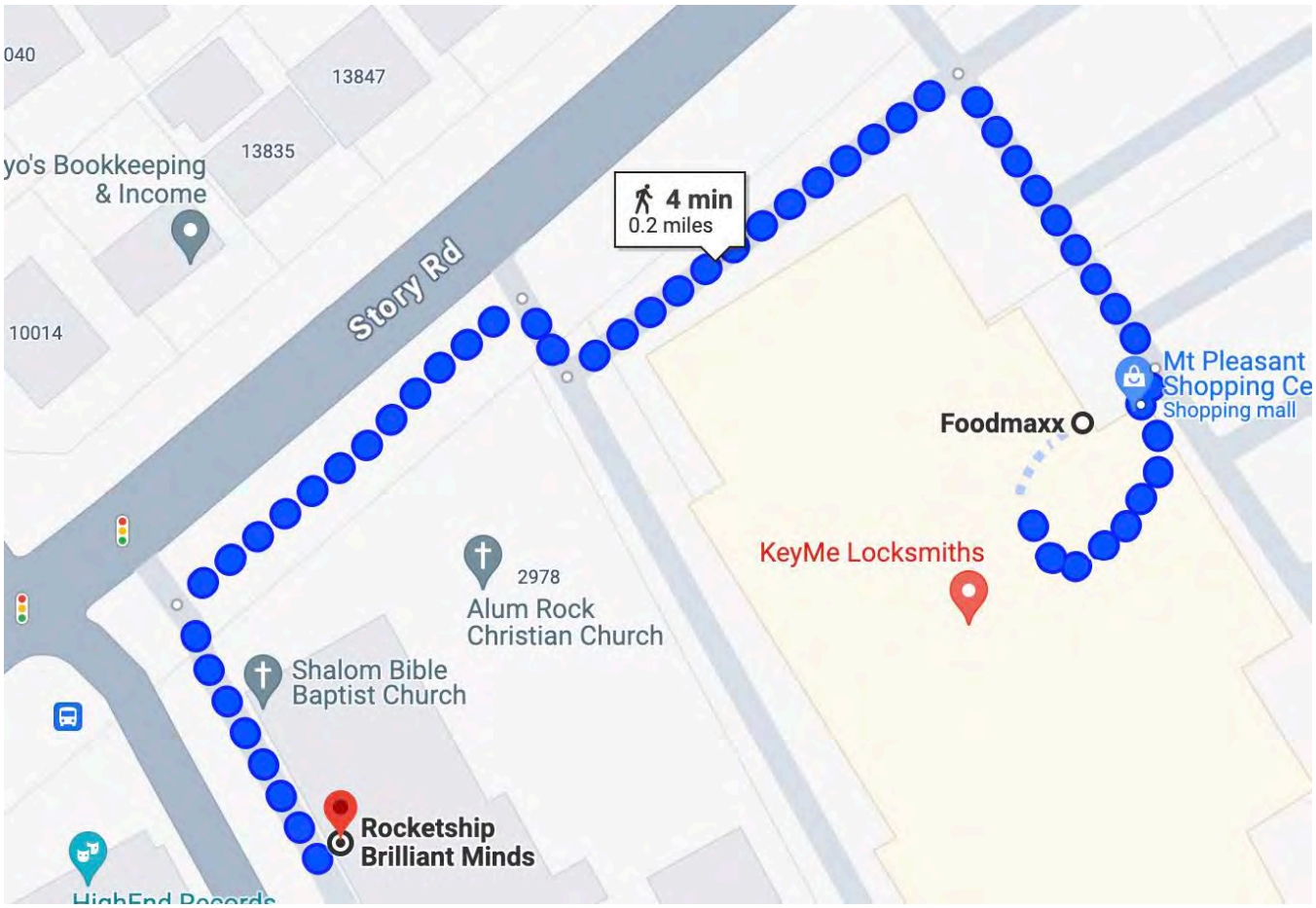
Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a green or dark purple shirt (without the Rocketship logo).

SAFETY PLANS

Our primary evacuation site is located on campus in the school parking lot.

Our secondary evacuation site is located off campus at the FoodMaxx Shopping Center, 3000 Story Rd, San Jose, CA 95127.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP DELTA PREP ADDENDUM

SCHOOL SITE

Rocketship Delta Prep
1700 Cavallo Rd
Antioch CA, 94509

Principal: Nia Belvin
Office Manager: Rebecca Rico
Email: rdl@rsed.org
Phone: 925-951-6800

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Dismissal- Monday, Tuesday, Wednesday, and Friday
- TK: 2:00pm
- K-1st: 3:10pm
- 2nd-5th: 3:30pm

Minimum Day Dismissal- Thursday
- TK-1st: 1:00pm
- 2nd-5th: 1:15pm

OFFICE HOURS

Front Office Hours: Monday-Friday, 8am-4pm

Email requests: rrico@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Drop-Off

Pick-Up

ROCKETEER CORE VALUES AND CREED

Rocketship Delta Prep

Five Core Values: Respect, Responsibility, Persistence, Empathy, and Courage.

Creed:

I am a Rocketship Rocketeer at home, at school, and in my community!

I am COURAGEOUS when facing challenges, and use grit to unleash my potential.
I am RESPECTFUL of myself, others, and the environment!
I am RESPONSIBLE for my learning, actions, and achievements!
I am EMPATHETIC to my world, and I am PERSISTENT in attaining excellence!
Together, we are all Rocketship Rocketeers!!!
Together, we are all Rocketship Rocketeers!!!

STUDENT DRESS CODE

Rocketship Delta Prep uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts,
- A Rocketship uniform shirt or a dark purple collared shirt. Delta Prep sponsored spirit shirts are also permitted.
- Any sweaters and jackets when worn inside must be solid colored black or purple.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces, sandals, clogs, and/or Crocs are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt collared shirt (without the Rocketship logo).

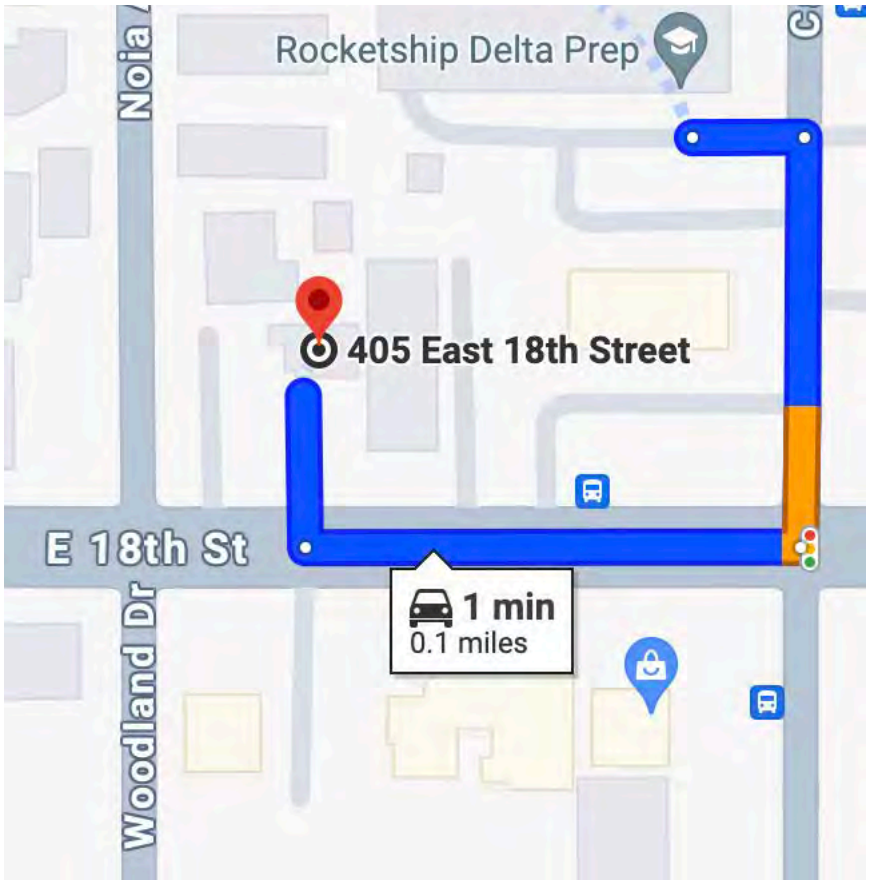
SAFETY PLANS

Primary and Secondary Evacuation Sites

Our primary evacuation site is located on campus on the blacktop near the school parking lot. We will use this evacuation site when it is safe to remain on campus.

Our secondary evacuation site is located off campus at 405 E 18th St, Antioch, CA 94509. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site and parents/guardians will be notified via email/phone call providing additional information.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.


Rocketship Delta Prep
405 East 18th Street
E 18th St
Woodland Dr
1 min
0.1 miles

ROCKETSHIP DISCOVERY PREP ADDENDUM

SCHOOL SITE

Rocketship Discovery Prep
370 Wooster Ave
San Jose, CA 96116

Principal: Ayesha Doster
Office Manager: Jovana Topete
Phone: (408) 217-8951
Email: discoveryprep@rsed.org

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Dismissal Days- Monday, Tuesday, Wednesday, and Friday
TK – 2:00 pm
K – G5 – 3:20 pm

Minimum Dismissal Days- Thursday
TK- G5 – 1:00 pm

OFFICE HOURS

Front Office Hours:
Regular Day: 8:15 am – 4:00 pm
Minimum Day: 8:15 am – 2:00 pm

Email requests: discoveryprep@rsed.org.
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Car-line Drop Off

Families will turn right into the Discovery Prep loop from Wooster. Pull into the loading zone and wait to pull into the car loop. Our arrival team will be in front of the school ready to welcome students to campus. Families are not to leave their vehicles as we need to keep this process running smoothly. As they exit campus, they will make a left back onto Wooster. in order to maintain a smooth flow of traffic.

Walking Drop Off

Families are able to walk up to the school and drop their Rocketeers off at the gate near the car line. Staff will be at the gate greeting families and students welcoming them onto campus. Families are not able to come onto campus during our arrival procedure - they must wait until office hours start.

ROCKETEER CORE VALUES AND CREED

Rocketship Discovery Prep

Five Core Values: Responsibility, Respect, Empathy, Persistence, and Creative Expression.

Creed:

I am a Rocketship Rocketeer at home, at school, and in my community.
I let my personality shine and express myself creatively.
I am respectful of myself, others, and the environment.
I am responsible for my learning, actions, and achievement.
I am empathetic to my world, and I am persistent in attaining excellence.
Together, we are all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Discovery Prep uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts,
- A Rocketship uniform shirt or a dark purple shirt.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

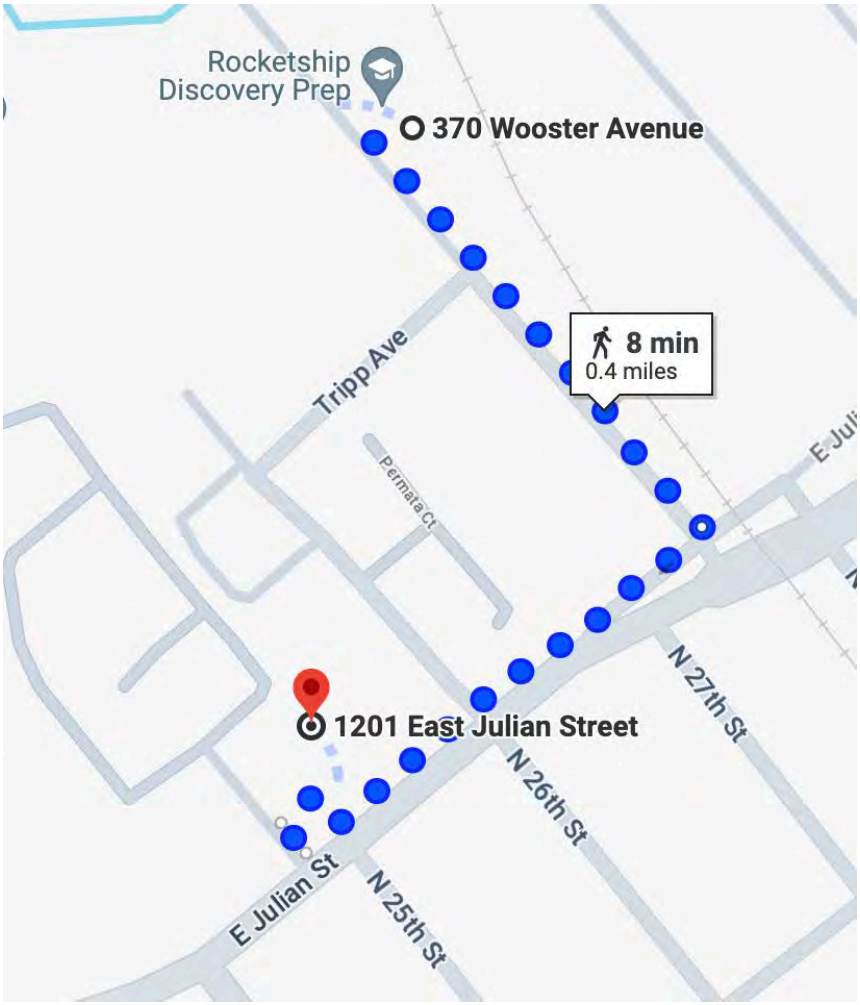
SAFETY PLANS

Primary and Secondary Evacuation Sites

Our primary evacuation site is located on campus on the blacktop near the school parking lot. We will use this evacuation site when it is safe to remain on campus.

Our secondary evacuation site is located off campus at 1201 E Julian St. CA 95116.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP FUTURO ACADEMY ADDENDUM

SCHOOL SITE

Rocketship Futuro Academy
2351 Olivera Rd
Concord, CA 94520

Principal: Joelle Daguilh
Email: jdaguilh@rsed.org
Office Manager: Monica Navarro
Email: mnavarro@rsed.org
Phone: 925-246-5537

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

School starts at 7:45am

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday
TK- 2:00 pm
K-G5- 3:25pm

Minimum Day Dismissal- Thursday
TK- 1245 pm
K-G5- 1:00 pm

OFFICE HOURS

Front Office Hours: 8:15 AM-2:30 PM

Email requests: mnavarro@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

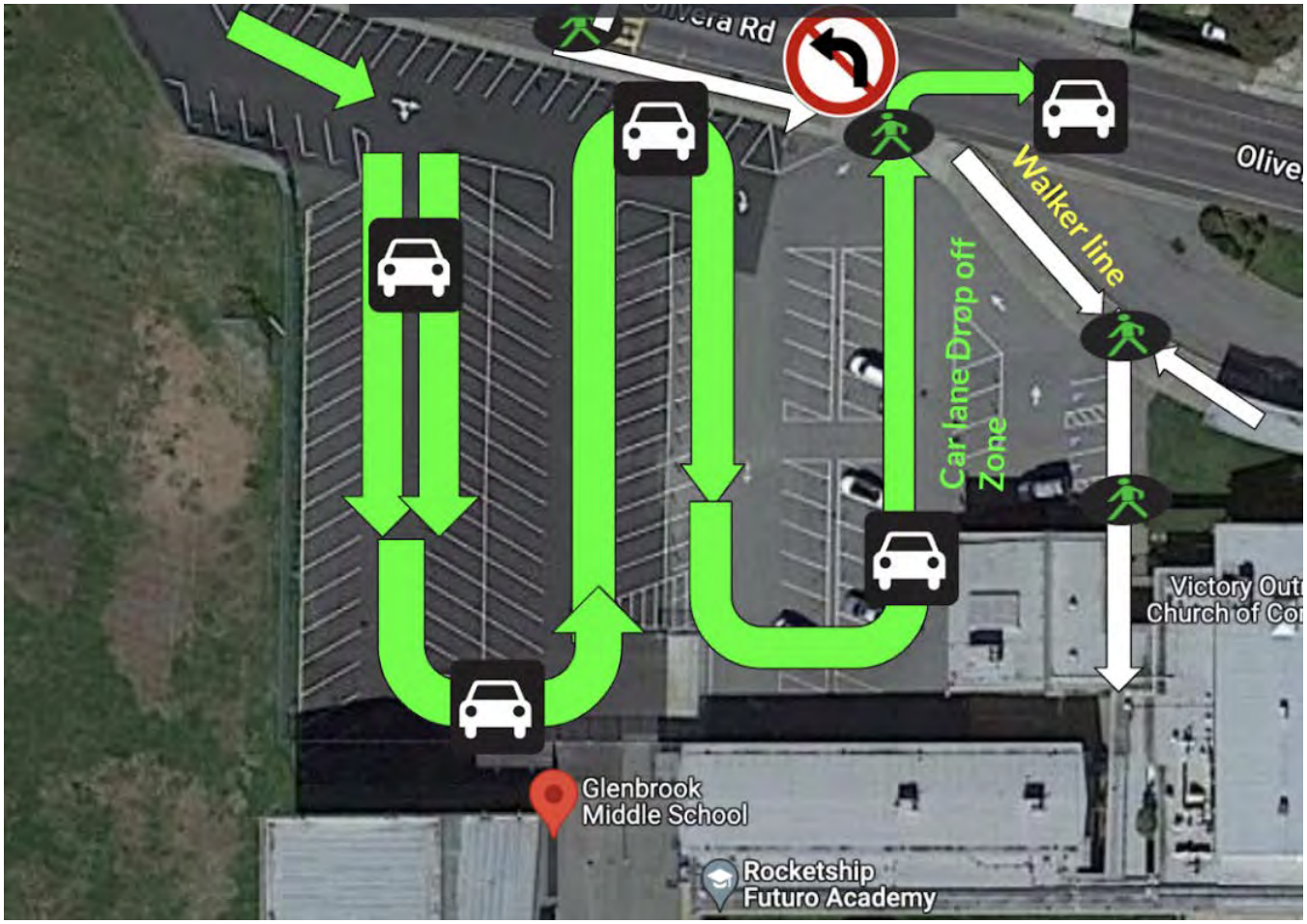
Drop-Off / Pick-Up

Arrival- Car & Walker Line	7:15-7:45 am
Daily School Start Time	7:45 am
Last Car Call for Arrival (Cars within the parking lot is considered on time)	7:45 am
Late Arriving Students (park & use the walker line)	7:45:01 pm
Dismissal- Car & Walker Line	3:20-3:40 pm
Regular Day Dismissal (Monday, Tuesday, Wednesday, and Friday)	TK: 2:00 pm Kinder-G5: 3:20 pm
Minimum Day Dismissal (Thursday Only)	TK: 12:45 pm Kinder-G5: 1:00 pm
Last Car Call for Dismissal	3:40 pm
Late Dismissal Students (park & Use the walker Line	3:40:01 pm

Walker Arrival and Dismissal

Car Arrival and Dismissal

Cars will turn right from Olivera into our parking lot and will follow the cones.



ROCKETEER CORE VALUES AND CREED

Rocketship Futuro Academy

Five Core Values: Respect, Responsibility, Persistence, Empathy, and Purpose.

Creed:

I am a Rocketship Rocketeer, at home, at school, and in my community
I am driven by my purpose to be fearless in pursuit of my Futuro
I am respectful of myself, others, and the environment
I am responsible for my learning, actions, and achievement
I am empathetic to my world.
I am persistent in attaining success
Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Futuro Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a dark purple collared shirt.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt or t-shirt (without the Rocketship logo).

SAFETY PLANS

Our primary evacuation site is located on campus on the blacktop. We will use this evacuation site when it is safe to remain on campus.

Our secondary evacuation site is located off campus at Futuro Community Center. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.

ROCKETSHIP FUERZA COMMUNITY PREP ADDENDUM

SCHOOL SITE

Rocketship Fuerza Community Prep
70 S. Jackson Ave
San Jose Ca 95116

Principal: Riley St. Marie
Office Manager: Jeanette Gonzalez
Phone: 408-708-5744
Email: fuerza@rsed.org

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:00 am
School starts at 7:45am

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday
TK- 2:00 pm
K – G5 - 3:30 pm

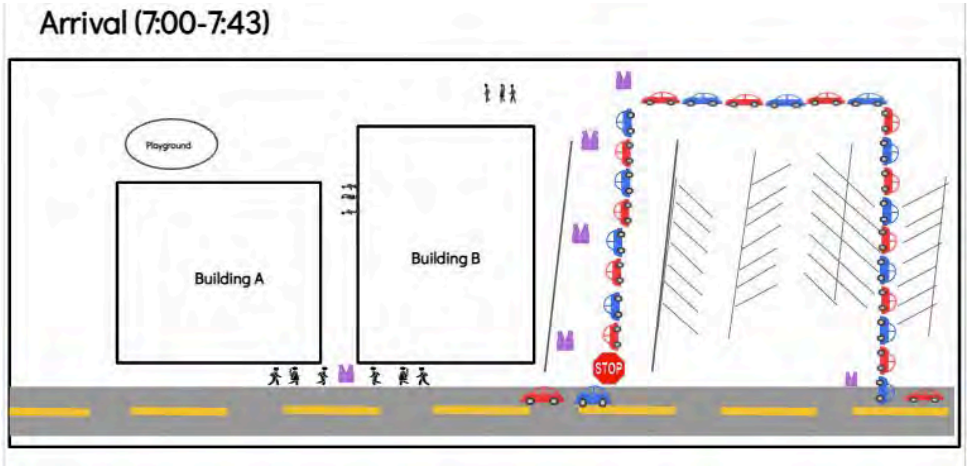
Minimum Day Dismissal- Thursday
TK- 1:00 pm
K – G5 - 1:00 pm

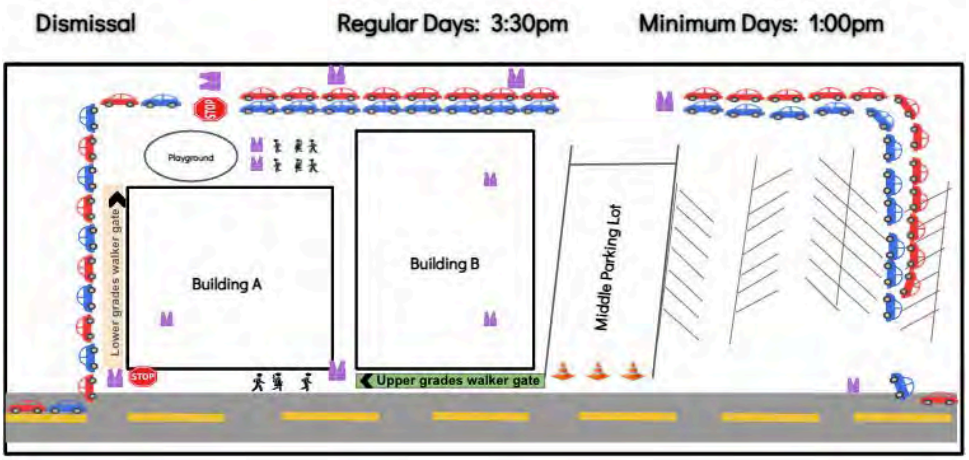
OFFICE HOURS

Front Office Hours: 8:00 am-4:00 pm

Email requests: jgonzalez@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES





ROCKETEER CORE VALUES AND CREED

<u>Rocketship Fuerza Community Prep</u>

Five Core Values: Respect, Responsibility, Persistence, Empathy, and GANAS.

Creed:

I am a Rocketship Rocketeer at home, at school, and in my community.
I am RESPECTFUL of myself, others, and the environment.
I am RESPONSIBLE for my learning, actions, and achievement.
With GANAS and confidence, I achieve excellence every minute of my day.
I am EMPATHETIC to my world.
I am PERSISTENT in attaining excellence.
Together, we are all Rocketship Rocketeers!

ADDITIONAL STUDENT CODE OF CONDUCT- GANAS ACADEMY

At Rocketship Fuerza, we believe that every opportunity is a chance to learn and grow. Our ultimate goal is to support Rocketeers in taking ownership of their actions and ensure they are holding themselves to their fullest potentials. One way we build this ownership is through Ganas Academy. This is a time when students can reflect on their actions in a restorative manner. Ganas Academy takes place after school. Actions that do not follow our Rocketeer Code of Conduct could result in students attending Ganas Academy. This is an opportunity for Rocketeers to reflect on their actions, restore relationships or complete work to continue to grow to be self-aware, resilient members of our community. If your Rocketeer will be joining Ganas Academy, you will receive communication from a staff member.

STUDENT DRESS CODE

The Rocketship Fuerza Community Prep uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a dark purple collared shirt. Students may also wear a Rocketship polo shirt or t-shirt on designated days.
- Any sweaters, sweatshirts, and/or cardigans when worn inside must be crewneck and solid colored white, black, or dark purple.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school. Shoes should be neutral in color and mostly black, white, tan, or brown with minimal accent colors.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

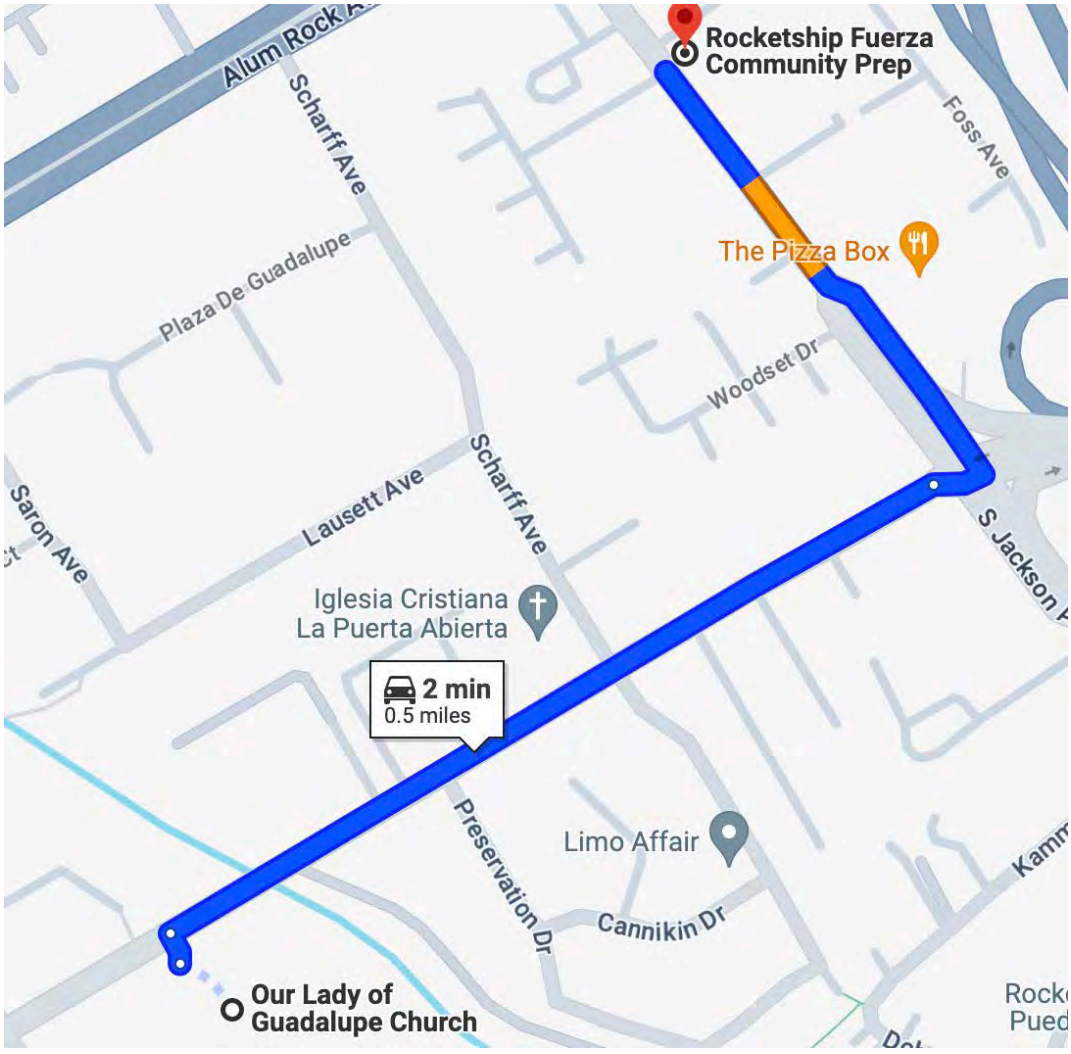
SAFETY PLANS

Primary and Secondary Evacuation Sites

Our Primary Evacuation Site is on our campus basketball court (building A) & back parking lot (building B).

Our Secondary Evacuation Site is at Our Lady of Guadalupe Church, 2020 E San Antonio Street, San Jose Ca 95116. We will use this site only if it is unsafe to remain on campus.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP LOS SUEÑOS ACADEMY ADDENDUM

SCHOOL SITE

Rocketship Los Sueños Academy
331 S. 34th St
San Jose, CA 95116

Principal: Mrs. Gordon
Office Manager: Ms. Cruz
Email: lossuenos@rsed.org
Phone: (408) 684-4028

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Dismissal- Monday, Tuesday, Wednesday, and Friday
- TK- 2:00 pm
- K-G1 - 3:05 pm
- G2 – G5- 3:10 pm

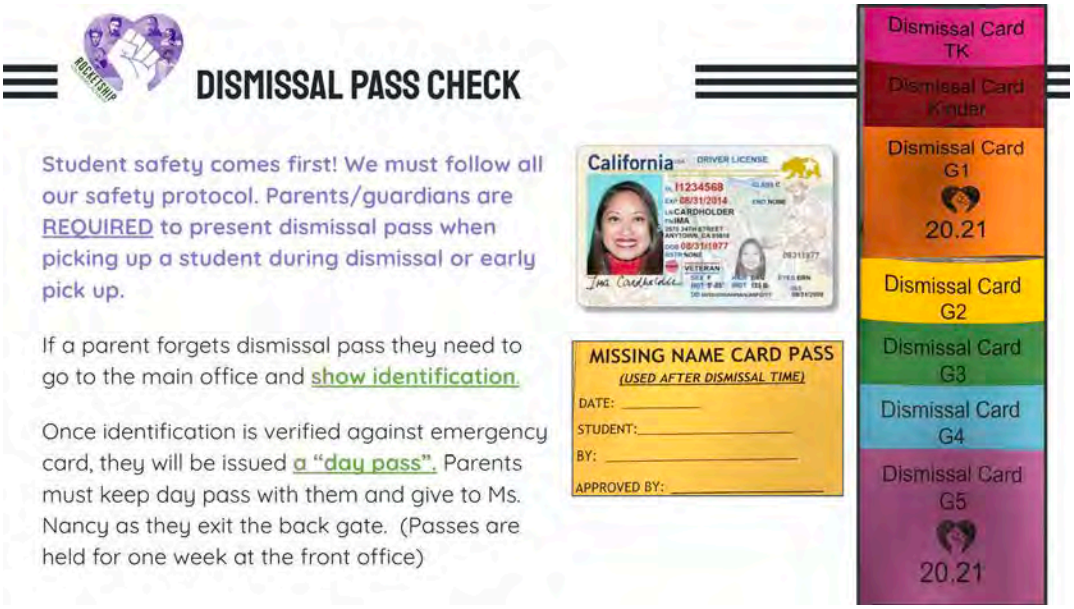
Minimum Day Dismissal- Thursday
- TK – G2 - 1:00 pm
- G3 – G5 - 1:05 pm

OFFICE HOURS

Front Office Hour- 8:30 am - 2:30 pm

Email requests: lossuenos@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES



ROCKETEER CORE VALUES AND CREED

Rocketship Los Sueños Academy
Five Core Values: Respect, Responsibility, Persistence, Empathy, and Leadership.
Creed:

I am a Rocketship Rocketeer
At home, at Los Sueños, and in my community.
I show leadership through my words and interactions with those around me.
I am Respectful of myself, others, and the environment.
I am Responsible for my learning, actions and achievements.
I am Empathetic to my world, and I am Persistent in attaining excellence.
Together we are all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Los Sueños Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a green or dark purple collared shirt.
- Any sweaters and jackets when worn inside must be Rocketship branded or solid colored dark green, black, or dark purple.

- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a green or dark purple collared shirt (without the Rocketship logo).

SAFETY PLANS

Safety Plans and evacuation details can be requested in the front office.

ROCKETSHIP MATEO SHEEDY ELEMENTARY ADDENDUM

SCHOOL SITE

Rocketship Mateo Sheedy Elementary
788 Locust Street
San Jose, CA 95110

Principal: Courtney English
Office Manager: Leticia Bermudez
Email: lbermudez@rsed.org
Phone: 408-286-3330

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:00 am
School Starts at 7:30 am

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday- K – G5 - 3:25 pm
Minimum Day Dismissal- Thursday- All Grades 1:00 PM

OFFICE HOURS

Front Office Hours
Regular Day: 8:00 am - 3:00 pm
Minimum Day: 8:00 am- 12:30 pm

Email requests: lbermudez@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Car-line Drop-Off
Families will turn left into the Mateo Sheedy Parking lot from Locust St. Do not make U-turns on Locust St. Families should use Palm St. to wrap around the neighborhood in order to keep Locust St. clutter free.

Our arrival team will be in front of the school ready to welcome students to campus. Families are not to leave their vehicles as we need to keep this process running smoothly. As they exit campus, they will make a left back onto Locust St. in order to maintain a smooth flow of traffic.

Walking Drop-Off

Families are able to walk up to the school and drop their Rocketeers off at the back gate on West Virginia Street. Staff will be at the gate greeting families and students welcoming them onto campus. Families are not able to come onto campus during our arrival procedure - they must wait until office hours start.

Car-line Pick Up

Families will follow a similar process as drop off. They will make a left turn into the Rocketship Mateo Sheedy parking lot from Locust St. All families must have a dismissal card with them in order to pick up their Rocketeer. No card = no kid. If no card is shown at the time of pick up, families are required to park and pick up their Rocketeer from the walker gate on West Virginia St. Families must stay in their cars - staff will assist Rocketeers into their cars if needed. As families leave campus, they will make a left onto Locust St. in order to maintain a smooth flow of traffic.

