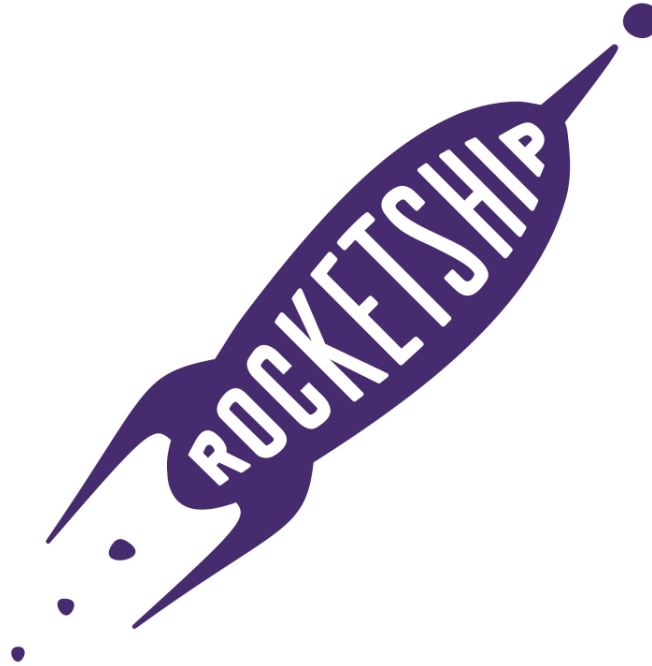


Rocketship Alma Academy



Petition for Renewal of Charter

Submitted to Santa Clara County Office of Education
January 20, 2017

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EXECUTIVE SUMMARY

In October 2011, Rocketship Education submitted a petition to open its seventh elementary school, a countywide benefit charter school. Rocketship Alma Academy (“Alma”) was approved by the Santa Clara County Board of Education and opened its doors to students in August 2012. Now in its fifth year of operation, Rocketship Alma is submitting a petition for the renewal of its charter. As this Executive Summary and the accompanying charter petition describe, Alma has made a demonstrable and meaningful impact among its families, within the community, and on the educational growth and achievement of its students.

The Alma Community

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

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

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

This sense of community has persisted throughout Rocketship Alma’s five-year history. Today, the school hosts events such as Family Appreciation and Mariachi nights, which unite families and strengthen the relationship between parents, teachers, and school leaders. The school has also hosts meetings of the Alma Neighborhood Association, which represents the Almaden and Alma

neighborhoods. Alma's commitment to service is also demonstrated through a special enrichment course for students called Changemakers, further described in the petition, which focuses on community service and public health.

Academic Achievement and Growth at Alma

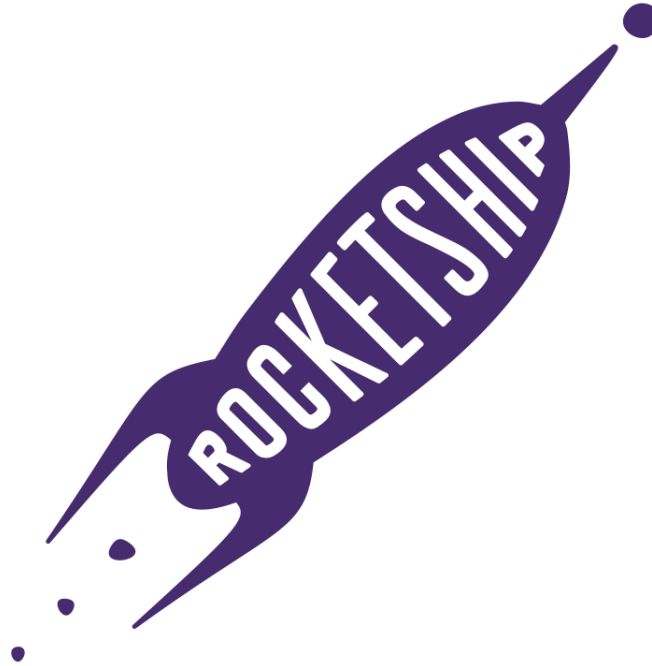
For the past five years, Alma students have also demonstrated outstanding progress toward measureable outcomes, including the following accomplishments:

- In 2015-16, Alma had double the percentage of all students who scored proficient on the California Assessment of Student Performance and Progress (CAASPP) Mathematics than the two neighboring District elementary schools. Alma also outperformed SJUSD by 10 percentage points and the entire State by 17 percentage points. Alma students as a whole also outperformed the neighboring District schools by up to 10 points on CAASPP ELA.
- In 2015-16, Alma had more than double the percentage of proficient socioeconomically disadvantaged (SED) students than the State and the District in CAASPP Mathematics. Alma's SED students also outperformed the State and the District in CAASPP ELA.
- In 2015-16, Alma had more than double the percentage of proficient English learners (ELs) in CAASPP Mathematics than the EL student subpopulations in the State, the District, and the two neighboring District elementary schools.
- In the fall of 2012, when Alma first opened, only 16% of its students were scoring above the national norm (50th percentile rank) in Mathematics on the NWEA MAP. Only 13% of students were scoring above the national norm on NWEA MAP Reading. By spring 2016, 68% and 55% of these same students were scoring at or above the national norm in Mathematics and Reading, respectively.
- Over the past four years, Alma has cut the number of students scoring in the bottom quartile on NWEA MAP essentially in half, with a decrease from 47% to 13% in Mathematics and 51% to 26% in Reading.
- Over the past four school years, Alma students averaged nearly 1.4 years of growth in Mathematics and Reading as measured by NWEA MAP.
- Over the past three school years, Alma special education students have averaged approximately 1.2 years of growth in Mathematics and Reading as measured by the NWEA MAP.
- In fall 2012, approximately half of Alma EL students were in the bottom two proficiency levels on the California English Development Test (CELDT). By fall 2015, only 12% of students remained in these bottom two levels. Additionally, by fall 2015, nearly 70% of students were now Early Advanced, Advanced, or reclassified as English proficient.
- In the 2012-13 school year (the most recent year that the State calculated API), Alma earned an API score of 809, which exceeded the State target of 800.

Pages 10-20 of the accompanying petition for renewal provide further details on student growth and achievement at Alma. The petition also describes how Alma has satisfied all criteria for charter renewal under Education Code 47607(b) and Assembly Bill 484.

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.

Rocketship Alma Academy



Petition for Renewal of Charter

Submitted to Santa Clara County Office of Education
January 20, 2017

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

The Charter Schools Act (“Act”) of 1992, codified as California Education Code Section 47600 *et seq.*, requires each charter school to have a charter that sets forth a reasonably comprehensive description of the required elements of charter petitions (California Education Code Section 47605.6).

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

- (a) Improve student learning.
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable student outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The following sections of this charter explain how Rocketship Alma Academy fulfills the requirements of Section 47605.6 of the Act.

AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Marie Gil, hereby certify that the information submitted in this petition for the renewal the California public charter school Rocketship Alma Academy (“Alma,” or “the Charter School”), submitted to the Santa Clara County Office of Education (“the County” or “SCCOE” or “Authorizer”) and located within the boundaries of Santa Clara County is true to the best of my knowledge and belief; for a five-year term to begin July 1, 2017. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the renewal of a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605.6(d)]
2. The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. California Education Code §47605.6(b)(6)]
3. The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605.6(e)(1)]
4. The Charter School will not charge tuition. [Ref. California Education Code §47605.6(e)(1)]
5. The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. California Education Code §47605.6(e)(2)(B)].
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 or association with an individual who has any of the aforementioned characteristics). [Ref. California Education Code Section 47605.6(e)(1)]
7. The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education

Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

8. The Charter School will meet all requirements for employment set forth in applicable provisions of law, as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)]
9. The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. [Ref. California Education Code §47605.6(l)]
10. The Charter School takes full and complete responsibility for its use of noncredentialed employees to provide services throughout the school day, including any impacts its use of such employees may have on the Charter School's funding.
11. The Charter School will at all times maintain all necessary and appropriate insurance coverage.
12. The Charter School will keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building and on school property.
13. The Charter School will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D): to pupils in kindergarten, 36,000 minutes; to pupils in grades 1 to 3, inclusive, 50,400 minutes; to pupils in grades 4 and above, 54,000 minutes.
14. 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 a transcript of grades or report card and health information.
15. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
16. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605.6(d)]
17. The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605.1] The Charter School will be located within the boundaries of Santa Clara County as required by the Education Code.
18. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
19. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
20. The Charter School shall comply with the Public Records Act.
21. The Charter School shall comply with the Family Educational Rights and Privacy Act.
22. The Charter School shall comply with the Ralph M. Brown Act.

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

January 20, 2017

Lead Petitioner

Date

INTRODUCTION

CRITERIA FOR RENEWAL

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

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

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

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

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

In this letter, the CDE states that “[p]ursuant to EC Section 47607(a)(3)(A), **the most important factor** in determining whether to grant a charter renewal is the **increase in pupil academic achievement** for all groups of pupils served by the charter school.” (emphasis added)

In addition to the three options described above, the letter from the CDE also allows authorizers to use the fourth option under current law, EC 47607(b)(4)(A):

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

When making this determination, the CDE instructs authorizers to evaluate all of the following:

- Documented and clear and convincing data;
- Pupil achievement data from assessments for demographically similar pupil populations in comparison schools; and
- Information submitted by the charter school.
- As the data presented below shows, Rocketship Alma has met each and every criteria for renewal under the Education Code and as authorized by the CDE. While the State is no longer focusing on API, both Alma's most recent score and three-year average were above the statewide goal of 800. Furthermore, over the past five years, Alma students have demonstrated improvements in pupil academic achievement for all groups of pupils schoolwide and among significant student subgroups as measured by a variety of assessments. And finally, Alma students have made substantial progress toward measurable outcomes and achieved at levels not only equal to, but in many cases far exceeding those of, the school district and the public schools that its students would have otherwise attended.

STUDENT ACHIEVEMENT AND GROWTH AT ALMA

CAASPP

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

The CAASPP and the Common Core State Standards (CCSS) with which they align are unparalleled in rigor. Students in California are being asked to engage in and articulate complex, higher-order thinking across content areas, often in ways they have never previously encountered on performance assessments. Despite the unfamiliarity and increased complexity of the new assessment regimen, Alma students in 3–5th grades performed at least equal to - and in some cases much better than - students in the District and State in both Mathematics and ELA/Literacy.

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

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

Table 1

2015-16 Student Demographics, Grades 3-5

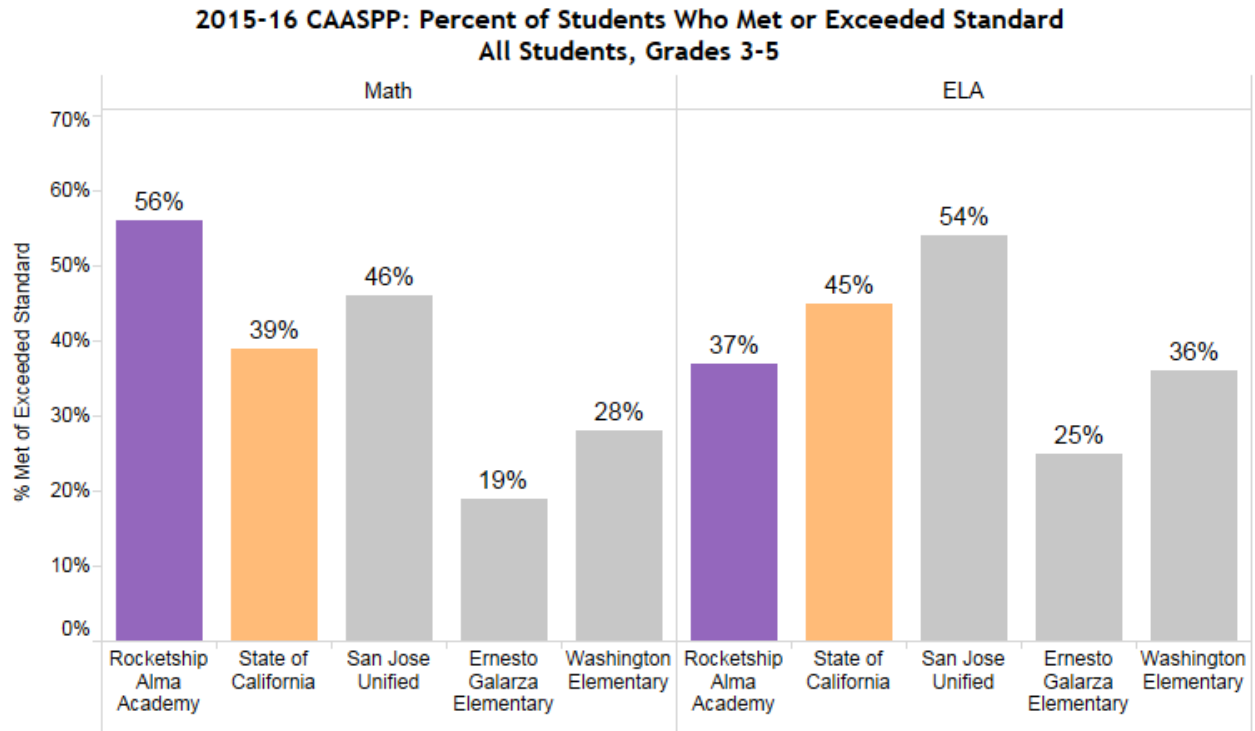
	Enrollment	% Socioeconomically Disadvantaged	% English Learner	% Hispanic
Rocketship Alma	292	89	37	87
State of California	1,433, 218	60	25	54
SJUSD	7,296	49	26	53
Washington Elementary	218	98	61	97
Galarza Elementary	221	85	44	85
Source: California Department of Education, CAASPP (http://caaspp.cde.ca.gov/).				

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

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

Comparison- All Students.

Figure 1

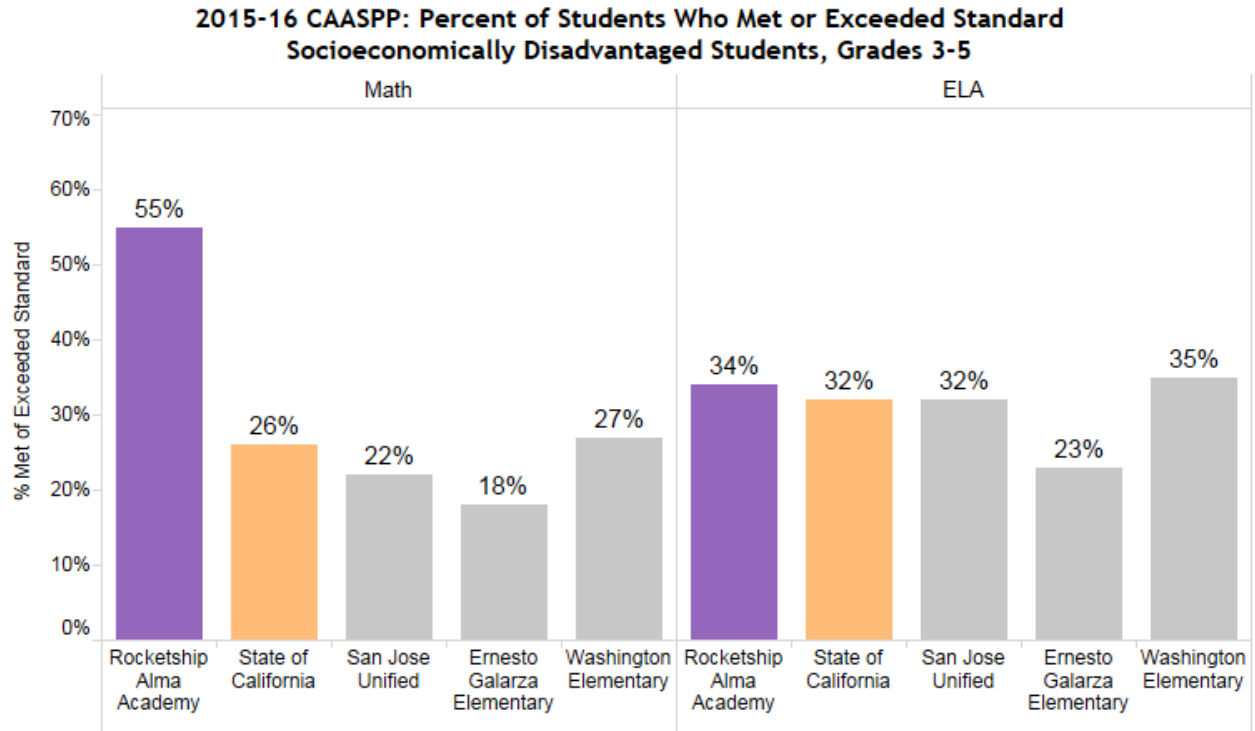


Source: California Department of Education, October 2016. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (<http://caaspp.cde.ca.gov/>).

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

Comparison - SED Students.

Figure 2

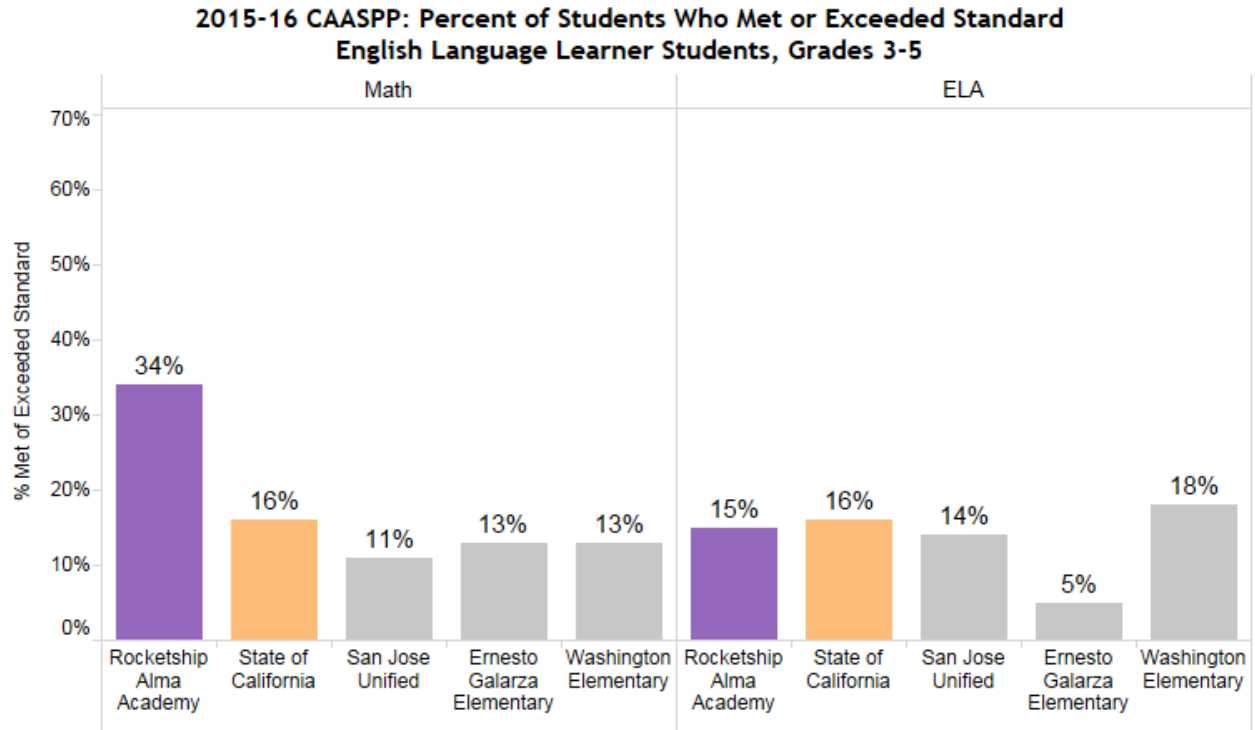


Source: California Department of Education, October 2016. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (<http://caaspp.cde.ca.gov>).

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

Comparison - English learners.

Figure 3

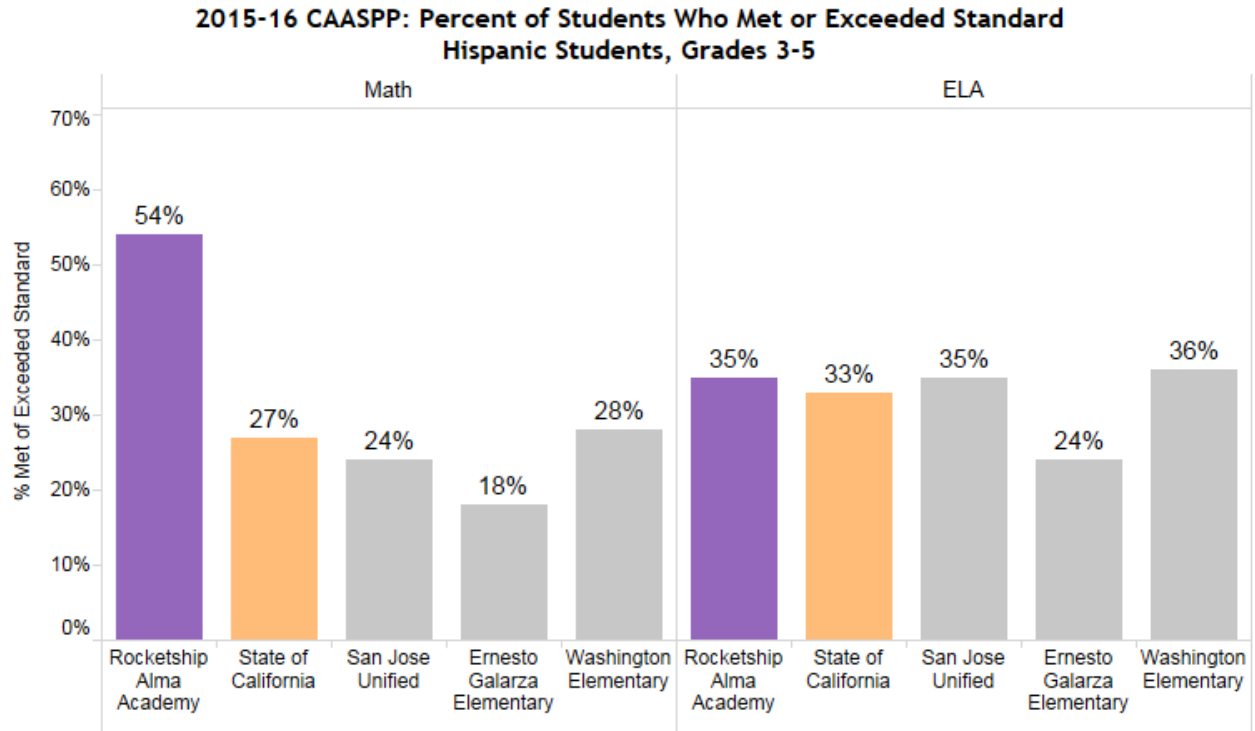


Source: California Department of Education, October 2016. Grades 3-5 percentages calculated by Rocketship Education from grade-level data in research files downloaded from the CAASPP website (<http://caaspp.cde.ca.gov/>).