Walking Pick Up

Families must have a dismissal card with them at the time of pick up. If they don't have a card, a staff member will check their ID to confirm that they are authorized to pick up a student. The walker gate will be located on the side of the school on West Virginia St. Families go straight to their student's classroom and pick up at the door. This is not the time to engage in conversation with teachers - we kindly ask that you schedule an appointment with them for afterschool so that our dismissal process can run smoothly. Walkers will exit out through the same gate on West Virginia St.

ROCKETEER CORE VALUES AND CREED

Rocketship Mateo Sheedy Elementary

Core Values: Respect, Responsibility, Persistence, and Empathy.

Creed:

I am a Rocketship Rocketeer, proud at home, at school, and in my community
I am respectful of myself, others, and the environment
I am responsible for my learning, actions, and achievement
With pride and power, I strive for excellence every minute of my day
I am empathetic to my world.
I am persistent in attaining success
Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Mateo Sheedy Elementary uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a dark purple collared shirt.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

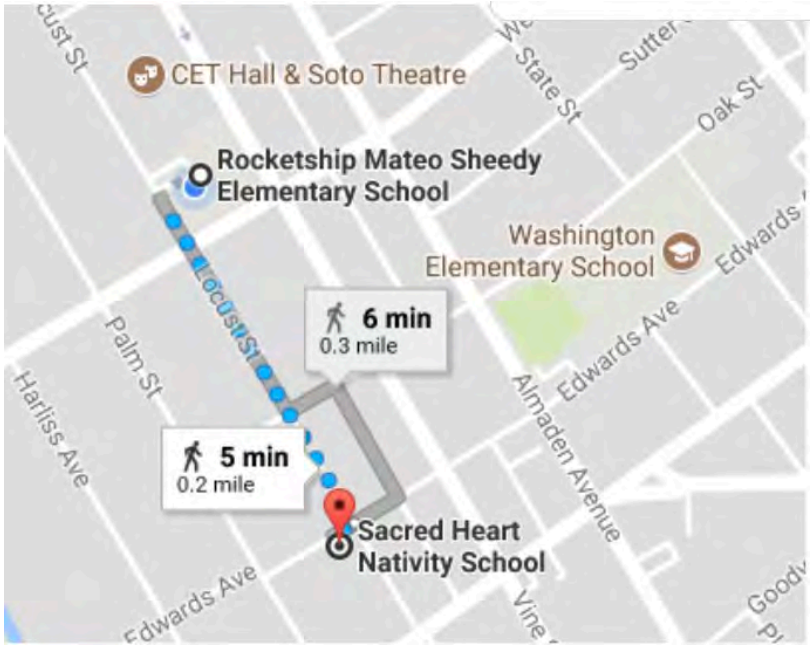
Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

SAFETY PLANS

Evacuation Site

Our off-campus Evacuation Site is located at Sacred Heart Nativity, 310 Edwards Ave, San Jose, CA 95110. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP MOSAIC ELEMENTARY ADDENDUM

SCHOOL SITE

Rocketship Mosaic Elementary
950 Owsley Ave.
San Jose, Ca 95122

Principal: Ms. Stern
Office Manager: Ms. Vero
Office Assistant: Ms. Van
Phone: 408-899–2607 or 408-899-2519
Email: mosaic@rsed.org

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

School starts at 7:45am

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday

K – G1 - 3:10pm
G2 – G3 - 3:20pm
G4 – G5 - 3:30pm

Minimum Day Dismissal- Thursday

K – G1 - 12:40pm
G2 – G3 - 12:50pm
G4 – G5 - 1:00pm

OFFICE HOURS

Front Office Hours: 7:30am-4:00pm

Email requests: mosaic@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

- Student drop off may begin at 7:15am
- Students will sit in the Lunch area between 7:15am-7:345am
- The start of school begins with Launch at 7:45am

ROCKETEER CORE VALUES AND CREED

Rocketship Mosaic Elementary

Five Core Values: Respect, Responsibility, Persistence, Empathy, and Global Citizenship.

Creed:

I am a Rocketship Rocketeer at home, at school, and in my community
I am respectful of myself, my neighbors, and the environment
I am responsible for my learning and actions
I have empathy for our world
I celebrate our similarities and differences
And I am persistent in attaining excellence
Together we are all Rocketship rocketeers!

STUDENT DRESS CODE

The Rocketship Mosaic Elementary uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a green, or dark purple collared shirt.
- Any sweaters and jackets when worn inside must be solid colored green, black, or purple.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical

education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager or from Embroidery & Custom Printing. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a green or dark purple collared shirt (without the Rocketship logo).

SAFETY PLANS

Evacuation Site

Our primary Evacuation site is located on campus on the launch area/playground area. We will use this evacuation site when it is safe to remain on campus.

ROCKETSHIP REDWOOD CITY PREP ADDENDUM

SCHOOL SITE

Redwood City Prep
909 Roosevelt Ave
Redwood City, CA 94061

Principal: Genzel Tolentino
Office Manager: Maribel Milanes
Email: mmilanes@rsed.org
Phone: 650-238-9970

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

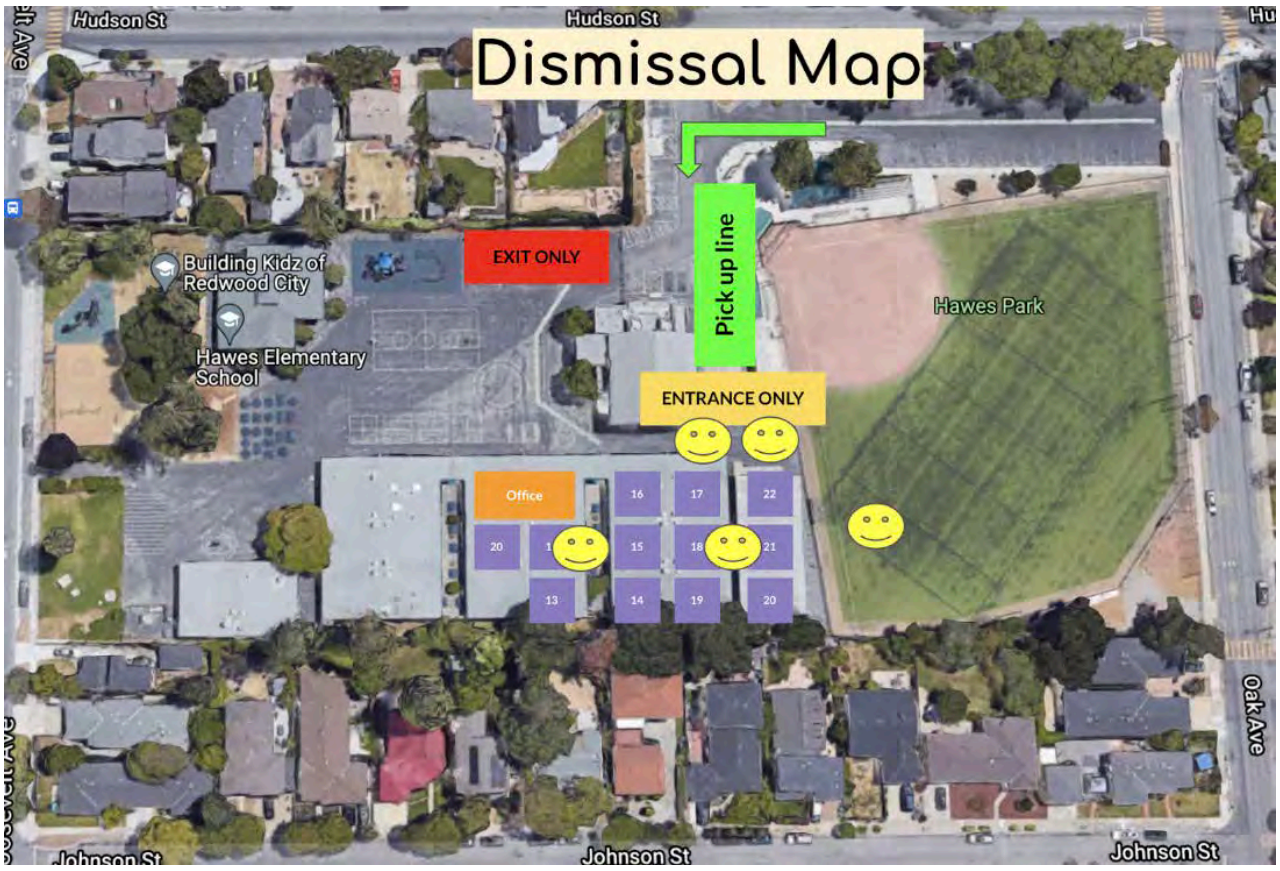
Regular Day Schedule - Monday, Tuesday, Wednesday, and Friday – 7:35 am- 3:30 pm
Minimum Day Schedule- Thursday – 7:35 am - 1:05 pm

OFFICE HOURS

Front Office Hours: 8am to 3:00pm
Email requests: Maribel Milanes, mmilanes@rsed.org

Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES



ROCKETEER CORE VALUES AND CREED

Rocketship Redwood City Prep

Five Core Values: Respect, Responsibility, Persistence, Empathy, and Pride.

Creed:

I am a Rocketship Rocketeer, at home, at school, and in my community
I am respectful of myself, others, and the environment
I am responsible for my learning, actions, and achievement
I am empathetic to my world
I show bravery when facing something new or challenging I am persistent in attaining excellence
Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Redwood City Prep uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a dark green, or dark purple collared shirt.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school. Shoes should be all black.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a green or dark purple collared shirt (without the Rocketship logo).

SAFETY PLANS

Safety Plans and evacuation details can be requested in the front office.

ROCKETSHIP RISING STARS ACADEMY ADDENDUM

SCHOOL SITE

Rising Stars Academy
3173 Senter Rd.
San Jose, CA 95111

Principal: Alberto Perez (Mr. Perez)
Email: aperez@rsed.org
Office Manager: Lupita Carreño (Ms. Lupita)
Email: mcarreno@rsed.org
Phone Number: 408.677.4879

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Day Schedule- Monday, Tuesday, Wednesday, and Friday

TK - 7:45am-2:05pm
K - 7:45am-3:05pm
G1 - 7:45-3:10pm
G2 - 7:45am-3:15pm
G3 - G4 - 7:45 -3:30pm

Minimum Day Schedule- Thursday

TK - 7:45am-12:45pm
K - 7:45am-12:50pm
G1 - G2 - 7:45-1pm
G3 - G4 - 7:45 -1:10pm

OFFICE HOURS

Front Office Hours:

Regular Day Schedule- Monday, Tuesday, Wednesday, and Friday: 8am-4pm
Minimum Day Schedule-Thursdays: 8am-3pm

Email requests: mcarreno@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Walker Drop-Off/Pick Up

Parents/guardians are welcomed to park their cars in our neighboring church parking lot and walk onto campus. Parents/guardians will need to show school staff their students dismissal card in order to pick up their student.

Car Drop-Off/Pick Up

All parents/guardians will enter Rising Star's parking lot through E Capitol Expy onto Senter Rd. Parents/guardians will not be allowed to cut through our campus' adjacent parking lots (subway & plaza parking lot) in order to enter the RRS driver pick-up lane.

ROCKETEER CORE VALUES AND CREED

Rocketship Rising Stars Academy
Five Core Values: Respect, Responsibility, Persistence, Empathy, and Advocacy.
Creed:

I am a Rocketship Rocketeer
At home, at Rising Stars, and in my community
I will passionately advocate for a cause beyond myself
and use all my knowledge to stand up for what is just
I am respectful of myself, others, and the environment
I am responsible for my learning, actions, and achievements
I am empathetic to my world
And I am persistent in attaining excellence
Together we are all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Rising Stars Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts. Black bottoms can be worn under but not by themselves.
- A Rocketship uniform shirt or a dark purple collared shirt.
- Any sweaters and jackets when worn inside must be solid colored black, or purple.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school. Distracting or unsafe features such as wheels or lights are prohibited.

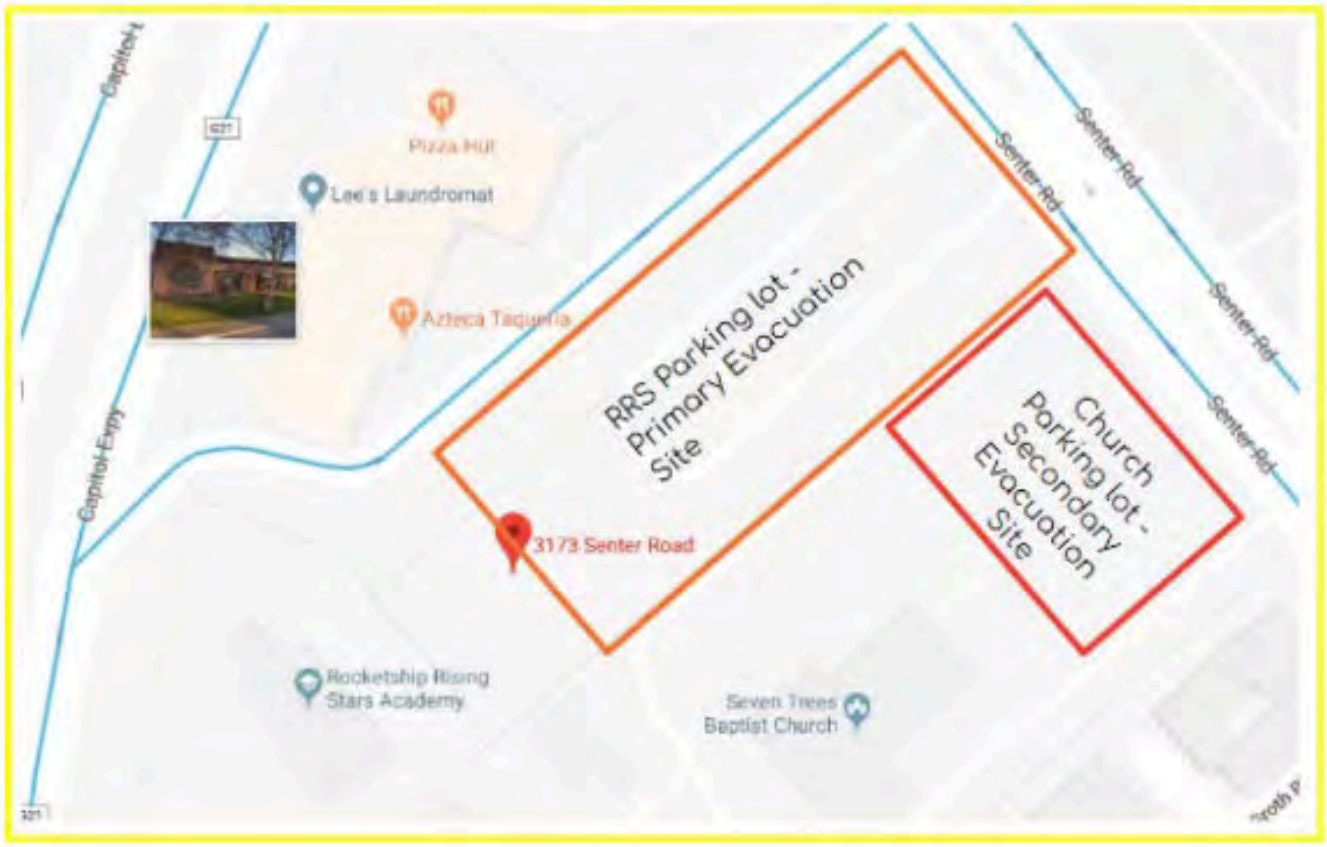
Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

SAFETY PLANS

Primary and Secondary Evacuation Sites
Our primary evacuation site is the school parking lot. We will use this evacuation site when it is safe to remain on campus.

Our secondary evacuation site is located off campus next door at the Seven Trees Baptist church parking lot. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site. During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal. This is where our secondary parking is located as well.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.



ROCKETSHIP SÍ SE PUEDE ACADEMY ADDENDUM

SCHOOL SITE

Rocketship Sí Se Puede Academy
2249 Dobern Ave
San Jose, CA 95116

Principal: Ms. West
Office Manager: Mrs. Corza
Email: mcorza@rsed.org
Phone: 408-824-5180

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

Campus Opens at 7:15 am
School starts at 7:45am

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday
- TK – 2:00 pm
- K – G2 - 3:10 pm
- G3 - G5 - 3:20 pm

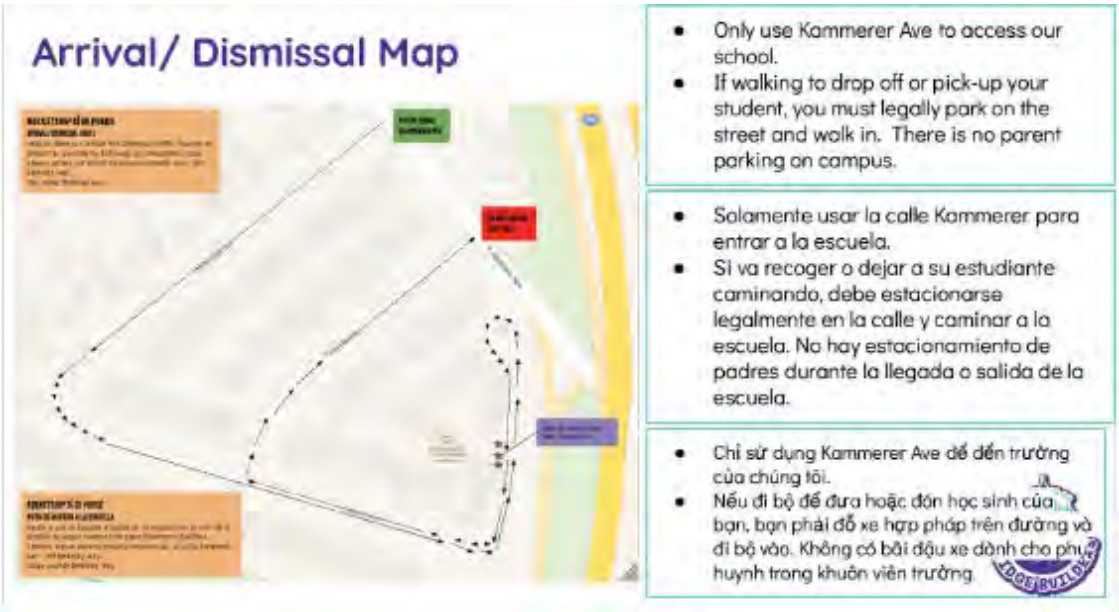
Minimum Day Dismissal- Thursday
- TK – G5 - 1:00 pm

OFFICE HOURS

Front Office Hours
- Regular Day: 7:45 am – 4:40 pm
- Minimum Day: 7:45 am – 2:10 pm

Email: sisepuede@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES



ROCKETEER CORE VALUES AND CREED

Rocketship Sí Se Puede Academy
Five Core Values: Responsibility, Respect, Empathy, Persistence, and Healthy Choices
Creed:

I am a Rocketship Rocketeer
At home, at school, and in my community,
I am committed to making healthy choices for my body and mind!
I am respectful of myself, others and the environment!
I am responsible for my learning, actions and achievements
I am empathetic to my world, and I am persistent in attaining excellence!
Together we are all Rocketship rocketeers!

STUDENT DRESS CODE

The Rocketship Sí Se Puede Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a dark purple collared shirt.
- Any sweaters and jackets when worn inside must be solid colored black or purple.

- comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a dark purple collared shirt (without the Rocketship logo).

SAFETY PLANS

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.

ROCKETSHIP SPARK ACADEMY ADDENDUM

SCHOOL SITE

Rocketship Spark Academy
683 Sylvandale Ave.
San Jose, CA 95111

Principal: Lisamarie Reid
Office Manager: Catalina Duarte-Palma
Email: spark@rsed.org
Phone: 408-622-6651

Facebook: Rocketship Spark Academy (Closed Group-need to answer the Security Questions)
Spark Parent Portal: https://sites.google.com/view/rocketshipspark/home

If your call is sent to voicemail, please leave a message and we will return your call.

SCHOOL SCHEDULE

School starts at 7:45am

Regular Day Dismissal- Monday, Tuesday, Wednesday, and Friday

TK- 2:00 pm
K - G1 – 3:00 pm
G2- G3- 3:10 pm
G4 – G5 – 3:20 pm

Minimum Day Dismissal- Thursday

TK- 1:00 pm
K - G1 – 1:00 pm
G2- G3- 1:10 pm
G4 – G5 – 1:20 pm

OFFICE HOURS

Front Office Hours: 7:45 am - 4:00 pm

Email requests: spark@rsed.org
Please allow 3 business days for all requests.

ARRIVAL AND DISMISSAL PROCEDURES

Driveway Drop-Off and Pick-Up for Both Arrival and Dismissal

Walking Drop-Off and Pick-Up for Both Arrival and Dismissal

ARRIVAL

DISMISSAL

ROCKETEER CORE VALUES AND CREED

Rocketship Spark Academy
Five Core Values: Respect, Responsibility, Persistence, Empathy, and Curiosity.

Creed:

I am a Rocketship Rocketeer, at home, at Spark, and in my community.
I am relentlessly curious and strive to attain knowledge about the world around me.
I am respectful of myself, others, and the environment .
I am responsible for my learning, actions, and achievement.
I am empathetic to my world and persistent in attaining excellence!
Together we're all Rocketship Rocketeers!

STUDENT DRESS CODE

The Rocketship Spark Academy uniform consists of:

- Any appropriately sized khaki bottom including pants, shorts, dress, skirt, or skorts.
- A Rocketship uniform shirt or a hunter green, or dark purple collared shirt.
- Any sweaters and jackets when worn inside must be solid colored hunter green, black, or dark purple.
- Comfortable closed toe shoes that do not restrict a student's ability to participate in physical education or other activities. Shoes without laces and/or sandals, including Crocs, are not considered to be safe or appropriate for school.

Rocketship branded uniform shirts can be purchased from the school Office Manager. We hold periodic Uniform Sale Events and parents will be able to see a list of vendors by visiting our Spark Parent Portal. Families are not required to purchase this item as long as the student otherwise complies with the dress code by wearing a hunter green or dark purple collared shirt (without the Rocketship logo).

SAFETY PLANS

Our off-campus evacuation site is located at The Church of Jesus Christ of Latter-Day Saints, 3975 McLaughlin Ave, San Jose, CA 95121. If there is a disaster at the school site or the campus is unsafe for some reason, we will evacuate to this site.

During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.

Rocketship Spark
Secondary Evacuation Site
A
Brodie Dr
Royalbrook Ct
Yerba Buena Rd
Tuers Rd
Kilchenner Dr
Thorndale Dr
Loughlin Ave
Yerba Buena Rd
Tuers Rd
Sylvandale Ave
Sylvandale Middle School
Leyte Ct
Hellyer County Park

	RSSP Appendix 1 Tables	August 2024		
	Sources	2024-25 June Board Budget		

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1					
0	1	2024-25	2	$14,999	113
Enrollmen	7	-	3	83.80%	129
Enrollmen	15	0	4	69.80%	146
Enrollmen	24	0	5	23	437
Enrollmen	34	0	6	52	438
Enrollmen	45			59	439
Enrollmen	57			55	440
Enrollmen	70			51	441
FRL	84			51	442
0	198			30	443
0	217				
Revenues	749				
Federal In	750				
State Reve	751				
Other Loca	752				
Internal Tr	753				
Grants and	754				
Expense	820				
Certificate	821				
Classified S	822				
Employee	823				
3101 STRS	824				
3102 STRS	825				
3103 TCRS	826				
3104 TCRS	827				
3106 Metr	828				
3210 PERS	829				
3220 PERS	830				
3230 PERs	831				
3301 OASI	832				
3302 OASI	833				
3400 Othe	834				
3400-0001	835				
3401 Healt	836				
3402 Healt	837				
3501 State	838				
3502 State	839				

3503 FUTA	840				
3504 Futa-	841				
3601 Work	842				
3602 Work	843				
3603 Work	844				
3901 403(I	845				
3902 403(I	846				
3903 Othe	847				
3904 Accru	848				
3905 Othe	849				
3906 401(I	850				
3977 Bene	851				
Materials a	852				
4310 Safet	853				
4320 Custo	854				
4330 Teacl	855				
4340 Instru	856				
4345 Stude	857				
4346 Rock	858				
4350 Offic	859				
4355 Gifts	860				
4360 Asses	861				
4380 Non-	862				
4381 Dona	863				
4390 Learn	864				
Technolog	865				
4400 Othe	866				
4412 Softv	867				
4413 Softv	868				
4414 Softv	869				
4420 Othe	870				
4421 Stude	871				
4422 Staff	872				
4423 IT Inf	873				
4430 Furni	874				
Food Servi	875				
Services ar	876				
Operating	877				
Profession	878				
5910 Cons	879				
5911 Cons	880				

5830 Othe	995				
Books an	1111				
Textbook	1206				
Books an	1207				
5912 Cons	1208				
5802 SPED	1209				
5836 Cont	1210				
5831 Cons	1211				
5820 Othe	1212				
5840 Othe	1213				
5700 NWE	1214				
5701 CELD	1215				
5703 Teac	1216				
5899 Polic	1217				
5898 Pare	1218				
5801 Dona	1219				
5803 Distr	1220				
5804 Staff	1221				
5805 Legal	1222				
5806 Reloc	1223				
5807 Tech	1224				
5808 Distr	1225				
5809 Othe	1226				
5810 Othe	1227				
5811 Adve	1228				
5812 Teac	1229				
5813 Stud	1230				
5814 Polic	1231				
5815 Recr	1232				
5816 Socia	1233				
5819 Advo	1234				
5821 Custo	1235				
5822 Print	1236				
5823 Secu	1237				
5832 Evalu	1238				
5833 Certi	1239				
5834 Cons	1240				
5835 Cons	1241				
5837 Cons	1242				
5838 Subs	1243				
5841 Audi	1244				

5845 Payr	1245				
5847 Bene	1246				
5860 Field	1247				
5861 Stud	1248				
5862 Sumr	1249				
5871 CPR	1250				
5872 Finge	1251				
5873 Cons	1252				
5874 Litiga	1253				
5880 HSP	1254				
5882 Licen	1255				
5883 SPED	1256				
5890 Othe	1257				
5891 Draw	1258				
5892 Bank	1259				
5893 feder	1260				
5895 Prop	1261				
5206 Mark	1262				
4510 Staff	1263				
Communic	1264				
Travel & C	1265				
Dues and I	1266				
Dues and I	1267				
Insurance	1268				
Rental, Lea	1269				
5601 Rent	1270				
5602 Facili	1271				
5603 Facili	1272				
5605 Equip	1273				
5606 Copie	1274				
5607 Othe	1275				
5610 Othe	1276				
5611 Build	1277				
5612 Build	1278				
5613 Equip	1279				
Managem	1280				
Capital Ou	1281				
Interest Ex	1282				
Miscellane	1283				

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1				
5891 Dra	1456			
5893 fede	1457			
5810 Oth	1458			
5895 Pro	1459			
4413 Soft	1460			
5845 Pay	1461			
5206 Mar	1462			
5613 Equ	1463			
3503 FUT	1464			
5812 Tea	1465			
5847 Ben	1466			
3504 Futa	1467			
3102 STF	1468			
5700 NW	1469			
5814 Poli	1470			
Interest E	1471			
3103 TCF	1472			
5701 CEL	1473			
5815 Rec	1474			
5862 Sum	1475			
Dues and	1476			
Miscellan	1477			
3104 TCF	1478			
3603 Wor	1479			
5703 Tea	1480			
5816 Soc	1481			
3106 Met	1482			
5899 Poli	1483			
5819 Adv	1484			
3210 PEF	1485			
5898 Par	1486			
5873 Con	1487			
3220 PEF	1488			
3903 Oth	1489			
5801 Don	1490			
5874 Litig	1491			
Internal T	1492			

3230 PEF	1493			
3904 Acc	1494			
4355 Gift	1495			
5880 HSF	1496			
3905 Oth	1497			
5832 Eva	1498			
5882 Lice	1499			
5603 Fac	1500			
3906 401	1501			
5883 SPE	1502			
3400 Oth	1503			
4381 Don	1504			
5834 Con	1505			
5890 Oth	1506			
3400-000	1507			
5912 Con	1508			
5835 Con	1509			

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	Current Year	n/a	n/a	n/a	n/a	n/a
		Current Year	Current Year	+2 Years	+3 Years	+4 Years
	Rocketship Si Se Puede	Year of School Operation				
		2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
	ENROLLMENT AND ATTENDANCE ASSUMPTIONS					
	Enrollment					
Enrollment - TK	TK	23	23	23	23	23
Enrollment - K	Kindergarten	52	52	52	52	52
Enrollment - 1	1st Grade	59	59	59	59	59
Enrollment - 2	2nd Grade	55	55	55	55	55
Enrollment - 3	3rd Grade	56	56	56	56	56
Enrollment - 4	4th Grade	51	51	51	51	51
Enrollment - 5	5th Grade	26	26	26	26	26
	Total Enrollment	**321**	**321**	**321**	**321**	**321**
	Average Daily Attendance (%) - TK - 5th	93%	93%	93%	93%	93%
	Average Daily Attendance (Total)	299	299	299	299	299
FRL	Free and Reduced Meals Students (%)	83.80%	83.80%	83.80%	83.80%	83.80%
	Free and Reduced Meals Students (Enrollment)	269	269	269	269	269
	Free and Reduced Meals Students (ADA)	250	250	250	250	250
	English Language Learners (%)	69.80%	69.80%	69.80%	69.80%	69.80%
	English Language Learners (Enrollment)	224	224	224	224	224
	English Language Learners (ADA)	209	209	209	209	209
	Number of School Days	180	180	180	180	180
	REVENUE ASSUMPTIONS					
	State Funding					
	General Purpose Block Grant	$14,999	$14,999	$14,999	$14,999	$14,999
	In Lieu of Property Tax	1.00%	1.00%	1.00%	1.00%	1.00%
	Prop 30 EPA	$247	$247	$247	$247	$247
	Mandate Block Grant	$16	$16	$16	$16	$16
	Lottery - Unrestricted	$140	$140	$140	$140	$140
	Lottery - Restricted for Instructional Materials	$41	$41	$41	$41	$41
	State Lunch Reimbursements 70%	$0.53	$0.53	$0.53	$0.53	$0.53
	ADD and ELOP	$951,957	$951,957	$951,957	$951,957	$951,957
	SB740 Facilities Subsidy (ADA)	$1,420	$1,420	$1,420	$1,420	$1,420
	SPED Revenue	$887	$887	$887	$887	$887
	Federal Funding					
	Title I Compensatory Education	$587	$587	$587	$587	$587
	Title II	$22,000	$22,000	$22,000	$22,000	$22,000
	Title III	$95	$95	$95	$95	$95
	IDEA	$150	$150	$150	$150	$150
	National School 70%	$4.5	$4.5	$4.5	$4.5	$4.5
	National School 100%	$2.8	$2.8	$2.8	$2.8	$2.8
	Fundraising / Other					
	STAFFING & COMPENSATION ASSUMPTIONS					
	School Staffing					
	Teachers per Grade					
	TK	1.00	1.00	1.00	1.00	1.00
	K	1.50	1.50	1.50	1.50	1.50
	1	1.50	1.50	1.50	1.50	1.50
	2	2.00	2.00	2.00	2.00	2.00
	3	1.50	1.50	1.50	1.50	1.50
	4	1.50	1.50	1.50	1.50	1.50
	5	1.00	1.00	1.00	1.00	1.00
	6K	2.00	2.00	2.00	2.00	2.00
	Required Teachers	**12.00**	**12.00**	**12.00**	**12.00**	**12.00**
	Certificated Administrator FTEs					
	Principal	1.00	1.00	1.00	1.00	1.00
	Assistant Principal	2.00	2.00	2.00	2.00	2.00
	Total Certificated Administrator FTEs	**3.00**	**3.00**	**3.00**	**3.00**	**3.00**
	Classified Staff FTEs					
	Office Manager	1.00	1.00	1.00	1.00	1.00
	BOM	1.00	1.00	1.00	1.00	1.00
	Enrichment Staff Coordinator	2.00	2.00	2.00	2.00	2.00
	Tutors/ELSs	4.00	4.00	4.00	4.00	4.00
	Para Professionals	3.00	3.00	3.00	3.00	3.00
	Support Staff	5.00	5.00	5.00	5.00	5.00
	Total Classified Staff FTEs	**16.00**	**16.00**	**16.00**	**16.00**	**16.00**
	Total Certificated FTEs	15.00	15.00	15.00	15.00	15.00
	Total Classified FTEs	16.00	16.00	16.00	16.00	16.00
	Total FTEs	**31.00**	**31.00**	**31.00**	**31.00**	**31.00**
	Salary	**Base Salary**				
	Principal	$137,855	$137,855	$139,234	$140,626	$142,032	$143,453
	Assistant Principal	$110,865	$110,865	$111,974	$113,094	$114,225	$115,367
	Teacher	$76,617	$76,617	$77,383	$78,157	$78,939	$79,728
	SE Teacher	$73,130	$73,130	$73,861	$74,600	$75,346	$76,099
	Office Manager	$83,406	$83,406	$84,240	$85,082	$85,933	$86,793
	BOM	$115,130	$115,130	$116,281	$117,444	$118,619	$119,805
	Enrichment Staff	$53,791	$53,791	$54,329	$54,872	$55,421	$55,975
	Tutors/ELSs	$52,236	$52,236	$52,758	$53,286	$53,819	$54,357
	Para Professiona	$52,236	$52,236	$52,758	$53,286	$53,819	$54,357
	Lunch Workers	$31,680	$31,680	$31,997	$32,317	$32,640	
	COLA 0%	0%	1%	1%	1%	1%	
	Benefits						
	Health Benefits Cost Per Employee	$8,179	$7,500	$7,400	$7,500	$7,500	
	Workers Compensation	0.75%	0.8%	0.8%	0.8%	0.8%	
	Medicare	1.45%	1.5%	1.5%	1.5%	1.5%	
	Social Security / FICS - Classified Staff	7.65%	7.7%	7.7%	7.7%	7.7%	
	Retirement - Certificated Staff (STRS)	19.10%	19.10%	19.1%	19.1%	19.1%	
	403(b) Match 1%	1%	1.2%	1.2%	1.2%	1.2%	
	PTO Payout - Teachers 100%	$1,615	$1,615	$ 1,615	$ 1,615	$ 1,615	
	PTO Payout - ILTs 100%	$842	$842	$ 842	$ 842	$ 842	