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

Comparison - Hispanic students.

Figure 4



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

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

NWEA MAP

As described above, the CDE has stated “the most important factor in determining whether to grant a charter renewal is the increase in pupil academic achievement for all groups of pupils served by the charter school.”

Rocketship uses the nationally-normed NWEA MAP assessments to measure growth throughout the school year in Reading and Mathematics. The data below shows how Alma students have made significant growth over the past four years in both subjects.

Figure 5

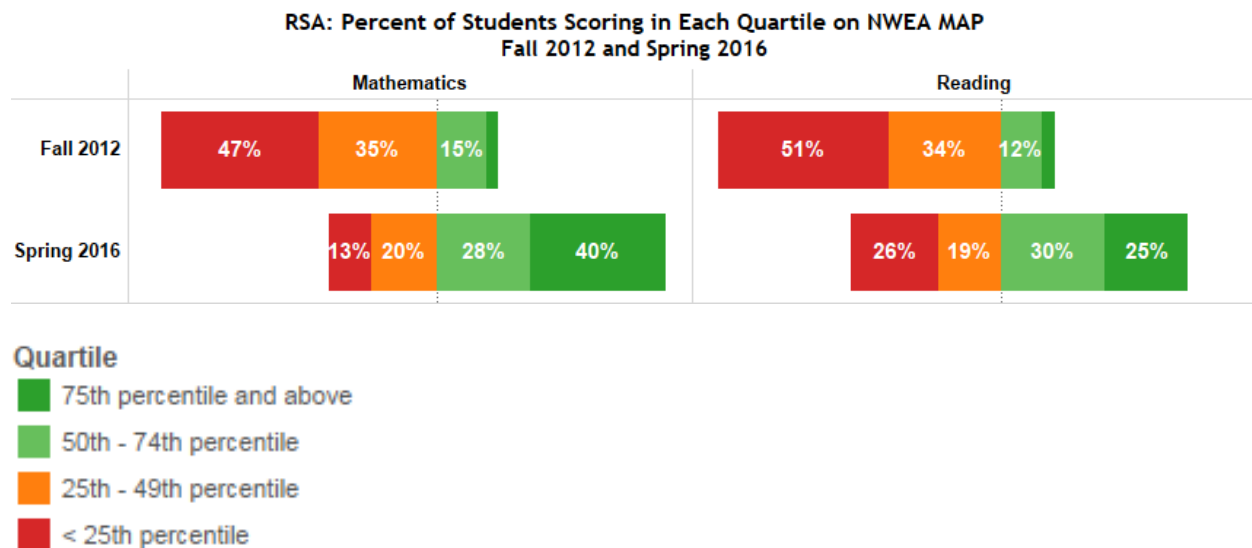


Figure 5 shows how, in the fall of 2012, only 16% of Alma students were scoring above the national norm (50th percentile rank) in Mathematics. By spring 2016, four years later, 68% of these same students were scoring at or above the national norm in Mathematics. Alma had cut the number of students scoring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

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

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

Additionally, over the past four school years, Alma students averaged nearly 1.4 years of growth in Mathematics and Reading as measured by NWEA MAP. Put differently, this means that on average Alma students have grown almost 40% more than their peers nationwide for the past four school years. Table 2 below shows the average growth years in both subjects.

Table 2

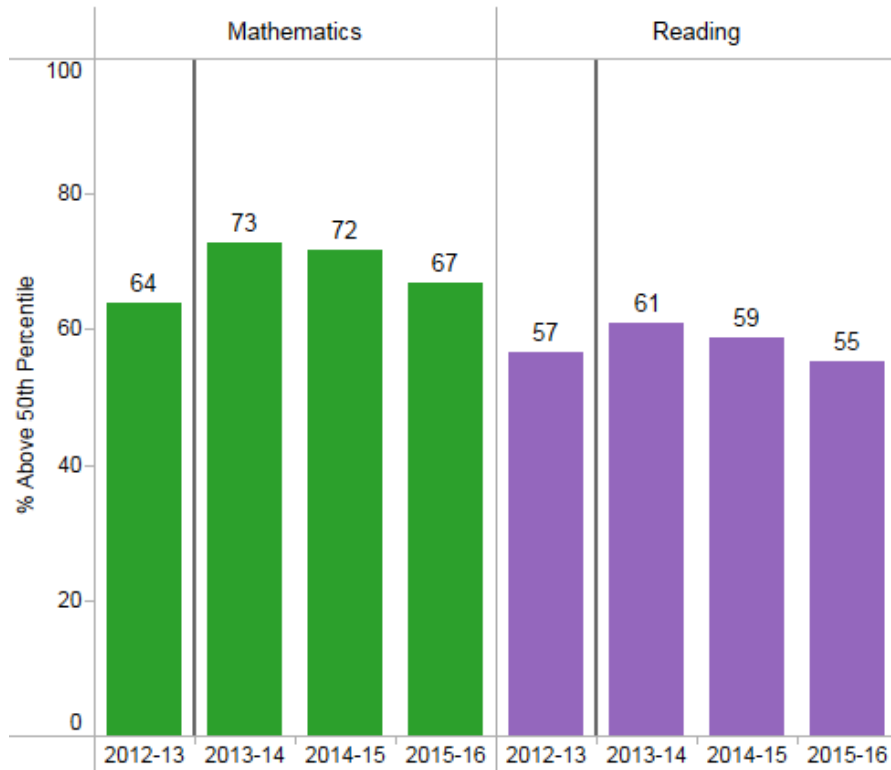
Average Growth Years NWEA MAP Mathematics and Reading

School Year	Mathematics	Reading
2012-13	1.60	1.59
2013-14	1.29	1.32
2014-15	1.45	1.52
2015-16	1.08	1.15

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

Figure 6

RSA: % of Students Scoring Above the 50th Percentile on NWEA MAP



Vertical grey line represents NWEA's switch to Common Core-aligned assessments.

Special Education Students.

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

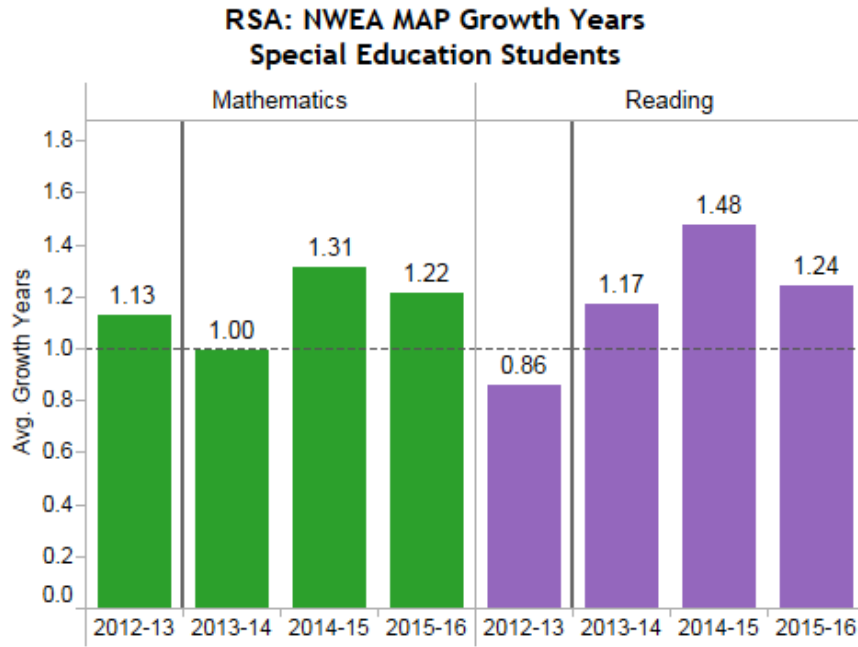
Table 3

Special Education Student Percentages at Rocketship Alma

School Year	% Special Education
2012-13	5.5
2013-14	5.0
2014-15	4.9
2015-16	6.8
2016-17	6.2

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

Figure 7



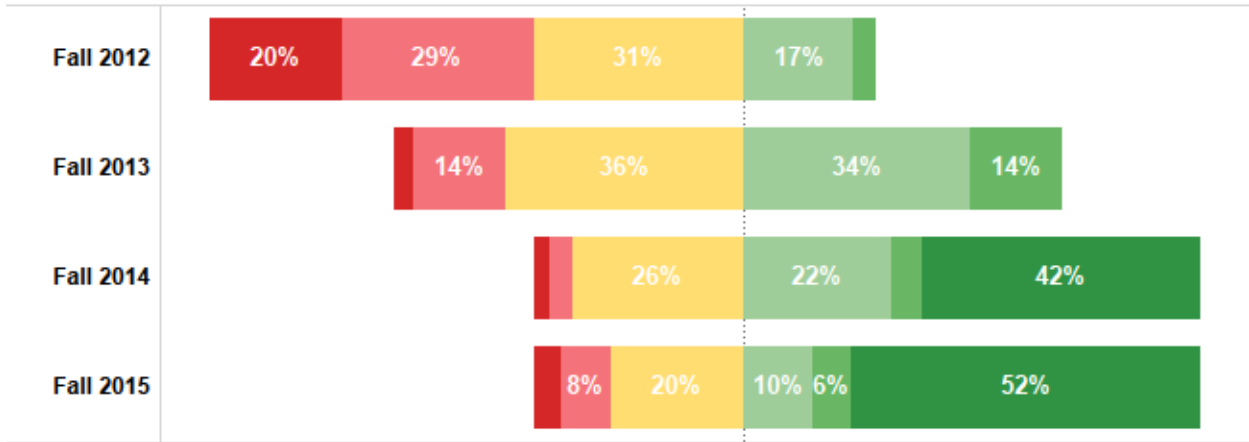
Horizontal dotted line represents National Average.
 Vertical grey line represents NWEA's switch to Common Core-aligned assessments.

CELDT GROWTH

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

Figure 8

**RSA: Percent of Students Scoring Each CELDT Level or Reclassified
Fall 2012 through Fall 2015**



CELDT Proficiency

- Beginning (Level 1)
- Early Intermediate (Level 2)
- Intermediate (Level 3)
- Early Advanced (Level 4)
- Advanced (Level 5)
- Reclassified

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

API

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

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

THE ALMA STORY

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

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

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

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

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

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

ALMA AS A COUNTYWIDE BENEFIT CHARTER

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

Through this countywide charter, Rocketship proposes a unique educational program that will provide instructional services of countywide benefit that cannot be provided by a charter school operating in only one school district.

- Rocketship seeks to serve a cross-section of the entire Santa Clara County and not concentrate its enrollment in one school district. We view the achievement gap as a countywide problem, and thus seek to serve students across Santa Clara County. Requiring Alma to preference students from a particular district in its lottery would work against Rocketship's goals of closing the achievement gap countywide and providing public school options to low-income families across Santa Clara County. For example, there are districts in the county with populations of low-income, low-performing students that are too small to sustain a Rocketship school, and students from these districts are unlikely to have access to Rocketship when pushed to the back of the line. In the 2016-17 school year, Alma has drawn students from 17 districts within Santa Clara County. While approximately 236 Alma students reside in San Jose Unified, the district in which the Charter School is located, nearly 300 reside outside of SJUSD, with significant numbers coming from Alum Rock Union, Franklin-McKinley, Oak Grove, and Campbell Union. Alma also serves students from the following school districts: Berryessa, Cambrian, Evergreen, Fremont Union, Gilroy Unified, Luther Burbank, Milpitas Unified, Moreland Elementary, Mount Pleasant, Orchard, Santa Clara Unified, and Union.
- In the case of a charter authorized by a school district, the charter school is subject to the unique requirements of its authorizing school district. These unique requirements may substantively affect the operations of the charter school. A countywide charter will assure the consistency in programming necessary to ensure the accomplishment of the countywide benefits described above. The renewal of Alma as a countywide charter school would also ensure a more rigorous level of academic accountability than if approved individually by a district. The Santa Clara County Board of Education (SCCBOE) currently serves as the authorizer for eight Rocketship schools, four of them countywides. The SCCBOE has been able to dictate high levels of academic accountability for each Rocketship countywide charter school location and we hope to continue to work with an authorizer with such high standards for achievement.
- Rocketship Education has formed a strong network of private and public collaborators interested in the educational well-being of students throughout Santa Clara County. This network includes organizations like City Year, AmeriCorps, Teach for America, Sports for Kids, Revolution Foods, Vision Literacy, Children's Health Council, MACSA and many more, and we expect that it will continue to lead to increased awareness, involvement and investment in Santa Clara County education.

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

ALMA AS PART OF THE ROCKETSHIP EDUCATION NETWORK

Rocketship has a long history of successfully serving our target population throughout Santa Clara County and beyond.

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

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

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

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

Rocketship Education has taken the successful model pioneered at Rocketship Mateo Sheedy Elementary School and translated it into critical systems necessary for successful replication. As described above, Rocketship Education provides each of its schools with systems and support for Curriculum, School Leadership, operations, Finance, Legal, Online Technology, Human Resources, and other services. By capturing best practices, Rocketship education 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 2016-17 school year, Rocketship operates twelve schools in California. Ten of these schools are in San Jose, where we have grown to become a well-established presence over the past decade. We also have a campus in Redwood City, which opened in the 2015-16 school year. Most recently, we opened a new school in Concord.

We also have diverse experience opening new schools in other regions throughout the country. We opened our first school in Milwaukee in 2013, followed by two schools in Nashville in the following two school years. This year, we opened our first school in Washington, D.C.

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

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

We are also expanding our Advisory Board, which consists of a diverse group of parents, teachers, and civic and business leaders committed to closing the achievement gap. The primary responsibility of the Advisory Board is to serve as a formal structure giving voice to Rocketship student, family, and community needs. The Advisory Board may provide advice and counsel to Rocketship Education's Regional Director/Vice President; provide meaningful input to the Board of Directors on topics such as plans and strategies for local growth, model improvement, and staff development; build local partnerships to enhance the quality and sustainability of Rocketship schools; and speak at local events, political forums, and site visits.

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

ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM

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

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

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

MISSION, VISION, AND MODEL

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

The achievement gap is bigger than grades and standardized tests. It affects dropout rates, college graduation, employment, lifetime earnings and quality of living. And it's a perpetual cycle, persisting for generation after generation in the same community. But it doesn't have to exist.

MISSION STATEMENT

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

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

VISION STATEMENT

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

ROCKETSHIP MODEL

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

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

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

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

TARGET SCHOOL POPULATION – WHO THE SCHOOL IS ATTEMPTING TO EDUCATE

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

As described above, Rocketship's program is designed to serve students who are or may be at risk of achieving below grade level. The average Rocketship student is between one and two years behind grade level upon entry. Alma will continue target students from predominantly low-income neighborhoods where access to high-quality, high-performing schools is limited. As Table 4 below shows, the vast majority of Alma students that we serve are socioeconomically disadvantaged (SED). The majority of our students at Alma are also Hispanic/Latino. We also serve a significant percentage of English learners (ELs) and students in special education.

Table 4 below shows the demographic breakdowns at Alma at the time of submission of this petition for charter renewal.

Table 4

Demographic Percentages at Alma

School Year	SED	EL	Hispanic	Black	Asian	White	Special Education
2012-13	83.5	70.6	85.5	1.6	9.8	1.8	3.4
2013-14	81.6	61.4	85.0	2.2	9.1	1.5	5.0
2014-15	89.6	47.3	83.8	2.8	10.1	1.0	4.9
2015-16	91.5	45.6	85.1	3.2	8.0	0.9	6.8
2016-17	85.	44.0	84.1	4.1	8.8	0.9	6.2

ENROLLMENT

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

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

Table 5

Enrollment Numbers at Alma

School Year	K	1	2	3	4	5	Total
2012-13	247	115	71	57	n/a	n/a	490
2013-14	127	212	116	63	63	n/a	581
2014-15	111	117	181	100	56	48	613
2015-16	66	101	102	164	80	9	562
2016-17	108	61	91	86	140	50	536

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

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

OUR EDUCATIONAL PHILOSOPHY

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

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

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

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

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

HOW LEARNING BEST OCCURS

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

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

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

CURRICULUM AND INSTRUCTION

STANDARDS-ALIGNED CURRICULUM

The Rocketship curriculum follows California’s adoption of the Common Core State Standards (“CCSS”) for English/Language Arts, English Language Development, and Mathematics; the Next Generation Science Standards; and state standards for other content areas including Social Studies and Visual and Performing Arts.

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

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

Additionally, the Achievement Team maps out the actual sequence of the particular unit, determining which content teachers will teach on each day to solidify student understanding. Rocketship also identifies a lead planner at every grade level to be a common planner for the network. The lead planner writes daily lesson plans that are made available to all Rocketship teachers. This planner also prepares videotapes to accompany the lessons so that teachers can internalize best practices. Each grade level also designates a model teacher to serve as the go-to resource for teachers who need additional support.

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

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

ELA/LITERACY

CCSS-ALIGNED INSTRUCTION

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

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

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

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

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

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

COMPONENTS OF OUR LITERACY INSTRUCTION

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

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, suffixes, 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.

Explicit teaching of reading comprehension skills. Reading comprehension instruction will occur at all grade levels. Teachers will identify a CCSS-aligned standard and objective for the lesson. Teachers will model the skill as well as the metacognition (thinking about the comprehension that students will be asked to do in their own reading). Teachers will read with the students, making pre-designated stops to

highlight the skill and ask students to also interact with the text themselves, either in small groups or individually, and practice the skill.

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

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

We use assessments as the starting point for our guided reading instruction. Our assessments, particularly the STEP assessment system, 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 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.

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

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

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

INSTRUCTIONAL PLANNING AND PREPARATION

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

- End-of-unit, CCSS-aligned assessments to test mastery and prepare students for the SBAC requirements
- Ongoing unit assessments to be administered every three to four, 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

For samples of Rocketship’s preparation materials, including scope and sequence maps, please see Appendix 2.

MATHEMATICS

CCSS-ALIGNED INSTRUCTION

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

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

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

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

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

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

COMPONENTS OF OUR MATHEMATICS INSTRUCTION

To best meet the demands of Common Core, 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 time, e.g.)

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

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

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

- Count Around the Room - Count Around the Room is designed to give students practice with counting by many different numbers and to foster numerical reasoning about the relationships among numbers in our place value system, as well as factors and multiples.
- Word Problem of the Day - Word Problem of the Day is a math routine where students build problem solving strategies, as well as develop understandings of the different types of word problems. Students practice producing visual, oral, and written explanations for problems, as well as responding to and critiquing others' reasoning. The focus of Word Problem of the Day is on building comprehension skills in the context of math problems, and building student ability to reason mathematically. Emphasis on this routine grows from grade to grade.
- Number Talk - Number Talks give students' practice thinking about numbers and build number sense, that is automaticity, flexibility & fluidity with numbers, as well as a deep understanding of how our number system "works" and how to manipulate numbers to perform computations efficiently and accurately. Number Talks in upper grades focus on using properties of operations and place value to compute efficiently; in lower grades number talks focus on subitizing and anchoring to the number 10.
- Look & Talk - Look and Talks build students capacity to recognize math operations and concepts in real life. Students use pictures of everyday situations and/or objects to generate math equations and scenarios. In the lower grades, this routine helps build counting fluency, shape recognition, and understanding of addition and subtraction. In upper grades, students focus on multiplication and division scenarios, as well as fractional parts of a whole.
- Geometry/Data Problem of the Day - Many geometry and data concepts, such as reading graphs and recognizing/describing attributes of shapes, are best taught through repeated exposure. Through short mini-lessons, students learn key vocabulary and build knowledge that they can practice applying throughout the year.

Lesson of the day. The Lesson of the Day is the portion of the math instructional block where new skills are taught. This component is infused with checks for understanding and culminates in a formal measure of mastery in the form of an exit ticket. Teachers will follow a network-designed scope & sequence map for this component that aligns to the Math Routines & Problem Solving Scope & Sequence Map.

Lessons of the Day take one of three formats based on the content of the standard, the scope of the objective and the location of the lesson within the unit. Every objective in the Lesson of the Day Scope & Sequence Map is tagged with one of the following three formats.

- Direct Instruction - The direction instruction format allows teachers to explicitly model new skills and have students practice through a gradual release of responsibility.
- Explore & Notice - The explore & notice format has students investigate a short problem using their background knowledge and problem-solving skills. This is then followed by a group discussion of "noticings" students made during their exploration, which the

teacher explicitly stamps as the key understanding for the day. Students then practice applying this understanding in different scenarios, working toward independence.

Task - Mathematical tasks ask students to solve a complex problem or series of problems. They allow students practice integrating knowledge and skills across multiple objectives and/or standards - a key component of college and career readiness. Tasks also push students to transfer their learning to new and authentic situations, and present realistic conditions and constraints for students to navigate. Student work time is followed by a teacher-led debrief, which provides students opportunities to justify their conclusions and respond to the conjectures of others.

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

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

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

- Small Group Instruction - In this structure, teachers leverage this time to work in depth with a group of students. They may focus on needed intervention to fill in content gaps from the previous grade-level, additional re-teaching on content from the current grade-level, or challenge and extension work for accelerated learners. There is no limit to the size of a small group - it may consist of 2-3 students, or it may consist of 75% of the class. During this time, students not participating in the small group should be working on extended application work from the Lesson of the Day content or targeted spiral review, either independently or in groups.
- Whole Group Corrective Instruction - Teachers can also leverage this time for whole group corrective instruction when formative data indicates that the majority of students need additional work with a concept to attain mastery. In this structure, teachers lead the whole class in a short review of an objective, tightly aligned to a specific misconception, and then work through a series of practice problems, releasing students to additional independent application work as they demonstrate mastery.

Whole Group Corrective Instruction will likely be used more in the upper grades given the current gaps in knowledge and skills in many of our upper-elementary students, however regular use of Whole Group Corrective Instruction should signal significant gaps in the effectiveness of the Lesson of the Day planning and execution. Additionally, regular use of this structure (more than 10% of the time) inhibits the ability of students to receive personalized, targeted instruction, which is one of the main goals of the Application & Flexible Grouping component.

- Homogenous Rotations - The third structure involves building a rotational model for this time where students are homogeneously grouped according to recent formative and summative data and then are scheduled into different learning activities that most match the content they need. This structure is a best practice, though it requires significant planning and systems development. Additionally, this structure involves incorporates OLPs and technology as an assigned practice or extension activity that some students engage in, while others are receiving teacher-led differentiated instruction, and others are engaged in other learning activities.

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

INSTRUCTIONAL PLANNING AND PREPARATION

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

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

For samples of our preparation materials, please see Appendix 3.

SCIENCE AND SOCIAL STUDIES INSTRUCTION INTEGRATED CONTENT INSTRUCTION

At Rocketship, we have three main learning spaces: the Humanities classroom, the Integrated Mathematics classroom, and the Learning Lab. As further described above, the Humanities classroom is where we teach ELA/Literacy. The Integrated Mathematics classroom is where we teach mathematics. The Learning Lab, further described below, is where students receive targeted interventions and engage with online learning programs. These spaces, however, are also used to teach a variety of other content, including English language (further described below), social studies, and science.

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

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

With our shift to the CA CCSS, we have moved away from designating explicit portions of the school day for isolated science and social studies instruction. The CA CCSS actually calls for history/social studies, science, and technical subjects to be integrated into K-5 reading literacy instruction. Our instructional framework is rooted in integration, with science and social studies content appearing in not only reading but also in writing, mathematics, arts, and language instruction.

Our content instruction contains four main components.

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

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

Explicit vocabulary instruction. Consistent with the goals of the CA English Language Development (ELD) standards to authentically expose students to academic vocabulary, we teach students vocabulary during our instructional blocks. For example, teachers will select domain-specific Tier 2 and Tier 3 words that are reviewed at the beginning of every reading comprehension lesson. Additionally, we devote 10 mins every day to teaching science/social studies through GLAD strategies specific to that non-fiction unit (one focus strategy per week). This is a time where teachers are introducing students to pre-selected vocabulary words and using them in context with their strategy of the week.

Projects and investigations. We provide students with opportunities to conduct research, do projects, and make observations while learning new content. This can occur during either the Literacy or Mathematics block. As our instructional model evolves, we also hope to incorporate projects and investigations into our Learning Lab.

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

SOCIAL STUDIES INSTRUCTION

We strive to align our current social studies instruction with the CA CCSS for ELA/Literacy and also the existing California History-Social Science content standards. Our goal is for students to become proficient in social studies in order to achieve civic competence- the knowledge, intellectual processes, and democratic dispositions required of all students to be active and engaged participants in public life.

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

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

SCIENCE INSTRUCTION

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

We participate in meetings, trainings, and workshops and develop teaching and coaching tools for NGSS-aligned instruction. We use resources that are available on the CA NGSS Digital Center, research best practices, use high-quality sample CA NGSS-aligned assessment resources, engage in community outreach to educate stakeholders about the ongoing transition to NGSS, and establish partnerships within the local school district and region to assist us in better understanding the NGSS framework.

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

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

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

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

ARTS AND ENRICHMENT

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

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

In addition to P.E., each Rocketship school has at least two additional enrichment programs. We hire enrichment instructors who have demonstrated expertise and interest in a specific enrichment content area. Currently, RSA offers enrichment courses in P.E., art, and a class called “Changemakers,” which is focused on community service and public health. In Changemakers, Rocketeers are introduced to the science of protecting and improving the health of families and communities through promotion of healthy lifestyles, research for disease and injury prevention and detection and control of infectious diseases. For Alma’s bell schedule, including the enrichment schedule, please see Appendix 6.

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

SOCIAL-EMOTIONAL LEARNING

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

CORE VALUES

At every Rocketship campus, we teach four core values— respect, responsibility, persistence, and empathy. Additionally, each school chooses a fifth core value of its own. As described above, Alma’s fifth core value is “service.”

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

LAUNCH

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

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

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

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

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

SOCIAL-EMOTIONAL CURRICULUM

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

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

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

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

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

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

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

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

PERSONALIZED INSTRUCTION

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

LEARNING LAB

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

The Learning Lab is designed to be an extension of the classroom that provides valuable small-group and collaborative learning and instructional opportunities. We use this space for students to engage in collaborative studies of literature (i.e. literature circles); writing workshops; social studies and science projects, where students can use technology to do research; and hands-on science experiments or investigations to extend what they are learning in the classroom. During this block, some students may also work with an interventionist, called an Individualized Learning Specialist (ILS), to refine a particular skill, concept, or strategy. Students may also engage in independent leveled reading or work on interdisciplinary projects. Enrichment may also be taught in the Learning Lab block. Finally, this space may be used for students to supplement their learning through Online Learning Programs, further described below.

The Learning Lab is staffed by ILSs 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 school. We strive to have a staff body comprised of diverse backgrounds and experiences, and our ILSs are an integral part of our make-up. Our ILS model is also intended as a potential pipeline for bringing high-quality certified instructors into our classrooms. We provide support to ILSs who are interested in obtaining a teaching credential by helping them navigate credentialing requirements, teacher preparation programs, and degree programs. By investing in ILS development and supporting ILS training, we are hoping to provide our schools with a steady supply of dedicated teachers who are well-prepared, diverse, and deeply connected to the communities we serve.

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

ONLINE LEARNING PROGRAMS

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

- Personalized instruction delivered on a constant, reliable basis. While we believe that effective instructors are at the heart of effective instruction, the reality is that no single teacher can reach all learners at every minute. OLPs broaden the swath of students that we can effectively reach to teach content. This is especially critical to us given that the student population that we serve often arrives at Rocketship achieving significantly below grade level.
- Basic skill remediation. Students must develop the foundational knowledge in various content areas if they are going to successfully progress as learners. As with any classroom, our teachers' time is limited. Allowing some of the remedial work to occur through reliable online programs (our selection process is further described below) enables students to build the foundations they need while freeing up teachers to focus their time on higher-level instruction.
- Student accountability, motivation, and engagement. Through tracking features of our various OLPs, students can assume responsibility for their own progress toward individualized learning goals.
- Data analysis. Our OLPs are a valuable data resource. The programs consistently generate a variety of data for our teachers and school leaders to analyze while planning and personalizing instruction.
- Real-time teaching. Many of our OLPs are designed to adjust content in real-time based on students' individual progress to keep students working on the most appropriate material and advancing along their individualized learning pathways.

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

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

Adaptability. A program is adaptive if it automatically senses a student's gap in understanding or mastery of a skill and systematically changes the pace or lessons. Often, programs will assess student understanding through instructional lessons or intermittent mini-tests, adjusting as necessary to focus on that individual student. While our OLPs are always subject to change to reflect the latest advances in adaptive technology, our current programs that assess regularly in this fashion include DreamBox, Lexia Core5 and myON. Other programs, such as i-Ready and ST Math, utilize more extensive diagnostic assessments or pre-tests to gauge a student's level and assign appropriate instructional lessons. Through these intelligent adaptive systems, students focus on their own personalized levels, working on the skills that they need to practice most.

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

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

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

CALENDAR AND INSTRUCTIONAL MINUTES

EXTENDED LEARNING TIME

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

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

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

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

The number of 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)). Table 6 below delineates subject areas and approximate time per grade level, but we reserve the right to adjust students' instructional minutes in each subject and learning space based on students' personalized learning needs. No such adjustment shall result in Alma meeting the minimum number of instructional minutes from instruction by any individual other than a credentialed teacher.

Table 6

Rocketship Daily Minutes

	Humanities	STEM	Launch/ Social-Emotional Learning	Total Daily Instructional Minutes	Learning Lab	Enrichment	Total Daily Minutes
K	180	90	45	315	90	40	445
1	180	90	45	315	90	40	445
2	180-190	90-100	45	315-335	90-100	40	445-465
3	180-190	90-100	45	315-335	90-100	40	445-465
4	190	90-100	45	325-335	90-100	40	455-475
5	190	90-100	45	325-335	90-100	40	455-475

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

ROTATIONAL MODEL

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

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

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

DATA-DRIVEN INSTRUCTION

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

ASSESSMENT

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

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

ANALYSIS

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

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

A key component of these data days is the identification of overall positive trends as well as any challenges and/or achievement gaps among students. This exercise then leads the teacher to begin to identify specific “focus” students within the challenge groups. After identifying three to five students, the teacher begins to dig deeper and identify specific instructional areas that have been challenging for these students. The teacher then sets academic goals for these students to be accomplished within the

next four weeks and eight weeks. The teacher then begins to develop an instructional plan for these specific students, which is intended to ensure that the student will realize the goals that have been set for them in the next four and eight weeks. The plan is not meant to be limited to these specific students. We expect teachers to use it to guide instruction for all students facing similar challenges. Thus, by focusing in-depth on one student within the challenge group, the modified instruction should be able to positively impact the student achievement of all students within this group. See Appendix 7 for sample materials from a quarterly Data Day.

GOAL SETTING AND PROGRESS

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

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

Classroom Tracking. Each classroom or grade-level publicly tracks a number of class-based and individual goals, including progress toward ELA/Literacy and mathematics benchmarks, as well as other measures such as sight word recognition, progression in STEP reading levels, and letter/sound mastery. Each teacher defines his/her specific data-tracker approach, but all Rocketship classrooms display individual student goals and progress to student goals. For example, some classrooms use frogs that jump from lily-pad to lily-pad; others use “rocket ships” to align with school mascots. (See Appendix 7 for a photo of a classroom goal tracker.)

Online Learning Programs. Each student also sets individualized Online Learning Program (OLP) goals for the week, which focus on individual progress during computer-based learning time. Students track progress in their OLP Logs, which are kept in the Lab for fall semester. In the spring semester, as a reflection of their ownership of their progress, students in grades two through five begin to keep track of their own OLP Logs. In addition to helping students build a habit of showing quality work, OLP Logs help the Individualized Learning Specialists (ILSs) hold students accountable for their independent work. The OLP Log can also help build communication between classroom and online learning when teachers guide students in setting weekly/daily goals and check students’ Logs weekly for quality work. (See Appendix 7 for example OLP goals.)

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

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

“Bears” for UC Berkeley). Community members speak to students about college and broader experiences related to college attendance. Students and parents participate jointly in college visits to experience the excitement and diversity of a college campus. As a result, all students believe and expect that they will go to college. (See Appendix 7 for a picture of college banners in a Rocketship hallway.)

Report Cards. Students’ progress is shared with parents through CCSS-aligned report cards that are shared with parents online as well as printed out for parent conferences which occur at least three times annually. (See Appendix 7 for a sample report card.)

DATA TRACKING TOOLS

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

Illuminate. The Illuminate platform provides educators with easy access to assessment items, and supports the scoring and data capture of assessments (See Illuminate screenshot, Appendix 7.) Through Illuminate, educators can select standards-aligned assessment questions, create their own assessments, deliver them to students, and easily score them using the program. These digital resources ensure that educators can effectively measure the progress of their students and modify their approach as needed.

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

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

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

Our objective is for Schoolzilla to be a continually-updated repository of student assessment data which is sourced from online learning programs, benchmark assessments, formative assessments given by teachers, data gathered from tutoring, CCSS assessments (i.e. Smarter Balanced), and more. In addition to data entry, Schoolzilla provides educators with both high-level and detailed comparisons of student achievement. Comparisons can be made by school, by grade, by standard, and by month.

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

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

SPECIAL POPULATIONS

AT-RISK STUDENTS

RESPONSE TO INTERVENTION: OVERVIEW AND PURPOSE

Response to Intervention (RtI) 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 RtI model contains seven essential components:

1. **Universal Screening:** a systematic process for identifying a subset of students from the entire student population who are struggling academically and/or behaviorally, and are at-risk of negative short- or long-term outcomes
2. **Multiple Tiers of Support:** the service delivery model of providing a graduate sequence of intensifying interventions in order to match services to student need
3. **Evidence-Based Interventions:** the implementation of interventions and supports which are supported by empirical evidence to have positive academic and/or behavioral outcomes for the student population with which they are being implemented
4. **Ongoing Progress Monitoring:** the continual monitoring (using research-based assessment methods) of the ongoing progress of students participating in intervention, in order to assess the effectiveness of interventions for specific students and overall
5. **Data-Based Decision Making:** the utilization of student progress monitoring data to make decisions whether to intensify, modify, keep in place, or remove particular interventions or supports.
6. **Treatment Integrity:** the systematic monitoring of the implementation of interventions in order to ensure that they are implemented as intended to enable appropriate and legally defensible decision-making
7. **Problem-Solving:** the dynamic and systematic process that guides the school team's behavior in: identifying the problem, analyzing the problem, developing a plan of action, implementing the plan, and evaluating the outcome of the plan

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

All of the individual programs necessary for implementing RtI exist in current practice. All necessary funding, programs, access to training, and staffing are currently available under existing law. The components of the RtI model are further described below, and Rocketship's RtI guide can be found in Appendix 8.

RESPONSE TO INTERVENTION AT ROCKETSHIP

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

Universal Screening. Rocketship utilizes a "multiple gating" process in our approach to universal screening. Multiple gating refers to the process of using the results from a variety of universal screening tools in order to ensure all students who are struggling academically or behaviorally are identified in a timely manner. For academics, our first screen is our STEP assessment. Students who fall below a certain cut point on each of these assessments are further screened using a Curriculum-Based Measurement (CBM) in order to further pinpoint the specific area of academic deficit. Once that area of deficit is identified, further diagnostics are administered in order to identify specific intervention starting points for each student.

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 often will make a referral for a psycho-educational evaluation to determine if the student is presenting with a disability that requires special education services and supports.

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

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

Ongoing Progress Monitoring. Rocketship utilizes a variety of tools to conduct ongoing progress monitoring of students participating in interventions. Students participating in Tier 2 and Tier 3 academic intervention participate in weekly progress monitoring activities using curriculum-based measurements. The STEP assessment (further described above) is also utilized to monitor the progress of students participating in reading comprehension intervention. The progress of students participating in Check-in/Check-out (CICO) is tracked daily by CICO coordinators.

Data-Based Decision Making. Rocketship's four to six week data cycles support the data-based decision making component of our RtI model. On data days, school staff analyze the progress monitoring data of students who have participated in intervention in order to determine whether to continue, modify, or discontinue the intervention for each individual student. We have developed a number of protocols and structures to support school staff in engaging in this problem-solving process, examples of which can be found in Appendix 8.

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

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

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

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 RtI 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 subgroups is students who are performing above grade level. All students, including high-performing students, will receive targeted small group Guided Reading instruction and small group skills instruction in both the Humanities and Integrated Mathematics blocks. High-performing students may also participate in student-led literature circles and book clubs. In addition, our academic model allows for students to access material at their instructional level throughout the academic day. For example, students have access to a wide array of reading material, spanning many genres and reading levels, in our classroom libraries. Our Integrated Mathematics teachers also differentiate math centers, homework, and daily review exercises by difficulty level. Each student also receives personalized attention during 1:1 conferences during Writer's Workshop.

Daily Enrichment. The Learning Lab is an additional space where high-performing students can read a variety of leveled literature and use adaptive software that challenges them. We anticipate providing

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

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

INTEGRATED SPECIAL EDUCATION

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

OVERVIEW

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

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

Alma intends to continue to operate as a Local Educational Agency (LEA) under the El Dorado County Charter Special Education Local Plan Area (SELPA) pursuant to Education Code Section 47641 (a). 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, Alma will be solely responsible and liable, the same as a school district, for providing special education and related services. Alma strives to achieve a student population representative of the community which we are serving. Whether a child is eligible for special education services under IDEA,

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

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

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 9.) This information is entered into our student information system, and our special education staff work with office managers and families to secure copies of IEPs, 504 plans, and/or evaluation reports in order to ensure that a student’s identified supports and services are in place at the start of the school year. In accordance with California state special education regulations, an interim IEP meeting is held within the first 30 days of school for any student enrolling with a current IEP; however, services are provided as outlined in the current IEP and in accordance with SELPA guidelines immediately upon the start of the school year for all identified students.

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

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

- A “student huddle” process, wherein grade level teams and school leaders collaborate to plan classroom-level supports for students with identified academic and/or behavioral needs.
- A formal Student Study Team (SST), which includes family members, classroom teachers, school leaders, 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 current SST Handbook, please see Appendix 9.)
- Tier 2 and 3 behavior and academic interventions, further described above, delivered to students identified as needing them through the universal screening process

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

While current law requires that interventions within the general education program be implemented before referral for a special education evaluation, 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 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, 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. The school team then schedules a formal SST meeting to respond to the parent request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a written Assessment Plan within 15 days. Alma will also notify SCCOE 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 to Assessment Plans and Prior Written Notice documents are always provided to parents in their primary language, and are accompanied by a current copy of the SELPA's Procedural Rights and Safeguards.

All Rocketship staff, including office managers and business operations managers, are trained in the Child Find mandate and pre-referral process prior to the start of each school year.

ASSESSMENT AND REVIEW

An assessment for special education services is a comprehensive, in-depth evaluation of a student's school, health, and family history, and present academic and social-emotional functioning. At Rocketship, students are assessed by a multi-disciplinary team in all areas of suspected disability. The assessment team includes a lead assessor (generally the School Psychologist or the Speech Language Pathologist), the family, the Education Specialist, classroom teachers, and any other individual knowledgeable of the student. Additional specialists, such as occupational or physical therapists, adapted PE teachers, social workers, etc. may be involved depending on the student's needs.

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. Students are also assessed in their primary language, and Rocketship employs bilingual school psychologists and speech language pathologists to accommodate this requirement. Hearing and vision assessments are also conducted as a component of all formal special

education evaluations. In the case that a parent provides outside evaluation information, the IEP team also considers this information as a component of the formal evaluation.

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

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

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

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

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

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

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

IEP DEVELOPMENT

At the conclusion of a formal evaluation for special education services, the Individualized Education Program (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 9 for more information on our approach to co-teaching). We do, however, understand that an environment can only be considered "least restrictive" when the student is receiving meaningful educational benefit from the program, and as such, a critical component of the IEP process is designing the systems that will allow the team to continually monitor student progress and adjust the plan in the case that a student is not making adequate progress. While we have adopted an inclusive approach to our special education service delivery and place a high priority on students with disabilities spending as much time as is appropriate in the general education environment, alongside their typically developing peers, we do provide pull-out specially designed services when the IEP team determines that this placement is most appropriate for the individual student.

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

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

SECTION 504 PLANS

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

A 504 team will be assembled by the Assistant Principal and shall include the parent/guardian 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 IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team 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.

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 assessments (i.e. CELDT/ELPAC), further described below, are considered when developing a student’s IEP. Testing accommodations described on the child’s IEP, are considered for administering required language assessments.

INTEGRATED SPECIAL EDUCATION SERVICES

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

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

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

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

- Assistive technology supports
- Testing accommodations

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

For sample materials on general and special education collaboration and the UDL framework, please see Appendix 9.

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

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

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

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

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

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

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

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

STAFFING

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

All roles are crucial to provide the appropriate amount of services personalized for the student. All service providers will have the appropriate credentialing and/or licensing to meet all of the ESSA requirements. In order for us to build teacher capacity, Rocketship utilizes the partnership with a local BTSA Induction Program to help ISE teachers to expand and deepen their teaching knowledge and skills and complete the requirements for a California Clear Credential.

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

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

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

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

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

PARENT INVOLVEMENT

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

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

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

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

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

Rocketship understands and complies with all due process cases. We ensure that all parents are informed of their procedural rights and provide all information required. Our staff is experienced and able to participate in any legal actions necessary. A charter attorney with special education expertise is available as needed.

ENGLISH LEARNERS

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

IDENTIFICATION AND ASSESSMENT

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

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

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

CLASSIFICATION OF INITIAL FLUENT ENGLISH PROFICIENT

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

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

In Grades K-1:

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

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

RECLASSIFICATION AS RECLASSIFIED FLUENT ENGLISH PROFICIENT

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

Under current state law, students who are identified as English learners must participate in the annual administration of the CELDT until they are identified as Reclassified Fluent English Proficient (RFEP).

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

The process for reclassification occurs annually between May and June. Rocketship's Analytics team will generate a spreadsheet of EL students who are eligible for reclassification and a list of students who are eligible for IFEP (marked as "TBD"). This spreadsheet will include all necessary assessment data on students who met or are close to meeting the reclassification criteria.

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

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

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

ENGLISH LANGUAGE INSTRUCTION

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

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

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

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

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

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

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

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

During designated instruction, students are grouped so that teachers can strategically target students' language learning needs and accelerate English language and literacy development. Depending on the 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 focus on vocabulary development, graphic organizers, oral language, interactive displays, and several other strategies that have been proven to be highly effective with EL students. Our teachers have four prioritized GLAD strategies that are taught every week (one strategy/week): graphic input chart, pictorial input chart, expert groups, and process grids.

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

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

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

PARENT COMMUNICATION AND PARTICIPATION

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

Alma will establish an English Language Advisory Committee (ELAC) if the Charter School enrolls 21 or more EL students, as further described in Element D below. Parents are encouraged to participate in the ELAC as well as the School Site Council (SSC), further described in Element D below. Parents are also encouraged to volunteer in their children’s classrooms and attend community meetings, parent coffees, and school events. Community meetings will often advise parents on programs and services for EL students. We will inform parents on programmatic and assessment issues that affect EL students as well as relevant programs, funds, and instructional strategies.

PROFESSIONAL DEVELOPMENT AND TALENT MANAGEMENT

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

RECRUITMENT

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

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

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

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

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Summer. Each summer, Rocketship hosts an intensive three-week training for all teachers that emphasizes foundational knowledge in our culture and our instructional model. This summer training allows staff to build a collaborative culture of trust while creating a strong school culture shaped around

personalized learning and the Rocketship identity. We provide training in classroom management and effective unit, lesson, and yearlong planning. We also introduce foundational components of the Rocketship program, including the process for the use of data, instructional techniques, and the scope and sequence of curricula. Educators also learn strategies to effectively engage parents in this culture, including how to empower parents as key supporters of their children's 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 three weeks of their own summer training to become well-versed in similar topics, ensuring that they are well-prepared to be effective instructional leaders while establishing a school culture that enables student success.

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

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

COACHING

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

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

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

TEACHER PERFORMANCE MANAGEMENT AND EVALUATION

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

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

Parent Metrics. Teachers are also evaluated on the percentage of home visits completed and the percentage of parents completing 30 partnership hours. (For more information on parent participation at Rocketship, please see Element D below.)

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

Teaching Performance Rubric. This rubric was designed to provide greater clarity and consistency in scoring teacher performance. The rubric includes the following areas:

- Domain 1: Intellectual Prep and Culture of Mastery
- Domain 2: Culture of Excellence
- Domain 3: Student Habits: Love of Learning and Pride
- Domain 4: Environment of Excellence

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

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

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

TEACHER RETENTION AND COMPENSATION

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

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

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

LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

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

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

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

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

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

LEADERSHIP DEVELOPMENT FOR SCHOOL LEADERS

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

Our Principals all spend approximately ten hours each month receiving professional development from Rocketship’s centralized Schools Team. Our Assistant Principals receive approximately two hours of professional development directly from the Schools Team and also get regular training and support from Principals. Members of the Schools and Achievement Teams also attend meetings between school leaders and teachers to provide feedback on meeting facilitation and coaching. School leaders also do monthly school walk-throughs with the Schools and Achievement Teams.

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

In accordance with the Local Control Funding Formula (“LCFF”) requirements, the table below provides a description of Rocketship’s annual goals for all pupils and for each subgroup of pupils identified pursuant to Education Code Section 52052, to be achieved in the applicable state priorities, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Additionally, Alma has created a comprehensive Local Control and Accountability Plan (LCAP) and will continue to annually update the plan in accordance with California laws. The goals and actions described below are subject to modification as our LCAP is updated annually, without need for material revision of the charter petition.