		2024-25	2025-26	2026-27	2027-28	2028-29
	STATEMENT OF ACTIVITIES					
	State Revenue					
	General Purpose Block Grant	3,810,096	3,810,096	3,810,096	3,810,096	3,810,096
	In Lieu of Property Tax	427,345	427,345	427,345	427,345	427,345
	Prop 30 EPA	63,026	63,026	63,026	63,026	63,026
	Mandate Block Grant	4,782	4,782	4,782	4,782	4,782
	Lottery	54,092	54,092	54,092	54,092	54,092
	State Lunch Reimbursements	19,957	19,957	19,957	19,957	19,957
	ADD and ELOP	951,957	951,957	951,957	951,957	951,957
	SB740 Facilities Subsidy	424,368	424,368	424,368	424,368	424,368
	One Time Funding					
	SPED Revenue	265,081	265,081	265,081	265,081	265,081
	Total State Revenue	**6,202,703**	**6,202,703**	**6,202,703**	**6,202,703**	**6,202,703**
	Federal Revenue					
	Title I	147,007	147,007	147,007	147,007	147,007
	Title II	22,000	22,000	22,000	22,000	22,000
	Title III	19,817	19,817	19,817	19,817	19,817
	IDEA	93,750	44,828	44,828	44,828	44,828
	National School Lunch Program	143,829	143,829	143,829	143,829	143,829
	National School Lunch Program - Breakfast	152,773	152,773	152,773	152,773	152,773
	Total Federal Revenue	**576,301**	**557,378**	**557,378**	**557,378**	**557,378**
	Other Grants & Fundraising					
	Other Fundraising and Donations	44,000	44,000	44,000	44,000	44,000
	Total Grants and Fundraising	**44,000**	**44,000**	**44,000**	**44,000**	**44,000**
	Other Revenue					
	Local Food Service Revenue	12,000	12,000	12,000	12,000	12,000
	Total Other Revenue	**12,000**	**12,000**	**12,000**	**12,000**	**12,000**
	Eligible Revenue for Management Fee	5,483,362	5,464,440	5,464,440	5,464,440	5,464,440
	Total Revenues	**6,833,004**	**6,816,082**	**6,816,082**	**6,816,082**	**6,816,082**
	Expenses	21,293	21,234	21,234	21,234	21,234
	Salaries					
	Certificated Salaries					
	Principal	137,855	139,234	140,626	142,032	143,453
	Assistant Principal	221,731	223,948	226,188	228,450	230,734
	Teachers	766,170	773,834	781,572	789,388	797,282
	SE Teachers	146,260	147,723	149,200	150,692	152,199
	Other-SE Staff	105,200	107,304	109,450	111,639	113,872
	Total Certificated Salaries	**1,377,216**	**1,410,228**	**1,423,895**	**1,430,062**	**1,449,107**
	Classified Salaries					
	Office Manager	83,406	84,240	85,082	85,933	86,793
	BOM	115,130	116,281	117,444	118,619	119,805
	Enrichment Staff Coordinator	107,581	108,657	109,744	110,841	111,950
	Tutors/ELSs	104,472	105,517	106,572	107,638	108,714
	Para Professionals	156,709	158,276	159,859	161,457	163,072
	Support Staff (Incl. Hourly Staff &:	158,400	158,400	159,984	161,584	163,200
	Total Classified Salaries	**794,406**	**809,764**	**808,774**	**816,862**	**825,850**
	Total Salaries	**2,193,924**	**2,211,095**	**2,231,860**	**2,252,923**	**2,274,198**
	Benefits					
	Health Benefits	253,549	226,300	229,400	232,500	232,500
	Workers Compensation	16,439	16,583	16,739	16,897	17,056
	OASDI/Medi/Mi	92,555	93,318	94,233	95,157	96,091
	Retirement - Certificated Staff (STRS)	264,926	269,356	271,809	274,288	276,791
	403(b) Match	26,303	26,532	26,782	27,035	27,290
	PTO Payout - Teachers	16,158	16,158	16,158	16,158	16,158
	PTO Payout - ILTs	8,422	8,422	8,422	8,422	8,422
	Total Benefits	**675,290**	**651,006**	**658,662**	**665,295**	**669,248**
	Total Comp	**2,867,215**	**2,862,011**	**2,890,342**	**2,918,218**	**2,943,444**
	Books & Supplies					
	Curriculum	63,632	63,632	63,632	63,632	63,632
	Instructional Supplies	61,450	61,450	61,450	61,450	61,450
	Non-Instructional Supplies	63,479	63,479	63,479	63,479	63,479
	Student Assessment, Administrative & Assessm	10,055	10,055	10,055	10,055	10,055
	Student Computer Equipment	33,055	33,055	33,055	33,055	33,055
	Other Non-Capitalized Equipment & Furniture	6,992	6,992	6,992	6,992	6,992
	Total Books & Supplies	**270,664**	**270,664**	**270,664**	**270,664**	**270,664**
	Food Service					
	Student Food Services	355,685	355,685	355,685	355,685	355,685
	Total Food Service	**355,685**	**355,685**	**355,685**	**355,685**	**355,685**
	Other Operating Expenses					
	Travel & Conferences	14,821	14,821	14,821	14,821	14,821
	Dues & Memberships	6,943	6,943	6,943	6,943	6,943
	Communications	50,266	50,266	50,266	50,266	50,266
	Insurance	31,592	31,592	31,592	31,592	31,592
	Utilities	157,255	157,255	157,255	157,255	157,255
	Copier Lease	5,562	5,562	5,562	5,562	5,562
	Facility Maintenance & Repairs	73,034	73,034	73,034	73,034	73,034
	Facility Lease Expense	622,255	622,255	622,255	622,255	622,255
	Total Other Operating Expenses	**964,433**	**964,433**	**964,433**	**964,433**	**964,433**
	Professional Services					
	Professional Development	49,439	49,439	49,439	49,439	49,439
	SPED Consultants	106,411	106,411	106,411	106,411	106,411
	Other Consultants	31,281	31,281	31,281	31,281	31,281
	IT Support	18,426	18,426	18,426	18,426	18,426
	Custodial Services	70,333	70,333	70,333	70,333	70,333
	Health & Testing	3,593	3,593	3,593	3,593	3,593
	After School Program	461,031	461,031	461,031	461,031	461,031
	Substitutes	31,281	31,281	31,281	31,281	31,281
	Field Trips	30,602	30,602	30,602	30,602	30,602
	Payroll Services					
	Authorizer Oversight	40,122	44,825	44,825	44,825	44,825
	SPED Admin Fee	11,998	10,603	10,603	10,603	10,603
	Central Office Allocation Fee	993,415	993,415	993,415	993,415	993,415
	Total Professional Services	**1,847,932**	**1,851,240**	**1,851,240**	**1,851,240**	**1,851,240**
	Capital Outlay	27,021	43,875	43,875	43,875	43,875
	Interest					
	TOTAL EXPENSES	**6,232,949**	**6,250,207**	**6,278,038**	**6,496,015**	**6,431,149**	
	INCREASE/DECREASE OF NET ASSETS	**502,055**	**465,775**	**438,044**	**410,067**	**384,941**
		$ **3,465,734**				

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	Rocketship Si Se Puede	Year of School Operation				
		2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
	Revenues					
	Federal Income					
	State Revenue Sources					
	Other Local Revenues					
	Grants and Fundraising					
	Expense					
	Certificated Salaries					
	Classified Salaries					
	Employee Benefits					
3300	OASDI/Medicare/Alt. certificated positions					
3301	OASDI/Medicare/Alt. certificated					
3302	OASDI/Medicare/Alt. classified					
3401	Health & Welf Ben. certificated					
3402	Health&Welf Ben. classified					
3501	State Unemp Ins. certificated					
3502	State Unemp Ins. classified					
3601	Worker Comp Ins. certificated					
3602	Worker Comp Ins. classified					
3901	403(b) match, certificated					
3902	403(b) match, classified					
3977	Benefit Allocation					
	Books and Supplies					
	Textbooks and Core Materials	63,632	63,632	63,632	63,632	63,632	63,632
	Books and Reference Materials						
	Materials and Supplies	124,929	124,929	124,929	124,929	124,929	124,929
4310	Safety Materials						
4320	Custodial Supplies	38,479	38,479	38,479	38,479	38,479	38,479
4330	Teacher Room	11,293	11,293	11,293	11,293	11,293	11,293
4340	Instructional Supplies	10,000	10,000	10,000	10,000	10,000	10,000
4345	Student Incentives	1,000	1,000	1,000	1,000	1,000	1,000
4346	Rocketship Merchandise	10,812	10,812	10,812	10,812	10,812	10,812
4350	Office Supplies	19,269	19,269	19,269	19,269	19,269	19,269
4355	Gifts and Entertainment	2,489	2,489	2,489	2,489	2,489	2,489
4360	Assessment Materials	1,097	1,097	1,097	1,097	1,097	1,097
4380	Non-Instructional Materials	25,000	25,000	25,000	25,000	25,000	25,000
4381	Donated Commodities [Supplies Expense]	4,710	4,710	4,710	4,710	4,710	4,710
4390	Food Supplements						
	Technology and Furniture						
4400	Other Non-capitalized Equipment	2,492	2,492	2,492	2,492	2,492	2,492
4412	Software - Administrative	29,869	29,869	29,869	29,869	29,869	29,869
4413	Software - IT Infrastructure	0	0	0	0	0	0
4414	Software - Assessments	12,187	12,187	12,187	12,187	12,187	12,187
4420	Other Comp Equip	2,000	2,000	2,000	2,000	2,000	2,000
4421	Student Computer Equipment	22,943	22,943	22,943	22,943	22,943	22,943
4422	Staff Computers	10,112	10,112	10,112	10,112	10,112	10,112
4423	IT infrastructure Equipment	500	500	500	500	500	500
4430	Furniture	4,500	4,500	4,500	4,500	4,500	4,500
	Food Services						
	Services and Other Operating Expenses	1,094,394	1,094,394	1,094,394	1,094,394	1,094,394	1,094,394
	Operating and Housekeeping	159,960	159,960	159,960	159,960	159,960	159,960
	Professional Services Core/Ops	813,836	813,836	813,836	813,836	813,836	813,836
5910	Consultants -	6,702	6,702	6,702	6,702	6,702	6,702
5911	Consultants - After School Program	461,031	461,031	461,031	461,031	461,031	461,031
5912	Consultants - After School Program [in Kind]						
5802	SPED Consultants	106,411	106,411	106,411	106,411	106,411	106,411
5836	Contracted Substitutes	31,281	31,281	31,281	31,281	31,281	31,281
5830	Other Educational Consultants						
5831	Consultants - TFA						
5820	Other Operational Consultants	1,964	1,964	1,964	1,964	1,964	1,964
5821	Consultants - Fin and Acct Consultants						
5750	NWEA						
5701	CELDT						
5703	Teacher Assessments						
5899	Policy -Trailblazers						
5898	Parent empowerment						
5801	Donated Consulting Services						
5803	Accounting Service Fee	40,122	40,122	40,122	40,122	40,122	40,122
5804	Staff Training and Dev-mngment	10,584	10,584	10,584	10,584	10,584	10,584
5805	Legal Fees	9,420	9,420	9,420	9,420	9,420	9,420
5808	Relocation Expenses	117	117	117	117	117	117
5807	Technology Consultants	18,426	18,426	18,426	18,426	18,426	18,426
5808	District Admin Fee-SPED	11,998	11,998	11,998	11,998	11,998	11,998
5809	Other Professional Services	8,880	8,880	8,880	8,880	8,880	8,880
5810	Other Marketing Consultants						
5811	Advertising						
5812	Student Recruiting	43	43	43	43	43	43
5813	Student Recruiting						
5814	Policy Consultants						
5815	Recruiting - Candidate Transportation						
5816	Social Media Expense						
5819	Advocacy	972	972	972	972	972	972
5821	Contracted Services	70,333	70,333	70,333	70,333	70,333	70,333
5822	Printing and Reproduction	5,094	5,094	5,094	5,094	5,094	5,094
5823	Security Services	2,865	2,865	2,865	2,865	2,865	2,865
5832	Evaluation Services						
5833	Certification Expenses	30,189	30,189	30,189	30,189	30,189	30,189
5834	Consultants - Sports						
5835	Consultants - City Year						
5837	Consultants-Health/Nurse	3,593	3,593	3,593	3,593	3,593	3,593
5838	Substitutes-Testing						
5841	Audit	15,000	15,000	15,000	15,000	15,000	15,000
5845	Payroll Expenses						
5847	Benefit Administration Expenses						
5860	Field Trips	30,602	30,602	30,602	30,602	30,602	30,602
5861	Student Transportation	1,570	1,570	1,570	1,570	1,570	1,570
5862	Summer Camp						
5870	Travel						
5872	Fingerprinting/TB Testing	3,840	3,840	3,840	3,840	3,840	3,840
5873	Consultants - Staff Recruiting	958	958	958	958	958	958
5874	Litigation Reserve						
5880	HSP Consultants						
5882	Licensing Fees						
5883	SPED Encroachment						
5890	Other Financing expenses						
5891	Interest Expense						
5892	Bank Fees/Late Charges	373	373	373	373	373	373
5893	federal tax withheld on interest						
5898	Property Taxes	4,801	4,801	4,801	4,801	4,801	4,801
5206	Marketing Events / Sponsorships						
4510	Staff Appreciation	7,000	7,000	7,000	7,000	7,000	7,000
	Communications	50,266	50,266	50,266	50,266	50,266	50,266
	Travel & Conferences	14,821	14,821	14,821	14,821	14,821	14,821
	Dues and Insurance	38535	38535	38535	38535	38535	38535
	Dues and Memberships	6,943	6,943	6,943	6,943	6,943	6,943
	Insurance	31,592	31,592	31,592	31,592	31,592	31,592
	Rental, Leases, & Repairs						
5601	Rent						
5602	Facility Fee	622,255	622,255	622,255	622,255	622,255	622,255
5603	Facility Fee - Change in Accounting Principle						
5605	Equipment and Furniture Lease						
5606	Copier Lease	5,562	5,562	5,562	5,562	5,562	5,562
5607	Other Rentals	500	500	500	500	500	500
5610	Other Repairs and Maintenance						
5611	Building Repairs - scheduled						
5612	Building Repairs - unscheduled	73,034	73,034	73,034	73,034	73,034	73,034
5613	Equipment Repairs						
	Management Fee	993,415	993,415	993,415	993,415	993,415	993,415
	Capital Outlay	27,021	27,021	27,021	27,021	27,021	27,021
	Interest Expense						
	Miscellaneous Expense	423,979	423,979	423,979	423,979	423,979	423,979

Rocketship Six Elementary School (RS6)

Multi-Year Budget - Table of Contents

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Rocketship Six Elementary School (RS6)

Multi-Year Budget Summary

Fiscal Year	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
EXECUTIVE SUMMARY						
Key Budget & Financial Variables: Enrollment & ADA						

School Enrollment							
School ADA at P-2							
Ratio of P-2 ADA to Enrollment	N/A	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
A. Revenues							
State Sources							
Federal Programs							
Local Programs							
Total Revenues	-	-	-	-	-	-	
B. Expenditures							
Certificated Salaries							
Classified Salaries							
Employee Benefits							
Books & Supplies							
Services & Operational Expenses							
Capital Outlay							
Other Outgo							
Total Expenditures	-	-	-	-	-	-	
Net Operations	-	-	-	-	-	-	
Beginning Balance		-	-	-	-	-	
Ending Balance	-	-	-	-	-	-	
(A) Includes payments made via District for in-lieu property tax funding							

Rocketship Six Elementary School (RS6)

Multi-Year Budget Summary

	SACS Code	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
REVENUES							
State Programs							
Charter School General Purpose Block Grant Allocation	8780						
Charter School Categorical Block Grant Allocation	8480						
Economic Impact Aid	8312						
California Lottery	8560						
Total State Programs		-	-	-	-	-	-
Other State Programs							

Special Education	8181						
Class Size Reduction	8434						
Supplemental Hourly Instruction	8016						
Facilities Reimbursement (SB 740)	8500						
Art & Music Block Grant		-	-	-	-	-	-
State Nutrition		-	-	-	-	-	-
Total Other State Programs		**-**	**-**	**-**	**-**	**-**	**-**
Federal Programs							
Title I - Compensatory Education							
Free and Reduced Meal Program	8220						
Other Federal Grants: Title I, ARRA	8100-8299	-	-	-	-	-	-
Other Federal Programs (Identify)	8100-8299	-	-	-	-	-	-
Total Federal Programs		**-**	**-**	**-**	**-**	**-**	**-**
Local Programs							
PCSGP (Title Vb Start-up / Implementation Funding)	9020						
Interest							
Other Local Revenue	8600-8799						
Other Local Grants	8600-8799						
Total Local Programs		**-**	**-**	**-**	**-**	**-**	**-**
TOTAL REVENUES		**-**	**-**	**-**	**-**	**-**	**-**

Rocketship Six Elementary School (RS6)

Multi-Year Budget Summary

	SACS Code	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
Summary of Expenditures							
Certificated Salaries	1000-1999	-	-	-	-	-	-
Classified Salaries	2000-2999	-	-	-	-	-	-
Employee Benefits	3000-3999	-	-	-	-	-	-
Books & Supplies	4000-4999	-	-	-	-	-	-
Services & Operational Expenses	5000-5999	-	-	-	-	-	-
Capital Outlay	6000-6999	-	-	-	-	-	-
Other Outgoing	7100-7299	-	-	-	-	-	-
TOTAL EXPENDITURES		**-**	**-**	**-**	**-**	**-**	**-**
BUDGET SURPLUS/(DEFICIT)		**-**	**-**	**-**	**-**	**-**	**-**
FUND BALANCE							

Beginning Fund Balance							
As of July 1, Unaudited	9791	-	-	-	-	-	-
Plus/(Minus) Audit Adjustments	9793	-	-	-	-	-	-
As of July 1, Audited		-	-	-	-	-	-
Other Restatements	9795	-	-	-	-	-	-
Net Beginning Balance		-	-	-	-	-	-
Ending Fund Balance, June 30, 20XX		**-**	**-**	**-**	**-**	**-**	**-**

Rocketship Six Elementary School (RS6)

Expenditures Worksheet - Compensation

	SACS Code	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
CERTIFICATED SALARIES							
Certificated Salaries	1000-1999						
Certificated Teacher Salaries							
Teachers							
Substitute Teachers							
Bonuses							
Total Certificated Teacher Salaries	**1000-1199**	**-**	**-**	**-**	**-**	**-**	**-**
Other Certificated Salaries							
School Administrator Salary Costs	1200-1299						
Academic Dean							
Principal							
Bonuses							
Total Other Certificated Salaries		**-**	**-**	**-**	**-**	**-**	**-**
TOTAL CERTIFICATED SALARIES	**1000-1199**	**-**	**-**	**-**	**-**	**-**	**-**
CLASSIFIED SALARIES							
Classified Salaries	2000-2999						
Clerical & Other Office Employee Salary							
Total Classified Salaries		**-**	**-**	**-**	**-**	**-**	**-**
TOTAL ALL CLASSIFIED WAGES	**2000-2999**	**-**	**-**	**-**	**-**	**-**	**-**

Rocketship Six Elementary School (RS6)

Expenditures Worksheet - Employee Benefits

	SACS Code	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
Retirement Options							
State Teachers Retirement (STRS)	3101-3102						
Social Security	3301-3302	-	-	-	-	-	-
Other Classified Retirement	3902						
Total Retirement Costs		**-**	**-**	**-**	**-**	**-**	**-**
Other Mandatory Benefits							
Medicare	3301-3302						
State Unemployment	3501-3502						
Worker's Compensation (WC)	3601-3602						
Total Mandatory Benefit Costs		**-**	**-**	**-**	**-**	**-**	**-**
Health Benefits	3400						
Health/Dental/Vision Combined	3400						
Life Insurance	3400						
Disability Insurance	3400						
Total Health Benefit Costs	**3400-3499**	**-**	**-**	**-**	**-**	**-**	**-**
Total Benefit Costs	**3000-3999**	**-**	**-**	**-**	**-**	**-**	**-**

Rocketship Six Elementary School (RS6)

Expenditures Worksheet - Books and Supplies

	SACS Code	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
Approved Textbooks & Core Curricula	4100						
New Textbooks (Students)		-	-	-	-	-	-
Replacement Textbooks (Students)		-	-	-	-	-	-
Textbooks (Teachers)		-	-	-	-	-	-
Other (Identify)		-	-	-	-	-	-
Total Approved Textbooks & Core Curricula		**-**	**-**	**-**	**-**	**-**	**-**
Books & Other Reference Materials	4200						
Library Books							
Other Books (Student)		-	-	-	-	-	-
Other Books (Teachers)		-	-	-	-	-	-
Other (Identify)		-	-	-	-	-	-

Total Books & Other Reference Materials		**-**	**-**	**-**	**-**	**-**	**-**
Materials & Supplies	4300						
Curriculum & Supplies							
Instructional Supplies							
Uniform Expense		-	-	-	-	-	-
Other Misc. Supplies Schoolwide		-	-	-	-	-	-
Total Materials & Supplies		**-**	**-**	**-**	**-**	**-**	**-**
Non-Capitalized Equipment	4400						
Equipment - Consumable							
Equipment - Replacements		-	-	5,000	10,000	10,000	10,000
Total Furniture & Equipment		-	-	-	-	-	-
Total Non-Capitalized Equipment		**-**	**-**	**5,000**	**10,000**	**10,000**	**10,000**
Food	4700						
Student Food Service							
Total Food		**-**	**-**	**-**	**-**	**-**	**-**
TOTAL SUPPLIES	**4000-4999**	**-**	**-**	**5,000**	**10,000**	**10,000**	**10,000**

Rocketship Six Elementary School (RS6)

Expenditures Worksheet - Services and Operational Expenses

	SACS Code	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
Travel & Conferences							
Conferences	5200	-	-	-	-	-	-
Field Trips	5200						
Other Travel	5200						
Total Travel & Conferences		**-**	**-**	**-**	**-**	**-**	**-**
Dues and Memberships	**5300**						
Insurance	**5400**						
Operation and Housekeeping Services							
Custodial Services	5500	-	20,000	20,400	20,808	21,224	21,649
Total Operation and Housekeeping Services		**-**	**20,000**	**20,400**	**20,808**	**21,224**	**21,649**
Rentals, Leases, Repairs and Noncapitalized							
Equipment (lease/rental/repairs)	5600						
Property/Building (lease/rental)	5600						
Total Rentals, Leases, Repairs and Noncapitalized		**-**	**-**	**-**	**-**	**-**	**-**
Professional/Consulting Services and Operational							
Accounting & Audit Services	5800						
Bank & Credit Card Fees	5800						
Board Development	5800						
District Financial Oversight Fee	5800						

Fingerprinting / TB Testing	5800						
Legal Services	5800						
Marketing / Development	5800						
Nurse Evaluation	5800						
Physical Education Program	5800						
Postage & Shipping (nonacademic)	5800						
Printing and Reproduction (nonacademic)	5800						
Professional Development	5800						
Rocketship Education Licensing Fee	5800						
Rocketship Education Management Fee	5800						
Special Education Services	5800						
Staff Recruitment	5800						
Technology Consultants	5800						
Total Professional/Consulting Services and Operational		**-**	**-**	**-**	**-**	**-**	**-**
Utilities	**5800**						
Communications (Internet and Telephone)	**5900**						
Total Services & Operational Expenses	**5000-5999**	**-**	**20,000**	**20,400**	**20,808**	**21,224**	**21,649**

Rocketship Six Elementary School (RS6)

Expenditures Worksheet - Other Outgoing

	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
Other Outgo						
Debt Service - Interest Payments						
CDE Charter School Revolving Loan						
Tuition	-	-	-	-	-	-
Special Education	-	-	-	-	-	-
Other Outgo (Identify)	-	-	-	-	-	-
Total Other Outgo	**-**	**-**	**-**	**-**	**-**	**-**
Other Sources & Uses: Transfers In						
Debt Service - Proceeds						
CDE Charter School Revolving Loan						
Other Transfers In						
Other Transfers In (Identify)						
Total Transfers In	**-**	**-**	**-**	**-**	**-**	**-**
Other Sources & Uses: Transfers Out						
Debt Service - Principal Payments						
CDE Charter School Revolving Loan						

Other Transfers Out							
Other Transfers Out (Identify)							
Total Transfers Out		**-**	**-**	**-**	**-**	**-**	**-**

Rocketship Six Elementary School (RS6)

Key Variables Worksheet — State/Federal Funding Data

	SACS Code	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
Financial Projection Factors							
Statutory COLA		-7.95%	0.00%	0.00%	0.00%	0.00%	0.00%
current as of		September-10	September-10	September-10	September-10	September-10	September-10
Federal COLA (*estimated)							
State Revenue Projections							
Charter School General Purpose Block Grant							
K-3							
4-6							
Charter School Categorical Block Grant Allocations							
In Lieu Funding Economic Impact Aid							
California Lottery							
Unrestricted							
Prop 20							
K-3 Class Size Reduction							
SB740							
Federal Revenue Projections							
Title I							
National School Lunch Program							
Free Meal Reimbursement		2.68	2.68	2.68	2.68	2.68	2.68
Reduced Meal Reimbursement		2.28	2.28	2.28	2.28	2.28	2.28
Paid Meal Reimbursement		0.25	0.25	0.25	0.25	0.25	0.25
National School Breakfast Program							
Free Meal Reimbursement		1.58	1.58	1.58	1.58	1.58	1.58
Reduced Meal Reimbursement		1.28	1.28	1.28	1.28	1.28	1.28
Paid Meal Reimbursement		0.26	0.26	0.26	0.26	0.26	0.26

**State funding estimates provided by CSDC*

Rocketship Six Elementary School (RS6)

Key Variables Worksheet — School Staffing Data

	SACS Code	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
Certificated Staff							
Target Student to Teacher Ratios							
Kindergarten							
1st Grade							
2nd Grade							
3rd Grade							
4th Grade							
5th Grade							
Teacher Staffing Count							

Rocketship Six Elementary School (RS6)

Key Variables Worksheet — School Staffing Data

	SACS Code	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
Additional School Staffing Data							
Certificated Employee Staffing (FTEs)							
Certificated Teaching Staff							
Other Certificated Employee Staffing (FTEs)							
Certificated School Administrator Staffing							
Academic Dean		1.0	1.0	1.0	1.0	1.0	1.0
Principal		1.0	1.0	1.0	1.0	1.0	1.0
Total Certificated Staff		2.0	2.0	2.0	2.0	2.0	2.0
Classified Employee Staffing (FTEs)							
Office Manager		1.0	1.0	1.0	1.0	1.0	1.0
Other Classified Staff (Identify)		0.0	0.0	0.0	0.0	0.0	0.0
Total Classified Staff		1.0	1.0	1.0	1.0	1.0	1.0
Total Staff		3.0	3.0	3.0	3.0	3.0	3.0

Rocketship Six Elementary School (RS6)

Key Variables Worksheet — Student Enrollment & ADA

	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
Projected Total Enrollment by Grade Level Group						
Grades K-3	0	0	0	0	0	0
Grades 4-6	0	0	0	0	0	0
Total Projected Enrollment	0	0	0	0	0	0
ADA %						
Total ADA						
Grades K-3	0	0	0	0	0	0
Grades 4-6	0	0	0	0	0	0
Total ADA	0	0	0	0	0	0
Projected Student Demographics						
English Language Learner						
Free/Reduced Meal Eligible						
Federal Poverty Level						

Rocketship Franklin McKinley Elementary School (RFM)

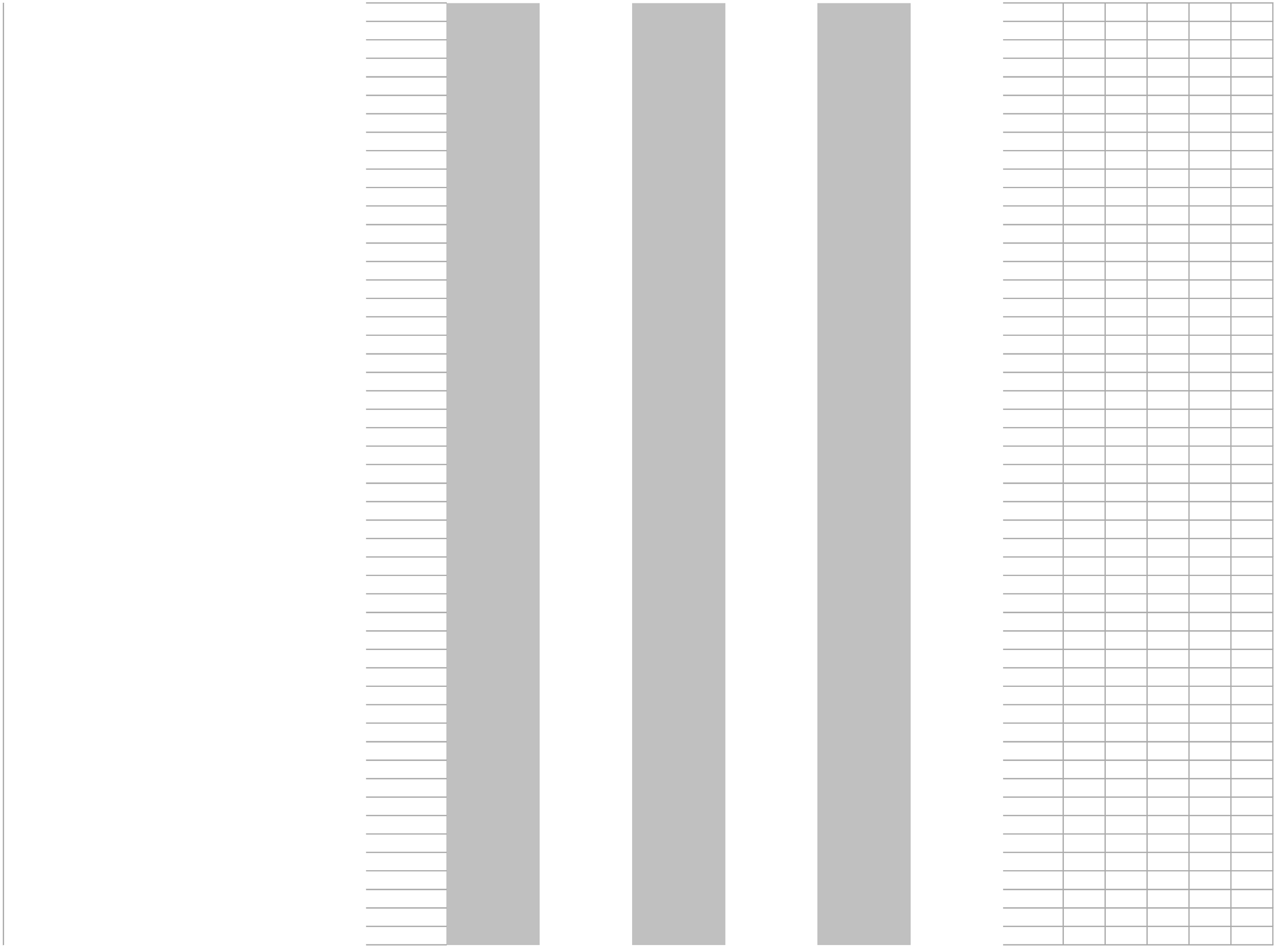
Key Variables Worksheet — Staff Compensation Data

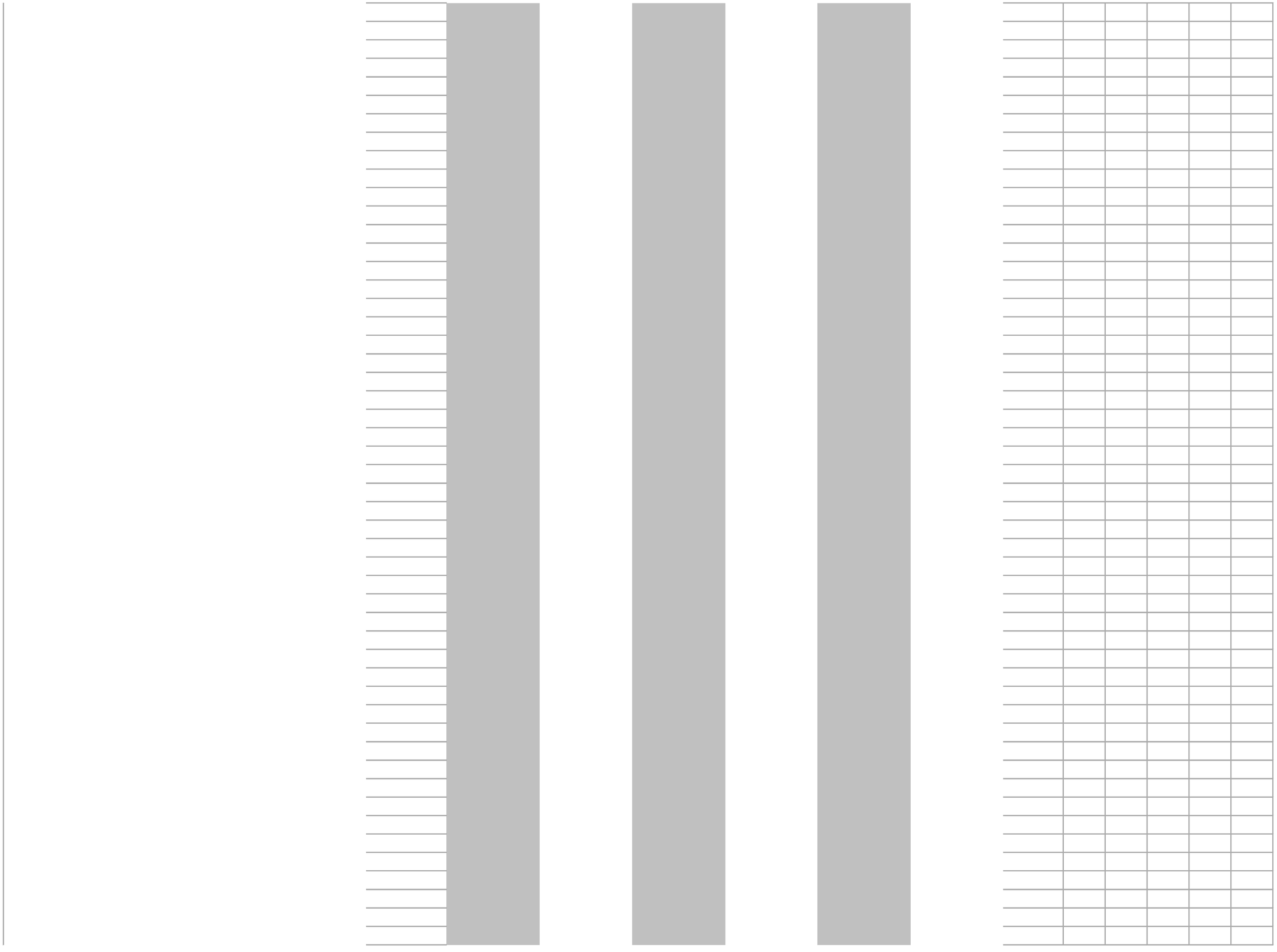
	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
Annual Salary COLA						
Teacher Salaries						
Weighted Average Teacher Salaries	N/A					
Substitute Costs per Day						
School Administrator Salaries						
Academic Dean						
Principal						
Incremental Bonuses for Administrators						
Classified Employee Salaries						
Office Manager						
Other Classified Staff						

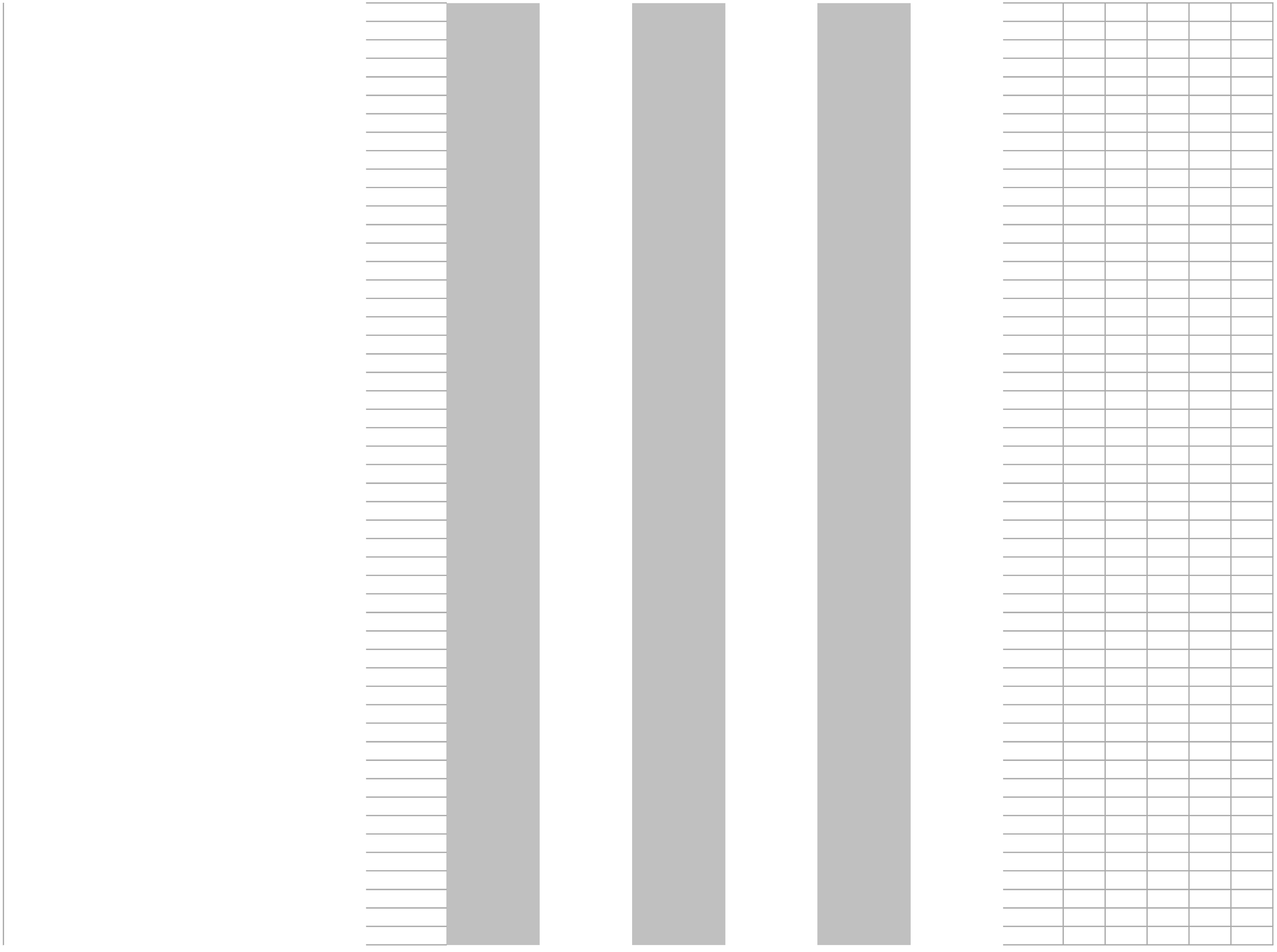
Rocketship Six Elementary School (RS6)

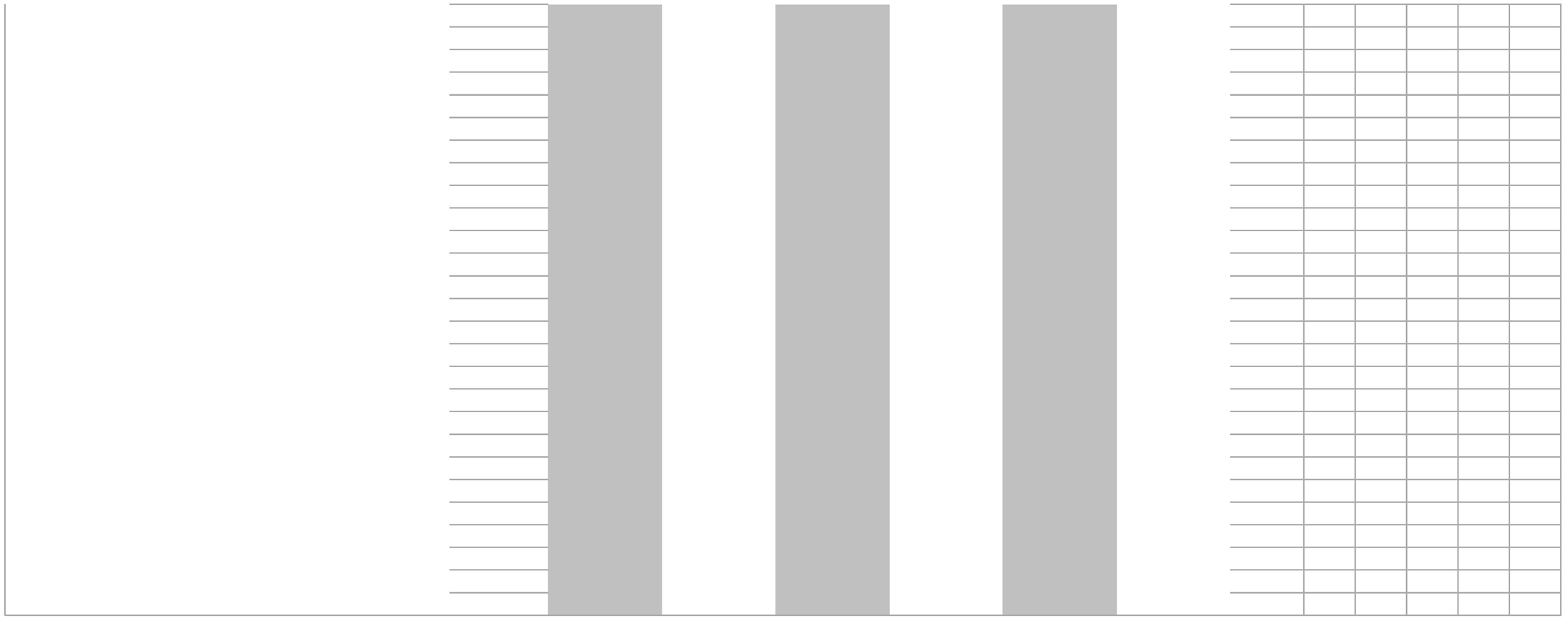
Key Variables Worksheet — Staff Benefits Information

	Year 0 2010-11 Startup Budget	Year 1 2011-12 Projected Budget	Year 2 2012-13 Projected Budget	Year 3 2013-14 Projected Budget	Year 4 2014-15 Projected Budget	Year 5 2015-16 Projected Budget
Retirement Options						
State Teachers Retirement (STRS)						
Social Security (OASDI)	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%
Other Classified Retirement						
Other Mandatory Benefits						
Medicare						
State Unemployment						
Worker's Compensation						
Health Benfits						
COLA						
Maximum Paid by School / Year						
Life Insurance						
Disability Insurance						









Unit 1000

a

	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment & ADA					
Projected Enrollment by Grade					
Transitional Kindergarten	23	23	23	23	23
Kindergarten	52	52	52	52	52
1st Grade	59	59	59	59	59
2nd Grade	55	55	55	55	55
3rd Grade	51	51	51	51	51
4th Grade	51	51	51	51	51
5th Grade	30	30	30	30	30
Total	**321**	**321**	**321**	**321**	**321**
Average Daily Attendance					
ADA %	93%	93%	93%	93%	93%
Total	**299**	**299**	**299**	**299**	**299**

b

	2024-25	2025-26	2026-27	2027-28	2028-29
	0	*0*	*0*	*0*	*0*
Summary of Revenue Programs *(Thousands)*					
State Revenue	$6,203	$6,203	$6,203	$6,203	$6,203
Federal Revenue	$576	$557	$557	$557	$557
Local Revenue	$12	$12	$12	$12	$12
Philanthropy	$44	$44	$44	$44	$44
Total Revenues	**$6,835**	**$6,816**	**$6,816**	**$6,816**	**$6,816**
State % of Revenues	*90.7%*	*91.0%*	*91.0%*	*91.0%*	*91.0%*
Revenues per ADA	*$22,871*	*$22,808*	*$22,808*	*$22,808*	*$22,808*

c

	2024-25	2025-26	2026-27	2027-28	2028-29
	0	*0*	*0*	*0*	*0*
State Revenues *(Thousands)*					
LCFF - State Aide	$3,810	$3,810	$3,810	$3,810	$3,810
In Lieu of Property Tax	$45	$45	$45	$45	$45
Prop 30 EPA	$628	$628	$628	$628	$628
Mandate Block Grant	$5	$5	$5	$5	$5
California Lottery	$54	$54	$54	$54	$54
State Lunch Reimbursements	$20	$20	$20	$20	$20
After School Education and Safety Progra	$952	$952	$952	$952	$952
SB740 Facilities Subsidy	$424	$424	$424	$424	$424
One-time Funding	-	-	-	-	-
SPED State Revenue	$265	$265	$265	$265	$265
Total State Revenue	**$6,203**	**$6,203**	**$6,203**	**$6,203**	**$6,203**

d

	2024-25	2025-26	2026-27	2027-28	2028-29
	0	*0*	*0*	*0*	*0*
Federal Revenues *(Thousands)*					
Title I	$147	$147	$147	$147	$147
Title II	$22	$22	$22	$22	$22
Title III	$20	$20	$20	$20	$20
IDEA	$64	$45	$45	$45	$45
National School Lunch Program	$324	$324	$324	$324	$324
Total Federal Revenue	**$576**	**$557**	**$557**	**$557**	**$557**

e

	2024-25	2025-26	2026-27	2027-28	2028-29
Summary of Projected Expenses *(Thousands)*					
Certificated Salaries	$1,398	$1,410	$1,423	$1,436	$1,449
Classified Salaries	$794	$801	$809	$817	$825
Employee Benefits	$675	$652	$658	$665	$669
Total Compensation	**$2,867**	**$2,863**	**$2,890**	**$2,918**	**$2,943**
Books & Supplies	$271	$271	$271	$271	$271
Food Service	$356	$356	$356	$356	$356
Other Operating Expenses	$964	$964	$964	$964	$964
Professional Services	$1,848	$1,851	$1,851	$1,851	$1,851
Interest & Capital Outlay	$27	$46	$46	$46	$46
Total Non-Comp	**$3,466**	**$3,488**	**$3,488**	**$3,488**	**$3,488**
Total Expenses	**$6,333**	**$6,350**	**$6,378**	**$6,406**	**$6,431**
% Compensation	*45%*	*45%*	*45%*	*46%*	*46%*

f

	2024-25	2025-26	2026-27	2027-28	2028-29
	0	*0*	*0*	*0*	*0*
Instructional Staff Ratio					
Total Enrollment	321	321	321	321	321
Teachers	10	10	10	10	10
Tutors	4	4	4	4	4
Special Education Teachers	2	2	2	2	2
Para-Professionals	3	3	3	3	3
Total Instructional Staff	**19**	**19**	**19**	**19**	**19**
Student : Instructional Staff Ratio	*17*	*17*	*17*	*17*	*17*

g

	2024-25	2025-26	2026-27	2027-28	2028-29
	0	*0*	*0*	*0*	*0*
Staffing Model					
Instructional Staff					
Teachers					
Transitional Kindergarten	1.0	1.0	1.0	1.0	1.0
Kindergarten	1.5	1.5	1.5	1.5	1.5
1st Grade	1.5	1.5	1.5	1.5	1.5
2nd Grade	2.0	2.0	2.0	2.0	2.0
3rd Grade	1.5	1.5	1.5	1.5	1.5
4th Grade	1.5	1.5	1.5	1.5	1.5
5th Grade	1.0	1.0	1.0	1.0	1.0
Special Education Specialists	2.0	2.0	2.0	2.0	2.0
Total Teachers	**12.0**	**12.0**	**12.0**	**12.0**	**12.0**
Tutors/Para-Professionals					
Transitional Kindergarten	-	-	-	-	-
Kindergarten	-	-	-	-	-
1st Grade	0.5	0.5	0.5	0.5	0.5

2nd Grade	0.5	0.5	0.5	0.5	0.5
3rd Grade	0.5	0.5	0.5	0.5	0.5
4th Grade	0.5	0.5	0.5	0.5	0.5
5th Grade					
Para-Professional	3.0	3.0	3.0	3.0	3.0
Total Tutors/Para-Professionals	**5.0**	**5.0**	**5.0**	**5.0**	**5.0**
Total Instructional Staff	**17.0**	**17.0**	**17.0**	**17.0**	**17.0**
Non-Instructional Staff					
School Leaders					
Principal	1.0	1.0	1.0	1.0	1.0
Assistant Principal	2.0	2.0	2.0	2.0	2.0
Total School Leaders	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**
Other Non-Instructional Staff					
Office Manager	1.0	1.0	1.0	1.0	1.0
Business Operations Manager	1.0	1.0	1.0	1.0	1.0
Enrichment Coordinators	2.0	2.0	2.0	2.0	2.0
Part-time Support Staff (Est. as FTE)	5.4	5.4	5.5	5.5	5.6
Total Other Non-Instructional Staff	**9.4**	**9.4**	**9.5**	**9.5**	**9.6**
Total Non-Instructional Staff	**12.4**	**12.4**	**12.5**	**12.5**	**12.6**
Total Staffing	**29.4**	**29.4**	**29.5**	**29.5**	**29.6**

h

	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
	0	*0*	*0*	*0*	*0*
Average Budgeted Salary by Position					
Instructional Positions					
Teachers (incl. Special Ed Teachers)	$76,617	$77,383	$78,157	$78,939	$79,728
Tutors/Para-Professionals	$53,791	$54,329	$54,872	$55,421	$55,975
Non-Instructional Positions					
Principal	$137,855	$139,234	$140,626	$142,032	$143,453
Assistant Principal	$110,865	$111,974	$113,094	$114,225	$115,367
Office Manager	$83,406	$84,240	$85,082	$85,933	$86,793
Business Operations Manager	$115,130	$116,281	$117,444	$118,619	$119,805

i

	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
	0	*0*	*0*	*0*	*0*
Employee Benefits *(Thousands)*					
Medical / Dental / Vision	$254	$226	$229	$233	$233
Workers Compensation	$16	$17	$17	$17	$17
Social Security / FICS / Medicare	$93	$93	$94	$95	$96
STRS Retirement	$267	$269	$272	$274	$277
403(b) Match	$26	$27	$27	$27	$27
PTO Payout	$20	$20	$20	$20	$20
Total Benefits	**$675**	**$652**	**$658**	**$665**	**$669**

j

	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
	0	*0*	*0*	*0*	*0*
Books & Supplies *(Thousands)*					
Curriculum	$64	$64	$64	$64	$64
Instructional Supplies	$61	$61	$61	$61	$61
Non-Instructional Supplies	$63	$63	$63	$63	$63
Software Programs (Admin & Assessmen	$42	$42	$42	$42	$42
Student Computer Equipment	$33	$33	$33	$33	$33
Other Non-Cap. Equipment & Furniture	$7	$7	$7	$7	$7
Total Books & Supplies	**$271**	**$271**	**$271**	**$271**	**$271**
Food Service *(Thousands)*					
Student Food Services	$356	$356	$356	$356	$356
Total Food Service	**$356**	**$356**	**$356**	**$356**	**$356**

k

	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
	0	*0*	*0*	*0*	*0*
Other Operating Expenses *(Thousands)*					
Travel & Conferences	$15	$15	$15	$15	$15
Dues & Memberships	$7	$7	$7	$7	$7
Communications	$50	$50	$50	$50	$50
Insurance	$32	$32	$32	$32	$32
Utilities	$160	$160	$160	$160	$160
Copier Leases	$6	$6	$6	$6	$6
Facility Maintenance & Repairs	$73	$73	$73	$73	$73
Facility Lease Expense	$622	$622	$622	$622	$622
Total Other Operating Expenses	**$964**	**$964**	**$964**	**$964**	**$964**

l

	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
	0	*0*	*0*	*0*	*0*
SB740 Impact *(Thousands)*					
SB740 Revenue	$424	$424	$424	$424	$424
Lease Expense	$622	$622	$622	$622	$622
SB740 Relief	*68%*	*68%*	*68%*	*68%*	*68%*
Net Lease Burden to School	*$198*	*$198*	*$198*	*$198*	*$198*

m

	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
	0	*0*	*0*	*0*	*0*
Professional Services *(Thousands)*					
Professional Development	$49	$49	$49	$49	$49
SPED Consultants	$106	$106	$106	$106	$106
Other Consultants	$31	$31	$31	$31	$31
IT Support	$18	$18	$18	$18	$18
Custodial Services	$70	$70	$70	$70	$70
Health & Testing	$4	$4	$4	$4	$4
After School Program	$461	$461	$461	$461	$461
Substitutes	$31	$31	$31	$31	$31
Field Trips	$31	$31	$31	$31	$31
Other Services	-	-	-	-	-

	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*
Professional Services *(Thousands)*					
Professional Development	$56	$59	$60	$61	$62
SPED Consultants	$22	$22	$22	$22	$22
Other Consultants	$20	$20	$20	$20	$20
IT Support	$26	$26	$26	$26	$26
Custodial Services	$63	$64	$65	$65	$65
Health & Testing	$4	$5	$5	$6	$4
After School Program	$120	$120	$120	$120	$120
Substitutes	$24	$24	$24	$24	$24
Field Trips	$39	$39	$39	$39	$39
Other Services	$25	$25	$25	$26	$25
Authorizer Oversight	$23	$26	$31	$38	$39

Authorizer Oversight	$40	$45	$45	$45	$45
SPED Admin Fee	$12	$11	$11	$11	$11
Central Office Allocation Fee	$993	$993	$993	$993	$993
Total Professional Services	**$1,848**	**$1,851**	**$1,851**	**$1,851**	**$1,851**

	2024-25	2025-26	2026-27	2027-28	2028-29
	0	*0*	*0*	*0*	*0*
Statement of Activities *(Thousands)*					
Revenues					
State Revenue	$6,203	$6,203	$6,203	$6,203	$6,203
Federal Revenue	$576	$557	$557	$557	$557
Local Revenue	$12	$12	$12	$12	$12
Grants & Fundraising	$44	$44	$44	$44	$44
Total Revenues	**$6,835**	**$6,816**	**$6,816**	**$6,816**	**$6,816**
Expenses					
Certificated Salaries	$1,398	$1,410	$1,423	$1,436	$1,449
Classified Salaries	$794	$801	$809	$817	$825
Employee Benefits	$675	$652	$658	$665	$669
Books & Supplies	$271	$271	$271	$271	$271
Food Service	$356	$356	$356	$356	$356
Other Operating Expenses	$964	$964	$964	$964	$964
Professional Services	$1,848	$1,851	$1,851	$1,851	$1,851
Interest & Capital Outlay	$27	$46	$46	$46	$46
Total Expenses	**$6,333**	**$6,350**	**$6,378**	**$6,406**	**$6,431**
Increase/Decrease of Net Assets	**$502**	**$466**	**$438**	**$410**	**$385**
Beginning Cash Balance	$4,150	$4,505	$4,804	$5,026	$5,196
Ending Cash Balance	$4,505	$4,804	$5,026	$5,196	$5,636
Reserve Balance (% of Expenditures)	**71.1%**	**75.7%**	**78.8%**	**81.1%**	**87.6%**

Authorizer Oversight	$29	$28	$31	$38	$39
SPED Admin Fee	$7	$7	$8	$10	$11
Central Office Allocation Fee	-	$132	$321	$694	$712
Total Professional Services	**$429**	**$568**	**$766**	**$1,150**	**$1,169**

	2018-19	2019-20	2020-21	2021-22	2022-23
	Year 5	*Year 6*	*Year 7*	*Year 8*	*Year 9*
Statement of Activities *(Thousands)*					
Revenues					
State Revenue	$2,659	$2,805	$3,488	$4,944	$5,135
Federal Revenue	$268	$291	$346	$425	$443
Local Revenue	$12	$12	$12	$12	$12
Grants & Fundraising	-	-	-	-	-
Total Revenues	**$2,940**	**$3,108**	**$3,846**	**$5,381**	**$5,590**
Expenses					
Certificated Salaries	$1,055	$1,001	$1,346	$1,428	$1,442
Classified Salaries	$476	$499	$523	$527	$490
Employee Benefits	$377	$379	$475	$505	$496
Books & Supplies	$196	$199	$204	$210	$209
Food Service	$181	$197	$235	$287	$293
Other Operating Expenses	$195	$258	$263	$931	$931
Professional Services	$429	$568	$766	$1,150	$1,169
Interest & Capital Outlay	$2	$1	$1	$1	$1
Total Expenses	**$2,911**	**$3,103**	**$3,813**	**$5,039**	**$5,031**
Increase/Decrease of Net Assets	**$29**	**$5**	**$33**	**$342**	**$559**
Beginning Balance	$247	$196	$208	$194	$353
Ending Balance	$196	$208	$194	$353	$783
Reserve Balance (% of Expenditures)	**6.7%**	**6.7%**	**5.1%**	**7.0%**	**15.6%**

Rocklership Redwood City Prop — Summary Cash Flow Projections

2019-20	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**245,705**	**57,851**	**(36,118)**	**200,185**	**182,569**	**294,071**	**248,742**	**261,307**	**246,909**	**278,518**	**512,910**	**515,644**
Total Receipts	82,100	100,153	287,161	229,897	332,635	245,207	262,179	218,957	278,192	290,156	229,977	90,145
Total Disbursements	(269,793)	(279,030)	(237,122)	(237,122)	(237,122)	(237,122)	(237,122)	(230,504)	(230,504)	(230,504)	(230,504)	(253,550)
Total Other Disbursements/Financing	-	-	(32,482)	(32,482)	(32,482)	(32,482)	(32,482)	(32,482)	-	-	-	-
Change in Cash	(187,693)	(178,876)	17,556	(39,707)	72,981	(24,398)	12,575	(43,829)	47,688	59,652	(774)	(163,405)
Ending Cash Balance	**57,851**	**(121,025)**	**(18,562)**	**160,478**	**255,550**	**269,673**	**260,917**	**217,478**	**294,597**	**338,170**	**512,136**	**352,239**

2019-20	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**352,239**	**293,585**	**107,477**	**302,464**	**113,557**	**191,393**	**194,137**	**218,695**	**257,204**	**278,660**	**345,457**	**329,506**
Total Receipts	322,610	329,095	276,420	265,395	313,370	256,618	278,502	240,648	244,751	315,717	248,940	305,697
Total Disbursements	(237,247)	(275,207)	(281,073)	(237,393)	(237,393)	(237,393)	(237,393)	(237,393)	(237,393)	(237,393)	(237,393)	(251,298)
Total Other Disbursements/Financing	(3,078)	(3,078)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)
Change in Cash	(58,654)	(178,108)	(5,653)	(113,907)	77,976	17,744	39,558	38,509	21,456	66,797	(16,951)	52,978
Ending Cash Balance	**293,585**	**107,477**	**302,464**	**113,557**	**191,393**	**194,137**	**218,695**	**257,204**	**278,660**	**345,457**	**329,506**	**357,484**

2020-21	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**257,580**	**232,502**	**74,864**	**74,962**	**88,401**	**188,874**	**176,012**	**208,945**	**200,092**	**218,355**	**358,140**	**348,882**
Total Receipts	350,462	329,077	310,786	510,661	398,131	310,790	348,087	304,819	348,511	456,446	304,810	327,141
Total Disbursements	(330,462)	(330,990)	(325,523)	(317,192)	(317,192)	(317,192)	(317,192)	(317,192)	(317,192)	(317,192)	(317,192)	(285,676)
Total Other Disbursements/Financing	(45,078)	(156,725)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)
Change in Cash	(25,078)	(157,638)	(16,158)	192,049	79,518	(7,823)	29,474	(13,794)	29,898	(62,167)	(13,803)	39,044
Ending Cash Balance	**232,502**	**74,864**	**58,706**	**267,011**	**167,919**	**181,051**	**205,486**	**195,151**	**229,990**	**156,188**	**344,337**	**387,926**

2020-22	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**(96,118)**	**(15,152)**	**(1,613)**	**(1,187)**	**14,672**	**15,219**	**98,694**	**113,765**	**103,573**	**106,410**	**172,645**	**150,948**
Total Receipts	462,078	270,152	423,994	433,482	466,105	420,944	432,619	412,757	412,969	452,616	402,737	281,768
Total Disbursements	(429,574)	(414,773)	(426,133)	(416,970)	(416,970)	(416,970)	(416,970)	(416,970)	(416,970)	(416,970)	(416,970)	(367,008)
Total Other Disbursements/Financing	(1,578)	(1,578)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)
Change in Cash	1,722	(146,199)	(3,561)	16,091	47,707	2,553	14,228	(5,634)	2,837	34,225	(15,654)	(86,661)
Ending Cash Balance	**(94,396)**	**(161,351)**	**(5,174)**	**14,904**	**62,379**	**17,772**	**112,922**	**108,131**	**106,410**	**140,635**	**156,991**	**64,287**

2021-22	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**(15,152)**	**(1,613)**	**(1,187)**	**14,672**	**15,219**	**98,694**	**113,765**	**103,573**	**106,410**	**172,645**	**150,948**	**150,948**
Total Receipts	270,152	423,994	433,482	466,105	420,944	432,619	412,757	412,969	452,616	402,737	281,768	281,768
Total Disbursements	(414,773)	(426,133)	(416,970)	(416,970)	(416,970)	(416,970)	(416,970)	(416,970)	(416,970)	(416,970)	(416,970)	(367,008)
Total Other Disbursements/Financing	(1,578)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)
Change in Cash	(146,199)	(3,561)	16,091	47,707	2,553	14,228	(5,634)	2,837	34,225	(15,654)	(86,661)	(86,661)
Ending Cash Balance	**(161,351)**	**(5,174)**	**14,904**	**62,379**	**17,772**	**112,922**	**108,131**	**106,410**	**140,635**	**156,991**	**64,287**	**64,287**

2022-23	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	**352,183**	**353,559**	**356,381**	**373,404**	**353,026**	**358,688**	**421,398**	**459,657**	**662,674**	**731,459**	**982,982**	**986,678**
Total Receipts	359,721	419,931	440,728	546,420	530,900	440,718	651,207	620,905	469,870	693,551	420,901	390,997
Total Disbursements	(447,263)	(453,933)	(427,597)	(452,452)	(452,452)	(452,452)	(452,452)	(452,452)	(452,452)	(452,452)	(452,452)	(367,008)
Total Other Disbursements/Financing	(71,578)	(71,578)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)	(1,421)
Change in Cash	41,055	(105,579)	16,710	(127,453)	26,727	217,239	4,137	72,725	217,193	6,137	(213,452)	(213,452)
Ending Cash Balance	**393,559**	**356,381**	**373,404**	**353,026**	**358,688**	**421,398**	**459,657**	**662,674**	**731,459**	**982,982**	**986,678**	**773,226**