State Priority 1 – Basic Services	
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
Subpriority A: Teachers	
Goals to Achieve Subpriority	Rocketship will identify, attract, and build the capacity of teachers, leaders, and classified staff, in order to support students and families. 100% of students, and 100% of subgroups of students, will be exposed to teachers that are innovative, culturally competent, and deliver instruction that is aligned with the Common Core State Standards. 100% of teachers will be appropriately assigned and credentialed.
Actions to Achieve Goal	Ensure all classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing (CCTC) and appropriate EL authorization. Subject all new teacher candidates to a rigorous hiring process, which includes paper screening, interviews, and reference checks.
Subpriority B: Instructional Materials	
Goals to Achieve Subpriority	100% of Rocketship students, including 100% of student subgroups, will have access to a range of current instructional strategies and CCSS-aligned materials that serve different styles, paces, and preferences.
Actions to Achieve Goal	All instructional materials prepared and purchased (i.e. scope and sequence maps, Visions of Excellence, unit plans, objective plans, daily lesson plans, modules, curricula)

	<p>will be aligned to state standards as described in this charter petition.</p> <p>Rocketship will also allocate part of its budget for classroom libraries rich in nonfiction text and for additional classroom technology.</p>
Subpriority C: Facilities	
Goals to Achieve Subpriority	School facilities will be maintained in good repair, as defined by California Education Code §17002.
Actions to Achieve Goal	<p>Maintain and update facilities as needed to provide a safe, clean learning environment.</p> <p>Address safety hazards immediately and refer general needs items to the Board for review and prioritization.</p>
State Priority 2 – Implementation of Common Core State Standards	
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.	
Subpriority A: CCSS Implementation	
Goals to Achieve Subpriority	All Rocketship curricula will be aligned to the CCSS. The School will ensure that 100% of students, including 100% of student subgroups, engage in rigorous, motivating, personalized learning experiences that integrate collaboration, communication, creativity, and the use of technology.
Actions to Achieve Goal	<p>Rocketship’s Achievement and Schools Teams, in collaboration with School Leaders, will plan and prepare CCSS-aligned intellectual preparation and unit planning materials as described in this charter.</p> <p>Rocketship’s Achievement and Schools Teams will plan and prepare professional development sessions on implementing the CA CCSS.</p>
Subpriority B: EL Students and Academic Content Knowledge	
Goals to Achieve Subpriority	All English Learners will access a CCSS-aligned curriculum. Rocketship will provide specific support for struggling students in English Learner and other subgroups.
Actions to Achieve Goal	<p>Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions.</p> <p>Require all staff (teachers and school leaders) to receive training in CCSS-aligned best practices in curriculum and instruction highlighting needs of all subgroups.</p> <p>Train teachers in best practices to improve academic achievement among ELs,</p>

	including the strategies as described in this charter.
Subpriority C: EL Students and English Language Proficiency	
Goals to Achieve Subpriority	100% of ELs make progress to become proficient in English.
Actions to Achieve Goal	<p>Align curriculum to ELD standards.</p> <p>Analyze data and monitor EL progress in language development and provide timely interventions. Conduct ongoing assessments with special attention to fluency and correctness in reading, writing, speaking.</p> <p>Train teachers in best practices to improve English language proficiency among ELs. Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs. Provide training on integrated/designated ELD instruction and targeted interventions.</p>

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

	community meetings. Provide translation services for school newsletters, parent meetings, and parent-teacher conferences as needed.
Subpriority C: LCAP	
Goals to Achieve Subpriority	Rocketship will consult with parents on LCAP goals, actions, outcomes, and metrics.
Measurable Outcomes	Conduct parent meetings to consult with parents (including non-Board and non-Leadership Council parent members) during the LCAP development process. Conduct parent survey to gather feedback.

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

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

State Priority 5 – Student Engagement
Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

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

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

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

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

	Provide teachers with professional development in elevating student achievement and engagement, cultural competency, and proficiency.
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State Priority 8 – Other Student Outcomes
Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

Subpriority A: English

Goals to Achieve Subpriority	All students, including all subgroups, will become competent readers, writers, and speakers of the English Language.
Actions to Achieve Goal	<p>Use CCSS to guide ELA/Literacy instruction.</p> <p>Utilize a variety of instructional strategies (i.e. phonics, reading comprehension instruction, guided reading, Writer’s Workshop) as described in Element A of this petition.</p> <p>Provide supports to EL students, students with disabilities, and other struggling subgroups.</p> <p>Systematically monitor progress of all students.</p>

Subpriority B: Mathematics

Goals to Achieve Subpriority	All students, including all subgroups, will acquire mathematical skills.
Actions to Achieve Goal	<p>Use CCSS to guide Mathematics instruction.</p> <p>Utilize a variety of instructional strategies as described in Element A of this petition.</p> <p>Provide supports to EL students, students with disabilities, and other struggling subgroups.</p> <p>Systematically monitor progress of all students.</p>

Subpriority C: Social Studies

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

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

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

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

***Governing Law:** The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. —California Education Code Section 47605.6(b)(5)(C).*

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

ELEMENT B: MEASUREABLE OUTCOMES

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

State Priority 1 – Basic Services	
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
Subpriority A: Teachers	
Goals to Achieve Subpriority	Rocketship will identify, attract, and build the capacity of teachers, leaders, and classified staff, in order to support students and families. All students will be exposed to teachers that are innovative, culturally competent, and deliver instruction that is aligned with the Common Core State Standards. All teachers will be appropriately assigned and credentialed.
Measurable Outcomes	1. 100% of full-time teachers are appropriately assigned.

	2. 100% of full-time teachers are appropriately credentialed.	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Ensure all classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing (CCTC) and appropriate EL authorization.	Personnel records, including documentation of required assessments, coursework, and credentials consistent with CCTC.	RSED Human Resources (HR); Principal
Subject all new teacher candidates to a rigorous hiring process, which includes paper screening, interviews, and reference checks.	Successful completion of a rigorous interview process that incorporates feedback from Rocketship’s Recruitment Team and multiple stakeholders including school leaders, other teachers, and parents.	RSED Recruitment Team; HR; Principal
Subpriority B: Instructional Materials		
Goals to Achieve Subpriority	All Rocketship students, including all subgroups, will have access to a range of current instructional strategies and CCSS-aligned materials that serve different styles, paces, and preferences. Rocketship will provide standards-aligned instructional materials with focus on non-fiction and vocabulary study; project-based learning; social studies; and integrated STEM.	
Measurable Outcomes	100% of Rocketship students have access to up-to-date, standards-aligned instructional materials in their classrooms	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
All instructional materials prepared and purchased (i.e. scope and sequence maps, Visions of Excellence, unit plans, objective plans, daily lesson plans, modules, curricula) will be aligned to state standards as described in this charter petition. Rocketship will also allocate part of its budget for classroom libraries rich in nonfiction text and for additional classroom technology.	Annual review (and other periodic reviews as necessary) of standards-aligned materials by Rocketship’s Achievement Team, Schools Team, and school leaders. Annual budget review and allocation.	RSED Achievement Team, Schools Team, school leaders

Subpriority C: Facilities		
Goals to Achieve Subpriority	School facilities will be maintained in good repair, as defined by California Education Code §17002.	
Measurable Outcomes	Exemplary rating according to Annual Facility Inspection Reports, with no deficiencies or extreme deficiencies.	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Maintain and update facilities as needed to provide a safe, clean learning environment.	Annual Facility Inspection; daily spot checks; regular walkthroughs by custodial staff.; facility inspection checklists prepared by Business Operations Manager	RSED Facilities Team; RSED Schools Team; Principal; Business Operations Manager
Address safety hazards immediately and refer general needs items to the Board for review and prioritization.	Annual Facility Inspection; regular facility inspections to screen for safety hazards; facility inspection checklists prepared by Business Operations Manager	RSED Facilities Team; RSED Schools Team; Principal; Business Operations Manager

State Priority 2 – Implementation of Common Core State Standards		
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.		
Subpriority A: CCSS Implementation		
Goals to Achieve Subpriority	All Rocketship curricula will be aligned to the CCSS. The School will ensure that 100% of students, including 100% of students in all subgroups, engage in rigorous, motivating, personalized learning experiences that integrate collaboration, communication, creativity, and the use of technology.	
Measurable Outcomes	<ol style="list-style-type: none"> 1. All instructional materials in ELA/Literacy and Mathematics are aligned to CA CCSS. 2. All teachers receive at least five hours in professional development specifically on CCSS implementation. 	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Rocketship’s Achievement and Schools Teams, in collaboration with School Leaders, will plan and prepare CCSS-aligned	Annual review (and periodic reviews as necessary) of curriculum to ensure that all	RSED Achievement Team; RSED Schools Team; School

intellectual preparation and unit planning materials as described in this charter.	instruction is standards-aligned.	Leaders
Rocketship’s Achievement and Schools Teams will plan and prepare professional development sessions on implementing the CA CCSS.	Professional development calendar reflecting specific CCSS-implementation sessions.	
Subpriority B: EL Students and Academic Content Knowledge		
Goals to Achieve Subpriority	100% of English learners will access a CCSS-aligned curriculum. Rocketship will provide specific support for struggling students in English learner and other subgroups.	
Measurable Outcomes	<ol style="list-style-type: none"> 1. Rocketship EL Students perform at levels of proficiency equal to or exceeding the local school district on annual CAASPP tests. 2. 100% of students, including 100% of subgroups, have access to CCSS-aligned instruction and materials. 3. 100% of teachers receive professional development on scaffolding CCSS instruction for ELs. 4. 100% of teachers receive training in best practices to improve English language proficiency. 	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions	Baseline, formative, and interim assessment data in all subjects, and Smarter Balanced assessment results; EL student cumulative folders	Principal; teachers
Require all staff (teachers and school leaders) to receive training in CCSS-aligned best practices in curriculum and instruction highlighting needs of all subgroups. Train teachers in best practices to improve academic achievement among ELs, including the strategies as described in this charter.	Professional development schedules.	RSED Achievement Team; School Leaders
Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs.	Professional development schedules. Annual inventory of	RSED Achievement and Schools Teams; School Leaders

Provide a broad range of high-quality, standards-aligned instructional resources that facilitate ELs' access to core curriculum and expand their knowledge of the world. Provide curriculum and unit development aligned to both CCSS and ELD standards.	instructional materials and assessments.	
Subpriority C: EL Students and English Language Proficiency		
Goals to Achieve Subpriority	All Rocketship students make progress to become proficient in English.	
Measurable Outcomes	<ol style="list-style-type: none"> 1. Reclassification rate of 8.8% in Year 1; 9.8% in Year 2; 10.8% in Year 3. 2. Progress on CELDT: maintain rate above 80%. 3. 100% of EL students show growth in writing ability. 4. 100% of EL students receive ongoing support from classroom teacher. 5. 100% of teachers receive training in best practices to improve English Language proficiency. 	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Align curriculum to ELD standards.	Review of yearly, unit, and daily plans.	RSED Achievement Team; Principal; teachers
Analyze data and monitor English Learner progress in language development and provide timely interventions. Conduct ongoing assessments with special attention to fluency and correctness in reading, writing, speaking.	CELDT/ELPAC results. Results from other interim assessments as described in this charter.	RSED Achievement Team; RSED Analytics Team; School Leaders; teachers
Train teachers in best practices to improve English language proficiency among ELs. Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs. Provide training on integrated/designated ELD instruction and targeted interventions.	Professional development schedules	RSED Achievement Team; School Leaders

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

Subpriority A: Achieving/Maintaining Parental Involvement		
Goals to Achieve Subpriority	Parents will be an integral part of the Rocketship community and will participate in the governance and operation of the school. Parents will view Rocketship as receptive to their input and involvement.	
Measurable Outcomes	<ol style="list-style-type: none"> 1. Parent service on the regional advisory board, as prescribed by this charter and Rocketship policies. 2. Parent service on the School Site Council, as prescribed by this charter and Rocketship policies. 3. Parent service on the English Language Advisory Council, as prescribed by this charter and Rocketship policies. 4. Parent participation in community meetings. 5. Parent responses on the annual Parent Survey indicate satisfaction with their relationship with Rocketship teachers, staff members, and community. 	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Hold elections and other selection processes for parent service on the SSC, ELAC, and Regional Advisory Board as described in this charter.	Membership rosters.	RSED Board of Directors; RSED Growth & Community Engagement Team; RSED Schools Team School Leaders
<p>Solicit parent feedback through annual (or more frequent) Parent Surveys.</p> <p>Conduct regular Advisory Board, SSC, and ELAC meetings as described in this charter.</p> <p>Conduct regular community meetings.</p>	<p>Parent Surveys.</p> <p>Meeting minutes.</p> <p>Attendance rosters at school events.</p>	RSED Growth & Community Engagement Team; RSED Schools Team School Leaders
Subpriority B: Promote Parent Participation		
Goals to Achieve Subpriority	Parents will feel welcome and encouraged to participate in classroom and community events.	
Measurable Outcomes	<ol style="list-style-type: none"> 1. 100% of parents complete 30 partnership hours every school year. 2. % of parents attending at least one school event per month: Y1= baseline; Y2 = baseline + 1%; Y3= baseline + 2% 3. 100% of parents attend at least 5 community meetings every year. 	

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

State Priority 4 – Student Achievement
Pupil achievement, as measured by all of the following, as applicable:

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

Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness																							
Subpriority A: CAASPP																							
Goals to Achieve Subpriority	Rocketship students will exceed the average performance levels of students in schools with similar demographics in the local school district on state assessments.																						
Measurable Outcomes	CAASPP Scores: <table border="1" data-bbox="591 527 1430 1026"> <thead> <tr> <th></th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>44 ELA; 49 Math; 50 Sci.</td> <td>46 ELA; 51 Math; 52 Sci.</td> <td>47 ELA; 52 Math; 53 Sci.</td> </tr> <tr> <td>EL</td> <td>27 ELA; 34 Math; 21 Sci.</td> <td>29 ELA; 36 Math; 23 Sci.</td> <td>30 ELA; 37 Math; 24 Sci.</td> </tr> <tr> <td>Special Ed</td> <td>10 ELA; 33 Math; Base +2 Sci.</td> <td>12 ELA; 35 Math; Base +4 Sci.</td> <td>13 ELA; 36 Math; Base +5 Sci.</td> </tr> <tr> <td>SED</td> <td>41 ELA; 45 Math; 46 Sci.</td> <td>43 ELA; 47 Math; 48 Sci.</td> <td>4 ELA; 48 Math; 49 Sci.</td> </tr> </tbody> </table>				2016-17	2017-18	2018-19	All Students	44 ELA; 49 Math; 50 Sci.	46 ELA; 51 Math; 52 Sci.	47 ELA; 52 Math; 53 Sci.	EL	27 ELA; 34 Math; 21 Sci.	29 ELA; 36 Math; 23 Sci.	30 ELA; 37 Math; 24 Sci.	Special Ed	10 ELA; 33 Math; Base +2 Sci.	12 ELA; 35 Math; Base +4 Sci.	13 ELA; 36 Math; Base +5 Sci.	SED	41 ELA; 45 Math; 46 Sci.	43 ELA; 47 Math; 48 Sci.	4 ELA; 48 Math; 49 Sci.
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Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible																					
Implementation of the CCSS aligned curriculum and instructional strategies. Teachers will receive training on the CA Common Core Standards. Student support structures (differentiated instruction, online learning programs, ILSs) Curriculum designed to support ELs and other struggling subgroups. Implementation of assessment software that mimics the online testing format and rigor of the CAASPP. ISE services as described in this Charter.	Review of yearly, unit, and daily planning and preparation materials. Review of assessment materials. Professional development schedules. Collaborative meetings among school leaders, teachers, and other service providers (i.e. ILSs, Education Specialist)	RSED Achievement Team; RSED Schools Team; School Leader; Education Specialist																					
Analyze student CAASPP test	Interim standards-aligned benchmark	RSED Achievement																					

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

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

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

Measurable Outcomes	ADA rates are at least 95%, school-wide and for all subgroups.	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Monitor attendance reports. Educate parents and students about the importance of daily attendance.	Monthly attendance reports. Parent outreach materials.	RSED Operations Team; School Leaders; Business Operations Manager; Office Manager
Provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.	Satisfaction surveys. Community meetings.	RSED Schools Team; School Leaders
Hold conferences with parents of students who regularly miss school.	Parent conference records	Principal; teachers
Subpriority B: Student Absenteeism		
Goals to Achieve Subpriority	Alma will have no chronic absenteeism (defined as missing 10% or more of school days) for reasons other than illness or approved leave.	
Measurable Outcomes	Rate of chronic absenteeism decreases by 1% per school year, school-wide and for all subgroups: 2016-17: 9.0% 2017-18: 8.0% 2018-19: 7.0%	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Incorporate social-emotional curricula as outlined in this petition. Conduct regular community and culture-building events.	Review of instructional plans and materials. Bell schedules.	RSED Schools Team; School Leaders; Teachers

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

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness		
Subpriority A: Pupil Suspension Rates		
Goals to Achieve Subpriority	Alma will minimize pupil suspension rates by implementing various methods to help students who are struggling school wide and for all subgroups.	
Measurable Outcomes	Suspension rates lower than surrounding district schools with similar demographics, school-wide and for all subgroups.	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curricula incorporated into instructional plans. Tiered interventions for struggling students. Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school	PBIS team meetings. Instructional plans/bell schedule. Collaborative meetings involving teachers, school leaders, and service providers. Annual School Accountability Report Card.	RSED Schools Team; School Leaders; Teachers
Subpriority B: Pupil Expulsion Rates		
Goals to Achieve Subpriority	Alma will minimize pupil expulsion by implementing various methods to support students who are struggling.	
Measurable Outcomes	Alma will maintain an annual expulsion rate of less than 1%, school-wide and for all subgroups.	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curricula incorporated into instructional plans.	PBIS team meetings. Instructional plans/bell schedule. Collaborative meetings involving teachers, school leaders, and	RSED Schools Team; School Leaders; Teachers

<p>Tiered interventions for struggling students.</p> <p>Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school</p>	<p>service providers.</p> <p>Annual School Accountability Report Card.</p>	
<p>Subpriority C: Other Measures</p>		
<p>Goals to Achieve Subpriority</p>	<p>Parents are satisfied with the relationship they have with their child’s teachers.</p>	
<p>Measurable Outcomes</p>	<ol style="list-style-type: none"> 1. 91-95% or more parents believe school is a safe place for their children. 2. 95% or more 3rd-5th grade students believe school is a safe environment to learn. 3. 100% of families receive home visits from the classroom teacher and a School Leader. 	
<p>Actions to Achieve Goal</p>	<p>Methods of Assessment</p>	<p>Person(s) Responsible</p>
<p>Regular parent-teacher conferences.</p> <p>Regular communication between teachers and parents (i.e. phone calls, emails, notes home)</p> <p>Parent participation in school events.</p>	<p>Parent Survey.</p> <p>Home Visit log.</p>	<p>RSED Schools Team; School Leaders; teachers</p>

<p>State Priority 7 – Course Access</p> <p>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>		
<p>Goals to Achieve Priority</p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="769 1667 1425 1761"> <p>Alma will provide all students, including all subgroups, access to a broad course of study.</p> </td> </tr> </table>	<p>Alma will provide all students, including all subgroups, access to a broad course of study.</p>
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<p>Measurable Outcomes</p>	<ol style="list-style-type: none"> 1. 100% of students, including 100% of students in all subgroups, receive instruction in English, mathematics, social sciences, science, visual 	

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

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

Subpriority A: English

Goals to Achieve Subpriority	All students, including all subgroups, will become competent readers, writers, and speakers of the English Language.																						
Measurable Outcomes	CAASPP ELA: <table border="1"> <thead> <tr> <th></th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>44</td> <td>46</td> <td>47</td> </tr> <tr> <td>EL</td> <td>27</td> <td>29</td> <td>30</td> </tr> <tr> <td>Special Ed</td> <td>10</td> <td>12</td> <td>13</td> </tr> <tr> <td>SED</td> <td>41</td> <td>43</td> <td>44</td> </tr> </tbody> </table>				2016-17	2017-18	2018-19	All Students	44	46	47	EL	27	29	30	Special Ed	10	12	13	SED	41	43	44
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Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible																					
<div style="border: 1px solid black; padding: 5px;"> Use CCSS to guide ELA/Literacy instruction. Utilize a variety of instructional strategies (i.e. phonics, reading comprehension instruction, guided reading, Writer’s Workshop) as </div>	Review of yearly, unit, and daily lesson plans, as well as formative and interim assessment data. CAASPP and CELDT/ELPAC.	RSED Schools Team; RSED Achievement Team; School Leaders; Teachers																					

<p>described in Element A of this petition.</p> <p>Provide supports to EL students, students with disabilities, and other struggling subgroups.</p> <p>Systematically monitor progress of all students.</p>		
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Subpriority B: Mathematics

Goals to Achieve Subpriority	All students, including all subgroups, will acquire mathematical skills.
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Measurable Outcomes	CAASPP Math			
	CAASPP Math:			
		2016-17	2017-18	2018-19
	All Students	49	51	52
	EL	34	36	37
	Special Ed	33	35	36
	SED	45	47	48

Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
<p>Use CCSS to guide Mathematics instruction.</p> <p>Utilize a variety of instructional strategies as described in Element A of this petition.</p> <p>Provide supports to EL students, students with disabilities, and other struggling subgroups.</p> <p>Systematically monitor progress of all students.</p>	<p>Review of yearly, unit, and daily lesson plans, as well as formative and interim assessment data.</p> <p>CAASPP.</p>	<p>RSED Schools Team; RSED Achievement Team; School Leaders; Teachers</p>

Subpriority C: Social Studies

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

<p>explicitly taught throughout the school day.</p> <p>Teachers and school leaders will participate in NGSS trainings and workshops.</p> <p>Teachers will utilize NGSS-aligned assessments as the standards are progressively implemented.</p> <p>EL students will receive scaffolded language support.</p> <p>Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.</p>		
Subpriority E: Arts		
Goals to Achieve Subpriority	All students, including all subgroups, will have frequent opportunities to practice visual and performing arts both in their regular classrooms and in enrichment classes.	
Measurable Outcomes	100% of students, including 100% of students in all subgroups, will receive at least two enrichment courses during the week.	
Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
<p>Offer at least two enrichment subjects to students.</p> <p>Enrichment teachers participate in professional development and school wide data analysis to ensure rigor and effectiveness.</p> <p>Incorporate visual and performing arts activities and projects into the school day.</p>	<p>Yearly, unit, and daily lesson plans.</p> <p>Bell schedule.</p>	<p>RSED Achievement Team; School Leaders; teachers</p>
Subpriority F: P.E.		
Goals to Achieve Subpriority	<div style="border: 1px solid black; padding: 5px;"> <p>Students, including all subgroups, will receive physical education instruction each week.</p> </div>	

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

ELEMENT C: ASSESSMENT MEASURES

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

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

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

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

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

As further described in Element above, teachers will analyze assessment results to identify student, class, and school trends, to find specific areas of instructional 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-Risk 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 each spring. Additionally, the California Standards Test for science will be administered annually in the spring to students in grade five (or a new science assessment if the state chooses one). These tests will help monitor progress on grade level content and skill development, and will be reflected in meeting state and federal measurements as they evolve and replace API and AYP. The California English Language Development Assessment (CELDT), or ELPAC when it is developed, will be administered to English Learners annually.
- Leveled Reading Assessments (baseline, formative, summative)—All students in grades K-5 will be assessed regularly throughout the year using the STEP Literacy assessment.
- Writing Assessments (baseline, formative, summative)—A writing sample will be collected and assessed for each student several times a year. Students will be instructed on how to use writing checklists throughout the writing process. Students will use these writing checklists for self-review and self-assessment on writing projects throughout the year. Teachers will also use these checklists to assess student writing.
- Mathematics Assessments (baseline, formative, summative)—Throughout the year, student progress in mathematics will be measured using formal and informal formative assessments. Some of these assessments will be teacher-developed based on Common Core State Standards, and others may be taken from a math program if we choose to purchase one. Students will be preassessed at the beginning of math units to identify students in need of extra challenge or support. Ongoing assessment will take the form of teacher observations, assignments, and performance-based assessments involving problem-solving. At the end of each unit, student understanding and mastery will be measured through performance tasks or formal assessments. Teachers will create these assessments or select them from curriculum resources.
- Standardized Assessments in Language Arts & Mathematics (interim)—In addition to leveled reading assessments and formative math assessments, students will also take NWEA MAP Interim Assessments three times per year in Reading and Math to assure they will be prepared for Smarter Balanced Assessments.
- Science Assessments (formative, summative)—We will assess student progress toward the Next Generation Science Standards using unit assessments from the science program we choose. Teachers will also use a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects. There will also be assessments at the end of transdisciplinary units such as project rubrics, written checklists, and/or performance tasks.
- Social Studies Assessments (formative, summative)—We will assess student progress toward California History–Social Science Standards using a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects.
- Social Emotional Learning Assessments (formative, summative)—Teachers will explore and develop tools, some of which will be aligned the RULER Approach and Kimochi’s curriculum, to identify and support students’ social-emotional growth.