Rocketship Si Se Puede — 2024-25 Cash Flow Worksheet

Current Year Schedule	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	*Check*	Comments
Charter School General Purpose Block Grant Allocation	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	-	*109.0%*	Includes deferrals
Charter School General Purpose Block Grant Allocation (PENSE	-	-	38.5%	-	-	16.5%	-	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	-	-	*100.0%*	
In Lieu of Property Taxes	-	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	-	-	-	*100.0%*	Included ILPT schedule
Prop 30 EPA	-	-	25.0%	-	-	25.0%	-	-	25.0%	-	-	25.0%	-	-	-	-	*100.0%*	Changed to qtr payments
Mandate Block Grant	-	-	-	-	100.0%		-	-	-	-	-	-	-	-	-	-	*100.0%*	
California Lottery	-	-	-		-	-	25.0%	-	-	25.0%	-	25.0%		-	-	50.0%	*125.0%*	
State Lunch Reimbursements	-	-	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	-	-		*100.0%*	Included one-month lag
After School Education and Safety Program Grant	-	-		-	75.0%	-		-	25.0%	-	-	-	-	-	-	-	*100.0%*	Updated based on YMCA info
SB740 Facilities Subsidy	-	-	-	-		-	50.0%	-		25.0%	-	-	-	-	-	25.0%	*100.0%*	
State SPED	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	9.0%	-	-	-	*100.0%*	
State Mental Health - SPED	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	-	-	-	-	*100.0%*	
Fed Titles	-	-	-	-	-	-	25.0%	-	-	75.0%	-	-	-	-	-	-	*100.0%*	
Federal Startup Grant (Title Vb)	-	-	-	-	-	-	-	-	-	-	-	-	100.0%	-	-	-	*100.0%*	Updated schedule
Facilities Incentive Grant	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	-	-	-	-	*100.0%*	
National School Lunch Program	-	-	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	-	-	-	*100.0%*	Included one-month lag
IDEA	-	-	-	-	-	-	-	-	-	100.0%	-	-	-	-	-	-	*100.0%*	
Private Start-up Grant	-	-	-	-	-	100.0%	-	-	-	-	-	-	-	-	-	-	*100.0%*	Updated expected receipt of grant

cash use more recent

	Total Allocation 2024-25	Jul 2024	Aug 2024	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	Jun 2025	Total 2024-25	Receivables 2024-25
Beginning Cash Balance	**4,150,000**	**4,150,000**	**3,799,261**	**3,434,474**	**3,474,500**	**3,357,640**	**3,959,529**	**3,999,555**	**4,155,608**	**4,038,747**	**4,316,763**	**4,524,885**	**4,408,025**		
REVENUES															
State Programs															
CSGPB - Base	3,810,096	190,505	190,505	342,909	342,909	342,909	342,909	342,909	342,909	342,909	342,909	342,909	342,909	3,810,096	-
In Lieu of Property Taxes	44,825	-	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	41,089	3,735
Prop 30 EPA	627,545	-	-	156,886	-	-	156,886	-	-	156,886	-	-	156,886	627,545	-
Mandate Block Grant	4,782	-	-	-	-	4,782	-	-	-	-	-	-	-	4,782	-
California Lottery	54,092	-	-	-	-	-	-	13,523	-	-	13,523	-	13,523	40,569	13,523
Total State Programs	**4,541,340**	**190,505**	**194,240**	**503,530**	**346,644**	**351,426**	**503,530**	**360,167**	**346,644**	**503,530**	**360,167**	**346,644**	**517,053**	**4,524,081**	**17,258**
Other State Programs															
State Lunch Reimbursements	19,957	-	-	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	18,141	1,816
After School Education & Safety Program Grar	951,957	-	-	-	-	713,968	-	-	-	237,989	-	-	-	951,957	-
Common Core & Prop 39	-	-	-					-		-	-			-	-
SB740 Facilities Subsidy	424,368	-	-	-	-	-	-	212,184	-	-	106,092	-	-	318,276	106,092
State SPED	265,081	13,254	13,254	23,857	23,857	23,857	23,857	23,857	23,857	23,857	23,857	23,857	-	241,224	23,857
Total Other State Programs	**1,661,364**	**13,254**	**13,254**	**25,671**	**25,671**	**739,639**	**25,671**	**237,856**	**25,671**	**263,661**	**131,763**	**25,671**	**1,814**	**1,529,598**	**131,765**
Federal Programs															
Title I	147,007	-	-	-	-	-	-	36,752	-	-	110,255	-	-	147,007	-
Title II	22,000	-	-	-	-	-	-	5,500	-	-	16,500	-	-	22,000	-
Title III	19,817	-	-	-	-	-	-	4,954	-	-	14,863	-	-	19,817	-
IDEA	63,750	-	-	-	-	-	-	-	-	-	63,750	-	-	63,750	-
National School Lunch Program	323,727	-	-	29,427	29,427	29,427	29,427	29,427	29,427	29,427	29,427	29,427	29,427	294,268	29,459
Total Federal Programs	**576,301**	**-**	**-**	**29,427**	**29,427**	**29,427**	**29,427**	**76,633**	**29,427**	**29,427**	**234,794**	**29,427**	**29,427**	**546,842**	**29,459**
Local Programs															
Local Food Service Revenue	12,000	-	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	10,908	1,092
Total Local Programs	**12,000**	**-**	**-**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**10,908**	**1,092**
Fundraising & Grants															
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
PY Receivables	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUES	**6,791,004**	**203,759**	**207,494**	**559,719**	**402,833**	**1,121,582**	**559,719**	**675,746**	**402,833**	**797,709**	**727,816**	**402,833**	**549,385**	**6,611,429**	**179,575**
	Total Expense														
EXPENSES															
Certificated Salaries	1,397,518	116,460	116,460	116,460	116,460	116,460	116,460	116,460	116,460	116,460	116,460	116,460	116,460	1,397,518	-
Classified Salaries	794,406	66,201	66,201	66,201	66,201	66,201	66,201	66,201	66,201	66,201	66,201	66,201	66,201	794,406	-
Employee Benefits	675,290	56,274	56,274	56,274	56,274	56,274	56,274	56,274	56,274	56,274	56,274	56,274	56,274	675,290	-
Books & Supplies	270,664	81,199	81,199	10,827	10,827	10,827	10,827	10,827	10,827	10,827	10,827	10,827	8,661	268,499	2,165
Food Service	355,685	-	17,784	35,568	35,568	35,568	35,568	35,568	35,568	35,568	35,568	35,568	17,784	355,685	-
Other Operating Services	964,433	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	64,296	948,359	16,074
Professional Services	1,847,932	153,994	153,994	153,994	153,994	153,994	153,994	153,994	153,994	153,994	153,994	153,994	123,195	1,817,133	30,799
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-									-	-
PY Payables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	49,038
TOTAL EXPENSES	**6,305,928**	**554,498**	**572,282**	**519,693**	**519,693**	**519,693**	**519,693**	**519,693**	**519,693**	**519,693**	**519,693**	**519,693**	**452,871**	**6,256,890**	
OTHER DISBURSEMENTS/FINANCING SOURCES															
CSFA - Revolving Loan		-	-	-	-	-	-	-	-	-	-	-	-	-	-
CSGF - Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Facility Fee Adjustment		-	-	-	-	-	-	-	-	-	-	-	-	-	
RSED Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Other Disbursement & Financing	**-**	-	-	-	-	-	-	-	-	-	-	-	-	**-**	
Cumulative Cash Position		**3,799,261**	**3,434,474**	**3,474,500**	**3,357,640**	**3,959,529**	**3,999,555**	**4,155,608**	**4,038,747**	**4,316,763**	**4,524,885**	**4,408,025**	**4,504,539**		

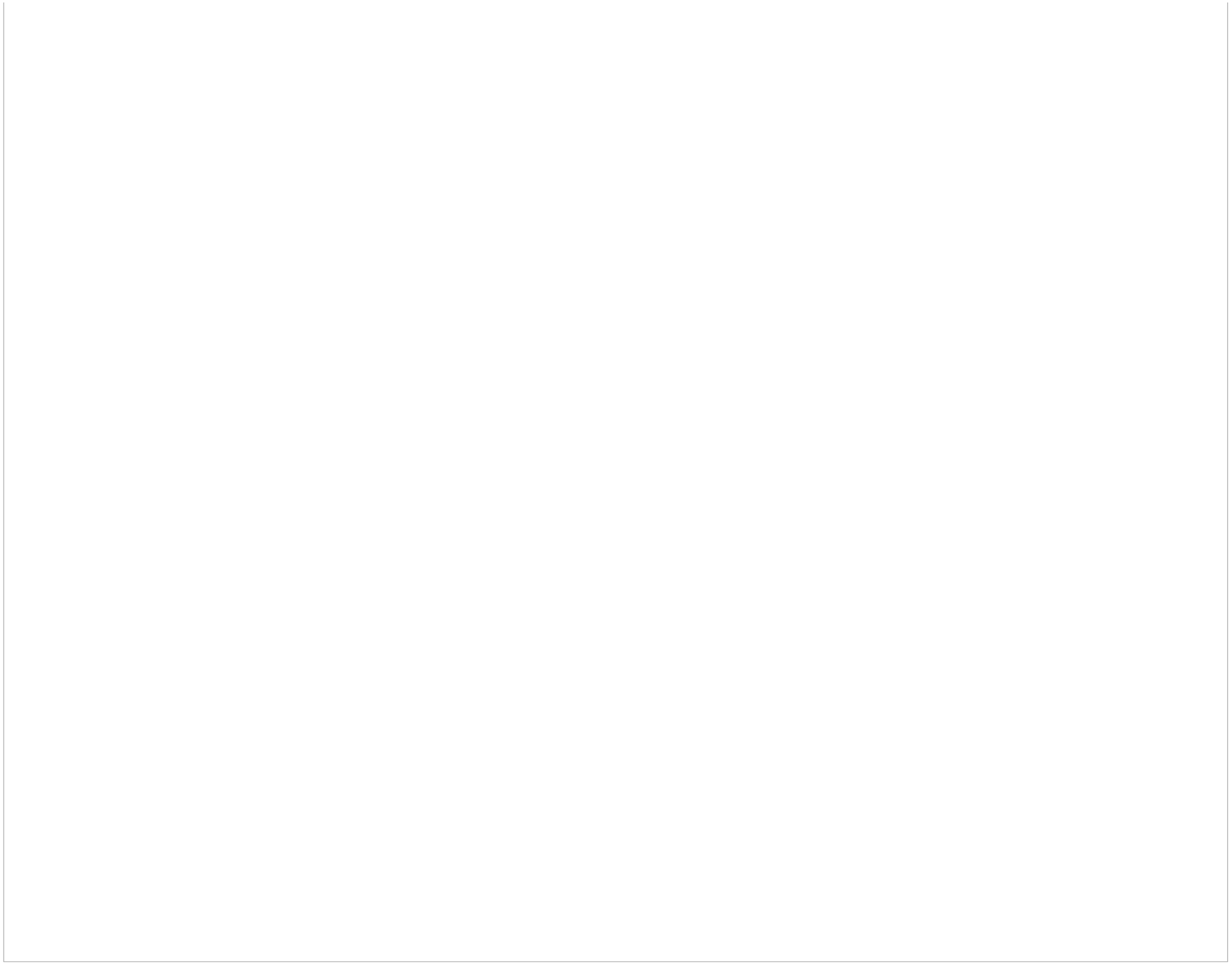
Accounts Receivable Schedule

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

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	
REVENUES														
State Programs														
CSGPB - Base	342,909	-	-	-	-	-	-	-	-	-	-	-	342,909	
In Lieu of Property Taxes	3,735	-	-	-	-	-	-	-	-	-	-	-	3,735	
Prop 30 EPA	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mandate Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	
California Lottery	-	-	-	27,046	-	-	-	-	-	-	-	-	27,046	
Total State Programs	**346,644**	**-**	**-**	**27,046**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**373,690**	
Other State Programs														

	Total Allocation 2018-19	Jul 2018	Aug 2018	Sep 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 2019	Mar 2019	Apr 2019	May 2019	Jun 2019	Total 2018-19
Beginning Cash Balance	**246,586**	**246,586**	**61,261**	**(29,320)**	**34,880**	**31,026**	**116,418**	**124,914**	**153,382**	**149,725**	**186,541**	**233,587**	**223,830**	
REVENUES														
State Programs														
CSGPB - Base	1,476,153	73,808	73,808	132,854	132,854	132,854	132,854	132,854	132,854	132,854	132,854	132,854	-	1,343,209
In Lieu of Property Taxes	810,814	-	67,568	67,568	67,568	67,568	67,568	67,568	67,568	67,568	67,568	67,568	67,568	743,246
Prop 30 EPA	49,400	-	-	12,350	-	-	12,350	-	-	12,350	-	-	12,350	49,400
Mandate Block Grant	4,872	-	-	-	-	4,872	-	-	-	-	-	-	-	4,872
California Lottery	44,707	-	-	-	-	-	-	11,177	-	-	11,177	-	-	22,354
Total State Programs	**2,385,946**	**73,808**	**141,375**	**212,772**	**200,422**	**205,294**	**212,772**	**211,598**	**200,422**	**212,772**	**211,598**	**200,422**	**79,918**	**2,163,171**
Other State Programs														
State Lunch Reimbursements	16,495	-	-	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	14,994
After School Education & Safety Program Grant	112,500	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500
Common Core & Prop 39	-	-	-					-		-	-			-
SB740 Facilities Subsidy	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State SPED	144,541	7,227	7,227	13,009	13,009	13,009	13,009	13,009	13,009	13,009	13,009	13,009	-	131,533
Total Other State Programs	**273,536**	**7,227**	**7,227**	**14,508**	**14,508**	**98,883**	**14,508**	**14,508**	**14,508**	**42,633**	**14,508**	**14,508**	**1,499**	**259,026**
Federal Programs														
Title I	71,294	-	-	55,704	-	-	-	17,824	-	-	(2,238)	-	-	71,294
Title II	3,800	-	-	-	-	-	-	950	-	-	2,850	-	-	3,800
Title III	9,488	-	-	-	-	-	-	2,372	-	-	7,116	-	-	9,488
IDEA	31,750	-	-	-	-	-	-	-	-	-	31,750	-	-	31,750
National School Lunch Program	151,786	-	-	13,797	13,797	13,797	13,797	13,797	13,797	13,797	13,797	13,797	13,797	137,974
Total Federal Programs	**268,118**	**-**	**-**	**69,501**	**13,797**	**13,797**	**13,797**	**34,943**	**13,797**	**13,797**	**51,210**	**13,797**	**13,797**	**254,306**
Local Programs														
Local Food Service Revenue	12,433	-	-	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	11,302
Total Local Programs	**12,433**	**-**	**-**	**1,130**	**1,130**	**1,130**	**1,130**	**1,130**	**1,130**	**1,130**	**1,130**	**1,130**	**1,130**	**11,302**
Fundraising & Grants														
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Receivables	**36,410**	-	36,410	-	-	-	-	-	-	-	-	-	-	36,410
TOTAL REVENUES	**2,976,444**	**81,035**	**185,013**	**297,911**	**229,857**	**319,105**	**242,207**	**262,179**	**229,857**	**270,332**	**281,516**	**229,857**	**95,345**	**2,724,215**
	Total Expense													
EXPENSES														
Certificated Salaries	1,054,998	87,916	87,916	87,916	87,916	87,916	87,916	87,916	87,916	87,916	87,916	87,916	87,916	1,054,998
Classified Salaries	475,784	39,649	39,649	39,649	39,649	39,649	39,649	39,649	39,649	39,649	39,649	39,649	39,649	475,784
Employee Benefits	377,262	31,439	31,439	31,439	31,439	31,439	31,439	31,439	31,439	31,439	31,439	31,439	31,439	377,262
Books & Supplies	195,836	58,751	58,751	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	6,267	194,270
Food Service	180,714	-	9,036	18,071	18,071	18,071	18,071	18,071	18,071	18,071	18,071	18,071	9,036	180,714
Other Operating Services	195,328	16,277	16,277	16,277	16,277	16,277	16,277	16,277	16,277	16,277	16,277	16,277	13,022	192,072
Professional Services	428,859	35,738	35,738	35,738	35,738	35,738	35,738	35,738	35,738	35,738	35,738	35,738	28,591	421,711
Interest	1,188	-	198	198	198	198	198	198	-	-	-	-	-	1,188
Other Disbursements/Non Expenditures	-	-	-	-	-									-
PY Payables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**2,909,963**	**269,770**	**279,003**	**237,122**	**237,122**	**237,122**	**237,122**	**237,122**	**236,924**	**236,924**	**235,924**	**236,924**	**215,918**	**2,897,993**
OTHER DISBURSEMENTS/FINANCING SOURCES														
CSFA - Revolving Loan		-	-	-	-	-	-	-	-	-	-	-	-	-
CSGF - Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facility Fee Adjustment	40,919	3,410	3,410	3,410	3,410	3,410	3,410	3,410	3,410	3,410	3,410	3,410	3,410	40,919
RSED Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Disbursement & Financing	**-**	**3,410**	**3,410**	**3,410**	**3,410**	**3,410**	**3,410**	**3,410**	**3,410**	**3,410**	**3,410**	**3,410**	**3,410**	**40,919**
Cumulative Cash Position		**61,261**	**(29,320)**	**34,880**	**31,026**	**116,418**	**124,914**	**153,382**	**149,725**	**186,541**	**233,587**	**223,830**	**113,727**	

State Lunch Reimbursements	1,814	-	-	-	-	-	-	-	-	-	-	-	1,814	
SB740 Facilities Subsidy	-	-	-	106,092	-	-	-	-	-	-	-	-	106,092	
State SPED	23,857	-	-	-	-	-	-	-	-	-	-	-	23,857	
Total Other State Programs	**25,671**	**-**	**-**	**106,092**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**131,763**	
Federal Programs														
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	
Title II	-	-	-	-	-	-	-	-	-	-	-	-	-	
Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	
National School Lunch Program	29,427	-	-	-	-	-	-	-	-	-	-	-	29,427	
Total Federal Programs	**29,427**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**29,427**	
Local Programs														
Local Food Service Revenue	1,091	-	-	-	-	-	-	-	-	-	-	-	1,091	
Total Local Programs	**1,091**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1,091**	
TOTAL REVENUES (A/R)	**402,833**	**-**	**-**	**133,138**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**535,971**	**-**



Rocketship Si Se Puede — 2025-26 Cash Flow Worksheet

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

	Total Allocation 2025-26	Jul 2025	Aug 2025	Sep 2025	Oct 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026	Jun 2026	Total 2025-26
Beginning Cash Balance	**4,504,539**	**4,504,539**	**4,182,008**	**3,831,895**	**3,855,789**	**3,733,323**	**4,329,606**	**4,364,026**	**4,514,473**	**4,392,006**	**4,664,416**	**4,848,010**	**4,725,543**	
REVENUES														
State Programs														
CSGPB - Base	3,810,096	190,505	190,505	342,909	342,909	342,909	342,909	342,909	342,909	342,909	342,909	342,909	342,909	3,810,096
In Lieu of Property Taxes	44,825	-	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	41,089
Prop 30 EPA	627,545	-	-	156,886	-	-	156,886	-	-	156,886	-	-	156,886	627,545
Mandate Block Grant	4,782	-	-	-	-	4,782	-	-	-	-	-	-	-	4,782
California Lottery	54,092	-	-	-	-	-	-	13,523	-	-	13,523	-	-	27,046
Total State Programs	**4,541,340**	**190,505**	**194,240**	**503,530**	**346,644**	**351,426**	**503,530**	**360,167**	**346,644**	**503,530**	**360,167**	**346,644**	**503,530**	**4,510,558**
Other State Programs														
State Lunch Reimbursements	19,957	-	-	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	18,141
After School Education & Safety Program Gran	951,957	-	-	-	-	713,968	-	-	-	237,989	-	-	-	951,957
Common Core & Prop 39	-	-												
SB740 Facilities Subsidy	424,368	-	-	-	-	-	-	212,184	-	-	106,092	-	-	318,276
State SPED	265,081	13,254	13,254	23,857	23,857	23,857	23,857	23,857	23,857	23,857	23,857	23,857	-	241,224
Total Other State Programs	**1,661,364**	**13,254**	**13,254**	**25,671**	**25,671**	**739,639**	**25,671**	**237,856**	**25,671**	**263,661**	**131,763**	**25,671**	**1,814**	**1,529,598**
Federal Programs														
Title I	147,007	-	-	-	-	-	-	36,752	-	-	110,255	-	-	147,007
Title II	22,000	-	-	-	-	-	-	5,500	-	-	16,500	-	-	22,000
Title III	19,817	-	-	-	-	-	-	4,954	-	-	14,863	-	-	19,817
IDEA	44,828	-	-	-	-	-	-	-	-	-	44,828	-	-	44,828
National School Lunch Program	323,727	-	-	29,427	29,427	29,427	29,427	29,427	29,427	29,427	29,427	29,427	29,427	294,268
Total Federal Programs	**557,378**	**-**	**-**	**29,427**	**29,427**	**29,427**	**29,427**	**76,633**	**29,427**	**29,427**	**215,872**	**29,427**	**29,427**	**527,919**
Local Programs														
Local Food Service Revenue	12,000	-	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	10,908
Total Local Programs	**12,000**	**-**	**-**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**10,908**
Fundraising & Grants														
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
PY Receivables	**-**		-	-		-	-	-	-	-	-	-	-	-
TOTAL REVENUES	**6,772,082**	**203,759**	**207,494**	**559,719**	**402,833**	**1,121,582**	**559,719**	**675,746**	**402,833**	**797,709**	**708,893**	**402,833**	**535,862**	**6,578,984**
	Total Expense													
EXPENSES														
Certificated Salaries	1,410,238	117,520	117,520	117,520	117,520	117,520	117,520	117,520	117,520	117,520	117,520	117,520	117,520	1,410,238
Classified Salaries	800,766	66,731	66,731	66,731	66,731	66,731	66,731	66,731	66,731	66,731	66,731	66,731	66,731	800,766
Employee Benefits	651,606	54,301	54,301	54,301	54,301	54,301	54,301	54,301	54,301	54,301	54,301	54,301	54,301	651,606
Books & Supplies	270,664	40,600	54,133	27,066	16,541	16,541	16,541	16,541	16,541	16,541	16,541	16,541	13,232	267,356
Food Service	355,685	-	17,784	35,568	35,568	35,568	35,568	35,568	35,568	35,568	35,568	35,568	17,784	355,685
Other Operating Services	964,433	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	64,296	948,359
Professional Services	1,851,240	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	123,416	1,820,386
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**6,304,632**	**513,790**	**545,107**	**535,825**	**525,299**	**525,299**	**525,299**	**525,299**	**525,299**	**525,299**	**525,299**	**525,299**	**457,279**	**6,254,396**
OTHER DISBURSEMENTS/FINANCING SOURCES														
CSFA - Revolving Loan		-	-	-	-	-	-	-	-	-	-	-	-	-
CSGF - Start-up Loan		-	-	-	-	-	-	-	-	-	-	-	-	-
Facility Fee Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RSED Financing		-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	25,000	(12,500)	(12,500)	-	-	-	-	-	-	-	-	-	-	(25,000)
Total Other Disbursement & Financing	**25,000**	**(12,500)**	**(12,500)**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Cumulative Cash Position		**4,182,008**	**3,831,895**	**3,855,789**	**3,733,323**	**4,329,606**	**4,364,026**	**4,514,473**	**4,392,006**	**4,664,416**	**4,848,010**	**4,725,543**	**4,804,126**	

Accounts Receivable Schedule

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

	Total Allocation 2019-20	Jul 2019	Aug 2019	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Total 2019-20
Beginning Cash Balance	**113,727**	**113,727**	**151,021**	**24,933**	**19,910**	**31,392**	**108,848**	**111,563**	**136,151**	**125,280**	**156,119**	**257,913**	**247,042**	
REVENUES														
State Programs														
CSGPB - Base	1,518,000	75,900	75,900	136,620	136,620	136,620	136,620	136,620	136,620	136,620	136,620	136,620	-	1,381,380
In Lieu of Property Taxes	891,896	-	74,325	74,325	74,325	74,325	74,325	74,325	74,325	74,325	74,325	74,325	74,325	817,571
Prop 30 EPA	54,340	-	-	13,585	-	-	13,585	-	-	13,585	-	-	13,585	54,340
Mandate Block Grant	3,952	-	-	-	-	3,952	-	-	-	-	-	-	-	3,952
California Lottery	49,178	-	-	-	-	-	-	12,294	-	-	12,294	-	-	24,589
Total State Programs	**2,517,365**	**75,900**	**150,225**	**224,530**	**210,945**	**214,897**	**224,530**	**223,239**	**210,945**	**224,530**	**223,239**	**210,945**	**87,910**	**2,281,832**
Other State Programs														
State Lunch Reimbursements	18,144	-	-	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,649	16,493
After School Education &Safety Program Grant	112,500	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500
Common Core &Prop 39	-	-												
SB740 Facilities Subsidy	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State SPED	157,237	7,862	7,862	14,151	14,151	14,151	14,151	14,151	14,151	14,151	14,151	14,151	-	143,086
Total Other State Programs	**287,881**	**7,862**	**7,862**	**15,801**	**15,801**	**100,176**	**15,801**	**15,801**	**15,801**	**43,926**	**15,801**	**15,801**	**1,649**	**272,079**
Federal Programs														
Title I	78,423	-	-	-	-	-	-	19,606	-	-	58,818	-	-	78,423
Title II	3,800	-	-	-	-	-	-	950	-	-	2,850	-	-	3,800
Title III	10,437	-	-	-	-	-	-	2,609	-	-	7,827	-	-	10,437
IDEA	30,875	-	-	-	-	-	-	-	-	-	30,875	-	-	30,875
National School Lunch Program	166,965	-	-	15,177	15,177	15,177	15,177	15,177	15,177	15,177	15,177	15,177	15,177	151,771
Total Federal Programs	**290,500**	**-**	**-**	**15,177**	**15,177**	**15,177**	**15,177**	**38,342**	**15,177**	**15,177**	**115,547**	**15,177**	**15,177**	**275,306**
Local Programs														
Local Food Service Revenue	12,326	-	-	1,120	1,120	1,120	1,120	1,120	1,120	1,120	1,120	1,120	1,120	11,205
Total Local Programs	**12,326**	**-**	**-**	**1,120**	**1,120**	**1,120**	**1,120**	**1,120**	**1,120**	**1,120**	**1,120**	**1,120**	**1,120**	**11,205**
Fundraising & Grants														
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
PY Receivables	**252,211**	229,857	**-**	**-**	22,354	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	252,211
TOTAL REVENUES	**3,360,283**	**313,619**	**158,086**	**256,628**	**265,396**	**331,370**	**256,628**	**278,502**	**243,013**	**284,753**	**395,707**	**243,013**	**105,857**	**3,092,632**
	Total Expense	(24,595)	(62,633)	(409,280)	(151,102)	(175,391)	(363,679)	(415,211)	(173,017)	(274,751)	(288,973)	(110,394)	(162,945)	
EXPENSES														
Certificated Salaries	1,001,437	83,453	83,453	83,453	83,453	83,453	83,453	83,453	83,453	83,453	83,453	83,453	83,453	1,001,437
Classified Salaries	499,204	41,600	41,600	41,600	41,600	41,600	41,600	41,600	41,600	41,600	41,600	41,600	41,600	499,204
Employee Benefits	378,564	31,547	31,547	31,547	31,547	31,547	31,547	31,547	31,547	31,547	31,547	31,547	31,547	378,564
Books & Supplies	198,954	29,843	39,791	19,895	12,158	12,158	12,158	12,158	12,158	12,158	12,158	12,158	9,727	196,522
Food Service	197,435	-	9,872	19,744	19,744	19,744	19,744	19,744	19,744	19,744	19,744	19,744	9,872	197,435
Other Operating Services	258,420	21,535	21,535	21,535	21,535	21,535	21,535	21,535	21,535	21,535	21,535	21,535	17,228	254,113
Professional Services	567,587	47,299	47,299	47,299	47,299	47,299	47,299	47,299	47,299	47,299	47,299	47,299	37,839	558,127
Interest	563	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	11,970	11,970	-	-	-	-	-	-	-	-	-	-	-	11,970
TOTAL EXPENSES	**3,114,133**	**267,247**	**275,097**	**265,073**	**257,336**	**257,336**	**257,336**	**257,336**	**257,336**	**257,336**	**257,336**	**257,336**	**231,266**	**3,085,402**
OTHER DISBURSEMENTS/FINANCING SOURCES														
CSFA - Revolving Loan		-	-	-	-	-	-	-	-	-	-	-	-	-
CSGF - Start-up Loan		-	-	-	-	-	-	-	-	-	-	-	-	-
Facility Fee Adjustment	41,068	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	41,068
RSED Financing		-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	25,000	(12,500)	(12,500)	-	-	-	-	-	-	-	-	-	-	(25,000)
Total Other Disbursement & Financing	**66,068**	**(9,078)**	**(9,078)**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**41,068**
Cumulative Cash Position		**151,021**	**24,933**	**19,910**	**31,392**	**108,848**	**111,563**	**136,151**	**125,280**	**156,119**	**257,913**	**247,042**	**125,095**	

Federal Startup Grant (Title Vb)	100.0%	-	-	-	-	-	-	-	-	-	-	-	
Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	
National School Lunch Program	9.1%	-	-	-	-	-	-	-	-	-	-	-	
Private Start-up Grant	-	-	-	-	-	-	-	-	-	-	-	-	

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
REVENUES													
State Programs													
CSGPB - Base	342,909	-	-	-	-	-	-	-	-	-	-	-	342,909
In Lieu of Property Taxes	3,735	-	-	-	-	-	-	-	-	-	-	-	3,735
Prop 30 EPA	-	-	-	-	-	-	-	-	-	-	-	-	-
Mandate Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
California Lottery	-	-	-	27,046	-	-	-	-	-	-	-	-	27,046
Total State Programs	**346,644**	**-**	**-**	**27,046**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**373,690**
Other State Programs													
State Lunch Reimbursements	1,814	-	-	-	-	-	-	-	-	-	-	-	1,814
SB740 Facilities Subsidy	-	-	-	106,092	-	-	-	-	-	-	-	-	106,092
State SPED	23,857	-	-	-	-	-	-	-	-	-	-	-	23,857
Total Other State Programs	**25,671**	**-**	**-**	**106,092**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**131,763**
Federal Programs													
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-
Title II	-	-	-	-	-	-	-	-	-	-	-	-	-
Title III	-	-	-	-	-	-	-	-	-	-	-	-	-
National School Lunch Program	29,427	-	-	-	-	-	-	-	-	-	-	-	29,427
Total Federal Programs	**29,427**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**29,427**
Local Programs													
Local Food Service Revenue	1,091	-	-	-	-	-	-	-	-	-	-	-	1,091
Total Local Programs	**1,091**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1,091**
TOTAL REVENUES (A/R)	**402,833**	**-**	**-**	**133,138**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**535,971**

Rocketship Si Se Puede — 2026-27 Cash Flow Worksheet

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

	Total Allocation 2026-27	Jul 2026	Aug 2026	Sep 2026	Oct 2026	Nov 2026	Dec 2026	Jan 2027	Feb 2027	Mar 2027	Apr 2027	May 2027	Jun 2027	Total 2026-27
Beginning Cash Balance	**4,804,126**	**4,804,126**	**4,429,048**	**4,076,624**	**4,098,208**	**3,973,431**	**4,567,403**	**4,599,512**	**4,747,648**	**4,622,871**	**4,892,969**	**5,074,252**	**4,949,475**	
REVENUES														
State Programs														
CSGPB - Base	3,810,096	190,505	190,505	342,909	342,909	342,909	342,909	342,909	342,909	342,909	342,909	342,909	342,909	3,810,096
In Lieu of Property Taxes	44,825	-	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	41,089
Prop 30 EPA	627,545	-	-	156,886	-	-	156,886	-	-	156,886	-	-	156,886	627,545
Mandate Block Grant	4,782	-	-	-	-	4,782	-	-	-	-	-	-	-	4,782
California Lottery	54,092	-	-	-	-	-	-	13,523	-	-	13,523	-	-	27,046
Total State Programs	**4,541,340**	**190,505**	**194,240**	**503,530**	**346,644**	**351,426**	**503,530**	**360,167**	**346,644**	**503,530**	**360,167**	**346,644**	**503,530**	**4,510,558**
Other State Programs														
State Lunch Reimbursements	19,957	-	-	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	18,141
After School Education & Safety Program Gran	951,957	-	-	-	-	713,968	-	-	-	237,989	-	-	-	951,957
Common Core & Prop 39	-	-												
SB740 Facilities Subsidy	424,368	-	-	-	-	-	-	212,184	-	-	106,092	-	-	318,276
State SPED	265,081	13,254	13,254	23,857	23,857	23,857	23,857	23,857	23,857	23,857	23,857	23,857	-	241,224
Total Other State Programs	**1,661,364**	**13,254**	**13,254**	**25,671**	**25,671**	**739,639**	**25,671**	**237,856**	**25,671**	**263,661**	**131,763**	**25,671**	**1,814**	**1,529,598**
Federal Programs														
Title I	147,007	-	-	-	-	-	-	36,752	-	-	110,255	-	-	147,007
Title II	22,000	-	-	-	-	-	-	5,500	-	-	16,500	-	-	22,000
Title III	19,817	-	-	-	-	-	-	4,954	-	-	14,863	-	-	19,817
IDEA	44,828	-	-	-	-	-	-	-	-	-	44,828	-	-	44,828
National School Lunch Program	323,727	-	-	29,427	29,427	29,427	29,427	29,427	29,427	29,427	29,427	29,427	29,427	294,268
Total Federal Programs	**557,378**	**-**	**-**	**29,427**	**29,427**	**29,427**	**29,427**	**76,633**	**29,427**	**29,427**	**215,872**	**29,427**	**29,427**	**527,919**
Local Programs														
Local Food Service Revenue	12,000	-	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	10,908
Total Local Programs	**12,000**	**-**	**-**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**10,908**
Fundraising & Grants														
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Receivables				-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	**6,772,082**	**203,759**	**207,494**	**559,719**	**402,833**	**1,121,582**	**559,719**	**675,746**	**402,833**	**797,709**	**708,893**	**402,833**	**535,862**	**6,578,984**
	Total Expense													
EXPENSES														
Certificated Salaries	1,423,086	118,590	118,590	118,590	118,590	118,590	118,590	118,590	118,590	118,590	118,590	118,590	118,590	1,423,086
Classified Salaries	808,774	67,398	67,398	67,398	67,398	67,398	67,398	67,398	67,398	67,398	67,398	67,398	67,398	808,774
Employee Benefits	658,482	54,873	54,873	54,873	54,873	54,873	54,873	54,873	54,873	54,873	54,873	54,873	54,873	658,482
Books & Supplies	270,664	40,600	54,133	27,066	16,541	16,541	16,541	16,541	16,541	16,541	16,541	16,541	13,232	267,356
Food Service	355,685	-	17,784	35,568	35,568	35,568	35,568	35,568	35,568	35,568	35,568	35,568	17,784	355,685
Other Operating Services	964,433	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	64,296	948,359
Professional Services	1,851,240	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	123,416	1,820,386
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	50,236	50,236	-	-	-	-	-	-	-	-	-	-	-	50,236
TOTAL EXPENSES	**6,382,599**	**566,337**	**547,418**	**538,136**	**527,610**	**527,610**	**527,610**	**527,610**	**527,610**	**527,610**	**527,610**	**527,610**	**459,590**	**6,282,127**
OTHER DISBURSEMENTS/FINANCING SOURCES														
CSFA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-		-
CSGF - Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facility Fee Adjustment		-	-	-	-	-	-	-	-	-	-	-	-	-
RSED Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	25,000	(12,500)	(12,500)	-	-	-	-	-	-	-	-	-	-	(25,000)
Total Other Disbursement & Financing	**25,000**	**(12,500)**	**(12,500)**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Cumulative Cash Position		**4,429,048**	**4,076,624**	**4,098,208**	**3,973,431**	**4,567,403**	**4,599,512**	**4,747,648**	**4,622,871**	**4,892,969**	**5,074,252**	**4,949,475**	**5,025,747**	

Accounts Receivable Schedule

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

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
REVENUES													

	Total Allocation 2020-21	Jul 2020	Aug 2020	Sep 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Total 2020-21
Beginning Cash Balance	**175,055**	**175,055**	**132,988**	**(7,680)**	**(8,482)**	**6,657**	**85,330**	**93,468**	**126,757**	**117,548**	**152,811**	**295,598**	**266,348**	
REVENUES														
State Programs														
CSGPB - Base	1,962,348	98,117	98,117	176,611	176,611	176,611	176,611	176,611	176,611	176,611	176,611	176,611	-	1,765,737
In Lieu of Property Taxes	1,075,888	-	89,657	89,657	89,657	89,657	89,657	89,657	89,657	89,657	89,657	89,657	89,657	986,231
Prop 30 EPA	65,550	-	-	16,388	-	-	16,388	-	-	16,388	-	-	16,388	65,550
Mandate Block Grant	4,347	-	-	-	-	4,347	-	-	-	-	-	-	-	4,347
California Lottery	59,328	-	-	-	-	-	-	14,831	-	-	14,831	-	-	29,661
Total State Programs	**3,162,455**	**98,117**	**187,775**	**282,656**	**266,269**	**270,616**	**282,656**	**281,099**	**266,269**	**282,656**	**281,099**	**266,269**	**106,045**	**2,851,526**
Other State Programs														
State Lunch Reimbursements	21,887	-	-	1,590	1,590	1,590	1,590	1,590	1,590	1,590	1,590	1,590	1,590	19,895
After School Education & Safety Program Grant	112,500	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500
Common Core & Prop 39	-	-												
SB740 Facilities Subsidy	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State SPED	186,047	9,302	9,302	16,744	16,744	16,744	16,744	16,744	16,744	16,744	16,744	16,744	-	169,303
Total Other State Programs	**320,434**	**9,302**	**9,302**	**18,334**	**18,334**	**103,709**	**18,334**	**18,334**	**18,334**	**46,459**	**18,334**	**18,334**	**1,590**	**301,698**
Federal Programs														
Title I	94,602	-	-	-	-	-	-	23,650	-	-	70,951	-	-	94,602
Title II	3,800	-	-	-	-	-	-	950	-	-	2,850	-	-	3,800
Title III	12,590	-	-	-	-	-	-	3,147	-	-	9,442	-	-	12,590
IDEA	33,963	-	-	-	-	-	-	-	-	-	33,963	-	-	33,963
National School Lunch Program	201,469	-	-	18,308	18,308	18,308	18,308	18,308	18,308	18,308	18,308	18,308	18,308	183,081
Total Federal Programs	**346,363**	**-**	**-**	**18,308**	**18,308**	**18,308**	**18,308**	**46,056**	**18,308**	**18,308**	**135,514**	**18,308**	**18,308**	**328,035**
Local Programs														
Local Food Service Revenue	12,084	-	-	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	10,984
Total Local Programs	**12,084**	**-**	**-**	**1,098**	**1,098**	**1,098**	**1,098**	**1,098**	**1,098**	**1,098**	**1,098**	**1,098**	**1,098**	**10,984**
Fundraising & Grants														
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Receivables	**267,632**	**243,048**	**-**	**-**	**24,559**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**267,632**
TOTAL REVENUES	**4,113,968**	**350,463**	**197,077**	**321,736**	**328,598**	**395,731**	**321,736**	**346,587**	**304,409**	**348,921**	**436,446**	**304,409**	**127,481**	**3,759,875**
	Total Expense	12,249	(23,642)	(345,112)	(87,900)	(113,630)	(259,510)	(346,726)	(111,651)	(210,582)	(208,235)	(48,968)	(140,760)	
EXPENSES														
Certificated Salaries	1,345,803	112,150	112,150	112,150	112,150	112,150	112,150	112,150	112,150	112,150	112,150	112,150	112,150	1,345,803
Classified Salaries	523,059	43,588	43,588	43,588	43,588	43,588	43,588	43,588	43,588	43,588	43,588	43,588	43,588	523,059
Employee Benefits	475,491	39,624	39,624	39,624	39,624	39,624	39,624	39,624	39,624	39,624	39,624	39,624	39,624	475,491
Books & Supplies	204,164	30,625	40,833	20,416	12,477	12,477	12,477	12,477	12,477	12,477	12,477	9,981	9,981	201,668
Food Service	295,380	-	11,769	23,538	23,538	23,538	23,538	23,538	23,538	23,538	23,538	23,538	11,769	295,380
Other Operating Services	262,577	21,881	21,881	21,881	21,881	21,881	21,881	21,881	21,881	21,881	21,881	21,881	17,505	258,201
Professional Services	765,865	63,822	63,822	63,822	63,822	63,822	63,822	63,822	63,822	63,822	63,822	63,822	51,058	753,099
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	16,761	16,761	-	-	-	-	-	-	-	-	-	-	-	16,761
TOTAL EXPENSES	**3,829,099**	**328,452**	**333,668**	**325,030**	**317,081**	**317,081**	**317,081**	**317,081**	**317,081**	**317,081**	**317,081**	**315,676**	**3,752,701**
OTHER DISBURSEMENTS/FINANCING SOURCES														
CSFA- Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-		-
CSGF - Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facility Fee Adjustment	41,068	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	41,068
RSED Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	25,000	(12,500)	(12,500)	-	-	-	-	-	-	-	-	-	-	(25,000)
Total Other Disbursement & Financing	**66,068**	**(9,078)**	**(9,078)**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**41,068**
Cumulative Cash Position		**132,988**	**(7,680)**	**(8,482)**	**6,657**	**85,330**	**93,468**	**126,757**	**117,548**	**152,811**	**295,598**	**266,348**	**111,536**	

State Programs													
CSGPB - Base	342,909	-	-	-	-	-	-	-	-	-	-	-	342,909
In Lieu of Property Taxes	3,735	-	-	-	-	-	-	-	-	-	-	-	3,735
Prop 30 EPA	-	-	-	-	-	-	-	-	-	-	-	-	-
Mandate Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
California Lottery	-	-	-	27,046	-	-	-	-	-	-	-	-	27,046
Total State Programs	**346,644**	**-**	**-**	**27,046**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**373,690**
Other State Programs													
State Lunch Reimbursements	1,814	-	-	-	-	-	-	-	-	-	-	-	1,814
SB740 Facilities Subsidy	-	-	-	106,092	-	-	-	-	-	-	-	-	106,092
State SPED	23,857	-	-	-	-	-	-	-	-	-	-	-	23,857
Total Other State Programs	**25,671**	**-**	**-**	**106,092**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**131,763**
Federal Programs													
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-
Title II	-	-	-	-	-	-	-	-	-	-	-	-	-
Title III	-	-	-	-	-	-	-	-	-	-	-	-	-
National School Lunch Program	29,427	-	-	-	-	-	-	-	-	-	-	-	29,427
Total Federal Programs	**29,427**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**29,427**
Local Programs													
Local Food Service Revenue	1,091	-	-	-	-	-	-	-	-	-	-	-	1,091
Total Local Programs	**1,091**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1,091**
TOTAL REVENUES (A/R)	**402,833**	**-**	**-**	**133,138**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**535,971**

Rocketship Si Se Puede — 2027-28 Cash Flow Worksheet

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

	Total Allocation 2027-28	Jul 2027	Aug 2027	Sep 2027	Oct 2027	Nov 2027	Dec 2027	Jan 2028	Feb 2028	Mar 2028	Apr 2028	May 2028	Jun 2028	Total 2027-28
Beginning Cash Balance	**5,025,747**	**5,025,747**	**4,635,838**	**4,268,582**	**4,287,834**	**4,160,726**	**4,752,367**	**4,782,144**	**4,927,949**	**4,800,840**	**5,068,607**	**5,247,559**	**5,120,450**	
REVENUES														
State Programs														
CSGPB - Base	3,810,096	190,505	190,505	342,909	342,909	342,909	342,909	342,909	342,909	342,909	342,909	342,909	342,909	3,810,096
In Lieu of Property Taxes	44,825	-	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	41,089
Prop 30 EPA	627,545	-	-	156,886	-	-	156,886	-	-	156,886	-	-	156,886	627,545
Mandate Block Grant	4,782	-	-	-	-	4,782	-	-	-	-	-	-	-	4,782
California Lottery	54,092	-	-	-	-	-	-	13,523	-	-	13,523	-	-	27,046
Total State Programs	**4,541,340**	**190,505**	**194,240**	**503,530**	**346,644**	**351,426**	**503,530**	**360,167**	**346,644**	**503,530**	**360,167**	**346,644**	**503,530**	**4,510,558**
Other State Programs														
State Lunch Reimbursements	19,957	-	-	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	18,141
After School Education & Safety Program Gra	951,957	-	-	-	-	713,968	-	-	-	237,989	-	-	-	951,957
Common Core & Prop 39	-	-	-											
SB740 Facilities Subsidy	424,368	-	-	-	-	-	-	212,184	-	-	106,092	-	-	318,276
State SPED	265,081	13,254	13,254	23,857	23,857	23,857	23,857	23,857	23,857	23,857	23,857	23,857	-	241,224
Total Other State Programs	**1,661,364**	**13,254**	**13,254**	**25,671**	**25,671**	**739,639**	**25,671**	**237,856**	**25,671**	**263,661**	**131,763**	**25,671**	**1,814**	**1,529,598**
Federal Programs														
Title I	147,007	-	-	-	-	-	-	36,752	-	-	110,255	-	-	147,007
Title II	22,000	-	-	-	-	-	-	5,500	-	-	16,500	-	-	22,000
Title III	19,817	-	-	-	-	-	-	4,954	-	-	14,863	-	-	19,817
IDEA	44,828	-	-	-	-	-	-	-	-	-	44,828	-	-	44,828
National School Lunch Program	323,727	-	-	29,427	29,427	29,427	29,427	29,427	29,427	29,427	29,427	29,427	29,427	294,268
Total Federal Programs	**557,378**	**-**	**-**	**29,427**	**29,427**	**29,427**	**29,427**	**76,633**	**29,427**	**29,427**	**215,872**	**29,427**	**29,427**	**527,919**
Local Programs														
Local Food Service Revenue	12,000	-	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	10,908
Total Local Programs	**12,000**	**-**	**-**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**10,908**
Fundraising & Grants														
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
PY Receivables				-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	**6,772,082**	**203,759**	**207,494**	**559,719**	**402,833**	**1,121,582**	**559,719**	**675,746**	**402,833**	**797,709**	**708,893**	**402,833**	**535,862**	**6,578,984**
	Total Expense													
EXPENSES														
Certificated Salaries	1,436,062	119,672	119,672	119,672	119,672	119,672	119,672	119,672	119,672	119,672	119,672	119,672	119,672	1,436,062
Classified Salaries	816,862	68,072	68,072	68,072	68,072	68,072	68,072	68,072	68,072	68,072	68,072	68,072	68,072	816,862
Employee Benefits	665,395	55,450	55,450	55,450	55,450	55,450	55,450	55,450	55,450	55,450	55,450	55,450	55,450	665,395
Books & Supplies	270,664	40,600	54,133	27,066	16,541	16,541	16,541	16,541	16,541	16,541	16,541	16,541	11,578	265,702
Food Service	355,685	-	17,784	35,568	35,568	35,568	35,568	35,568	35,568	35,568	35,568	35,568	17,784	355,685
Other Operating Services	964,433	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	64,296	948,359
Professional Services	1,851,240	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	123,416	1,820,386
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	50,236	50,236	-	-	-	-	-	-	-	-	-	-	-	50,236
TOTAL EXPENSES	**6,410,576**	**568,668**	**549,750**	**540,467**	**529,942**	**529,942**	**529,942**	**529,942**	**529,942**	**529,942**	**529,942**	**529,942**	**460,267**	**6,308,450**
OTHER DISBURSEMENTS/FINANCING SOURCES														
CSFA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CSGF - Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facility Fee Adjustment		-	-	-	-	-	-	-	-	-	-	-	-	-
RSED Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	50,000	(25,000)	(25,000)	-	-	-	-	-	-	-	-	-	-	(50,000)
Total Other Disbursement & Financing	**50,000**	**(25,000)**	**(25,000)**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Cumulative Cash Position		**4,635,838**	**4,268,582**	**4,287,834**	**4,160,726**	**4,752,367**	**4,782,144**	**4,927,949**	**4,800,840**	**5,068,607**	**5,247,559**	**5,120,450**	**5,196,045**	

Accounts Receivable Schedule

	Total Allocation 2021-22	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	Jun 2022	Total 2021-22
Beginning Cash Balance	**111,536**	**111,536**	**113,238**	**(84,177)**	**(84,911)**	**(68,072)**	**8,755**	**16,150**	**231,221**	**284,428**	**253,949**	**490,106**	**472,334**	
REVENUES														
State Programs														
CSGPB - Base	2,744,181	137,209	137,209	246,976	246,976	246,976	246,976	246,976	246,976	246,976	246,976	246,976	-	2,497,205
In Lieu of Property Taxes	1,325,359	-	110,447	110,447	110,447	110,447	110,447	110,447	110,447	110,447	110,447	110,447	110,447	1,214,922
Prop 30 EPA	81,750	-	-	20,188	-	-	20,188	-	-	20,188	-	-	20,188	81,750
Mandate Block Grant	5,244	-	-	-	-	5,244	-	-	-	-	-	-	-	5,244
California Lottery	73,079	-	-	-	-	-	18,270	-	-	-	18,270	-	-	36,539
Total State Programs	**4,228,614**	**137,209**	**247,657**	**377,611**	**357,424**	**362,668**	**377,611**	**375,693**	**357,424**	**377,611**	**375,693**	**357,424**	**130,635**	**3,834,660**
Other State Programs														
State Lunch Reimbursements	26,952	-	-	2,451	2,451	2,451	2,451	2,451	2,451	2,451	2,451	2,451	2,451	24,509
After School Education & Safety Program Grant	112,500	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500
Common Core & Prop 39	-	-												
SB740 Facilities Subsidy	351,263	-	-	-	-	-	-	175,631	-	-	87,816	-	-	263,447
State SPED	225,111	11,256	11,256	20,263	20,263	20,263	20,263	20,263	20,263	20,263	20,263	20,263	-	204,851
Total Other State Programs	**715,826**	**11,256**	**11,256**	**22,714**	**22,714**	**107,089**	**22,714**	**198,345**	**22,714**	**51,839**	**110,526**	**22,714**	**2,451**	**605,307**
Federal Programs														
Title I	116,538	-	-	-	-	-	-	29,135	-	-	87,404	-	-	116,538
Title II	3,800	-	-	-	-	-	-	950	-	-	2,850	-	-	3,800
Title III	15,509	-	-	-	-	-	-	3,877	-	-	11,632	-	-	15,509
IDEA	40,969	-	-	-	-	-	-	-	-	-	40,969	-	-	40,969
National School Lunch Program	248,112	-	-	22,553	22,553	22,553	22,553	22,553	22,553	22,553	22,553	22,553	22,553	225,534
Total Federal Programs	**424,928**	**-**	**-**	**22,553**	**22,553**	**22,553**	**22,553**	**56,515**	**22,553**	**22,553**	**165,408**	**22,553**	**22,553**	**412,350**
local Programs														
Local Food Service Revenue	11,756	-	-	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	1,069	10,695
Total Local Programs	**11,756**	**-**	**-**	**1,069**	**1,069**	**1,069**	**1,069**	**1,069**	**1,069**	**1,069**	**1,069**	**1,069**	**1,069**	**10,695**
fundraising & Grants														
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs		-	-	-	-	-	-	-	-	-	-	-	-	-
PY Receivables	**384,000**	304,409	-	-	29,661	-	-	-	-	-	-	-	-	384,070
TOTAL REVENUES	**5,765,244**	**452,874**	**258,912**	**423,911**	**433,418**	**498,376**	**423,944**	**631,619**	**403,757**	**452,069**	**652,696**	**403,757**	**156,708**	**5,197,073**
	Total Expense	114,660	38,193	(241,964)	16,920	(13,385)	(196,353)	(62,094)	(12,308)	(107,434)	8,016	50,380	(111,494)	
EXPENSES														
Certificated Salaries	1,428,137	119,011	119,011	119,011	119,011	119,011	119,011	119,011	119,011	119,011	119,011	119,011	119,011	1,428,137
Classified Salaries	526,913	43,909	43,909	43,909	43,909	43,909	43,909	43,909	43,909	43,909	43,909	43,909	43,909	526,913
Employee Benefits	505,276	42,106	42,106	42,105	42,105	42,106	42,106	42,106	42,105	42,105	42,106	42,106	42,106	505,276
Books & Supplies	209,807	31,471	41,961	20,981	12,822	12,822	12,822	12,822	12,822	12,822	12,822	12,822	8,975	205,940
Food Service	286,831	-	14,342	28,683	28,683	28,683	28,683	28,683	28,683	28,683	28,683	28,683	14,342	286,831
Other Operating Services	981,397	77,616	77,616	77,616	77,616	77,616	77,616	77,616	77,616	77,616	77,616	77,616	62,093	915,879
Professional Services	1,149,877	95,823	95,823	95,823	95,823	95,823	95,823	95,823	95,823	95,823	95,823	95,823	76,658	1,130,712
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	19,636	19,636	-	-	-	-	-	-	-	-	-	-	-	19,636
TOTAL EXPENSES	**5,057,873**	**429,574**	**434,770**	**428,133**	**419,971**	**419,971**	**419,971**	**419,971**	**419,971**	**419,971**	**419,971**	**419,971**	**367,035**	**4,959,018**
OTHER DISBURSEMENTS/FINANCING SOURCES														
CSFA- Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CSGF- Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facility Fee Adjustment	41,088	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	41,069
RSED Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	50,000	(25,000)	(25,000)	-	-	-	-	-	-	-	-	-	-	(50,000)
Total Other Disbursement & Financing	**91,088**	**(21,578)**	**(21,578)**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**41,069**
Cumulative Cash Position		**113,238**	**(84,177)**	**(84,911)**	**(68,072)**	**8,755**	**16,150**	**231,221**	**284,428**	**253,949**	**490,106**	**472,334**	**270,339**	

RSX Elementary — 2013-14 Cash Flow Worksheet

	2012-13 Budget	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	Receivables
		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	2013-14	
Beginning Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
REVENUES															
State Programs															
Charter School General Purpose Bloc	-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
State Aid	-	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Categorical Block Gra	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Impact Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
California Lottery	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total State Programs	**-**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**
Other State Programs															
Facilities Reimbursement (SB 740)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Nutrition		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other State Programs	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Federal Programs															
Title I - Compensatory Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Free and Reduced Meal Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PCSGP (Title Vb Start-up / Implementation Funding)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Federal Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Programs	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Local Programs															
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
PY Receivables	**-**	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	-	-	-	-	#REF!	
TOTAL REVENUES	**-**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**
EXPENSES															
Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Books & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Services & Operational Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
OTHER FINANCING SOURCES/USES															
Changes in Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Financing Cash Flow	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
Cumulative Cash Position		**#REF!**	**#REF!**	**#REF!**	**#REF!**	**#REF!**	**#REF!**	**#REF!**	**#REF!**	**#REF!**	**#REF!**	**#REF!**	**#REF!**		

RSX Elementary — 2014-15 Cash Flow Worksheet

	2013-14 Budget	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	Receivables
Beginning Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
REVENUES															
State Programs															
Charter School General Purpose Bloc	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Categorical Block Gra	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economic Impact Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
California Lottery	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total State Programs	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Other State Programs															
Facilities Reimbursement (SB 740)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Nutrition		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other State Programs	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Federal Programs															
Title I - Compensatory Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Free and Reduced Meal Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Federal Grants (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Federal Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Programs	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Local Programs															
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
PY Receivables	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUES	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
EXPENSES															
Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Books & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Services & Operational Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
OTHER FINANCING SOURCES/USES															
Changes in Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Financing Cash Flow	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
Cumulative Cash Position		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!		

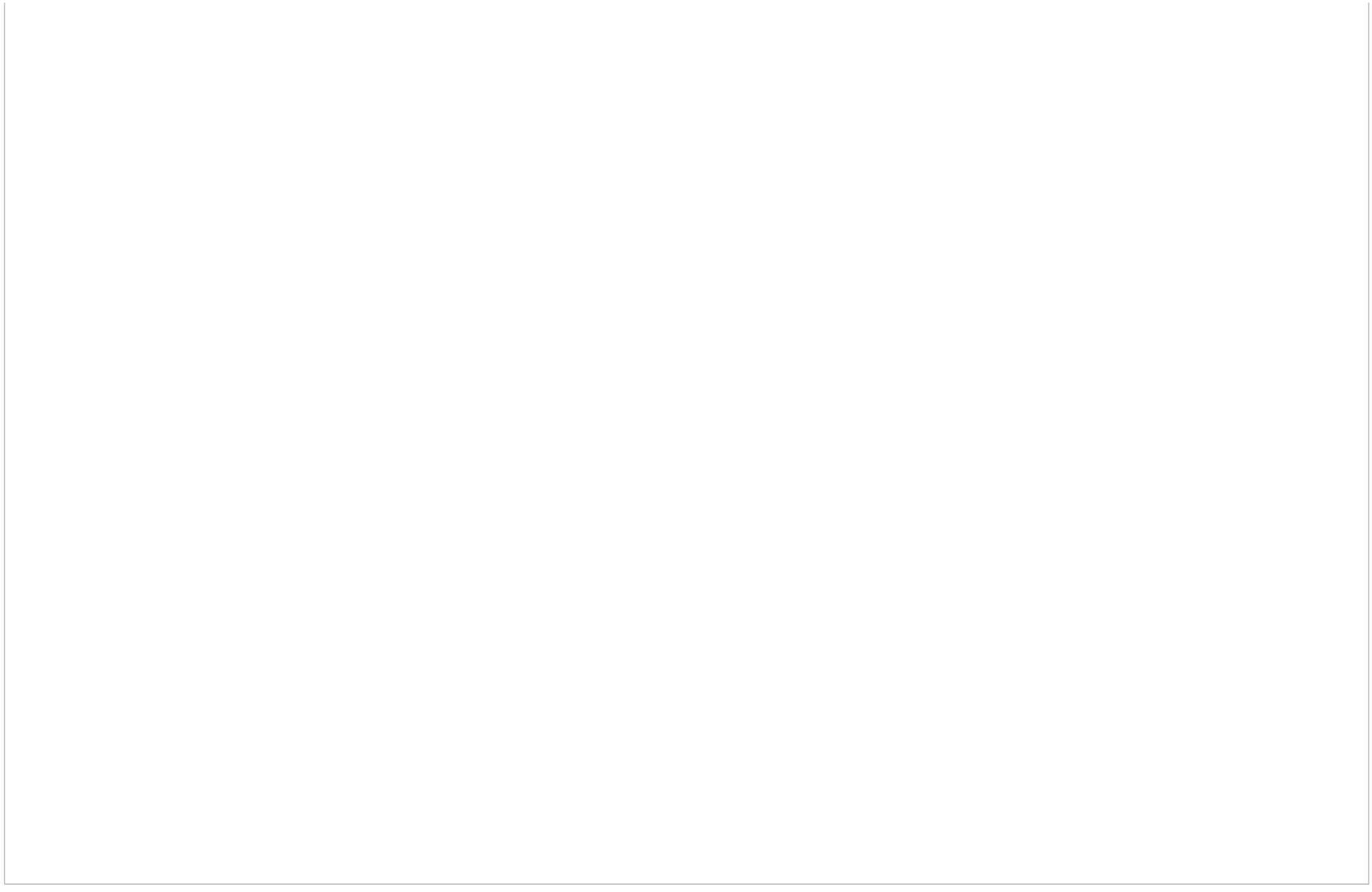
Rocketship Si Se Puede — 2028-29 Cash Flow Worksheet

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

	Total Allocation 2028-29	Jul 2028	Aug 2028	Sep 2028	Oct 2028	Nov 2028	Dec 2028	Jan 2029	Feb 2029	Mar 2029	Apr 2029	May 2029	Jun 2029	Total 2028-29
Beginning Cash Balance	**5,196,045**	**5,196,045**	**5,143,763**	**4,712,955**	**4,718,655**	**4,711,132**	**5,289,221**	**5,305,447**	**5,437,699**	**5,297,038**	**5,551,253**	**5,716,653**	**5,575,992**	
REVENUES														
State Programs														
CSGPB - Base	3,810,096	190,505	190,505	342,909	342,909	342,909	342,909	342,909	342,909	342,909	342,909	342,909	342,909	3,810,096
In Lieu of Property Taxes	44,825	-	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	3,735	41,089
Prop 30 EPA	627,545	-	-	156,886	-	-	156,886	-	-	156,886	-	-	156,886	627,545
Mandate Block Grant	4,782	-	-	-	-	4,782	-	-	-	-	-	-	-	4,782
California Lottery	54,092	-	-	-	-	-	-	13,523	-	-	13,523	-	-	27,046
Total State Programs	**4,541,340**	**190,505**	**194,240**	**503,530**	**346,644**	**351,426**	**503,530**	**360,167**	**346,644**	**503,530**	**360,167**	**346,644**	**503,530**	**4,510,558**
Other State Programs														
State Lunch Reimbursements	19,957	-	-	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	1,814	18,141
After School Education & Safety Program Gran	951,957	-	-	-	-	713,968	-	-	-	237,989	-	-	-	951,957
Common Core & Prop 39	-	-												
SB740 Facilities Subsidy	424,368	-	-	-	-	-	-	212,184	-	-	106,092	-	-	318,276
State SPED	265,081	13,254	13,254	23,857	23,857	23,857	23,857	23,857	23,857	23,857	23,857	23,857	-	241,224
Total Other State Programs	**1,661,364**	**13,254**	**13,254**	**25,671**	**25,671**	**739,639**	**25,671**	**237,856**	**25,671**	**263,661**	**131,763**	**25,671**	**1,814**	**1,529,598**
Federal Programs														
Title I	147,007	-	-	-	-	-	-	36,752	-	-	110,255	-	-	147,007
Title II	22,000	-	-	-	-	-	-	5,500	-	-	16,500	-	-	22,000
Title III	19,817	-	-	-	-	-	-	4,954	-	-	14,863	-	-	19,817
IDEA	44,828	-	-	-	-	-	-	-	-	-	44,828	-	-	44,828
National School Lunch Program	323,727	-	-	29,427	29,427	29,427	29,427	29,427	29,427	29,427	29,427	29,427	29,427	294,268
Total Federal Programs	**557,378**	**-**	**-**	**29,427**	**29,427**	**29,427**	**29,427**	**76,633**	**29,427**	**29,427**	**215,872**	**29,427**	**29,427**	**527,919**
Local Programs														
Local Food Service Revenue	12,000	-	-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	10,908
Total Local Programs	**12,000**	**-**	**-**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**1,091**	**10,908**
Fundraising & Grants														
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
PY Receivables	**535,971**	402,833	-	-	133,138	-	-	-	-	-	-	-	-	535,971
TOTAL REVENUES	**7,308,053**	**606,592**	**207,494**	**559,719**	**535,971**	**1,121,582**	**559,719**	**675,746**	**402,833**	**797,709**	**708,893**	**402,833**	**535,862**	**7,114,955**
	Total Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
EXPENSES														
Certificated Salaries	1,449,167	120,764	120,764	120,764	120,764	120,764	120,764	120,764	120,764	120,764	120,764	120,764	120,764	1,449,167
Classified Salaries	825,030	68,753	68,753	68,753	68,753	68,753	68,753	68,753	68,753	68,753	68,753	68,753	68,753	825,030
Employee Benefits	669,246	55,771	55,771	55,771	55,771	55,771	55,771	55,771	55,771	55,771	55,771	55,771	55,771	669,246
Books & Supplies	270,664	40,600	54,133	27,066	16,541	16,541	16,541	16,541	16,541	16,541	16,541	16,541	13,232	267,356
Food Service	355,685	-	17,784	35,568	35,568	35,568	35,568	35,568	35,568	35,568	35,568	35,568	17,784	355,685
Other Operating Services	964,433	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	80,369	64,296	948,359
Professional Services	1,851,240	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	154,270	123,416	1,820,386
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	51,890	51,890	-	-	-	-	-	-	-	-	-	-	-	51,890
TOTAL EXPENSES	**6,437,355**	**572,416**	**551,843**	**542,561**	**532,035**	**532,035**	**532,035**	**532,035**	**532,035**	**532,035**	**532,035**	**532,035**	**464,015**	**6,335,229**
OTHER DISBURSEMENTS/FINANCING SOURCES														
CSFA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CSGF - Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facility Fee Adjustment	(137,500)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(11,458)	(137,500)
RSED Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	150,000	(75,000)	(75,000)	-	-	-	-	-	-	-	-	-	-	(150,000)
Total Other Disbursement & Financing	**12,500**	**(86,458)**	**(86,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(11,458)**	**(137,500)**
Cumulative Cash Position		**5,143,763**	**4,712,955**	**4,718,655**	**4,711,132**	**5,289,221**	**5,305,447**	**5,437,699**	**5,297,038**	**5,551,253**	**5,716,653**	**5,575,992**	**5,636,381**	

Accounts Receivable Schedule

	Total Allocation 2022-23	Jul 2022	Aug 2022	Sep 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	Jun 2023	Total 2022-23
Beginning Cash Balance	**270,339**	**270,339**	**310,994**	**74,337**	**90,880**	**219,282**	**314,154**	**338,854**	**576,093**	**590,130**	**632,955**	**900,258**	**904,295**	
REVENUES														
State Programs														
CSGPB - Base	2,885,136	144,257	144,257	259,662	259,662	259,662	259,662	259,662	259,662	259,662	259,662	259,662	-	2,625,474
In Lieu of Property Taxes	1,356,555	-	113,046	113,046	113,046	113,046	113,046	113,046	113,046	113,046	113,046	113,046	113,046	1,243,508
Prop 30 EPA	82,650	-	-	20,663	-	-	20,663	-	-	20,663	-	-	20,663	82,650
Mandate Block Grant	6,460	-	-	-	-	6,460	-	-	-	-	-	-	-	6,460
California Lottery	74,798	-	-	-	-	-	-	18,700	-	-	18,700	-	-	37,399
Total State Programs	**4,405,599**	**144,257**	**257,303**	**393,371**	**372,708**	**379,168**	**393,371**	**391,408**	**372,708**	**393,371**	**391,408**	**372,708**	**133,709**	**3,995,491**
Other State Programs														
State Lunch Reimbursements	27,597	-	-	2,509	2,509	2,509	2,509	2,509	2,509	2,509	2,509	2,509	2,509	25,086
After School Education & Safety Program Grant	112,500	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500
Common Core &Prop 39	-	-												
SB740 Facilities Subsidy	359,528	-	-	-	-	-	-	179,764	-	-	89,882	-	-	269,646
State SPED	229,994	11,500	11,500	20,699	20,699	20,699	20,699	20,699	20,699	20,699	20,699	20,699	-	209,294
Total Other State Programs	**729,618**	**11,500**	**11,500**	**23,208**	**23,208**	**107,583**	**23,208**	**202,972**	**23,208**	**51,333**	**113,090**	**23,208**	**2,509**	**616,526**
Federal Programs														
Title I	119,280	-	-	-	-	-	-	29,820	-	-	89,460	-	-	119,280
Title II	3,800	-	-	-	-	-	-	950	-	-	2,850	-	-	3,800
Title III	15,874	-	-	-	-	-	-	3,968	-	-	11,905	-	-	15,874
IDEA	50,469	-	-	-	-	-	-	-	-	-	50,469	-	-	50,469
National School Lunch Program	253,950	-	-	23,084	23,084	23,084	23,084	23,084	23,084	23,084	23,084	23,084	23,084	230,841
Total Federal Programs	**443,373**	**-**	**-**	**23,084**	**23,084**	**23,084**	**23,084**	**57,823**	**23,084**	**23,084**	**177,769**	**23,084**	**23,084**	**420,264**
Local Programs														
Local Food Service Revenue	11,715	-	-	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	1,065	10,649
Total Local Programs	**11,715**	**-**	**-**	**1,065**	**1,065**	**1,065**	**1,065**	**1,065**	**1,065**	**1,065**	**1,065**	**1,065**	**1,065**	**10,649**
Fundraising & Grants														
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
PY Receivables	**528,112**	403,757	-	-	124,355	-	-	-	-	-	-	-	-	528,112
TOTAL REVENUES	**6,118,417**	**559,513**	**268,803**	**440,728**	**544,420**	**520,900**	**441,728**	**653,267**	**420,065**	**468,653**	**683,331**	**420,065**	**160,366**	**5,571,041**
	Total Expense	221,259	48,083	(225,180)	127,922	4,140	(179,579)	(40,446)	4,006	(90,693)	38,651	66,689	(107,835)	
EXPENSES														
Certificated Salaries	1,441,673	120,139	120,139	120,139	120,139	120,139	120,139	120,139	120,139	120,139	120,139	120,139	120,139	1,441,673
Classified Salaries	489,512	40,798	40,798	40,798	40,798	40,798	40,798	40,798	40,798	40,798	40,798	40,798	40,798	489,512
Employee Benefits	496,464	41,372	41,372	41,372	41,372	41,372	41,372	41,372	41,372	41,372	41,372	41,372	41,372	496,464
Books & Supplies	209,487	31,423	41,897	20,949	12,802	12,802	12,802	12,802	12,802	12,802	12,802	12,802	10,242	206,926
Food Service	293,262	-	14,663	29,326	29,326	29,326	29,326	29,326	29,326	29,326	29,326	29,326	14,663	293,262
Other Operating Services	931,376	77,615	77,615	77,615	77,615	77,615	77,615	77,615	77,615	77,615	77,615	77,615	62,092	915,853
Professional Services	1,168,844	97,404	97,404	97,404	97,404	97,404	97,404	97,404	97,404	97,404	97,404	97,404	77,923	1,149,364
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	38,594	38,594	-	-	-	-	-	-	-	-	-	-	-	38,594
TOTAL EXPENSES	**5,069,151**	**447,201**	**433,883**	**427,937**	**419,451**	**419,451**	**419,451**	**419,451**	**419,451**	**419,451**	**419,451**	**419,451**	**367,228**	**4,993,053**
OTHER DISBURSEMENTS/FINANCING SOURCES														
CSFA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CSGF - Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facility Fee Adjustment	41,068	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	3,422	41,068
RSED Financing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	150,000	(75,000)	(75,000)	-	-	-	-	-	-	-	-	-	-	(150,000)
Total Other Disbursement & Financing	**191,068**	**(71,578)**	**(71,578)**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**3,422**	**41,068**
Cumulative Cash Position		**310,994**	**74,337**	**90,880**	**219,282**	**314,154**	**338,854**	**576,093**	**590,130**	**632,955**	**900,258**	**904,295**	**700,180**	



LCFF Calculator Caveats

v.25.1 **5/15/2024**

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	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.
	A proration/(deficit) factor assumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.
	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.
NEW 2022-23	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.
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. If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted

School District Calculations

NEW 2023-24

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 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 take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. Furthermore, **historical year projections may not be accurate**. We recommend working with your county office, the CDE and FCMAT to evaluate whether an alternative approach to developing a funding estimate is possible.