USE AND REPORTING OF DATA

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

REPORTING TO PARENTS/GUARDIANS

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

REPORTING TO THE AUTHORIZER AND OTHER STAKEHOLDERS

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

ELEMENT D: LOCATION

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

Location. Alma is located at 198 W. Alma Ave in San Jose, California. We plan to remain located at this site through the term of this renewal.

ELEMENT E: GOVERNANCE AND PARENTAL INVOLVEMENT

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

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

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

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

GOVERNANCE STRUCTURE

BOARD OF DIRECTORS

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

Rocketship’s Bylaws state that the Board must consist of at least three and up to 25 members. Board members serve for staggered terms of two years. This staggering of terms will create a natural flow for future elections and ensure that the Board does not experience full turnover at once. For bios of our current Board members, please see Appendix 11.

The Board will be comprised of the following individual officers:

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

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

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

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

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

BOARD DUTIES

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 school charter;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Evaluation of Rocketship Principals;
- Monitoring Rocketship’s performance and taking necessary action to ensure that the school remains true to its mission and charter;
- Monitoring Rocketship’s fiscal solvency;
- Participation in Rocketship’s annual independent fiscal audit;
- Participation as necessary in student expulsion matters pursuant to Rocketship policy;
- Increasing public awareness of Rocketship.

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

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

- Be in writing;
- Specify the entity designated;

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

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

BOARD MEETINGS AND TRAININGS

The Board will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act, and thus be held openly and easily accessible to the public. Rocketship will establish an annual calendar listing the dates of its regular meetings and provide the locations of those meetings. Rocketship will ensure that a teleconference location, which will be manned by a Rocketship staff member, is available within the jurisdictional boundaries of the district for every meeting. The notice and agenda of each meeting will provide for public comment from each physical and teleconference location.

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

RSED has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code.

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

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

ADVISORY BOARD

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

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

to Rocketship Education’s Regional Director/Vice President; provide meaningful input to the Board of Directors on topics such as plans and strategies for local growth, model improvement, and staff development; build local partnerships to enhance the quality and sustainability of Rocketship schools; and speak at local events, political forums, and site visits. The Advisory Board will meet regularly, and members will attend certain designated Board meetings each year.

RSED STAFF

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

The current support that RSED staff provides includes the following:

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

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

PARENT PARTICIPATION

We understand that a parent is a child’s first teacher and lifelong advocate. We strive to partner with parents in a variety of ways so that they can become active participants in the school and the community as they promote their children’s educations. As described in Element A 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 school. Parents can become members of the Advisory Board (further described above) or become involved with the School Site Council or English Language Advisory Committee (further described below).

We also encourage our families to complete at least 30 partnership hours each school year. Partnership activities vary widely and can include assisting in classrooms, translating documents, providing administrative assistance, participating in community and family meetings attending advocacy events, and assisting in special school events.

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, Alma holds meetings specifically designed to help parents understand the components of the LCAP and to discuss the best ways for the school to use LCFF funds to serve students in alignment with the state priorities. Alma also has developed a survey, translated into English and Spanish, to ask parents about their preferences regarding the allocation of LCFF funds for various services and resources.

SCHOOL SITE COUNCIL

Each Rocketship school forms a School Site Council (SSC) which, in accordance with Ed Code § 52852, will be comprised of the following:

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

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

Pursuant to Ed Code § 64001, the SSC will be responsible for participating in the development of a Single School District Plan for student achievement (“the SSD Plan”).

The SSD Plan is a blueprint to improve the academic performance of all students through the coordination of all educational services at the school. The SSD Plan must address how federal funds provided to the school will be used to improve the academic performance of all students. In developing the SSD Plan, the SSC will conduct an analysis of root causes of student academic challenges and research-based instructional strategies that enhance student achievement. To set school goals, the SSC will carefully review district priorities; qualitative and quantitative student achievement data; and other performance measures to evaluate the effectiveness of the instructional program. The SSC will review and update the SSD Plan annually. All updated SSD Plans must be approved by the Rocketship Education Board of Directors.

Additionally, the SSC will participate in the development and approval of the school’s Local Control and Accountability Plan (LCAP), which governs how the school will spend its state categorical funding.

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

- Engage in professional development opportunities for parents (i.e through trainings in data analysis, budget review, curriculum and instruction, etc.).
- Review of attendance trends and policies.
- Review of English learner achievement and reclassification data.
- Review of the Parent Survey and School Needs Assessment.
- Budget and categorical funding allocation (LCFF allocation).
- Review of the instructional model and curriculum.

- Provide input on school events, school culture, and staff professional development.
- Provide input on school policies, school safety plans, and discipline procedures.
- Implement initiatives to increase parent engagement.

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

ENGLISH LEARNER ADVISORY COMMITTEE

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

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

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

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

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

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

DETERMINING SUCCESS OF PARENT INVOLVEMENT

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

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

ELEMENT F: EMPLOYEE QUALIFICATIONS

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

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

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

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

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

Alma is a School 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.

PRINCIPAL

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

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

Responsibilities:

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

Qualifications:

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

ASSISTANT PRINCIPAL

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

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

Responsibilities:

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

Qualifications:

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

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

CLASSROOM TEACHERS

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

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

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

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

Responsibilities

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

Qualifications:

- Demonstrated mastery of classroom skills including classroom management, planning, assessment and instructional practice;
- Hold a valid teaching credential;

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

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

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

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

EDUCATION SPECIALIST

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

Responsibilities

- Ensure that all students realize the academic goals outlined both within their IEPs and by Alma and realize at least one year's worth of progress
- Collaborate with school personnel, parents, and other service providers for the purpose of improving the quality of student outcomes, developing solutions and planning curriculum
- Coordinate referral and assessment procedures and facilitate the coordination of IEP team meetings and the implementation of special education services (Speech, Occupational therapy, etc.)
- Evaluate students' abilities in basic academics for the purpose of development of remediation plans and/or assessing student progress
- Provide one-to-one or small group instruction, direct services and push in or pull out intervention as required by IEP
- Provide accommodations and/or modifications to learners with disabilities for assignments and testing as determined by the IEP team
- Draft and write professional and compliant IEPs, as well as finalize the data in SEIS
- Instruct students for the purpose of improving their success in assigned basic academic subject areas of reading, writing and/or math
- Manage student behavior for the purpose of providing a safe and optimal learning environment, develops behavior support plans as needed
- Participates in various meetings (IEP, parent conferences, in service training, staff meetings etc.)
- Provide leadership for assuring full compliance with legal requirements as prescribed by federal law under IDEA (Individuals with Disabilities in Education Act 1997) and IDEIA (Individuals with Disabilities in Education Improvement Act, 2004) and State of California Education Code

- Collaborate with parents as educational partners and provide ability awareness as needed

Qualifications

- Embrace the mission of Rocketship Education
- Thrive in a fast-paced, dynamic work environment
- Knowledge of curriculum, education code and special education law/policies
- Skills in appropriate special subject matter
- Abilities to stand and walk for prolonged periods
- Perform a variety of specialized and responsible tasks: maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and compliance deadlines
- Possession of a valid California driver’s license: willingness to provide own transportation in conduct of work assignments.
- Background check, TB test and fingerprinting required
- Valid Education Specialist Credential or enrolled in an accredited teacher preparation program working towards a credential
- Bachelor’s degree required

INDIVIDUALIZED LEARNING SPECIALISTS

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

Responsibilities

- Motivate students to participate in learning activities; create a positive student culture around online learning and small group tutoring; maintain high behavioral expectations for all students
- Ensure that students have access to a positive and productive learning environment by enforcing all campus safety rules and behavior expectations
- Actively “coach” students on all computer programs and ensure that the educational software used in the lab effectively meets the needs of students; perform targeted individual interventions and assist struggling students on computer programs
- Tutor small groups of students on literacy and/or math skills; use Rocketship adopted curricula to deliver lessons which align to students’ goals
- Each ILS works directly with students in group, and individual settings to execute highly structured programs or instructional review
- Interpret and manage online student data generated by multiple educational software programs; monitor student progress using Rocketship’s data management platform and promote individual and group progress within the curricula
- Communicate and collaborate with the teachers at their grade level, and school administrators; participate actively in staff development opportunities as a member of the Rocketship team
- Maintain computer equipment and accessories

Qualifications

- Commitment to Rocketship’s mission, vision, and goals
- Passion for working with children; ability to motivate and support children in reaching high levels of academic success
- Previous experience managing and/or teaching groups of elementary age students is strongly preferred

- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Basic computer skills including troubleshooting and an ability to communicate about technical difficulties
- Ability to efficiently interpret, manage, and utilize multiple sets of data in order to best support students' progress
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Education
- Fluency in English
- Flexibility and a willingness to learn
- Background check, TB test and fingerprinting required

PARAPROFESSIONAL

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

Responsibilities

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

Qualifications

- A team player who is detail-oriented, resourceful and able to manage his/her responsibility with confidence and discretion
- Interpersonal skills using tact, patience and courtesy
- Willingness to implement positive behavior support plans
- Passion for working with young children
- Experience working with young children in a school setting
- Experience working with students with disabilities (desired)
- Background check, TB test and fingerprinting required
- Copy of High School Diploma or equivalent
- Provide ONE of the following: transcripts showing at least 2 years of college coursework (48 units) or issuance of an Associate's or Bachelor's degree; copy of Associate's or Bachelor's Degree; copy of Passing Score Report for Rocketship's approved paraprofessional assessment

OFFICE MANAGER

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

Responsibilities:

- Recording attendance
- Primary responsibility for input of Free and Reduced Lunch information into the student database

- Managing the office
- Overseeing purchases of materials
- Doing day to day bookkeeping
- Managing the schedules of the Principal
- Serving as first point of contact for Parents contacting Alma.

Qualifications:

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

BUSINESS OPERATIONS MANAGER

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

Responsibilities

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

- Own free/reduced-price lunch application process, including validating forms and running income verification process
- Run weekly and monthly attendance reports, serve as main point of contact for PowerSchool administrator for needs related to compliance reporting

Qualifications

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

ENRICHMENT CENTER COORDINATOR

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

Responsibilities

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

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

Qualifications

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

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

SUPPORT STAFF

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

Responsibilities

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

- Attend staff meetings and in-service trainings as deemed necessary for the position

Qualifications

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

ELEMENT G: HEALTH AND SAFETY PROCEDURES

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a record summary as described in Section 44237.”

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

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

FINGERPRINTING/BACKGROUND CHECK

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

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

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

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

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

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

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

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

TB TESTING

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

IMMUNIZATIONS

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

MEDICATION IN SCHOOL

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

In accordance with California law, Alma will stock emergency epinephrine auto-injectors to be used by the school nurse or trained personnel on persons suffering or reasonably believed to be suffering from an anaphylactic reaction. A school nurse or, if the 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.

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

VISION/HEARING/SCOLIOSIS

Rocketship shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served.

EMERGENCY PREPAREDNESS

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

BLOOD-BORNE PATHOGENS

Rocketship shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board has established a written “Blood-borne Pathogens” policy designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

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

DRUG-FREE/SMOKE-FREE ENVIRONMENT

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. Alma has received a Certificate of Occupancy prior to the start of school.

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

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

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

ELEMENT H: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. -- California Education Code Section 47605.6(b)(5)(H)

Alma shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of Santa Clara County.

Alma will implement a strategy that includes, but is not necessarily limited to, printing and distributing materials in English, Spanish, Vietnamese, and other languages reflecting the needs of the community, and:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the local district.
- Continuous outreach activities throughout the community.

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

ELEMENT I: FINANCIAL AUDIT

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

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

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

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

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

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

ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled. -- California Education Code Section 47605.6(b)(5)(J)

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

GROUNDS FOR SUSPENSION AND EXPULSION

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

In California, in accordance with EC §48900, a student may be suspended or expelled for any of the following acts when it is determined that the student:

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

not be suspended for disruption or willful defiance. No student in grades K-5 may be expelled for willful defiance.

- (12) Knowingly received stolen school property or private property.
- (13) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (14) Committed or attempted to commit a sexual assault as defined in Penal Code §§ 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code §243.4.
- (15) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- (16) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (17) Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- (18) Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to suspension or expulsion.
- (19) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- (20) Committed sexual harassment, as defined in EC § 212.5. For the purposes of this section, the conduct described in § 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. Under EC § 48900.2, this does not apply to students in grades K-3.
- (21) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. Under EC § 48900.3, this does not apply to students in grades K-3.
- (22) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting

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

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

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

SUSPENSION AND EXPULSION PROCEDURES

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

Suspensions at Rocketship will adhere to the following procedures:

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense.

Absent an emergency situation, the conference must occur before the student is sent home on suspension.

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

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

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

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

Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a second conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

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

AUTHORITY TO EXPEL

An expulsion is the permanent dismissal of a student from the Rocketship program. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school.

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

Instead of conducting the hearing itself, the Academic Affairs Committee may appoint an impartial administrative panel of three or more persons, none of whom is a member of the Board or employed on the staff of the school in which the student is enrolled. The Academic Affairs Committee will pre-appoint a panel of at least five certificated Rocketship staff members, each from different Rocketship school sites. Should any of the persons appointed to the panel be employed by the staff of the school in which the student is enrolled, he/she will recuse him/herself from the proceedings.

EXPULSION PROCEDURES

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

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

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses.

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

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and shall be made within three school days following the conclusion of the hearing.

If the expulsion hearing panel decides not to recommend expulsion, the student shall be returned to his/her educational program or become subject to discipline or suspension in accordance with this policy.

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

- notice of the specific offense committed by the student and

· notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Rocketship.

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

Expelled Students/Alternative Education. With the exception of students with disabilities under IDEA, students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their school district of residence.

Rehabilitation and Readmission. At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

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

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

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

Services During Suspension. Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim 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 or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; (b) if a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (c) return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

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

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

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

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

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

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

For more details, please see Section O of Rocketship's Suspension and Expulsion Policy, attached as Appendix 13. Rocketship's Suspension and Expulsion Policy shall serve as Alma's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Alma staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

ELEMENT K: STAFF RETIREMENT SYSTEM

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

All full-time employees of 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. At the time of this submission, RSED participates in CALSTRS. RSED reserves the right to elect not to participate in CALSTRS during the term of this charter. RSED will notify the Authorizer prior to the start of any school year that it decides not participate in CALSTRS. All part-time employees and full-time non-certificated employees will participate in the federal social security system. Rocketship employees may have access to additional Rocketship-sponsored retirement plans according to policies developed by the board of directors and adopted as Rocketship employee policies. Rocketship Education's Human Resources team, in conjunction with the principal, ensures that appropriate arrangements for coverage have been made.

ELEMENT L: DISPUTE RESOLUTION PROCESS

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

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

The intent of our dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School’s policies, (2) minimize the oversight burden on the authorizer, and (3) ensure a fair and timely resolution to disputes.

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

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

All internal Rocketship disputes will be handled internally and will be governed by RSED’s adopted policies.

In the event of a dispute between Alma and the Authorizer, the staff and Board members of RSED and the authorizer agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent of the County and the Principal of Alma or designees. In the event that the authorizer believes that the dispute relates to an issue that could lead to revocation of the charter under Education Code Section 47607, Alma requests that this be specifically noted in the written dispute statement, but is aware that the authorizer is not legally bound to do so. Nothing in this section is intended to impair the authority or ability of the Authorizer to revoke the charter in accordance with the procedures detailed in Education Code Section 47607.

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

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

ELEMENT M: ADMISSIONS REQUIREMENTS

“Admission requirements, if applicable.”

- California Education Code Section 4760.65(b)(5)(M)

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

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

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

APPLICATION AND REGISTRATION PROCESS

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

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

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

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

LOTTERY POLICIES AND PROCEDURES

As described above, Alma will implement a public random drawing in the event that applications for enrollment exceed capacity. Enrollment preferences in the case of a public random drawing shall be allowed in the following order of preference:

1. Siblings of currently enrolled Alma students
2. Children of employees of Alma (not to exceed 10% of total enrollment)
3. Residents of Santa Clara County
4. Other California residents

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

Alma will likely conduct the lottery in the late winter or early spring for enrollment in fall of that year. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list in the order of their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year. Students may also apply to Rocketship after the open application period and will be placed on the wait list on a first come-first served basis if all seats are full in a particular grade level. In no circumstance will a wait list carry over to the following school year. Rocketship will notify all 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.

ELEMENT N: ATTENDANCE ALTERNATIVES

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

No student may be required to attend Alma. Students who reside within the San Jose Unified School District, Santa Clara County, and who opt not to attend Alma, may attend other district schools within Santa Clara County according to county office of education policy or at another school district or school within Santa Clara County through the county office of education's enrollment and transfer policies.

Parents and guardians of each student enrolled in Alma will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT O: DESCRIPTION OF EMPLOYEE RIGHTS

Governing Law: A description of the rights of an employee of the county office of education upon leaving the employment of the county office of education to be employed by the Charter School, and of any rights of return to the county office of education after leaving the employ of the Charter School.-- Education Code Section 47605.6(b)(5)(O)

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

All employees of Alma will be considered the exclusive employees of Rocketship Education and not of the county office of education, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the county office of education will not be transferred to Rocketship Education. Employment by Rocketship Education provides no rights of employment at any other entity, including any rights in the case of closure of Alma.

ELEMENT P: CLOSURE OF THE SCHOOL

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

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

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

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

The Board will ensure that the notification to the parents and students of Alma of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close Alma.

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

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

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

and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Alma.

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

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

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

BUSINESS OPERATIONS

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

BUDGETS AND CASH FLOW

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

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

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

(b) The sponsoring local educational agency shall transfer funding in lieu of property taxes to the charter school in monthly installments, by no later than the 15th of each month.

(1) For the months of August to February, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes received by the sponsoring local educational agency during the preceding fiscal year, as reported to the Superintendent for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to the charter school the charter school's estimated annual entitlement to funding in lieu of property taxes as follows:

(A) Six percent in August.

(B) Twelve percent in September.

(C) Eight percent each month in October, November, December, January, and February.

(2) For the months of March to June, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the fiscal year, as reported to the Superintendent for purposes of the first principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to one-sixth of the difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraph (1). An additional one-sixth of this difference shall be included in the amount transferred in the month of March.

(3) For the month of July, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the prior fiscal year, as reported to the

Superintendent for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to the remaining difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraphs (1) and (2).

(4) Final adjustments to the amount of funding in lieu of property taxes allocated to a charter school shall be made in February, in conjunction with the final reconciliation of annual apportionments to schools.

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

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

FINANCIAL REPORTING

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

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update required pursuant to Education Code Section 47606.5.

- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County Office of Education, State Controller, and State Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to 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.

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 school are to be provided. -- Education Code Section 47605.6(h)

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

- Accounting and payroll management
- Cash flow management
- Contracts with charter authorizers
- Real estate financial management
- Securing and managing loans
- Federal grant writing and reporting
- Creation of the student management system used to keep student's daily, periodic, and annual academic results
- Human Resources
- Provide support on academic data analysis as necessary
- Develop best practices for school safety and other school procedures
- Provide ongoing consulting for the management of the Learning Lab
- Teacher recruiting

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

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

FACILITIES

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

Location. Alma is located at 198 W. Alma Ave. in San Jose, California. We plan to remain located at this site through the term of this renewal.

Projected Cost, Type, and Financing Plan. Rocketship conducts a rigorous facilities acquisition process to open its campuses. Historically, this process has resulted in working with Launchpad Development Company (Launchpad) to acquire the land and build Rocketship's schools.

Each of the facilities housing Rocketship's California schools was completed on-time and on budget, resulted in an average facility cost of ~18% of revenues for the school network for 2014/15 (Bay Area Region), prior to any lease-aid reimbursements available under California Proposition 39.

Rocketship budgets Facility Expenses based on lease payments determined by its real estate development partner based on the cost of each project. The Facility Expense is finalized and agreed to by both parties prior to project financing, and memorialized by an industry-standard lease document. The Facility Expense is comprised of normal and customary components of market rents including; project costs, property management fees, taxes, insurance, and reserves for replacement of capital items. This methodology results in market based rents for Rocketship.

Launchpad's financing plan for the development of the new schools and sites, absent the desired Prop 39 partnership, is one of three main options listed below. With these financing options, Launchpad has been able to complete all of its projects for Rocketship on time and within the approved project budget.

- New Market Tax Credits
- Tax Exempt Bond financing
- Bridge financing during the development and construction periods that will be taken out by tax exempt bond financing once the project is complete and has opened.

Launchpad successfully financed four of the ten permanent Rocketship campuses in the Bay Area with New Market Tax Credits, five projects by issuing long term tax exempt bonds, and one project through short term private financing that was ultimately refinanced with bonds. These transactions have resulted in the increased interest of local and national lenders as well as capital markets investors, providing confidence in the ability to finance the construction of new Rocketship schools moving forward. Alma is financed through tax exempt bonds.

Access to local school bond and/or parcel tax proceeds would have a clear financial benefit for charter school operators and we hope collective efforts in the future will produce these results. Currently, we know of no school bond or parcel tax proceeds available for capital projects for charter schools. It is our

understanding that Prop 1D and Prop 55 state bond monies set aside for charter school capital projects are currently fully allocated and there are numerous charter schools that have been allocated funds but have yet to identify and implement development and financing plans in order to receive the benefit of the funds allocated. Launchpad and Rocketship periodically and strategically maintain working relationships with CSFA; the entity overseeing the award of and distribution of state bond monies, and the investment bankers that assist CSFA with this distribution and awarding of Prop. 1D and Prop. 55 funds.

IMPACT ON THE DISTRICT

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

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Rocketship Education Articles of Incorporation and Bylaws are attached as Appendix 11. Rocketship Education shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the Authorizer shall not be liable for the operation of Alma.

Further, RSED and the Authorizer shall enter into a memorandum of understanding (MOU) or contract which shall provide for indemnification of the Authorizer by RSED. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The Authorizer shall be named an additional insured on the general liability insurance of Alma. The corporate bylaws of Rocketship Education and each of its schools shall provide for indemnification of the Rocketship Education and Rocketship Education Board of Directors, officers, agents, and employees, and Rocketship Education and Rocketship Board will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

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

CONCLUSION

By approving the renewal of this charter, the Santa Clara County 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 County with the strongest possible proposal for establishment of a charter for a five-year term to begin July 1, 2018. In order to comply with rigorous Authorizer charter approval requirements, the Petitioners have attached a comprehensive series of detailed appendices. These appendices, with the exception of the Budget included as Appendix 1, are not intended to be incorporated by reference into the petition, but are provided to ensure that the Authorizer has a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intend to achieve the academic results outlined in the charter.

Should this petition be granted for approval, Rocketship will provide written notice to the California Department of Education and the State Board of Education.

Rocketship Education

Rocketship 7 Countywide Charter Petition



Submitted to Santa Clara County Office of Education:
October 10, 2011
Revised: May 2013

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Table of Contents of Legal Requirements:

This charter has been created in the format encouraged by the California State Board of Education in its adopted “Model Application for Charter Schools” and exceeds the legal requirements of Education Code Section 47605.6. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this “Table of Contents of Legal Requirements” is presented to assist the Reviewer in establishing that all requirements of law have been met.

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Charter School Intent and Charter Requirements

The Charter Schools Act (“Act”) of 1992, codified as California Education Code Section 47600 *et seq.*, requires each charter school to have a “charter” that sets forth a reasonably comprehensive description of the seventeen (17) required elements of charter petitions (California Education Code Section 47605.6).

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

- (a) Improve student learning.
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable student outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The following sections of this charter explain how RS7 fulfills the requirements of Section 47605.6 of the Act.

Affirmations and Assurances

As the authorized lead petitioner, I, Preston Smith, hereby certify that the information submitted in this petition for a California public charter school to be named RS7 (the “Charter School”), submitted to the Santa Clara County Board of Education (“SCCBOE”) and the Santa Clara County Office of Education (“SCCOE”) (collectively, the “County”) and to be located within Santa Clara County is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605.6(d)(1)]
- The Charter School will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. [Ref. California Education Code §47605.6(b)(5)(M)]
- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605.6(e)(1)]
- The Charter School will not charge tuition. [Ref. California Education Code §47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. California Education Code §47605.6(e)(2)(B)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2007, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. [Ref. California Education Code §47605.6(1)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- 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 a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605.6(d)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]



October 10, 2011

Lead Petitioner

Date

I. INTRODUCTION/FOUNDING GROUP¹

The organizers of RS7 are pleased to submit this charter school petition with the goal of closing the countywide achievement gap. Rocketship Education currently operates five schools in San Jose, Rocketship Mateo Sheedy Elementary School, Rocketship Sí Se Puede Academy, Rocketship Los Sueños Elementary School, Rocketship Mosaic Elementary School, and Rocketship Discovery Prep. In the process of developing this charter petition, the petitioners held meetings with local families and community leaders in Santa Clara County, conducted research around the need for a charter school program like RS7, and collected signatures from teachers “meaningfully interested” in teaching at the proposed school.

Background

In 1999, officials from Santa Clara University asked Father Mateo Sheedy, Pastor of Sacred Heart Parish in San Jose, to recommend children from his parish for the Juan Diego Scholarship program. Father Mateo conducted an exhaustive search to find candidates who could attend and succeed at this four-year college, but he was unable to find a single qualified student. He was appalled that, of the hundreds of children in his parish, none had received the education necessary to attend Santa Clara University.

Father Mateo immediately began researching ways to solve this problem. He soon became convinced that the public schools around his parish were failing to educate the students in his church. He decided that the children of the parish needed to have an alternative to their neighborhood district school. Father Mateo’s vision brought a full K-12 alternative path to downtown San Jose through the following schools: Rocketship Mateo Sheedy Elementary School (K-5), Sacred Heart Nativity School (6-8), and Downtown College Preparatory (9-12).

In its first year of operation, Rocketship Education’s first school, Rocketship Mateo Sheedy Elementary School became the highest ranked low-income elementary school in Santa Clara County and the seventh ranked school in California. This caused an enormous demand from parents in other parts of Santa Clara County for Rocketship Education to open additional schools. Based on the success of Rocketship Mateo Sheedy Elementary School, the founders decided to expand its nonprofit public benefit corporation Rocketship Education to serve other schools in the most troubled neighborhoods. Rocketship Education has taken the successful model pioneered at Rocketship Mateo Sheedy Elementary School and translated it into the critical systems necessary for successful replication. Rocketship Education will provide each Rocketship school with systems and support for Curriculum, Finance, Legal, Learning Lab, and Human Resources. By capturing the best practices from Rocketship Mateo Sheedy Elementary School, Rocketship Education will allow each Rocketship Education school to avoid many of the startup hurdles faced by most charters and quickly produce strong academic results and a solid school culture by focusing on the key levers which drive student achievement.

The Rocketship Education model is fundamentally different from other elementary schools in five important ways:

1. an extended school day,
-

2. high expectations,
3. teacher teaming,
4. deep community involvement, and
5. individualization for each student.

An Extended School Day & High Expectations

Our typical students will be financially disadvantaged English Learners who arrive at Kindergarten 1.5 years behind their peers (see Appendix J: RocketshipRS7 EL Program). By operating our school from 8 a.m. to 4 p.m. each day, we give our students the extra time to catch up academically. In order to catch up, we expect students to make Significant Gains—that is 1.5 years of academic progress for each year at Rocketship Education. This rate of progress will allow our students to achieve at grade-level by the end of second grade. At graduation, they will leave Rocketship Education at or above grade level as measured by state STAR testing. Extensive educational research proves that such progress is fully achievable: high-quality teachers are the key (Sanders and Rivers, 1996; Haycock, 1999).

Teacher Teaming

Rocketship Education teachers will all hold a multi-subject credential and use a teaming approach with our instructional staff. This teaming approach means that teachers have their own instructional home-room, however, the students move to different teachers throughout the day. The students have a teacher each day that focuses primarily on literacy instruction that is integrated with social studies instruction and a teacher that is focused primarily on math instruction that is integrated with science instruction. This teaming approach allows them to develop deep subject matter knowledge and an ability to diagnose and intervene with even the most struggling students.

We also believe that, in order for teaching to be a viable career, there has to be a career path that recognizes a teacher's ability to consistently make Significant Gains with significantly increased pay and responsibilities. Each school will have a full-time Academic Dean, a teacher promoted based on their outstanding classroom success and leadership potential. The Academic Dean will focus on developing our teacher's abilities and managing our academic program. Additionally, each school will have an Assistant Principal, who will be responsible for overseeing Learning Lab, developing and maintaining a supportive college preparatory environment, and supporting in teacher coaching. Both of these leadership positions, as well as the principal role, provide added support for students and families, drive robust professional support for teachers, and provide an attractive career path for teachers. With this pathway available, we believe we will be able to attract top college graduates to Rocketship Education who might otherwise pursue careers in law, medicine, engineering, business and other prestigious professions. Because of the critical importance of rewarding talented and dedicated teachers, each school will spend approximately 50% of its operating budget on administrative and instructional staff compensation.

Deep Community Involvement

In order to achieve our extremely high expectations, it is crucial that our families help us to motivate their students to do their homework, come to school alert and prepared, and reinforce the values that students learn as Rocketeers. We accomplish this by reaching out to the community instead of waiting for the community come to us. Our teachers do home visits with

every family during the first half of the year, we expect 90% attendance at our monthly community meetings, and we have many special events during the year to engage families. We choose Principals and Office Managers who are bi-lingual in neighborhoods where Spanish is the dominant language in order to make the school a more welcoming place.

Individualization for Each Student

The final distinctive characteristic of Rocketship Education lies in its focus on each child. We assume that every child in the neighborhoods we serve will have special learning needs to be addressed individually. Rocketship Education's school model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress in reaching the school's goal for Significant Gains. For each student in this category, an Individualized Learning Plan ("ILP") is generated which specifies areas of strength and weakness and explicit classroom modifications, areas to target in our Computer curriculum, and specific goals and methods for tutors. The first tier of intervention is in the classroom. Guided Reading groups are used to deliver these more individualized objectives during normal classroom instruction. Rocketship Education conducts Learning Lab throughout the day in which each class of students rotates through Literacy and Computer centers. In the Computer center, a student's interim assessment results are used to create a specific online intervention program for that student by the Academic Dean and teacher. The second tier of intervention is comprised of supplemental, small-group tutoring sessions. Tutoring sessions occur in Learning Lab. Students who are failing to make adequate progress towards Significant Gains will receive half an hour to forty minutes of daily small-group intervention with a group of students with similar needs, focused on goals from each student's ILP. If classroom modifications, Learning Lab and After-School interventions fail to help a student make adequate progress, the student enters the Rocketship Education Student Services Team Process and if necessary, the Special Education IEP process. This allows the student to receive individualized attention and the services of specialists. Providing these three levels of intervention will allow Rocketship Education to serve the most struggling readers more effectively than traditional elementary schools.

We imagine a future for the hundreds of children served by each Rocketship Education school in which they can enter middle school ahead of their peers, take advantage of advanced classes in middle and high school for which their older brothers and sisters were unprepared, and go on to attain a four-year college education. We hope to see hundreds of qualified applicants for great four-year universities by 2020 when our first class of Kindergarteners will graduate from high school. We hope that, twenty years after Father Mateo's fruitless search, it will be the number of scholarships—not the number of qualified students—that will be the primary question of concern for neighborhoods in San Jose, Santa Clara County, and beyond.

Founding Group

John Danner, Co-Founder and CEO, Rocketship Education

Before starting Rocketship Education, John served as a teacher in the Nashville public school system for three years, the last two as a second-grade teacher of students with limited English proficiency. In 2000, John co-founded Sacred Heart Nativity School, a private Catholic middle-school for at-risk Latino boys in San Jose. From 2001-2005, John served as the Chairman of the

Charter School Resource Center of Tennessee, working for the successful passage of Tennessee's charter school law in 2002 and assisting the subsequent establishment of twelve charter schools in Tennessee. John served as a founding director of KIPP Academy Nashville, a charter middle school in Nashville which had achievement comparable to district magnet schools in its first year of operation. Prior to his work in education, John founded and served as CEO of NetGravity, an Internet advertising software company. John took NetGravity public and sold the company to Doubleclick in October of 1999. John holds a Bachelor's and Master's Degree in Electrical Engineering from Stanford University and a Master's Degree in Education Policy from Vanderbilt University. John is an Ashoka Fellow, and a Henry Crown Fellow at the Aspen Institute, where he won the Institute's McNulty Prize in 2010.

Preston Smith, Co-Founder and Chief Achievement Officer, Rocketship Education

Before starting Rocketship Education, Preston was the Principal of L.U.C.H.A. Elementary School, a small school within Alum Rock Unified School District. He founded L.U.C.H.A in collaboration with neighborhood families in 2004 to provide parents with an excellent school focused on high academic achievement and parental involvement. In 2006, after three years of operation, L.U.C.H.A. received an API score of 881 and was the fourth ranked high-poverty (50% free and reduced meals) elementary school in California. Before founding L.U.C.H.A, Preston taught 1st grade for three years at Clyde Arbuckle Elementary School, the first two as a Teach for America (TFA) corps member. In 2003, Preston was named "Teacher of the Year" at Arbuckle and was also nominated as one of six finalists for TFA's Sue Lehmann Award, given to TFA corps members with the highest classroom academic gains in the nation. Preston graduated Phi Beta Kappa from the University of North Carolina at Chapel Hill.

Rocketship Education Board of Directors

Fred J. Ferrer

Frederick is the CEO of the HealthTrust, which has invested over \$100M in organizations focused on making Silicon Valley the healthiest region in the country. Before joining the HealthTrust, Ferrer was executive director of Estrella Family Services for nineteen years, overseeing their early education and family services to 300 children from infancy through seventh grade as well as Estrella's Kids to Camp program which sent over 700 low-income youth to summer camp. Fred is an adjunct professor at Santa Clara University, a commissioner on the FIRST 5 Commission of Santa Clara County and is involved with many other organizations focused on child development.

Alex Terman

Alex was a founding employee and Chief Operating Officer of Leadership Public Schools (LPS), a non-profit charter management organization with five schools in the Bay Area. Prior to joining LPS, Mr. Terman worked in business and corporate development roles at America Online and Bain & Company and served as a John Gardner Fellow in the Office of the U.S. Trade Representative.

Alex Hernandez

Alex is partner and Vice President of the Charter School Growth Fund (CSGF). He leads CSGF's "next generation" CMO investments as well as those for portfolio members located on the west coast. Mr. Hernandez is a former Regional Superintendent at Aspire Public Schools and joined CSGF in July 2010. Previous to managing Aspire's largest region, Mr. Hernandez worked with ICEF, a CMO in Los Angeles, and Portland Public Schools as a Broad Resident. Prior to that, Mr. Hernandez worked for several years with JP Morgan and Disney Ventures. He is a graduate of Claremont McKenna and has an MBA and Masters of Education from Stanford University.

Kim Smith

Kim is a co-founder and CEO of Bellwether Education Partners, a non-profit organization working to improve educational outcomes for low-income students. She is widely recognized as an innovative and entrepreneurial leader in education, and was featured in Newsweek's report on the "Women of the 21st Century" as "the kind of woman who will shape America's new century." After serving as a founding team member at Teach For America, she went on to found and lead an AmeriCorps program for community-based leaders in education as well as a business start-up and worked in marketing for online learning. After completing her M.B.A. at Stanford University, she co-founded and led NewSchools Venture Fund, a venture philanthropy firm focused on transforming public education, where she helped to create a new, bipartisan, cross-sector community of entrepreneurial change agents. Ms. Smith has helped to incubate numerous education and social change organizations and has served on a range of boards, which currently include those of Bellwether, NewSchools, Rocketship Education, ROADS Charter School, and ImpactAssets. She has authored a number of publications about the entrepreneurial education landscape, including "What Is Educational Entrepreneurship?" in *Education Entrepreneurship: Realities, Challenges, Possibilities*, "Social Purpose Capital Markets in K-12" in *The Future of Educational Entrepreneurship: Possibilities for School Reform*, "Creating Responsive Supply in Education" in *More Than Just Schools: Rethinking the Demand for Educational Entrepreneurship* and "Innovation in Education: Problems and Opportunities." She is based in the Santa Clara County Bay Area, where she lives with her husband and two daughters.

Marcus Cole

Marcus Cole is the Wm. Benjamin Scott and Luna M. Scott Professor of Law at Stanford University. A scholar of the law of bankruptcy, corporate reorganization, and venture capital, Marcus Cole takes an empirical law and economics approach to research questions such as why corporate bankruptcies increasingly are adjudicated in Delaware and what drives the financial structure of companies backed by venture capital. He has been a national fellow at the Hoover Institution and has scholarly interests that range from classical liberal political theory to natural law and the history of commercial law. In addition to Rocketship Education, Professor Cole serves on the board of directors for the Central Pacific Region of the Anti-Defamation League of B'nai B'rith and on the editorial board of the *Cato Supreme Court Review*. Before joining the Stanford Law School faculty in 1997, Professor Cole was an associate in commercial litigation with the Chicago law firm of Mayer, Brown & Platt, and he clerked for Judge Morris Sheppard Arnold of the U.S. Court of Appeals for the Eighth Circuit.

Tim Ranzetta

Tim holds a B.S. in Commerce from the University of Virginia. He received his M.B.A. from

the Graduate School of Business at Stanford University. Over fifteen years, he has held leadership roles at high growth companies including U.S. Shred and Equilar and he founded Student Lending Analytics in 2007. He is currently President of Innovate Foundation, which supports innovative educational models focused on closing the achievement gap.

Deborah McGriff

Deborah McGriff leads NewSchools' Academic Systems Initiative, and contributes to investment strategy and management assistance for portfolio ventures, including charter management and school turnaround organizations. Deborah has been committed to transforming the lives of underserved urban school students for almost four decades. In 1993, Deborah became the first public school superintendent to join EdisonLearning (formerly Edison Schools). There, she held numerous positions at the company, including President of Edison Teachers College, Executive Vice President of Charter Schools, and Executive Vice President of several external relations functions. Prior to joining EdisonLearning, Deborah served as the first female General Superintendent of Detroit Public Schools. Crain's Detroit Business named her Newsmaker of the Year for 1992. Before that, she was the first female Assistant Superintendent in Cambridge, Massachusetts and the first female Deputy Superintendent in Milwaukee, Wisconsin. She was a teacher and administrator in the New York City Public Schools for more than a decade. Deborah is former President of the Education Industry Association. She currently serves on the board of the National Alliance for Public Charter Schools, where she also is an executive committee member, as well as founder and national board member of the Black Alliance for Educational Options. She also serves on the advisory boards of the National Council on Teacher Quality and of the Program on Education Policy and Governance at Harvard's John F. Kennedy School of Government, as well as the Technical Working Group for a national evaluation of the Federal Charter Schools Program being led by WestEd. Deborah is also a member of the Review Board for the Broad Prize in Urban Education. Deborah holds a bachelor's degree in education from Norfolk State University, a master's degree in education with a specialization in reading pedagogy from Queens College of the City University of New York, and a doctorate in Administration, Policy and Urban Education from Fordham University.

John Rosenberg John Rosenberg is a general partner with Technology Crossover Ventures (TCV) a private equity and venture capital firm focused on information technology companies where he has worked since 2000. John currently serves on the boards of directors of FX Alliance, Inc and Think Finance, Inc. He was also actively involved in TCV's investments in Automated Trading Desk, Capella Education, Interactive Brokers, kgb, Liquidnet, Penson Financial, Thinkorswim, and Travelport, among others. Prior to joining TCV, John was a Business Development Manager at WeddingChannel.com where he focused on strategic development and financial reporting activities. John started his career as an Analyst in the technology investment banking group at Robertson Stephens & Company in San Francisco. John received a B.A. in Economics from Princeton University. From 2004-2010, John also served on the board of RISE (Resources for Indispensable Schools and Educators), a non-profit dedicated to attracting and retaining high-potential teachers in low income, urban schools.

Timothy R Sheehy Timothy R. Sheehy is president of the Metropolitan Milwaukee Association of Commerce. Founded in 1861, MMAC advocates for improving the business climate through better public policy, facilitates economic development through the expansion and attraction of

capital investment and jobs, and provides the region's best business network helping members grow their companies. MMAC's dues paying membership in greater Milwaukee provides over 300,000 jobs, and supports a strong quality of life. Prior to being named President in 1993, he was responsible for governmental affairs, economic development and other MMAC operations. He serves in leadership positions on two MMAC subsidiaries as a board member of the Milwaukee Development Corporation, and as president of the Regional Center, LLC. Sheehy chairs the American Chamber of Commerce Executives, the Milwaukee Economic Development Corporation, and TechStar Holding, Inc. He serves on the boards of Milwaukee College Preparatory, the Milwaukee Partnership Academy, PAVE, Wisconsin Policy Research Institute, Schools That Can Milwaukee, Milwaukee Charter School Advocates, Milwaukee Succeeds, School Choice Wisconsin, Teach for America, and as the treasurer of Summerfest. Prior to joining MMAC, Sheehy worked as a legislative assistant to F. James Sensenbrenner, Jr. in Washington D.C. He is a recipient of the Lyndon Baines Johnson Congressional internship, a Ford Foundation Fellow on Regional Sustainable Development, a graduate of the Institute of Organization Management, and a Certified Chamber of Commerce Executive. Sheehy graduated from the University of Wisconsin- Madison with a B.S. in political science and was a member of the UW's baseball team.

Alan Crites Alan Crites is a retired business professional with over thirty years of experience spanning a diverse range of business sectors. As CEO of Vendavo, Inc., an enterprise software business, Al led the development of the company from its infancy to over 300 employees and a prestigious list of major customers. As a General Partner at InterWest Partners, a venture capital partnership, he helped to develop a range of successful businesses across the healthcare, information technology and retail sectors. And, as a Division General Manager at General Electric Company, he led a large organization as part of a diversified multinational company. He is a graduate of Michigan State University, and holds an MBA from Harvard Business School.

Jennifer Niles Jennifer Niles founded and leads the award-winning E.L. Haynes Public Charter School. E.L. Haynes is a Center of Excellence, growing to serve 1,200 students from age three through 12th grade with an exceptional college-preparatory program that receives local and national attention for its student achievement. E.L. Haynes is also a Center for Systemic Reform, currently impacting more than 25,000 students in Washington, DC through strategic broader impact projects. These projects range from a groundbreaking teacher training residency program to a revolutionary new instructional improvement system to policy reform efforts. E.L. Haynes partners with schools nationwide, including engagement in President Obama's Digital Promise initiative and the League of Innovative Schools. Niles' vision for E.L. Haynes stems from her extensive experience in the education sector. Following six years of teaching and completion of her degree from the Yale School of Management in 1998, the Connecticut State Department of Education tapped Niles to head the Charter School Office where she oversaw all aspects of the charter school program and led a multi-disciplinary team to create their accountability system. Niles went on to become the Director of Education Initiatives at The Ball Foundation of Glen Ellyn, IL, an operating foundation that partners with school districts to increase student achievement through systemic reform. From 2002-2003, Niles was a fellow with New Leaders, a prestigious urban principal training program, and in 2003-2004, New American Schools supported her development of the charter for E.L. Haynes. Niles holds a Bachelor of Arts from Brown University, a Masters in Public and Private Management from the Yale School of

Management, and a Masters of Science in Public Administration with a focus on Educational Administration from Trinity University in Washington, DC. In 2010, the Aspen Institute and NewSchools Venture Fund awarded Niles the prestigious Entrepreneurial Leaders for Public Education Fellowship. And, in the same year, the Yale School of Management named Niles as a Donaldson Fellow.