FCMAT

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LCFF Calculator Navigation

v.25.1 5/15/2024

Structure:

1 The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.

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.

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**.

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LCFF Calculator Navigation

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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.

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 that have necessary small schools 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.
- **NSS Supporting Calculations**: details related to NSS funding determination are located in the NSS Calculation tabs.

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.

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

119024	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Rocketship Si Se Puede Academy
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	FY25 Budget
Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

Rocketship Si Se Puede Academy (119024)	PY3 2021-22	PY2 2022-23	PY1 2023-24	CY 2024-25	CY1 2025-26	CY2 2026-27	CY3 2027-28	CY4 2028-29
(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)*	5.07%	13.26%	8.22%	1.01%	2.93%	3.08%	3.30%	3.29%
Statutory COLA	*1.70%*	*6.56%*	*8.22%*	*1.01%*	*2.93%*	*3.08%*	*3.30%*	*3.29%*
Augmentation/(COLA Suspension)	*3.37%*	*6.70%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Base Grant Proration Factor (defict)	*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*)	$ -	$ 2,813	$ 3,044	$ 3,075	$ 3,165	$ 3,262	$ 3,370	$ 3,481
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	73.31789035%	12.74780911%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	75.37156903%	12.84814107%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%
Local EPA Accrual	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

(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): 2022-23

(a) TRANSFER OF IN-LIEU PROPERTY TAX		Note: Charter schools should contact sponsoring district(s) for In-lieu estimate							
I-4	F-6 / F-7 In-Lieu of Property Tax	741,158	962,437	946,332	1,018,967	1,048,704	1,080,795	1,116,439	1,153,186
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)									
A-1.2, A-2.2, A-3.2	Enrollment (second prior year)	384	361						
A-1.1, A-2.1, A-3.1	Enrollment (first prior year)	361	306						
A-1, A-2, A-3	Enrollment	306	312	302	321	321	321	321	321
B-1.2, B-2.2, B-3.2	Unduplicated Pupil Count (second prior year)	347	333						
B-1.1, B-2.1, B-3.1	Unduplicated Pupil Count (first prior year)	333	280						
B-1, B-2, B-3	Unduplicated Pupil Count	280	289	280	296	296	296	296	296
		3-yr rolling percentage	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*

Rocketship Si Se Puede Academy (119024)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	Single Year Unduplicated Pupil Percentage	91.50%	92.63%	92.72%	92.28%	92.28%	92.28%	92.28%	92.28%
C-1	Unduplicated Pupil Percentage (%)	91.34%	92.13%	92.28%	92.54%	92.42%	92.28%	92.28%	92.28%
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location									
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 (%)**	**82.78%**	**81.89%**	**82.60%**	82.62%	82.62%	82.62%	82.62%	82.62%
	Unduplicated Pupil Percentage: Supplemental Grant	91.34%	92.13%	92.28%	92.54%	92.42%	92.28%	92.28%	92.28%
	Unduplicated Pupil Percentage: Concentration Grant	82.78%	81.89%	82.60%	82.62%	82.62%	82.62%	82.62%	82.62%
(d) AVERAGE DAILY ATTENDANCE (ADA)									
ADA used for the Transitional Kindergarten Add-on ONLY:									
G-4	**TK** (NEW beginning 2022-23)	-	**24.39**	**20.23**	21.41	21.41	21.41	21.41	21.41
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**	**197.05**	**208.05**	**201.81**	223.44	223.44	223.44	223.44	223.44
B-2	**Grades 4-6**	**98.01**	**74.41**	**76.60**	75.41	75.41	75.41	75.41	75.41
B-3	**Grades 7-8**	-	-	-					
B-4	**Grades 9-12**	-	-	-					
	SUBTOTAL ADA	295.06	282.46	278.41	298.85	298.85	298.85	298.85	298.85
	RATIO: ADA to Enrollment	0.96	0.91	0.92	0.93	0.93	0.93	0.93	0.93
(e) OTHER LCFF ADJUSTMENTS									
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-5	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?	**YES**							
	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									
C-1 A-6	**Estimated Property Taxes (excluding RDA)**	$ -	$ -	$ -					
B-5	**Redevelopment Agency Local Revenue**	$ -	$ -	$ -					
	Less In-Lieu Property Tax Transfer	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Local Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(d) OTHER LCFF ADJUSTMENTS									
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**	$ -	$ -	$ -					

Rocketship Si Se Puede Academy (119024)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
J-5	**Minimum State Aid Adjustments**	$ -	$ -	$ -					
(e) UNDUPLICATED PUPIL PERCENTAGE									
A-1.2 / A-3.2	**District Enrollment (second prior year)**	-	-						
A-1.1 / A-3.1	**District Enrollment (first prior year)**	-	-						
A-1 / A-3	**District Enrollment**	-	-	-					
A-2.2 / A-4.2	**COE Enrollment (second prior year)**	-	-						
A-2.1 / A-4.1	**COE Enrollment (first prior year)**	-	-						
A-2 / A-4	**COE Enrollment**	-	-	-					
	Total Enrollment	-	-	-	-	-	-	-	-
B-1.2 / B-3.2	**District Unduplicated Pupil Count (second prior year)**	-	-						
B-1.1 / B-3.1	**District Unduplicated Pupil Count (first prior year)**	-	-						
B-1 / B-3	**District Unduplicated Pupil Count**	-	-	-					
B-2.2 / B-4.2	**COE Unduplicated Pupil Count (second prior year)**	-	-						
B-2.1 / B-4.1	**COE Unduplicated Pupil Count (first prior year)**	-	-						
B-2 / B-4	**COE Unduplicated Pupil Count**	-	-	-					
	Total Unduplicated Pupil Count	-	-	-	-	-	-	-	-
		3-yr rolling percentage	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*
	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 (%)	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)**	-	-	-	-	-	-	-	-
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)								
B-1, D-5	**Grades TK-3**	-	-	-					
	Grades 4-6	-	-	-					
	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	-	-	-					
	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) (For calculating EPA only; this ADA is not included in the LCFF funding calculation).	-	-	-					
	DISTRICT TOTAL	-	-	-	-	-	-	-	-

Rocketship Si Se Puede Academy (119024)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
E-2, E-3	County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)								
	Grades TK-3	-	-	-					
	Grades 4-6	-	-	-					
	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) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT

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 requiring the charter shift adjustment was suspended in fiscal years 2020-21 and 2021-22, no prior year ADA should be entered for these years.

			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	Prior year									
A-19	**Grades TK-3**	Prior year **Charter School Shift Increase** of ADA for students who attended district sponsored charter schools in the prior year and attended district schools in the current year	-	-	-					
	Grades 4-6		-	-	-					
	Grades 7-8		-	-	-					
	Grades 9-12		-	-	-					
			-	-	-	-	-	-	-	-
A-20	**Grades TK-3**	Prior year **Charter School Shift Decrease** of ADA for students who attended district schools in the prior year and attended district sponsored charter schools in the current year	-	-	-					
	Grades 4-6		-	-	-					
	Grades 7-8		-	-	-					
	Grades 9-12		-	-	-					
			-	-	-	-	-	-	-	-
	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.

				2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
1	**NSS #1**									**School Code:**	
A-12	**Current Year P2 ADA:**	**Grades TK-3**		-	-	-					
A-13		**Grades 4-6**		-	-	-					
A-14		**Grades 7-8**		-	-	-					
B-6		**Grades 9-12**		-	-	-					
		TOTAL		-	-	-	-	-	-	-	-
A-11, 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**	Select method	Select method	Select method	Select method	Select method
2	**NSS #2**									**School Code:**	
A-12	**Current Year P2 ADA:**	**Grades TK-3**		-	-	-					
A-13		**Grades 4-6**		-	-	-					
A-14		**Grades 7-8**		-	-	-					

Rocketship Si Se Puede Academy (119024)			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
B-6		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-11, 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**	Select method	Select method	Select method	Select method	Select method
3	**NSS #3**								**School Code:**	
A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-13		**Grades 4-6**	-	-	-					
A-14		**Grades 7-8**	-	-	-					
B-6		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-11, 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**	Select method	Select method	Select method	Select method	Select method
4	**NSS #4**								**School Code:**	
A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-13		**Grades 4-6**	-	-	-					
A-14		**Grades 7-8**	-	-	-					
B-6		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-11, 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**	Select method	Select method	Select method	Select method	Select method
5	**NSS #5**								**School Code:**	
A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-13		**Grades 4-6**	-	-	-					
A-14		**Grades 7-8**	-	-	-					
B-6		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-11, 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**	Select method	Select method	Select method	Select method	Select method

Rocketship Si Se Puede Academy (119024)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
(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	-	-	-	-	-	-	-	-

Rocketship Si Se Puede Academy (119024)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
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								

Rocketship Si Se Puede Academy (119024)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	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**								

Rocketship Si Se Puede Academy (119024)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	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								

Rocketship Si Se Puede Academy (119024)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	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								

Rocketship Si Se Puede Academy (119024)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
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								

Rocketship Si Se Puede Academy (119024)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	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								

Rocketship Si Se Puede Academy (119024)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
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	-	-	-	-	-	-	-	-

Rocketship Si Se Puede Academy (119024)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
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								

Rocketship Si Se Puede Academy (119024)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
	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 Si Se Puede Academy (119024) - FY25 Budget

DETAILED ADA CALCULATION	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2018-19 ADA	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA
Grades TK-3	Non Applicable Until 2022-23 Certification	-	-	-	-	-	-	-
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)	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3	Non Applicable Until 2022-23 Certification	-	-	-	-	-	-	-
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)	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	-	-	-	-	-	-	-	-
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	Non Applicable Until 2022-23	-	-	-	-	-	-	-
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	Applicable Until 202	-	-	-	-	-	-	-
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		197.05	208.05	201.81	223.44	223.44	223.44	223.44	223.44
Grades 4-6		98.01	74.41	76.60	75.41	75.41	75.41	75.41	75.41
Grades 7-8		-	-	-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-	-	-
LCFF Subtotal		295.06	282.46	278.41	298.85	298.85	298.85	298.85	298.85
NSS		-	-	-	-	-	-	-	-
Combined Subtotal		295.06	282.46	278.41	298.85	298.85	298.85	298.85	298.85
Change in LCFF ADA (excludes NSS ADA)		295.06 Increase	282.46 Increase	278.41 Increase	298.85 Increase	298.85 Increase	298.85 Increase	298.85 Increase	298.85 Increase
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3		197.05	208.05	201.81	223.44	223.44	223.44	223.44	223.44
Grades 4-6		98.01	74.41	76.60	75.41	75.41	75.41	75.41	75.41
Grades 7-8		-	-	-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-	-	-
Subtotal		295.06 *Current Yr*	282.46 *Current Yr*	278.41 *Current Yr*	298.85 *Current Yr*	298.85 *Current Yr*	298.85 *Current Yr*	298.85 *Current Yr*	298.85 *Current Yr*

Rocketship Si Se Puede Academy (119024) - FY25 Budget								
DETAILED ADA CALCULATION	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
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	197.05	208.05	201.81	223.44	223.44	223.44	223.44	223.44
Grades 4-6	98.01	74.41	76.60	75.41	75.41	75.41	75.41	75.41
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Total Actual ADA	295.06	282.46	278.41	298.85	298.85	298.85	298.85	298.85
TOTAL FUNDED ADA, LCFF & NSS								
Grades TK-3	197.05	208.05	201.81	223.44	223.44	223.44	223.44	223.44
Grades 4-6	98.01	74.41	76.60	75.41	75.41	75.41	75.41	75.41
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Total Funded ADA	**295.06**	**282.46**	**278.41**	**298.85**	**298.85**	**298.85**	**298.85**	**298.85**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA	-	24.39	20.23	21.41	21.41	21.41	21.41	21.41

Rockship Si Se Puede Academy (119024) - FY25 Budget	v.25.1	PY	v.25.1	PY2	v.25.1	PY1	v.25.1	CY	v.25.1	CY1	v.25.1	CY2	v.25.1	CY3	v.25.1	CY4
LOCAL CONTROL FUNDING FORMULA		**2021-22**		**2022-23**		**2023-24**		**2024-25**		**2025-26**		**2026-27**		**2027-28**		**2028-29**
LCFF ENTITLEMENT CALCULATION																
Calculation Factors		COLA & Augmentation 5.07%; Base Grant Proration 0.00%; Unduplicated Pupil Percentage 91.34%; 82.78%		COLA & Augmentation 13.26%; Base Grant Proration 0.00%; Unduplicated Pupil Percentage 92.13%; 81.89%		COLA & Augmentation 8.22%; Base Grant Proration 0.00%; Unduplicated Pupil Percentage 92.28%; 82.60%		COLA & Augmentation 1.01%; Base Grant Proration 0.00%; Unduplicated Pupil Percentage 92.54%; 82.62%		COLA & Augmentation 2.93%; Base Grant Proration 0.00%; Unduplicated Pupil Percentage 92.42%; 82.62%		COLA & Augmentation 3.08%; Base Grant Proration 0.00%; Unduplicated Pupil Percentage 92.28%; 82.62%		COLA & Augmentation 3.30%; Base Grant Proration 0.00%; Unduplicated Pupil Percentage 92.28%; 82.62%		COLA & Augmentation 3.29%; Base Grant Proration 0.00%; Unduplicated Pupil Percentage 92.28%; 82.62%	
		Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3		197.05	$ 8,093	$ 842	$ 1,632	$ 1,613	$ 2,400,195	208.05	$ 9,166	$ 953	$ 1,865	$ 1,769	$ 2,861,141	201.81	$ 9,919	$ 1,032	$ 2,021	$ 1,965	$ 3,014,381	213.44	$ 10,019	$ 1,042	$ 2,047	$ 1,986	$ 3,372,593	223.44	$ 10,313	$ 1,073	$ 2,105	$ 2,044	$ 3,473,077	223.44	$ 10,982	$ 1,142	$ 2,238	$ 2,177	$ 3,695,302	223.44	$ 11,343	$ 1,180	$ 2,311	$ 2,248	$ 3,816,914
Grades 4-6		98.01	8,215		1,501	1,483	1,097,623	74.41	9,304		1,714	1,626	940,882	76.60	10,069		1,858	1,806	1,052,002	75.41	10,170		1,882	1,826	1,046,560	75.41	10,468		1,935	1,879	1,077,036	75.41	11,146		2,057	2,001	1,146,560	75.41	11,513		2,125	2,067	1,184,312
Grades 7-8		-	8,458		1,545	1,527	-	-	9,580		1,765	1,674	-	-	10,367		1,913	1,860	-	-	10,471		1,938	1,880	-	-	10,778		1,992	1,935	-	-	11,471		2,118	2,060	-	-	11,855		2,188	2,128	-
Grades 9-12		-	9,802	255	1,837	1,816	-	-	11,102	289	2,099	1,991	-	-	12,015	312	2,275	2,211	-	-	12,136	316	2,305	2,236	-	-	12,492	325	2,369	2,301	-	-	12,877	335	2,438	2,372	-	-	13,302	346	2,519	2,450	-	-	13,740	357	2,602	2,531	-
Subtract Necessary Small School ADA and Funding		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant			$ 2,399,878	$ 165,916	$ 468,719	$ 463,305	$ 3,497,818		$ 2,599,297	$ 198,272	$ 515,480	$ 488,974	$ 3,802,023		$ 2,773,038	$ 208,268	$ 550,230	$ 534,847	$ 4,066,383		$ 3,005,575	$ 232,825	$ 599,363	$ 581,390	$ 4,419,153		$ 3,093,739	$ 239,751	$ 616,162	$ 598,461	$ 4,548,113		$ 3,189,076	$ 247,124	$ 634,185	$ 616,901	$ 4,687,286		$ 3,294,349	$ 255,169	$ 655,099	$ 637,245	$ 4,841,862		$ 3,402,687	$ 263,659	$ 676,661	$ 658,219	$ 5,001,226
NSS Allowance		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL BASE		295.06	$ 2,399,878	$ 165,916	$ 468,719	$ 463,305	$ 3,497,818	282.46	$ 2,599,297	$ 198,272	$ 515,480	$ 488,974	$ 3,802,023	278.41	$ 2,773,038	$ 208,268	$ 550,230	$ 534,847	$ 4,066,383	298.85	$ 3,005,575	$ 232,825	$ 599,363	$ 581,390	$ 4,419,153	298.85	$ 3,093,739	$ 239,751	$ 616,162	$ 598,461	$ 4,548,113	298.85	$ 3,189,076	$ 247,124	$ 634,185	$ 616,901	$ 4,687,286	298.85	$ 3,294,349	$ 255,169	$ 655,099	$ 637,245	$ 4,841,862	298.85	$ 3,402,687	$ 263,659	$ 676,661	$ 658,219	$ 5,001,226
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	-	TK Add-on rate $ -				-	TK ADA	24.39	TK Add-on rate $ 2,813.00			68,609	TK ADA	20.23	TK Add-on rate $ 3,044.00			61,580	TK ADA	21.41	TK Add-on rate $ 3,075.00			65,845	TK ADA	21.41	TK Add-on rate $ 3,165.00			67,772	TK ADA	21.41	TK Add-on rate $ 3,262.00			69,849	TK ADA	21.41	TK Add-on rate $ 3,370.00			72,162	TK ADA	21.41	TK Add-on rate $ 3,481.00			74,539
ECONOMIC RECOVERY TARGET PAYMENT							-						-						-						-						-						-						-
LCFF Entitlement Before Adjustments							$ 3,497,818						$ 3,870,632						$ 4,127,963						$ 4,484,998						$ 4,615,885						$ 4,757,135						$ 4,914,024						$ 5,075,765
Miscellaneous Adjustments							-						-						-						-						-						-						-						-
ADJUSTED LCFF ENTITLEMENT							**$ 3,497,818**						**$ 3,870,632**						**$ 4,127,963**						**$ 4,484,998**						**$ 4,615,885**						**$ 4,757,135**						**$ 4,914,024**						**$ 5,075,765**
Local Revenue (excluding RDA)							(741,158)						(962,437)						(946,332)						(1,018,967)						(1,048,704)						(1,080,795)						(1,116,439)						(1,153,186)
Gross State Aid							**$ 2,756,660**						**$ 2,908,195**						**$ 3,181,631**						**$ 3,466,031**						**$ 3,567,181**						**$ 3,676,340**						**$ 3,797,585**						**$ 3,922,579**
Education Protection Account Entitlement							(1,013,753)						(1,010,095)						(981,088)						(1,009,551)						(1,039,095)						(1,071,098)						(1,106,446)						(1,142,848)
Net State Aid							**$ 1,742,907**						**$ 1,898,100**						**$ 2,200,543**						**$ 2,456,480**						**$ 2,528,086**						**$ 2,605,242**						**$ 2,695,139**						**$ 2,779,731**
MINIMUM STATE AID CALCULATION																																										
		12-13 Rate	2021-22 ADA			N/A		12-13 Rate	2022-23 ADA			N/A		12-13 Rate	2023-24 ADA			N/A		12-13 Rate	2024-25 ADA			N/A		12-13 Rate	2025-26 ADA			N/A		12-13 Rate	2026-27 ADA			N/A		12-13 Rate	2027-28 ADA			N/A		12-13 Rate	2028-29 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA		$ 5,128.49	295.06			$ 1,513,212		$ 5,128.49	282.46			$ 1,448,593		$ 5,128.49	278.41			$ 1,427,803		$ 5,128.49	298.85			$ 1,532,654		$ 5,128.49	298.85			$ 1,532,654		$ 5,128.49	298.85			$ 1,532,654		$ 5,128.49	298.85			$ 1,532,654		$ 5,128.49	298.85			$ 1,532,654
2012-13 NSS Allowance (defrosted)		$ -	-			-		$ -	-			-		$ -	-			-		$ -	-			-		$ -	-			-		$ -	-			-		$ -	-			-		$ -	-			-
Minimum State Aid Adjustments						-						-						-						-						-						-						-						-
Less Current Year Property Taxes/In-Lieu						(741,158)						(962,437)						(946,332)						(1,018,967)						(1,048,704)						(1,080,795)						(1,116,439)						(1,153,186)
Less Education Protection Account Entitlement						(1,013,753)						(1,010,095)						(981,088)						(1,009,551)						(1,039,095)						(1,071,098)						(1,106,446)						(1,142,848)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ 256,153**						**$ -**						**$ -**						**$ -**						**$ -**						**$ -**						**$ -**
Categorical Minimum State Aid																																										
Charter School Categorical Block Grant adjusted for ADA		1.015.27	295.06			299,566		1.015.27	282.46			286,773		1.015.27	278.41			282,661		1.015.27	298.85			303,414		1.015.27	298.85			303,414		1.015.27	298.85			303,414		1.015.27	298.85			303,414		1.015.27	298.85			303,414
Minimum State Aid Guarantee Before Proration Factor						**$ 299,566**						**$ 542,924**						**$ 282,661**						**$ 303,414**						**$ 303,414**						**$ 303,414**						**$ 303,414**						**$ 303,414**
Proration Factor						0.00%						0.00%						0.00%						0.00%						0.00%						0.00%						0.00%						0.00%
Minimum State Aid Guarantee						**$ 299,566**						**$ 542,924**						**$ 282,661**						**$ 303,414**						**$ 303,414**						**$ 303,414**						**$ 303,414**						**$ 303,414**
CHARTER SCHOOL MINIMUM STATE AID OFFSET																																										
LCFF Entitlement						3,497,818						3,802,023						4,066,383						4,419,153						4,548,113						4,687,286						4,841,862						5,001,226
Minimum State Aid plus Property Taxes including RDA						1,040,724						1,505,361						1,228,993						1,322,381						1,352,118						1,384,109						1,419,853						1,456,600
Offset																																										
Minimum State Aid Prior to Offset						299,566						542,924						282,661						303,414						303,414						303,414						303,414						303,414						303,414
Total Minimum State Aid with Offset						299,566						542,924						282,661						303,414						303,414						303,414						303,414						303,414						303,414
State Aid Before Additional State Aid						**$ 1,742,907**						**$ 2,678,190**						**$ 2,250,542**						**$ 2,456,516**						**$ 2,528,086**						**$ 2,605,242**						**$ 2,695,139**						**$ 2,779,731**
ADDITIONAL STATE AID						**$ -**						**$ -**						**$ -**						**$ -**						**$ -**						**$ -**						**$ -**						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 1,742,907**						**$ 2,678,190**						**$ 2,250,542**						**$ 2,456,516**						**$ 2,528,086**						**$ 2,605,242**						**$ 2,695,139**						**$ 2,779,731**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ 3,497,818**						**$ 3,870,632**						**$ 4,127,963**						**$ 4,484,998**						**$ 4,615,885**						**$ 4,757,135**						**$ 4,914,024**						**$ 5,075,765**
Change Over Prior Year										10.66%	372,814					6.65%	257,331					8.65%	357,035					2.92%	130,887					3.06%	141,250					3.30%	156,889					3.29%	161,741		
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 11,855						13,703						14,827						15,007						15,445						15,918						16,443						16,984			
Per-ADA Change Over Prior Year										15.59%	1,848					8.20%	1,124					1.21%	180					2.92%	438					-						-						-			
Basic Aid Status (school districts only)						-						-						-						-						-						-						-						-			
LCFF SOURCES INCLUDING EXCESS TAXES																																										
			2021-22						Increase	2022-23					Increase	2023-24					Increase	2024-25					Increase	2025-26					Increase	2026-27					Increase	2027-28					Increase	2028-29		
State Aid			$ 1,742,907					53.66%	935,283	$ 2,678,190				-15.97%	(427,648)	$ 2,250,542				9.15%	205,974	$ 2,456,516				2.91%	71,570	$ 2,528,086				3.05%	77,156	$ 2,605,242				3.30%	85,897	$ 2,691,139				3.29%	88,592	$ 2,779,731		
Education Protection Account			1,013,753					-	-	1,013,753				0.00%	-	1,013,753				0.00%	-	1,013,753				0.00%	-	1,013,753				0.00%	-	1,013,753				0.00%	-	1,013,753				0.00%	-	1,013,753		
Property Taxes Net of In-Lieu Transfers								0.00%	-	-				-1.67%	(16,105)	(16,105)				7.68%	72,635	56,530				2.92%	29,737	86,267				3.06%	32,091	118,358				3.30%	35,644	154,002				3.29%	36,747	190,749		
Charter In-Lieu Taxes			741,158					29.86%	221,279	962,437				-11.46%	(443,753)	518,684				6.75%	278,609	797,293				2.26%	101,307	898,600				3.06%	137,195	1,035,795				3.30%	148,124	1,183,919				2.55%	121,541	1,305,460		
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			**$ 3,497,818**					33.07%	1,156,562	**$ 3,870,632**				-11.46%	(443,753)	**$ 4,127,963**				6.75%	278,609	**$ 4,484,998**				2.26%	101,307	**$ 4,615,885**				2.37%	109,247	**$ 4,757,135**				3.30%	156,889	**$ 4,914,024**				2.72%	125,339	**$ 5,075,765**		

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Rocketship Si Se Puede Academy (119024) - FY25 Budget

EDUCATION PROTECTION ACCOUNT

	Certification Period:	*Annual* 2021-22	P-2 2022-23	*Annual* 2022-23	*Estimated P-2* 2023-24	*Est. Annual* 2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT							-	-	-		
A-1	Total ADA for EPA Minimum	295.06	282.46	282.46	278.41	278.41	298.85	298.85	298.85	298.85	298.85
A-2	Minimum Funding per ADA	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	*$ 59,012*	$ 56,492	$ 56,492	$ 55,682	$ 55,682	$ 59,770	$ 59,770	$ 59,770	$ 59,770	$ 59,770
EPA PROPORTIONATE SHARE CAP											
B3,B7	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)	$ 5,947.64		$ 6,337.81	$ 6,858.78	$ 6,858.78	$ 6,927.85	$ 7,130.84	$ 7,350.47	$ 7,593.04	$7,842.85
B4, B8	Current Year Funded ADA, excluding NSS	295.06		282.46	278.41	278.41	298.85	298.85	298.85	298.85	298.85
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	-		-	-	-	-	-	-	-	-
B-12	Current Year Funded ADA, including NSS	295.06		282.46	278.41	278.41	298.85	298.85	298.85	298.85	298.85
	Adjusted Total Revenue Limit	*$ 1,754,911*		*$ 1,790,178*	*$ 1,909,553*	*$ 1,909,553*	*$ 2,070,395*	*$ 2,131,059*	*$ 2,196,695*	*$ 2,269,188*	*$ 2,343,844*
B-10	*Current Year Adjusted NSS Allowance*	*$ -*		*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	*$ 1,754,911*	*$ 1,790,178*	$ 1,790,178	*$ 1,909,553*	$ 1,909,553	$ 2,070,395	$ 2,131,059	$ 2,196,695	$ 2,269,188	$ 2,343,844
B-17	Local Revenue/In-Lieu of Property Taxes	$ 741,158	$ 882,046	$ 962,437	$ 946,332	$ 946,332	$ 1,018,967	$ 1,048,704	$ 1,080,795	$ 1,116,439	$ 1,153,186
B-18	EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)	*$ 1,013,753*	$ 908,132	$ 827,741	$ 963,221	$ 963,221	$ 1,051,428	$ 1,082,355	$ 1,115,900	$ 1,152,749	$ 1,190,658
EPA PROPORTIONATE SHARE											
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$1,754,911	*$ 1,790,178*	$1,790,178	$1,909,553	$1,909,553	$2,070,395	$2,131,059	$2,196,695	$2,269,188	$2,343,844
C-2	Statewide EPA Proportionate Share Ratio ***(as of P-2 certification)***		12.74780911%		48.75954508%		48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%
C-3	EPA Proportionate Share (C-1 * C-2)	*$ 1,322,704*	$ 228,208	*$ 230,005*	$ 931,089	*$ 931,089*	$ 1,009,515	$ 1,039,095	$ 1,071,098	$ 1,106,446	$ 1,142,848
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)	*$ 1,013,753*	$ 228,208	$ 230,005	$ 931,089	$ 931,089	$ 1,009,515	$ 1,039,095	$ 1,071,098	$ 1,106,446	$ 1,142,848
D-2	Miscellaneous Adjustments**	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	$-	$-	$-	$-	$-
D-3	Adjusted EPA Entitlement (D-1 + D-2)	*1,013,753*	228,208	230,005	931,089	931,089	1,009,515	1,039,095	1,071,098	1,106,446	1,142,848
D-4	Prior Year Annual Adjustment	*(15,359)*	*$ 46,027*	*46,027*	*$ 1,797*	*1,797*	-				
D-5	P2 Entitlement Net of PY Adjustment	*998,394*	*$ 274,235*	*276,032*	$ 932,886	*932,886*	1,009,515	1,039,095	1,071,098	1,106,446	1,142,848
C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**	75.37156903%	12.84814107%	12.84814107%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)		*$ 230,005*		*$ 931,089*		*1,009,515*	*1,039,095*	*1,071,098*	*1,106,446*	*1,142,848*

***A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of iss an LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.*

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Rocketship Si Se Puede Academy (119024) - FY25 Budget

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
General Assumptions								
COLA & Augmentation	*5.07%*	*13.26%*	*8.22%*	*1.01%*	*2.93%*	*3.08%*	*3.30%*	*3.29%*
Base Grant Proration Factor	-	*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%*
Student Assumptions:								
Enrollment Count	*306*	*312*	*302*	*321*	*321*	*321*	*321*	*321*
Unduplicated Pupil Count (UPC)	*280*	*289*	*280*	*296*	*296*	*296*	*296*	*296*
Unduplicated Pupil Percentage (UPP)	*91.34%*	*92.13%*	*92.28%*	*92.54%*	*92.42%*	*92.28%*	*92.28%*	*92.28%*
Current Year LCFF Average Daily Attendance (ADA)	*295.06*	*282.46*	*278.41*	*298.85*	*298.85*	*298.85*	*298.85*	*298.85*
Funded LCFF ADA	*295.06*	*282.46*	*278.41*	*298.85*	*298.85*	*298.85*	*298.85*	*298.85*
LCFF ADA Funding Method	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
NSS ADA Funding Method(s)								
LCFF Entitlement Summary								
Base Grant	$2,399,878	$2,599,297	$2,773,038	$3,005,575	$3,093,739	$3,189,076	$3,294,349	$3,402,687
Grade Span Adjustment	165,916	198,272	208,268	232,825	239,751	247,124	255,169	263,659
Adjusted Base Grant	$2,565,794	$2,797,569	$2,981,306	$3,238,400	$3,333,490	$3,436,200	$3,549,518	$3,666,346
Supplemental Grant	468,719	515,480	550,230	599,363	616,162	634,185	655,099	676,661
Concentration Grant	463,305	488,974	534,847	581,390	598,461	616,901	637,245	658,219
Total Base, Supplemental and Concentration Grant	$3,497,818	$3,802,023	$4,066,383	$4,419,153	$4,548,113	$4,687,286	$4,841,862	$5,001,226
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	-	68,609	61,580	65,845	67,772	69,849	72,162	74,539
Total Allowance and Add-On Amounts	$-	$68,609	$61,580	$65,845	$67,772	$69,849	$72,162	$74,539
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$3,497,818**	**$3,870,632**	**$4,127,963**	**$4,484,998**	**$4,615,885**	**$4,757,135**	**$4,914,024**	**$5,075,765**
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 3,497,818**	**$ 3,870,632**	**$ 4,127,963**	**$ 4,484,998**	**$ 4,615,885**	**$ 4,757,135**	**$ 4,914,024**	**$ 5,075,765**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 11,855	$ 13,703	$ 14,827	$ 15,007	$ 15,445	$ 15,918	$ 16,443	$ 16,984
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	3,497,818	3,870,632	4,127,963	4,484,998	4,615,885	4,757,135	4,914,024	5,075,765
LCFF Sources Summary								
Funding Source Summary								
Local Revenue *(net of In-Lieu of Property Taxes)*	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 1,013,753	$ 230,005	$ 931,089	$ 1,009,515	$ 1,039,095	$ 1,071,098	$ 1,106,446	$ 1,142,848
Net State Aid *(excludes Additional State Aid)*	$ 2,484,065	$ 3,640,627	$ 3,196,874	$ 3,475,483	$ 3,576,790	$ 3,686,037	$ 3,807,578	$ 3,932,917
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 3,497,818**	**$ 3,870,632**	**$ 4,127,963**	**$ 4,484,998**	**$ 4,615,885**	**$ 4,757,135**	**$ 4,914,024**	**$ 5,075,765**
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	$ 1,742,907	$ 2,678,190	$ 2,250,542	$ 2,456,516	$ 2,528,086	$ 2,605,242	$ 2,691,139	$ 2,779,731
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 1,013,753	$ 230,005	$ 931,089	$ 1,009,515	$ 1,039,095	$ 1,071,098	$ 1,106,446	$ 1,142,848
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ (15,359)	$ 46,027	$ 1,797	$ -	$ -	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	741,158	962,437	946,332	1,018,967	1,048,704	1,080,795	1,116,439	1,153,186
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 3,497,818	$ 3,870,632	$ 4,127,963	$ 4,484,998	$ 4,615,885	$ 4,757,135	$ 4,914,024	$ 5,075,765
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 3,497,818	$ 3,870,632	$ 4,127,963	$ 4,484,998	$ 4,615,885	$ 4,757,135	$ 4,914,024	$ 5,075,765
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 2,565,794	$ 2,866,178	$ 3,042,886	$ 3,304,245	$ 3,401,262	$ 3,506,049	$ 3,621,680	$ 3,740,885
Supplemental and Concentration Grant funding in the LCAP year	$ 932,024	$ 1,004,454	$ 1,085,077	$ 1,180,753	$ 1,214,623	$ 1,251,086	$ 1,292,344	$ 1,334,880
Projected Additional 15% Concentration Grant funding in the LCAP year	$ 106,916	$ 112,841	$ 123,427	$ 134,167	$ 138,106	$ 142,362	$ 147,057	$ 151,897
Percentage to Increase or Improve Services	36.32%	35.05%	35.66%	35.73%	35.71%	35.68%	35.68%	35.68%
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 12,180.64	$ 13,752.18	$ 14,936.73	$ 15,093.95	$ 15,534.72	$ 16,010.32	$ 16,538.23	$ 17,082.50
Grades 4-6	$ 11,199.10	$ 12,644.55	$ 13,733.71	$ 13,878.08	$ 14,282.23	$ 14,718.53	$ 15,204.15	$ 15,704.77

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Rocketship Si Se Puede Academy (119024) - FY25 Budget								
	2021-22	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Grades 7-8	$ 11,530.37	$ 13,019.65	$ 14,140.17	$ 14,288.83	$ 14,705.18	$ 15,155.04	$ 15,655.66	$ 16,171.29
Grades 9-12	$ 13,710.21	$ 15,480.88	$ 16,813.53	$ 16,992.12	$ 17,487.13	$ 18,022.36	$ 18,617.10	$ 19,229.58
Base Grants								
Grades TK-3	$ 8,093	$ 9,166	$ 9,919	$ 10,019	$ 10,313	$ 10,631	$ 10,982	$ 11,343
Grades 4-6	$ 8,215	$ 9,304	$ 10,069	$ 10,170	$ 10,468	$ 10,790	$ 11,146	$ 11,513
Grades 7-8	$ 8,458	$ 9,580	$ 10,367	$ 10,471	$ 10,778	$ 11,110	$ 11,477	$ 11,855
Grades 9-12	$ 9,802	$ 11,102	$ 12,015	$ 12,136	$ 12,492	$ 12,877	$ 13,302	$ 13,740
Grade Span Adjustment								
Grades TK-3	$ 842	$ 953	$ 1,032	$ 1,042	$ 1,073	$ 1,106	$ 1,142	$ 1,180
Grades 9-12	$ 255	$ 289	$ 312	$ 316	$ 325	$ 335	$ 346	$ 357
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 1,787	$ 2,024	$ 2,190	$ 2,212	$ 2,277	$ 2,347	$ 2,425	$ 2,505
Grades 4-6	$ 1,643	$ 1,861	$ 2,014	$ 2,034	$ 2,094	$ 2,158	$ 2,229	$ 2,303
Grades 7-8	$ 1,692	$ 1,916	$ 2,073	$ 2,094	$ 2,156	$ 2,222	$ 2,295	$ 2,371
Grades 9-12	$ 2,011	$ 2,278	$ 2,465	$ 2,490	$ 2,563	$ 2,642	$ 2,730	$ 2,819
Actual - 1.00 ADA, Local UPP as follows:	*91.34%*	*92.13%*	*92.28%*	*92.54%*	*92.42%*	*92.28%*	*92.28%*	*92.28%*
Grades TK-3	$ 1,632	$ 1,865	$ 2,021	$ 2,047	$ 2,105	$ 2,166	$ 2,238	$ 2,311
Grades 4-6	$ 1,501	$ 1,714	$ 1,858	$ 1,882	$ 1,935	$ 1,991	$ 2,057	$ 2,125
Grades 7-8	$ 1,545	$ 1,765	$ 1,913	$ 1,938	$ 1,992	$ 2,050	$ 2,118	$ 2,188
Grades 9-12	$ 1,837	$ 2,099	$ 2,275	$ 2,305	$ 2,369	$ 2,438	$ 2,519	$ 2,602
Concentration Grant (>55% population)	65%	65%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 5,808	$ 6,577	$ 7,118	$ 7,190	$ 7,401	$ 7,629	$ 7,881	$ 8,140
Grades 4-6	$ 5,340	$ 6,048	$ 6,545	$ 6,611	$ 6,804	$ 7,014	$ 7,245	$ 7,483
Grades 7-8	$ 5,498	$ 6,227	$ 6,739	$ 6,806	$ 7,006	$ 7,222	$ 7,460	$ 7,706
Grades 9-12	$ 6,537	$ 7,404	$ 8,013	$ 8,094	$ 8,331	$ 8,588	$ 8,871	$ 9,163
Actual - 1.00 ADA, Local UPP >55% as follows:	*27.7800%*	*26.8900%*	*27.6000%*	*27.6200%*	*27.6200%*	*27.6200%*	*27.6200%*	*27.6200%*
Grades TK-3	$ 1,613	$ 1,769	$ 1,965	$ 1,986	$ 2,044	$ 2,107	$ 2,177	$ 2,248
Grades 4-6	$ 1,483	$ 1,626	$ 1,806	$ 1,826	$ 1,879	$ 1,937	$ 2,001	$ 2,067
Grades 7-8	$ 1,527	$ 1,674	$ 1,860	$ 1,880	$ 1,935	$ 1,995	$ 2,060	$ 2,128
Grades 9-12	$ 1,816	$ 1,991	$ 2,211	$ 2,236	$ 2,301	$ 2,372	$ 2,450	$ 2,531

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Rocketship Si Se Puede Academy (119024) - FY25 Budget

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2021-22			12/13 deficited rate
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	172,200	131,300
25 - 48	2	344,400	262,600
49 - 72	3	516,600	393,900
73 - 96	4	688,800	525,200
High School			
1 - 19	1	139,795	106,575
1 - 19	2	279,590	213,150
1 - 19	3	621,060	473,400
20 - 38	4	760,855	579,975
39 - 57	5	900,650	686,550
58 - 71	6	1,040,445	793,125
72 - 86	7	1,180,240	899,700
87 - 100	8	1,320,035	1,006,275
101 - 114	9	1,459,830	1,112,850
115 - 129	10	1,599,625	1,219,425
130 - 143	11	1,739,420	1,326,000
144 - 171	12	1,879,215	1,432,575
172 - 210	13	2,019,010	1,539,150
211 - 248	14	2,158,805	1,645,725
249 - 286	15	2,298,600	1,752,300
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.

Statutory COLA 2020-21	1.70%
Funded COLA 2021-22	11.37%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	8,093	842	1,632	1,613
Grades 4-6	8,215	-	1,501	1,483
Grades 7-8	8,458	-	1,545	1,527
Grades 9-12	9,802	255	1,837	1,816

ADA & NSS FTE — **2021-22**

		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2018-19	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)								
2019-20	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)								
A-1	Grades TK-3	-	-	-	-	-	-	
A-2	Grades 4-6	-	-	-	-	-	-	
A-3	Grades 7-8	-	-	-	-	-	-	
A-4, B-1	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
A-5, B-2	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)								
2021-22	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	
	CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

Placeholder - to be used starting in 22/23

To be used starting in 22/23 calculations

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	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	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	-	-	-	-	-
	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	-	-	-	-	-

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

2021-22 2021-22

Rocketship Si Se Puede Academy (119024) - FY25 Budget

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

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 2018-19						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA					-	-
Second Prior Year 2019-20						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2020-21						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2021-22						
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	-	-	-	-	-	-

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

Funding based on	*Current Yr*
TOTAL Funded ADA	0
Total NSS Allowance	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	8,093	842	-	-	-
Grades 4-6	-	8,215	-	-	-	-
Grades 7-8	-	8,458	-	-	-	-
Grades 9-12	-	9,802	255	-	-	-
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	**2022-23**		**12/13 deficited rate**
ADA	**Level / # FTE**	**Allowance**	
Elementary			
1 - 24	1	247,965	139,913
25 - 48	2	490,709	279,827
49 - 72	3	733,666	419,740
73 - 96	4	976,409	559,653
High School			
1 - 19	1	208,964	113,566
1 - 19	2	297,931	227,133
1 - 19	3	661,802	504,455
20 - 38	4	810,767	618,021
39 - 57	5	959,733	731,588
58 - 71	6	1,108,698	845,154
72 - 86	7	1,257,664	958,720
87 - 100	8	1,406,629	1,072,287
101 - 114	9	1,555,595	1,185,853
115 - 129	10	1,704,560	1,299,419
130 - 143	11	1,853,526	1,412,986
144 - 171	12	2,002,492	1,526,552
172 - 210	13	2,397,701	1,640,118
211 - 248	14	2,830,601	1,753,685
249 - 286	15	3,263,507	1,867,251
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 2021-22	6.56%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,166	953	1,865	1,769
Grades 4-6	9,304	-	1,714	1,626
Grades 7-8	9,580	-	1,765	1,674
Grades 9-12	11,102	289	2,099	1,991

ADA & NSS FTE		**2022-23**						NPS, CDS, & COE operated
		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Third PY ADA (net of charter shift)								
2019-20	Grades TK-3	-	-	-	-	-	-	

Rocketship Si Se Puede Academy (119024) - FY25 Budget

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

		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)							
	2020-21	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)							
	2021-22	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)							
	2022-23	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	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	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	-	-	-	-	-
	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	-	-	-	-	-

2022-23		2022-23					
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	2019-20						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Second Prior Year	2020-21						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Prior Year	2021-22						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Current Year	2022-23						
NSS ADA							
Grades TK-3		-	-	-	-	-	-

Rocketship Si Se Puede Academy (119024) - FY25 Budget

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

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	-	9,166	953	-	-	-
Grades 4-6	-	9,304	-	-	-	-
Grades 7-8	-	9,580	-	-	-	-
Grades 9-12	-	11,102	289	-	-	-
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	**2023-24**		**12/13 deficited rate**
ADA	**Level / # FTE**	**Allowance**	**(adj. for COLA)**
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.

COLA	8.22%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,919	1,032	2,021	1,965
Grades 4-6	10,069	-	1,858	1,806
Grades 7-8	10,367	-	1,913	1,860
Grades 9-12	12,015	312	2,275	2,211

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			-	-	-	-	-	
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			-	-	-	-	-	
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			-	-	-	-	-	
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	-	-	-	-	-	-	-

Rocketship Si Se Puede Academy (119024) - FY25 Budget

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
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	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level	-	-	-	-	-
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	0	0	0	0	0
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 def. rate +**

Rocketship Si Se Puede Academy (119024) - FY25 Budget

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

ADA	Level / # FTE	Allowance	COLA for EPA
Elementary			
1 - 24	1	271,050	152,939
25 - 48	2	536,393	305,878
49 - 72	3	801,968	458,817
73 - 96	4	1,067,311	611,755
High School			
1 - 19	1	228,418	124,139
1 - 19	2	325,668	248,278
1 - 19	3	723,414	551,418
20 - 38	4	886,248	675,557
39 - 57	5	1,049,082	799,698
58 - 71	6	1,211,915	923,836
72 - 86	7	1,374,750	1,047,975
87 - 100	8	1,374,750	1,172,115
101 - 114	9	1,700,417	1,296,253
115 - 129	10	1,863,251	1,420,392
130 - 143	11	2,026,085	1,544,531
144 - 171	12	2,188,920	1,668,671
172 - 210	13	2,620,922	1,792,810
211 - 248	14	3,094,123	1,916,949
249 - 286	15	3,567,332	2,041,088
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.

COLA	1.01%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,019	1,042	2,047	1,986
Grades 4-6	10,170	-	1,882	1,826
Grades 7-8	10,471	-	1,938	1,880
Grades 9-12	12,136	316	2,305	2,236

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	-	-	-	-	-
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level	-	-	-	-	-
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	-	-	-	-	-
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						
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL

Rocketship Si Se Puede Academy (119024) - FY25 Budget

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		Select method	Select method	Select method	Select method	Select method	
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	-	10,019	1,042	-	-	-
Grades 4-6	-	10,170	-	-	-	-
Grades 7-8	-	10,471	-	-	-	-
Grades 9-12	-	12,136	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						-

RATES	**2025-26**		**12/13 def. rate + COLA for EPA**
ADA	**Level / # FTE**	**Allowance**	
Elementary			
1 - 24	1	278,992	157,420
25 - 48	2	552,109	314,840
49 - 72	3	825,466	472,260
73 - 96	4	1,098,583	629,679
High School			
1 - 19	1	235,111	127,776
1 - 19	2	335,210	255,553
1 - 19	3	744,610	567,575
20 - 38	4	912,215	695,351
39 - 57	5	1,079,820	823,129
58 - 71	6	1,247,424	950,904
72 - 86	7	1,415,030	1,078,681
87 - 100	8	1,415,030	1,206,458
101 - 114	9	1,750,239	1,334,233
115 - 129	10	1,917,844	1,462,009
130 - 143	11	2,085,449	1,589,786
144 - 171	12	2,253,055	1,717,563
172 - 210	13	2,697,715	1,845,339
211 - 248	14	3,184,781	1,973,116
249 - 286	15	3,671,855	2,100,892
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.

COLA	2.93%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,313	1,073	2,105	2,044
Grades 4-6	10,468	-	1,935	1,879
Grades 7-8	10,778	-	1,992	1,935
Grades 9-12	12,492	325	2,369	2,301

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			-	-	-	-	-	

Rocketship Si Se Puede Academy (119024) - FY25 Budget

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

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	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	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	-	-	-	-	-
	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			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:			Select method	Select method	Select method	Select method	Select method	
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		-	-	-	-	-	-

Rocketship Si Se Puede Academy (119024) - FY25 Budget

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

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	-	10,313	1,073	-	-	-
Grades 4-6	-	10,468	-	-	-	-
Grades 7-8	-	10,778	-	-	-	-
Grades 9-12	-	12,492	325	-	-	-
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 + COLA for EPA**
ADA	**Level / # FTE**	**Allowance**	
Elementary			
1 - 24	1	287,585	162,269
25 - 48	2	569,114	324,537
49 - 72	3	850,890	486,806
73 - 96	4	1,132,419	649,073
High School			
1 - 19	1	242,352	131,712
1 - 19	2	345,534	263,424
1 - 19	3	767,544	585,056
20 - 38	4	940,311	716,768
39 - 57	5	1,113,078	848,481
58 - 71	6	1,285,845	980,192
72 - 86	7	1,458,613	1,111,904
87 - 100	8	1,458,613	1,243,617
101 - 114	9	1,804,146	1,375,327
115 - 129	10	1,976,914	1,507,039
130 - 143	11	2,149,681	1,638,751
144 - 171	12	2,322,449	1,770,464
172 - 210	13	2,780,805	1,902,175
211 - 248	14	3,282,872	2,033,888
249 - 286	15	3,784,948	2,165,599
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.

COLA	3.08%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,631	1,106	2,166	2,107
Grades 4-6	10,790	-	1,991	1,937
Grades 7-8	11,110	-	2,050	1,995
Grades 9-12	12,877	335	2,438	2,372

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	-	-	-	-	-

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Rocketship Si Se Puede Academy (119024) - FY25 Budget												
2	**NECESSARY SMALL SCHOOLS (NSS)**												
3	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded*												
4	*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*												
5	*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.												
6	**SECTION 1: DATA NEEDED TO CALCULATE FUNDING**												
843				NSS Allowance using PY			-	-	-	-	-		
844				NSS Add-on using PY			-	-	-	-	-		
845				Total NSS Allowance using PY			-	-	-	-	-		
846	NSS Allowance if funded as NSS & on 3 PY average												
847				NSS allowance level			-	-	-	-	-		
848				NSS Allowance using 3 PY average			-	-	-	-	-		
849				NSS Add-on using 3 PY average			-	-	-	-	-		
850				Total NSS Allowance using 3 PY average			-	-	-	-	-		
851	NSS Allowance if funded as NSS & on current year												
852				NSS allowance level			-	-	-	-	-		
853				NSS Allowance using CY			-	-	-	-	-		
854				NSS Add-on using CY			-	-	-	-	-		
855				Total NSS Allowance using CY			-	-	-	-	-		
856				NSS allowance level >0?			NO	NO	NO	NO	NO		
857	NSS Allowance if funded as NSS is based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr		
858				NSS Funding			-	-	-	-	-		
859				NSS ADA	Grades TK-3		-	-	-	-	-		
860					Grades 4-6		-	-	-	-	-		
861					Grades 7-8		-	-	-	-	-		
862					Grades 9-12		-	-	-	-	-		
863					Total		-	-	-	-	-		
864				NSS allowance Level			-	-	-	-	-		
865													
866													
867													

Rocketship Si Se Puede Academy (119024) - FY25 Budget

Charts and Graphs

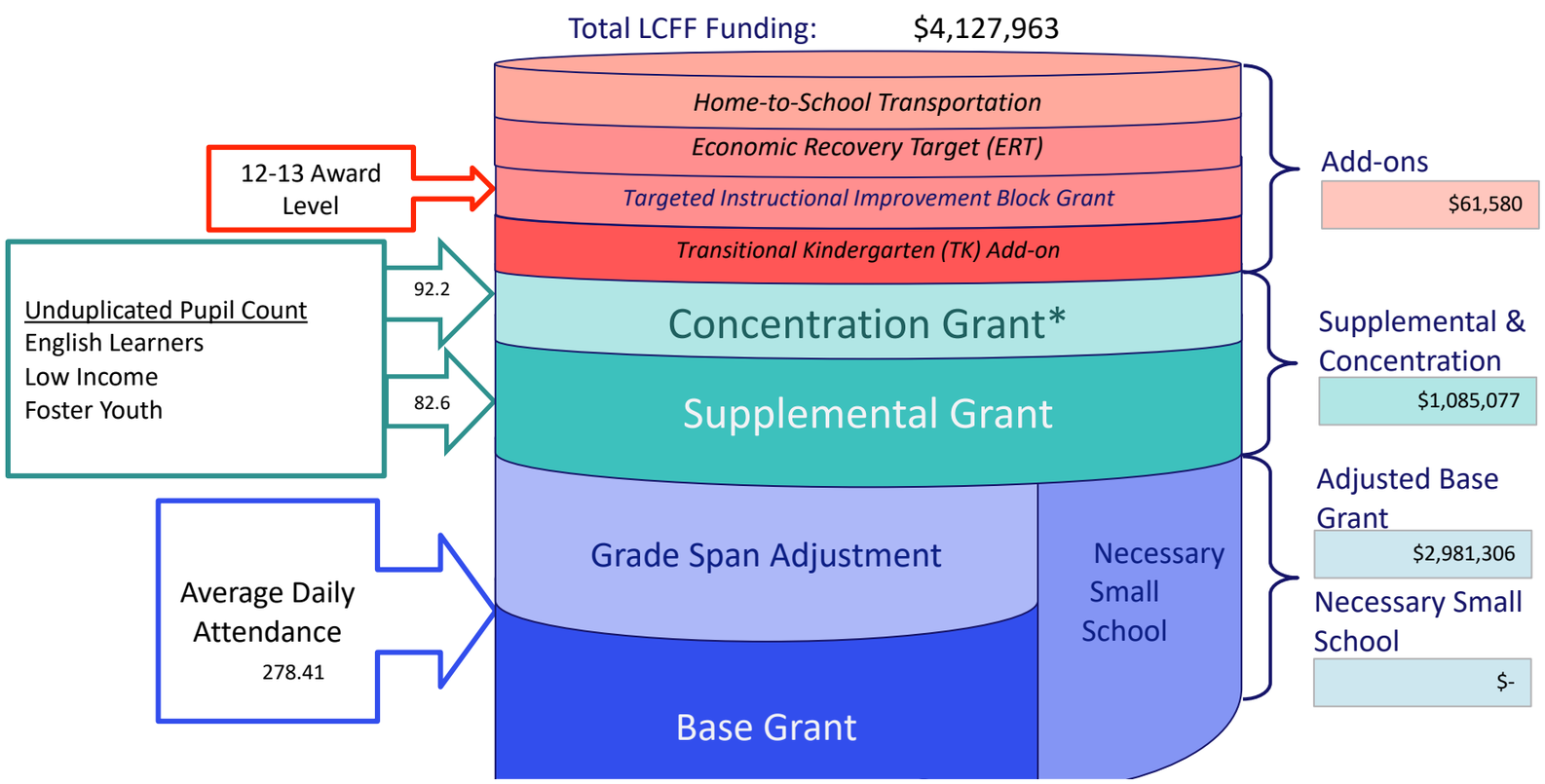
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). **The Graphs tab remains unprotected to allow editing for local standards.**

2023-24

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

		2023-24				
Base Grant	$	2,773,038			278.41	ADA
Grade Span Adjustment	$	208,268		$	2,981,306	Adjusted Base Grant
Supplemental Grant	$	550,230	92.28%			
Concentration Grant	$	534,847	82.60%	$	1,085,077	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	$	-		$	61,580	Add-ons
Add-on Economic Recovery Target	$	-				
Add-on: Transitional Kindergarten	$	61,580				
Total	$	4,127,963		$	4,127,963	

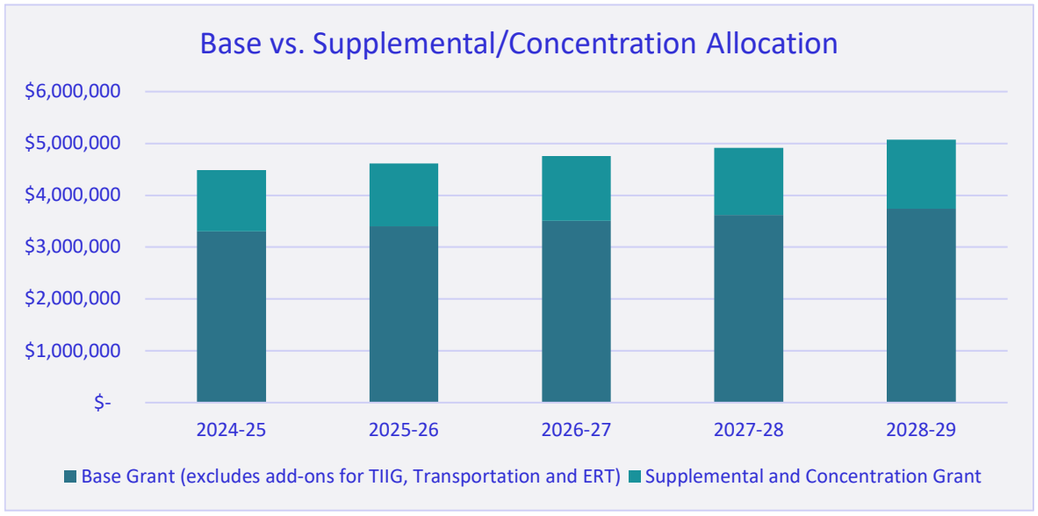


Rocketship Si Se Puede Academy (119024) - FY25 Budget

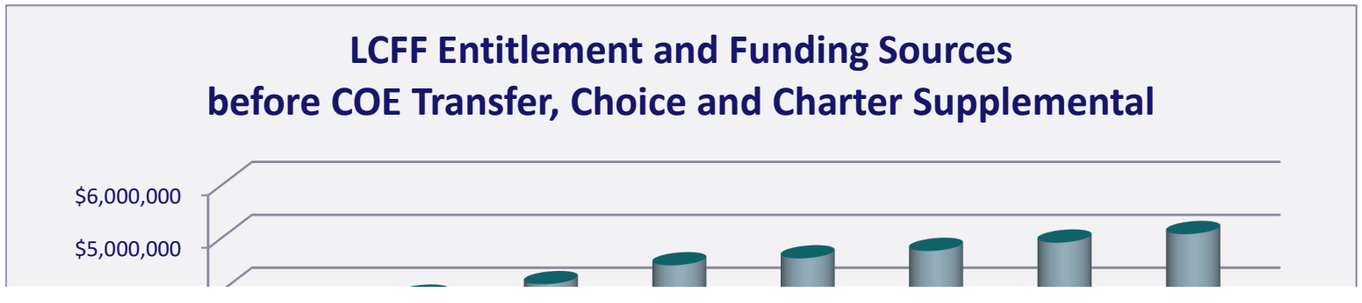
Charts and Graphs

*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Minimum Proportionality Analysis					
	2024-25	2025-26	2026-27	2027-28	2028-29
Base Grant (excludes add-ons for TIIG, Transportation and ERT)	$ 3,304,245	$ 3,401,262	$ 3,506,049	$ 3,621,680	$ 3,740,885
Supplemental and Concentration Grant	1,180,753	1,214,623	1,251,086	1,292,344	1,334,880
Total	$ 4,484,998	$ 4,615,885	$ 4,757,135	$ 4,914,024	$ 5,075,765

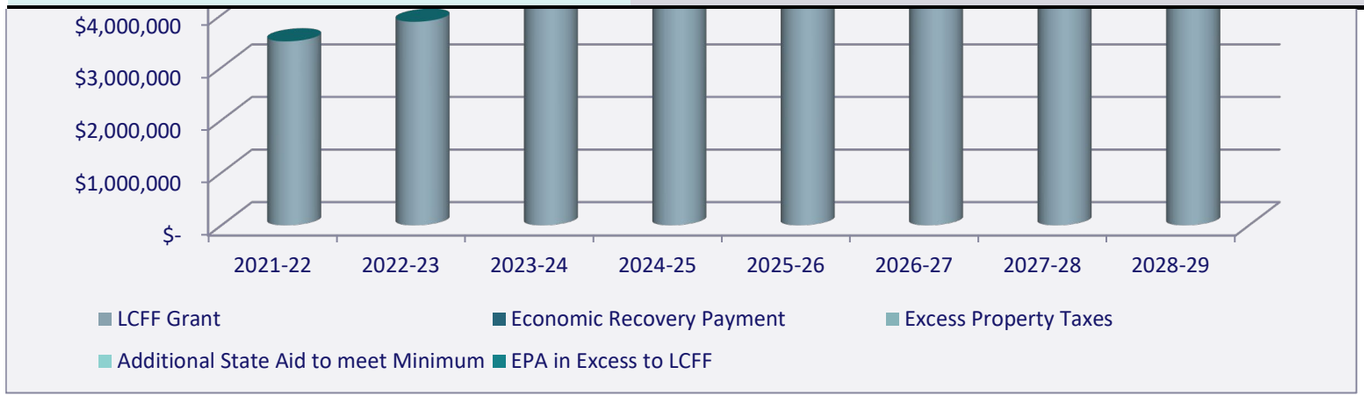


Funding Sources								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Excess Property Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional State Aid to meet Minimum	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Economic Recovery Payment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Grant	$ 3,497,818	$ 3,870,632	$ 4,127,963	$ 4,484,998	$ 4,615,885	$ 4,757,135	$ 4,914,024	$ 5,075,765
Total General Purpose Funding	$ 3,497,818	$ 3,870,632	$ 4,127,963	$ 4,484,998	$ 4,615,885	$ 4,757,135	$ 4,914,024	$ 5,075,765

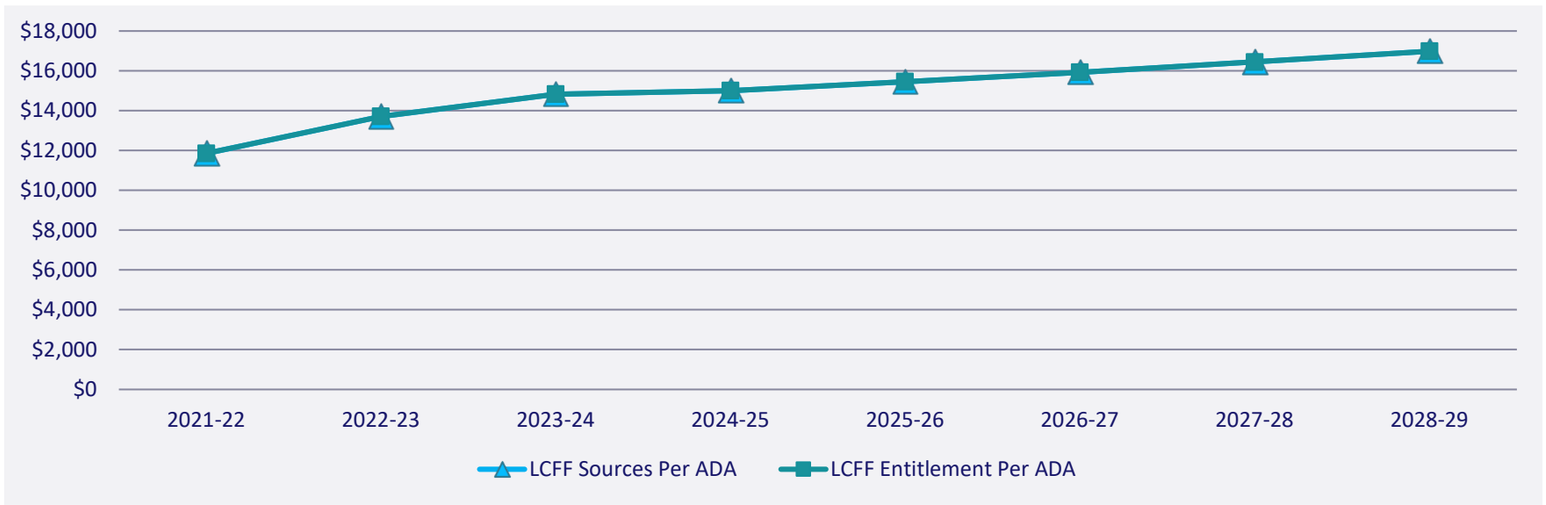


Rocketship Si Se Puede Academy (119024) - FY25 Budget

Charts and Graphs

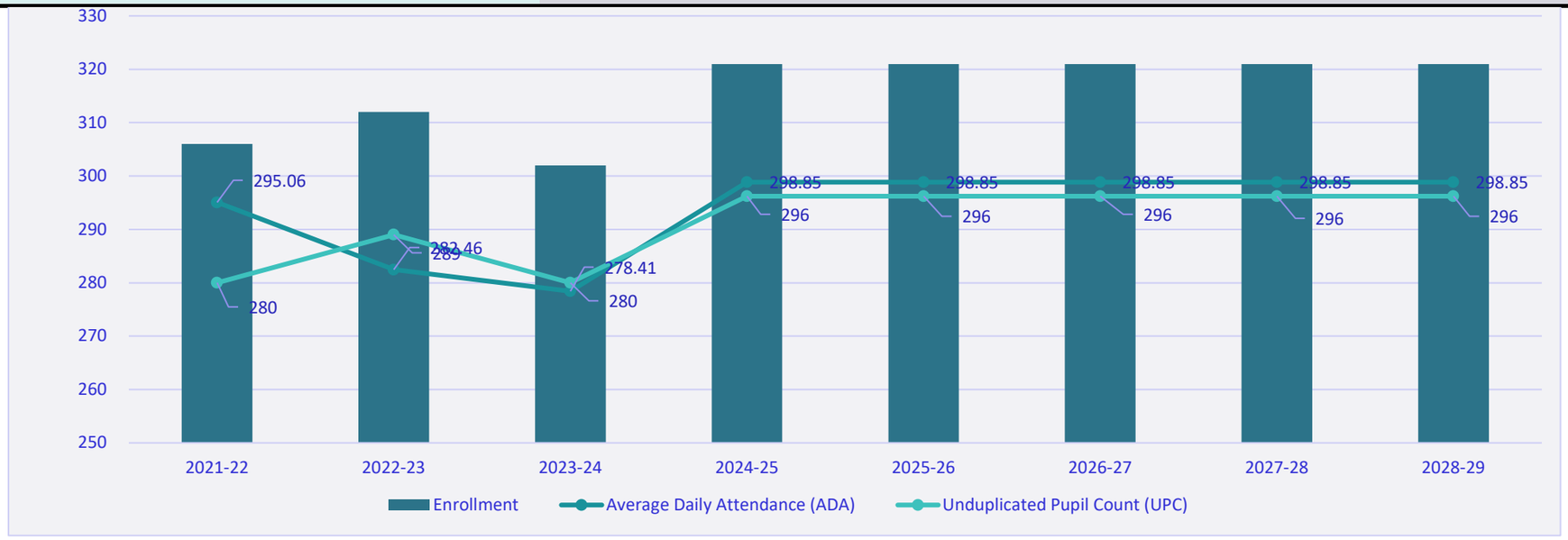


LCFF Entitlement per ADA								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Funded ADA (LCFF & NSS)	295.06	282.46	278.41	298.85	298.85	298.85	298.85	298.85
LCFF Sources per ADA, including NSS	$ 11,854.60	$ 13,703.29	$ 14,826.92	$ 15,007.47	$ 15,445.44	$ 15,918.08	$ 16,443.06	$ 16,984.27
Net Dollar Change per ADA		$ 1,848.69	$ 1,123.63	$ 180.55	$ 437.97	$ 472.64	$ 524.97	$ 541.21
Net Percent Change		15.59%	8.20%	1.22%	2.92%	3.06%	3.30%	3.29%
Estimated LCFF Entitlement per ADA (excludes minimum state ai	$ 11,854.60	$ 13,703.29	$ 14,826.92	$ 15,007.47	$ 15,445.44	$ 15,918.08	$ 16,443.06	$ 16,984.27
Net Change per ADA		$ 1,848.69	$ 1,123.63	$ 180.55	$ 437.97	$ 472.64	$ 524.97	$ 541.21
Net Percent Change		15.59%	8.20%	1.22%	2.92%	3.06%	3.30%	3.29%



Student Summary, excluding COE								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment	306	312	302	321	321	321	321	321
Unduplicated Pupil Count (UPC)	280	289	280	296	296	296	296	296
Average Daily Attendance (ADA)	295.06	282.46	278.41	298.85	298.85	298.85	298.85	298.85

Enrollment, ADA & UPC

Rocketship Si Se Puede Academy (119024) - FY25 Budget

Charts and Graphs