Eric Scroggins Eric Scroggins is responsible for ensuring Teach For America fulfills its potential as a force for change by building an ever-expanding and increasingly diverse movement of leaders in the private and public sectors committed to educational excellence and opportunity for all children. Eric joined staff as a program director supporting new teachers in New York City after teaching eighth grade science in the Bronx as a 2001 corps member where he led his students to outperform high school students on the New York State Regents examination. He then served as the executive director of the St. Louis region, before going on to lead the San Francisco Bay Area region. As executive director in the Bay Area, he oversaw a 180% increase in the regional corps size in three years and grew funding from \$2 million to over \$8 million. Most recently, as vice president of growth strategy and now EVP of growth, development, and partnerships Eric has led the implementation of new models connecting growth and development. Under his leadership, Teach For America has opened 16 new sites and grown regional revenue from \$82 million in 2008 to \$228 million in 2012, fueling a 67% increase in the national total corps size to over 10,000 corps members teaching across 46 regions. Eric graduated summa cum laude and Phi Beta Kappa from Washington University in St. Louis.

Louis Jordan Louis Jordan retired from the Starbucks Coffee Company in early 2013 where he held the position of SVP, Corporate Finance since 2009. At Starbucks, Louis was responsible for a number of Finance functions, including: Marketing, Category and Global Pricing, Real Estate and Store Development, Global Supply Chain, Digital Ventures, Global Planning and Reporting and Treasury and Risk Management. Prior to joining Starbucks, Louis spent six years at Nike where he served as Chief Financial Officer of Nike Inc.'s Global Retail and Digital Commerce operations, and had Finance responsibility for Nike-owned retail first quality stores, factory stores and digital commerce activities worldwide. Before Nike, Louis held Finance management positions at a number of Fortune 500 companies including Gap, Citibank, DuPont, Dun & Bradstreet and Duracell. Louis holds a Bachelor of Arts degree from Westmar College and a Master of Arts degree from Brown University. He received his MBA in Finance from the Kelley School of Business at Indiana University. Louis currently serves as a member of the Board of Directors for the Indiana University Foundation, Causeit.com and Summer Search Seattle. In addition he is a member of the Kelley School of Business Dean's Advisory Council and on the Advisory Board of the Kelley School's Johnson Center for Entrepreneurship and Innovation. A Philadelphia native, Louis resides principally in Seattle, Washington. Since 2006, as co-owner of Tympany vineyards in northern California's Alexander Valley, Louis has produced an estate-grown Bordeaux style wine, offered commercially under the Tympany brand.

Consultants

Rocketship Education receives legal services from Middleton, Young & Minney, LLP ("MYM"). MYM has thirteen attorneys who dedicate their practice exclusively to charter school law. The firm's attorneys provide legal counsel to over half of California's charter schools as

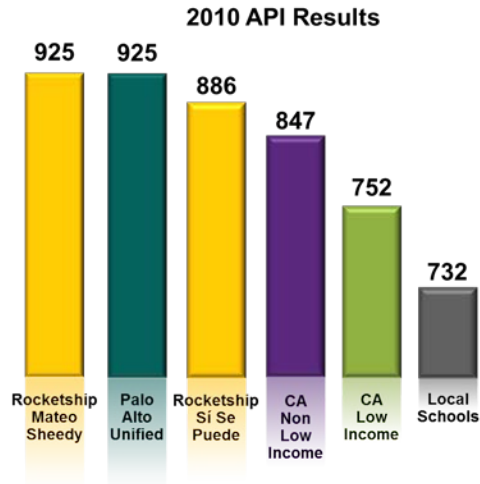
well as to businesses and organizations providing support services to charter schools within the state. Rocketship Education's lead counsel, Paul Minney, has been involved in the charter school development process since the adoption of the Charter Schools Act in 1992.

Rocketship Education works with Vincenti, Lloyd and Stutzman LLP for audit and financial services. Since 1953, Vincenti, Lloyd & Stutzman has been a respected authority and proven partner with hundreds of California education agencies – K-12 school districts, county offices of education, private and public colleges and universities, and other nonprofit schools. For more than 15 years, since charter schools were first authorized in California, the VLS Charter School Audit Team has maintained successful, long-term relationships with clients in the California charter school industry. Its dedicated team of CPAs and accounting professionals is knowledgeable, capable, and consistently meets and exceeds client expectations.

Current Rocketship Schools

Rocketship's first school, Rocketship Mateo Sheedy Elementary School (RMS), opened in August 2007 in downtown San Jose. Its second school, Rocketship Sí Se Puede Academy opened in the fall of 2009, and a third school, Rocketship Los Sueños Academy, opened in the fall of 2010. Rocketship will open two additional San Jose schools in the fall of 2011. Academic performance at Rocketship schools has been exceptional, especially in comparison to overall school district performance, and to neighboring and regional schools. For the 2009-2010 school year:

- Rocketship Mateo Sheedy Elementary (RMS) earned an API score of 925 for the second consecutive year, the same score earned by the far more affluent Palo Alto School District.
- Rocketship Sí Se Puede Academy (RSSP) earned an API score of 886 in its first year of operation
- Both Rocketship schools placed in the #5 and #15 positions, respectively, for all California schools with similar low-income populations of students (e.g., >70% qualify for free/reduced meals).
- Sí Se Puede Academy (RSSP) was the top school in this category, for all new elementary schools which opened in the fall of 2009.



RS7 Countywide Charter School and its Benefits

Currently in San José, it is estimated that over 40,000 students are not proficient in their grade level skills. This is a stunning statistic in that it represents almost half of all public school students testing in San José. Santa Clara County has thousands more who qualify as far below basic and below basic.

The effects of this data are drastic and far-reaching, not only in the immediacy of student achievement at schools, but also in the long-term effects of developing an educated citizenry and the financial sustainability of the city of San José, County of Santa Clara, State of California, and our nation as a whole. A McKinsey study reports, “Avoidable shortfalls in academic achievement impose heavy and often tragic consequences via lower earnings, poorer health, and higher rates of incarceration.” More immediately, within San José, it was determined that the achievement gap is generating economic losses of almost \$400 million over the lifetimes of students who are victims of the achievement gap.

In response to this reality, the City of San José and Santa Clara County Office of Education recently sponsored a “call to action” for all districts, charter schools, institutions of higher education, and the business and nonprofit communities to rally together in an effort to eliminate the achievement gap by 2020. This movement was titled SJ2020 and the compact was formally realized in 2010. Moreover, a SJ/SV2020 compact, under the direction of the SCCOE, is also beginning work to eliminate the achievement gap throughout the county.

*Note: Values represent # students scoring Below Basic or Far Below Basic on ELA portion of 2010 CSTs. Estimated by applying % of students scoring BB or FBB to total enrollment for each grade.
 ** Indicates districts containing 3 or fewer schools.

The compact of SJ/SV2020 directly states the challenge that we all face: *“Do we stand by as 40,000 students fail to succeed in our schools and in our community, or do we declare that we will no longer stand for this and will instead work to fix the problem? There can be only one choice: We must focus our efforts on eliminating the achievement gap.”*

At Rocketship Education, we agree that no one can afford to idly stand by in the face of these realities and conditions. Rocketship is committed to ensuring that its schools are widely available to underserved students who are victims of the achievement gap. Approval of RS7 and other Rocketship countywide charter schools would allow Rocketship to further partner with the SCCOE in the work to realize the goals of SJ/SV2020 in efforts to eradicate the achievement gap within these neighborhoods and communities.

SJ/SV2020 clearly states the need for dramatic, countywide change: *“We know what works; strategies are already being deployed in San José that are successfully closing the achievement gap in isolated areas. We need to take these strategies to scale, city-wide. Together, we will work strategically and be accountable to each other to align our efforts to eliminate the achievement gap.”* This petition is part of an effort for Rocketship to actively collaborate with the County to realize the work to bring these strategies to scale, city-wide and countywide.

It is clear from these numbers that the achievement gap is pervasive throughout Santa Clara County and is not isolated to a single district or location. The reality is that thousands of students per year are losing their future. We cannot wait. To realize the goals of SJ/SV2020 and eliminate the achievement gap by 2020, the best mechanism continues to be additional Rocketship countywide charter schools like RS7.

Rocketship was pleased to have the County confirm this countywide need for Rocketship schools when it approved Rocketship’s countywide charter in 2009. Rocketship Education respectfully submits this petition for a countywide charter school in accordance with Education Code Section 47605.6, for the creation of RS7 serving grades Kindergarten – 5th Grade. Rocketship Education seeks to begin instruction at RS7 countywide charter school in the fall of 2012.

Through this countywide charter, Rocketship proposes a unique educational program that will provide instructional services of countywide benefit that cannot be provided by a charter school operating in only one school district:

1) Enrollment Preferences

Rocketship seeks to serve a cross-section of the entire County and not concentrate its enrollment in one school district. A charter school approved by a school district must give a preference for enrollment to the students residing in that school district (Education Code Section 47605(d)), while a countywide charter allows equal footing for admission to all students in the County. (Education Code Section 47605.6(d)(2)(B)). Rocketship sees the achievement gap as a countywide problem, and thus seeks to serve students across Santa Clara County. Requiring RS7

to preference students from a particular district in its lottery would work against RS7's goals of closing the achievement gap countywide and providing public school options to low-income families across Santa Clara County. For example, there are districts in the county with populations of low-income, low-performing students that are too small to sustain a Rocketship school, and students from these districts are unlikely to have access to Rocketship when pushed to the back of the line. However, in order to achieve SJ/SV2020, providing these smaller clusters of students with access to Rocketship will be equally as important as providing access to larger clusters of low-income, low-performing students in San Jose Unified, Alum Rock, or Franklin-McKinley. The ability to preference students countywide is the chief reason we seek to open RS7 as a countywide school and why we could not fulfill our mission of closing the countywide achievement gap as well if petitioning a district. SJ/SV2020 is a mission to close the achievement gap—and that will require reaching each and every student, not just those in historically low-performing districts.

2) Consistency in Accountability and Operations

In the case of a charter authorized by a school district, the charter school is subject to the unique requirements of its authorizing school district. These unique requirements may substantively affect the operations of the charter school. A countywide charter will assure the consistency in programming necessary to ensure the accomplishment of the countywide benefits described above.

Approval of RS7 as a countywide charter school would also ensure a more rigorous level of academic accountability than if approved individually by a district. Over the past years of collaboration with the County and through a Rocketship-County Contract that outlines student achievement expectations for Rocketship schools, the county has become the best charter authorizer and monitor in Santa Clara County. The County has been able to dictate high levels of academic accountability for each Rocketship countywide charter school location, which will be critical in our work to realize the goals of SJ/SV2020. Through these results, it is clear that the County has great expertise in closing the achievement gap with these countywide schools. This expertise and focus on having a system of schools in multiple school districts across the county to address a countywide problem as pervasive as the achievement gap that is highlighted in SJ/SV2020 illustrates the need for additional countywide charter schools like RS7.

3) Access to Educational Investment and Collaborative Innovation

Rocketship Education has formed a strong network of private and public collaborators interested in the educational well-being of students throughout Santa Clara County. This network with organizations like City Year, AmeriCorps, Teach for America, Sports for Kids, Revolution Foods, Vision Literacy, Children's Health Council, MACSA and many more will result in an increased awareness, involvement and investment in Santa Clara County education. This countywide collaboration will help fulfill RS7's goals of contributing to SJ/SV2020 and closing the countywide achievement gap.

4) A Unique, Comprehensive, Results-Driven and High-Quality Education

Through rigorous instruction, individualized learning, Response to Intervention, extended day programming and incredibly high parent and family involvement, Rocketship is able to provide a comprehensive, results-driven and high-quality education to minority and socioeconomically disadvantaged students which benefits the students, their families, the community and Santa Clara County. This results-driven and high-quality education is made evident by Rocketship's current academic results. Sharing these unique practices with schools and families throughout the county will broaden awareness of these strategies and better support RS7's goal of contributing to SJ/SV2020 and closing the countywide achievement gap.

To conclude, the above sections outline why the goals of RS7 cannot be accomplished as well through district-approved charters and thus provide reasonable justification as to why this charter school could not be established by petition to a school district.

II. EDUCATIONAL PROGRAM

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

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

Mission Statement

RS7 will eliminate the achievement gap by graduating our students at or above grade level in Literacy and Math.

Goals

- RS7 will enable financially disadvantaged students to achieve grade-level proficiency in the core subjects by second grade and achieve above grade level by the time they leave RS7.
- RS7 students will become self-motivated, competent and lifelong learners.
- RS7 students will develop a deep love of reading.
- RS7 will provide parents of Santa Clara County with a path for their children to take in order to have the best chance to attend a four-year college.
- RS7 will encourage our alumni both to become leaders in their community and help others achieve their goals.

Vision Statement

RS7 seeks to create a future in which thousands of children from Santa Clara County have graduated from four-year colleges and have come back to Santa Clara County to eradicate the last traces of the achievement gap.

Targeted School Population – Whom the School is Attempting to Educate

RS7 is designed to serve students who are or may be at risk of achieving below basic proficiency on state exams. RS7 will attract children of parents who are seeking an alternative to their current educational system, who desire an innovative educational approach, and who share the vision of RS7. RS7 anticipates that it will enroll primarily students from schools which are undergoing program improvement (“PI”) in conjunction with the Federal No Child Left Behind regulations. Based on an analysis of the 2009-2010 demographics of the PI elementary schools located in ARUSD and SJUSD shown below, our target population is approximately 70% English Learner (“EL”) and at least 70% Free and Reduced Lunch (“FRL”).

ARUSD elementary schools in Program Improvement:

- Cesar Chavez Elementary, Year 5
- Clyde Arbuckle Elementary, Year 1
- Horace Cureton Elementary, Year 2
- Lyndale Elementary, Year 2
- O. S. Hubbard Elementary, Year 5
- Sylvia Cassell Elementary, Year 1

SJUSD elementary schools in Program Improvement:

- Anne Darling Elementary, Year 5
- Canoas Elementary, Year 2
- Empire Gardens Elementary, Year 5
- Ernesto Galarza Elementary, Year 5
- Gardner Elementary, Year 5
- Grant Elementary, Year 1
- Horace Mann Elementary, Year 2
- Merritt Trace Elementary, Year 2
- River Glen, Year 1
- Selma Olinder Elementary, Year 5
- Walter L. Bachrodt Elementary, Year 5
- Washington Elementary, Year 2
- Willow Glen Elementary, Year 2

RS7 Enrollment

Students enrolling in RS7 shall meet the state guidelines for minimum age. To enter Kindergarten during the 2012-2013 school year, a child must be 5 years of age by November 1. To enter Kindergarten during the 2013-2014 school year, a child must be 5 years of age by October 1. To enter Kindergarten during the 2014-2015 school year and thereafter, a child must be 5 years of age by September 1 (California Education Code Section 48000).

RS7 may also decide to add a Transitional Kindergarten class. The decision to add Transitional Kindergarten depends on whether there is clear demand from parents in the community, or if it is mandated by the state. We will notify the Santa Clara County Office of Education by May of the prior school year if we choose to add Transitional Kindergarten. At the time of submitting this charter, the petitioners do not intend to exercise this option, but wish to reserve the right.

At full enrollment, RS7 anticipates a total school enrollment of 600-700 students. To absorb expected attrition, we will continuously enroll vacated spaces to maintain the enrollment numbers. Attrition will be primarily driven by families leaving the area and is similar to existing Rocketship Education and other high-performing charters in the area.

Please see the Bell Schedule in Appendix Z, which lists classes in a typical day. RS7 will provide all classroom instruction in a 20:1 ratio for grades K-3, despite having a school-wide student-teacher ratio higher than 20:1. This is because students have five hours of classroom instruction per day, while teachers typically teach between six and eight hours per day. Learning Lab is provided as an Intervention program and Learning Lab minutes do not factor into annual instructional minutes calculations.

Teacher Level	Number of Teachers
Academic Dean	1
Literacy / History Teachers	11
Math / Science Teachers	5

What it Means to be an Educated Person in the 21st Century

The goal of RS7 is to provide an environment in which children will develop into confident, self-motivated, competent, productive and lifelong learners. Vested with these skills, these children will become responsible young adults. Students will possess the habits, skills, and confidence necessary to succeed in school and beyond, as contributing citizens of the 21st century.

Specifically, RS7 believes that an educated person in the 21st Century should possess the academic and life skills listed below. Each Rocketship Education charter school seeks to impart these skills by the time that a student has completed the Rocketship Education program.

Academic Skills

- Critical Thinking: the set of skills required to succeed at higher levels of Bloom’s taxonomy, including the analysis of data, synthesis of information and evaluation of arguments
- Problem Solving: building on a foundation of strong critical thinking, problem solving involves using insight and creativity to solve complex problems such as applying familiar strategies in multiple or unfamiliar contexts
- Meta-Cognition: the ability and disposition to explore the thinking and learning process, explain how and why a particular strategy was chosen, and to explain the rationale behind a particular viewpoint, including supporting one’s claims with evidence

Specifically:

- Students will read at grade level.
- Students will develop both calculation abilities and a conceptual understanding of math.
- Students will be inspired to be inquisitive and self-motivated life-long learners.
- Students will communicate effectively through excellent listening, speaking, writing, and multi-lingual skills.
- Students will possess creative, logical, and critical thinking skills enhanced through art, science, and technology.
- Students will comprehend and use technology as a tool for learning and communication.
- Students will have confidence in adapting to new situations and be receptive to learning.
- Students will be eager to synthesize and act upon new information.

- Students will find, select, evaluate, organize and use information from various sources and disciplines of thought. They will be able to make logical connections among them.

Life Skills

- **Sense of Self:** an understanding of one's own strengths, abilities, emotions, and identity that contribute to positive self-esteem and a sense of purpose; this might look like a student self-regulating an emotional response in order to facilitate rather than interfere with a particular task at hand
- **Relationship and Social Skills:** understanding and appreciating the emotions and perspectives of others and developing positive relationships diverse groups including peers and adults; developing the ability to cooperate effectively, resist social pressure, resolve conflicts and seek help appropriately.
- **Commitment to Learning:** pursuing goals and taking responsibility for self-development academically, socially, and emotionally; having a sense of curiosity, interest and involvement in learning and advocating for one's own learning at Rocketship and beyond

Specifically:

- Students accept responsibility for personal decisions and actions.
- Students develop self-confidence and a willingness to take risks in a safe learning environment.
- Students learn concentration, perseverance, and independent working skills by setting personal goals and by self-assessment.
- Students develop an appreciation for the richness of shared knowledge that flows from the culturally diverse environment of California.
- Students are inspired to have empathy and *couRS7y* for others.
- Students work both cooperatively and independently.

How Learning Best Occurs

Every child possesses a wide range of learning skills. RS7 believes that learning best occurs when students are taught a comprehensive curriculum through innovative instructional design that promotes learning in a challenging and exciting way, and most importantly when students are taught to love reading and become proficient readers (Walberg, 1981).

The unique RS7 Culture is fostered from the beginning of each school year as a RS7 staff member makes a home visit to every RS7 family. These home visits are incredibly powerful and ensure that a positive relationship is created between the families and RS7 staff. To express his/her level of commitment to the RS7 mission and support of the RS7 culture, every parent or guardian of a Rocketeer signs a letter committing to these RS7 values with the Principal. Once the relationships between teachers and families are established through home visits and parent commitments, the RS7 staff is able to continue this personal flow of information with each family throughout the year to ensure even higher academic success may be realized throughout the school year.

- ***Learning Best Occurs When There is a School-wide Expectation of High Achievement***

At RS7, every teacher will be striving for Significant Gains with each of their students. Significant Gains is defined as 1.5 years of academic progress for every year in school. We believe that many of our at-risk and EL students will come to school 1.5 years behind, because of a lack of English or literacy habits at home (Zill, N. & West, J., 2000; See Appendix M). Our goal is that by making 1.5 years of progress each year as measured by internal measures and state exams, we can bring our students to grade level by second grade and graduate students at or above grade level. Significant Gains will be a fundamental component of the way that teachers at RS7 will be evaluated and compensated. High expectations are an important part of a school culture and lead to higher student achievement (Cotton, 1989).

Learning Best Occurs When Teachers Are Subject Matter Specialists

RS7 will be structured differently from a traditional elementary school. Teachers will hold multi-subject credentials and at RS7, we use a teaming approach with our instructional staff. This teaming approach means that teachers have their own instructional home-room, however, the students move to different teachers throughout the day. The students have a teacher each day who focuses primarily on literacy instruction who is integrated with social studies instruction and a teacher that is focused primarily on math instruction that is integrated with science instruction. Many researchers have found that an early focus on these core skills have long-term effects on student achievement (Adams, 1990; Schenk et. al, 1980; McGill-Franzen, 1987). Advantages of elementary schools that follow the teacher teaming focus include deeper content knowledge, a team structure allowing better collaborative focus, improved teacher retention, easier transition to middle school, and more flexibility in student grouping (Chan and Jarman, 2004; Bowser, 1984; Findley, 1966; NEA, 1965). We believe that specialization will allow teachers to focus deeply on their subject matter and their students, helping them to intervene with struggling students earlier and more effectively.

- ***Learning Best Occurs When Teachers Are Highly Motivated***

RS7 is constructed to combat the enormous turnover among new teachers that plagues our public schools. It is estimated that 50% of new teachers leave the profession within five years (Ingersoll, 2001). We believe that teachers need a career path which rewards their success both with more responsibility and significantly greater compensation. RS7 has created a career ladder for teachers, which recognizes student performance as a primary factor in advancement. A career ladder like RS7's has several advantages, including employee retention, succession planning, and better career development (CA State Dept of Employee Development, 2003). The teacher career path consists of both opportunities to advance in compensation and level of responsibility in the classroom and opportunities to move into leadership positions within the network. The Academic Dean is a highly-trained expert in teacher coaching and elementary instructional content, with both outstanding classroom results and leadership abilities. Additionally, the Assistant Principal is responsible for cultivating a strong college preparatory environment of high expectations and for driving a high-performing academic experience in Learning Lab. In addition to the added level of support and capacity these roles bring to the school as a whole, for the individuals, these positions provide an attractive career path as well as impactful leadership experience. We believe this career ladder will motivate young teachers to make the investment

in their teaching and advance to the position of Academic Dean. Please see Appendix B for a description of the day in the life of RS7 teachers at each level of our career ladder.

Learning Best Occurs In a Culture of Caring

We believe that specialization will lead to better teachers who will increase the academic progress of our students. We also believe that our implementation of specialization will allow us to care for our students more effectively than a traditional elementary school. Every class will have a homeroom teacher, typically the first classroom teacher of the day. The advantage of this structure is the ability for grade-level and homeroom teachers to collaborate about their students. This collaboration will allow them to detect both academic and emotional problems earlier and divide the work of home visits and other time-intensive interventions with the students that need their help most. Please refer to J.M. McPartland's *Staffing Patterns and the Social Organization of Schools* (McPartland, 1992) for research on ways to increase both academic and emotional well-being of students through teacher specialization.

Learning Best Occurs When the Curriculum is Individualized

RS7 believes that individualization should be a core component of all twenty-first century schools. The RS7 school model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress. For each student in this category, an Individualized Learning Plan is generated which specifies areas of strength and weakness and explicit classroom modifications, areas to target in our computer-based curriculum (detailed in Appendix E), and specific goals and methods for tutors. The first tier of intervention is in the classroom. Guided Reading groups will often be used to deliver these more individualized objectives during normal classroom instruction. Students not making significant gains will also receive individualized instruction during the Computer Center of Learning Lab. At current Rocketship Education schools, the second tier of intervention is conducted in Learning Lab, where a tutor will work daily in a small-group intervention with a group of students with similar needs, focused on goals from each student's ILP. If classroom modifications and Learning Lab interventions fail to help a student make adequate progress, the student enters the RS7 Student Services Team Process and if necessary, the Special Education IEP process. Providing these three levels of intervention will allow RS7 to serve the most struggling students more effectively than traditional elementary schools. Detailed information on these three levels of individualization may be found in Appendix H.

- ***Learning Best Occurs When Students Have Extra Time to Practice***

RS7 will offer all students the opportunity to participate in our Learning Laboratory for two hours each day. The purpose of the Learning Lab is to provide students with additional practice in Literacy and Math at exactly their current level of instruction.

The Learning Lab is a combination of a computer lab and tutoring center. The Learning Lab has a full-set of leveled books where students can read independently at their "just right" level (the top of their independent reading level) as well as at computers running online programs that

allows students to access instruction at exactly their current level of understanding. Please see Appendix H for a longer explanation of the value of strictly leveled independent reading.

- ***Learning Best Occurs in a Well-Run School***

Rocketship Education provides the Critical Systems (“CS”) and support for RS7. Rocketship Education trains school staff on how to effectively use the CS that allows for the continued successful practices at RS7. CS licensed to the school includes:

- Operations Toolkit for streamlining state reporting and compliance
- Teacher Recruiting
- Teacher Development Framework
- Leadership Development Program (See Principal & Dean in Training Rubric Appendix AA)
- Budgeting and Financial Management Systems
- Centralized Operations Management including Attendance, Facilities and Maintenance
- Rocketship Education-negotiated vendor contracts for food service, software, computers, curriculum, special education service providers
- Rocketship Education Response to Intervention model including curriculum and staffing
- Full Scope and Sequence for core subject areas
- Rocketship Education UbD Units for Science and Social Studies (explained below)
- Systems for many operational issues including attendance, food service management, assessments and assessment data management
- Learning Lab model including management of centers and staffing methods

In addition to CS, Rocketship Education takes the financial risk of developing new schools and provides the following services during the school development process:

- Removing the challenge and risk of securing adequate and affordable facilities by negotiating with real estate development organizations to acquire leased facilities
- Creation of each school’s charter document and collaborating with charter school authorizers to receive approval and develop operating contracts
- Bringing government and philanthropic support to school start-up totaling over \$1M

Once a school is operational, Rocketship Education provides on-going support in the following areas:

- On-going training and mentoring for Principal and Academic Dean
- Operational training for school Office Manager
- Support for real estate, finance, IT, Special Education, and legal issues

Calendar and Attendance

RS7’s academic calendar will generally follow the academic calendar for the County. The school year will contain at least 180 instructional days.

RS7 parents/guardians will be responsible for sending their children to school and providing an explanation for absences. RS7 will have attendance policies to encourage regular attendance and

to report trancies to appropriate local authorities. Appendix N details the planned attendance policy.

Bell Schedule and Instructional Minutes

RS7 school days will run from 8 a.m. to 4 p.m. For students enrolled in the Response to Intervention Program, RS7 may offer a school day from 8 a.m. to 4:45 p.m. The number of instructional minutes offered for all grades will meet or exceed the State’s requirements in Education Code Section 47612.5(a)(1). A sample bell schedule is attached in Appendix Z. This table delineates subject areas and minutes by grade level.

	Literacy (Includes Social Studies)	Math (Includes Science)	Total Daily Minutes
K	200	100	300
1	200	100	300
2	200	100	300
3	200	100	300
4	240	100	340
5	240	100	340
6	240	100	340

For purposes of California Class Size Reduction (“CSR”) standards, RS7 plans to designate the first academic teacher each day as the homeroom teacher for a class. Please see Appendix X for opinions validating the RS7 approach with respect to CSR from our auditor, Thom Gilbert, and Lynn Piccoli of the California Department of Education. The Charter School recognizes that CSR funds are not currently available for new charter schools, but will keep this option open, as the RS7 educational program meets CSR requirements.

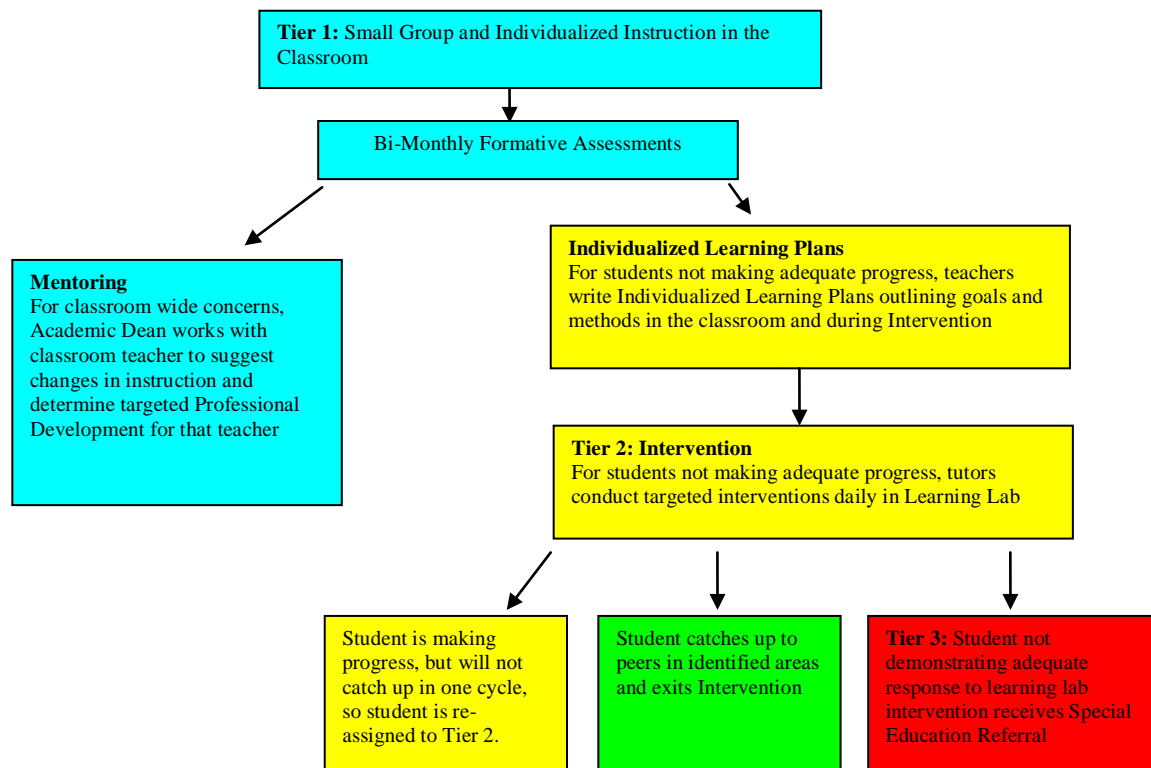
Implementation of Educational Program/Curriculum

The RS7 curriculum follows state standards for the subject areas of: English Language Development (“ELD”), English/Language Arts (includes Writing), Mathematics, Science, Social Studies, Art and Music. We place most of our emphasis on the subjects of Literacy and Mathematics for our students. Our primary educational goal is to ensure grade-level proficiency in Literacy and Math by second grade and achievement above grade level by the time students leave RS7 in fifth grade. Students will also take Science, Social Studies, and Arts at all grade levels to broaden their understanding of the world and to create avenues to exercise different facets of their intelligence. The curriculum at RS7 is aligned with State content standards, such that students will not only achieve the objectives specified in the charter but will also master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code Section 60605. Teachers will be encouraged to assist their students in exceeding minimum standards. Please see Appendix A for a description of a typical day in school for a Second grade student.

The remainder of this section provides an overview of our Response to Intervention (RtI) approach and academic philosophy for each area of study. RtI describes both a service delivery model and eligibility criteria for specific learning disability (IDEA 2004). In a report prepared by the National Joint Committee on Learning Disabilities (2005), the Committee identified three

core components of RtI: “(1) Application of scientific, research-based interventions; (2) measurement of student’s response to these interventions; and (3) use of RtI data to inform instruction” (pg. 2). The term RtI also describes an eligibility criterion for special education. This criterion is found in IDEA 2004 Sec 614(b)(6)(B). The law states; “In determining whether a child has a specific learning disability, a local education agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures...” Please see detailed ELD objectives in Appendix C and course objectives for each area in sample long-term plans associated with each subject in Appendix I and a sample Bell Schedule in Appendix Z.

RS7’s Three-Tier Response to Intervention Approach



Universal Screening

All students are assessed upon entry to determine performance relative to grade level standards. We do this using a number of different measures. In literacy classes, teachers administer the Developmental Reading Assessment (“DRA”), the NWEA MAP assessment for Reading, the CORE Phonics Inventory, and other assessments that are relevant to their grade level (i.e. Sight word recognition for 1st grade. Math teachers give grade level math assessments created to measure student progress towards end-of-the-year objectives as well as the NWEA MAP assessment for Math. All of this data is used to identify our students who fall into the Below Basic or Far Below Basic quintiles.

The Teacher Dashboard (see Appendix AK) will facilitate communications between teachers and tutors, by providing more timely status updates of a student’s progress, and by enabling teachers

to easily specify remediating content and activities during RTI that are targeted to meet the student’s specific learning needs. As the diagram below indicates, the Teacher Dashboard enables teachers to further individualize instruction during a student’s Response to Intervention (RTI) sessions with tutors. Figure 5 illustrates the status of each RTI student, by grade and by DRA. At the end of RTI sessions, tutors can leave notes regarding a student’s progress, in order to provide teachers with more timely updates. Both tutors and teachers are then able to make better use of RTI sessions, to assist each child with his / her specific learning needs. More timely, targeted interventions help to accelerate each student’s progress and increase the likelihood of successful remediation. Content from the RTI tab is automatically linked and integrated with the student’s Individualized Learning Plan.

Progress Monitoring

Every 8 weeks our teachers reassess to show student progress. This is translated visually by the staff into Assessment Walls for each class, showing which students fall into each quintile from Far Below Basic to Advanced. This data is then used to adjust classroom instruction and to identify students in need of more focused support to make adequate progress.

Teachers will also collect data from the Teacher Dashboard (see below and Appendix AK). The Teacher Dashboard will enable educators to sort and place students into different small groups, by using different criteria. At present, small group assignments are done manually, which is time-consuming and requires duplication of content (and potential errors in the placements). A benefit of the Teacher Dashboard will be to assign student groupings based on real-time achievement data.

Rocketship Education

Dashboard Assessments Tracker Report **RTI Program**

RTI Program - Small Group Selection

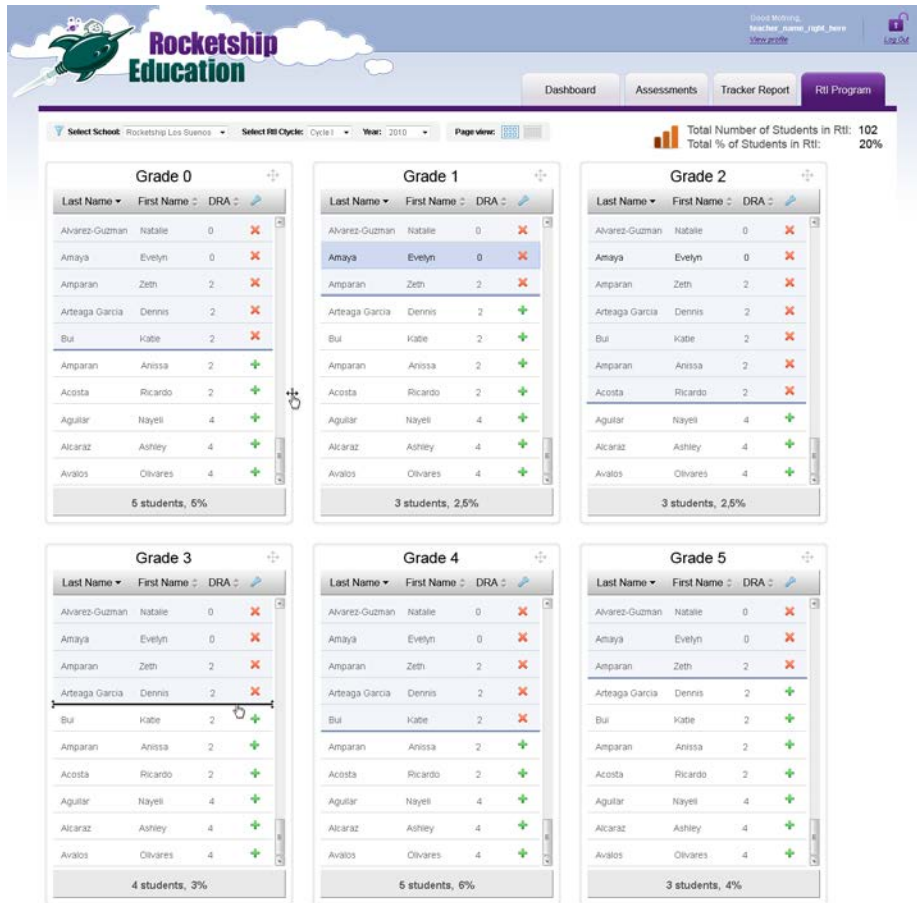
Select School: Rocketship Los Sueños Select RTI Cycle: Cycle 1 Year: 2010

Total Number of Students in RTI: 102
Total % of Students in RTI: 20%

Groups	Last Name	First Name	Available	Grade	DRA	Core%
1	Alvarez-Guzman	Natalie	<input type="checkbox"/>	5	6	20
	Amaya	Evelyn	<input checked="" type="checkbox"/>	5	4	23
	Amparan	Zeth	<input checked="" type="checkbox"/>	5	4	16
	Artega Garcia	Dennis	<input checked="" type="checkbox"/>	4	6	5
2	Bui	Katie	<input type="checkbox"/>	4	1	14
	Amparan	Anissa	<input type="checkbox"/>	4	4	6
	Acosta	Ricardo	<input type="checkbox"/>	4	4	8
	Aguilar	Nayeli	<input type="checkbox"/>	5	6	1
3	Alcaraz	Ashley	<input checked="" type="checkbox"/>	2	2	1
	Avalos	Olivares	<input checked="" type="checkbox"/>	2	2	18
	Almazan	David	<input checked="" type="checkbox"/>	2	1	3
	Alvarado	Bryan	<input checked="" type="checkbox"/>	3	4	4
4	Alcala	Leonardo	<input type="checkbox"/>	4	4	10
	Flores	Maximiliano	<input type="checkbox"/>	3	6	4
	Aguirre	Nestor	<input type="checkbox"/>	1	8	7

Notification message example

Rocketship Education - ESC - Home Mail
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Individualized Learning Plan

Teachers write an Individualized Learning Plan for all students whose achievement falls below Basic. ILP's include assessment information, measurable goals that are realistic yet ambitious for an 8 week period, classroom modifications, computer curriculum focus, and explicit goals and their corresponding practices for tutors to accomplish with each student in Learning Lab or after school interventions.

Assessment data, RTI content and the integration of results from online learning programs are important inputs into the student's Individualized Learning Plan (see below). Automating the Individual Learning Plan and incorporating it into the Teacher Dashboard will enable teachers to use the ILP as an interactive, 'living' tool which reflects the student's progress throughout the school period. Using an online ILP, teachers, tutors and Learning Lab staff can adjust in real-time to alter and refine the student's learning objectives with the most useful, targeted content and activities. As the figure below illustrates, the ILP is organized by Common Core Standards, and is automatically populated with relevant learning content associated with each of these standards. Teachers can then add and subtract learning objectives, as appropriate, based on assessments of the student's achievement in each of these areas.

Rocketship Education

Good Morning, teacher_name_right_here
View profile
Log Out

Dashboard Assessments Tracker Report **RII Program**

RII Program > Student ID: 123456 Name: Cecelia Jose School: Rocketship Mateo Sheedy Baseline DR: 2 Goal DRA: 6 Participation in RII: 2009-2010

Current Academic Record: 2009-2010

	September	October	January	March	May
DRA	4	8	12		
Math	6%	34%	60%		
Other					

Standards Objectives Goals

Code	Description	Activities
✗ 1.N.S.1.0	Drilling sound-spelling	<ul style="list-style-type: none"> ✗ OCR sound-spelling cards ✗ Flashcards for new sound-spelling (ex. ar, _le) ✗ OCR decodables ✗ Reading A-Z decodables ✗ Read alouds: highlight target sound/words before, during and after reading ✗ Lakeshore games/centers focused on vowel sounds + Add activity
✗ 1.N.S.1.1	Decoding contractions	<ul style="list-style-type: none"> ✗ OCR decodables ✗ Reading books ✗ Reading A-Z decodables + Add activity

+ Add Standart Submit

Tier 1-Individualized Learning Plan

Teachers implement the ILP in the general education classroom. Teachers assess student progress after 8 weeks of instruction. Students who do not respond adequately to the initial instruction receive additional modifications and support in the general education classroom. These modifications may include adjustments in intensity, duration, and frequency of instruction. Teachers may meet with smaller groups more often for longer periods of time. Teachers may adjust instructional strategies and materials as well.

Tier 2

Students not responding adequately to the goals laid out in the ILP in the general education classroom OR identified as significantly below grade level in the first round of assessments are given a revised ILP directing their work in an additional period each day during small group tutoring (intervention) time. During this time, they work directly with a tutor on the specific skills they are lacking. For example, if a student in first grade is stuck at a DRA level 6, they will need practice with sight words, blending long vowel words, chunking multisyllabic words into syllables, describing main characters using adjectives, and making strong connections between the text and their own life. Intervention tutors are provided with a very specific 8-week plan combining suggestions from the classroom teacher and Assistant Principal in teams of strategies and approaches to use to get a student to meet their target at the end of 8 weeks. (For our example student that would be a DRA 10). In eight weeks, when we assess again, we measure to see if meaningful progress has been made by the Intervention students. If the student still is not making adequate progress, we may conduct a Student Study Team Process and revise the Individualized Learning Plan.

Tier 3

If the student fails to make progress in both Tier 1 and Tier 2 interventions after 2 cycles (16 weeks), they enter into the Special Education assessment process. Because RS7 will be an LEA for Special Education purposes, a majority of our special education professionals work directly for Rocketship Education, including paraprofessionals and resource specialists, giving us more control to ensure that Special Education students' Individualized Education Plans are aligned with the academic goals of the school. Rocketship Education also hires consultants for students with specialized needs. Please see Appendix H for a complete description of Rocketship Education's RTI approach.

Professional Development

The process of looking at interim assessment data and formulating a proper ILP takes practice for teachers and is an area we spend time both in formal professional development and in mentorship between the Academic Dean/Assistant Principal and each teacher. Our teachers will spend a significant amount of time with the Academic Dean analyzing overall class performance to know in which areas they need to develop their skills. Equally important is the deep knowledge that a teacher builds over time of the specific types of problems that students may have and the best ways to overcome these problems. Teachers will focus on more effective diagnosis of students' problems and development of effective scaffolding for these students while building the Individualized Learning Plans.

Helping our EL students make rapid gains

Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher. Our experience shows that once a child reaches the intermediate stages of fluency, he or she begins to accelerate his or her progress on all of his or her academic work. In order to help our EL students to master listening, speaking, reading and writing in English by second grade, RS7 students will be immersed in English. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. Pedagogically, our program is modeled off of the Teachers of English to Speakers of Other Languages ("TESOL") standards for English Language Development. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Studies of Project GLAD have shown statistically significant gains in students relative to control groups of ELL students taught by non-GLAD teachers. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Literacy block in Guided Reading, when EL students will be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains receive Literacy instruction as well as ELD as appropriate to accomplish goals in their ILP. RS7 uses Open Court's ELD program in the Literacy classroom. All RS7 teachers will hold a CLAD certificate or equivalent California Commission on Teacher Credentialing EL certification.

Reading

By individualizing instruction through the Response to Intervention model we help our students make rapid gains in fluency. Reading is central to all parts of the RS7 curriculum, especially in grades K-2. We will also actively prioritize Reading above other subject areas in the early grades and for students who are still struggling in later grades. This can mean a student is pulled out of a content area class for individualized reading instruction or an ILP for a student which allocates them a double block of reading if necessary.

We are firm believers in the findings of the National Reading Panel (“NRP”).² The NRP reviewed all of the available high quality research with measurable results and a study size and student composition indicating that they could be generalized to the entire population of American students. They found five general areas of reading instruction which were crucial for developing excellent readers: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. We expect that even our Academic Deans will spend a significant amount of time building their skills in each of the five areas of Reading. The founders of Rocketship Education have been teachers and students of these areas for several years of their own teaching. The California Language Arts standards are likewise organized around these areas for the early grades.

RS7 uses Open Court for the whole-class portion of our Literacy block. RS7 uses Pearson’s Developmental Reading Assessment (“DRA 2”) assessments Unit Assessments to diagnose current reading ability with students. DRA 2 contains running record assessments measuring a student’s fluency and comprehension which establishes a baseline reading ability. These assessments drive decisions about whether students need additional classroom support or tutoring during Learning Lab.

Instructional Strategies

During our Literacy block, time will be split between whole-class Reading instruction using the Open Court curriculum, Writing as described in the next section, small-group Guided Reading instruction, and in the upper grades an additional focus on chapter books and reading comprehension. During whole-class Reading instruction, textbook-based activities will include Read Alouds, Choral Reading, and Explicit Phonics instruction. During Guided Reading time, the teachers will usually be with four or five students, and the other students will be working on several different literacy centers, practicing skills relevant to their stage of development. From experience, we expect that a significant amount of small group time in K-2 will be spent on oral language acquisition and fluency for our EL students, and on phonemic awareness and phonics skills leading to grade-level reading fluency. In grades 3-5, students who are performing at grade-level will have mastered most aspects of oral language, phonics, and phonemic awareness, and we will be focused more on deep vocabulary investigation and comprehension of fiction and non-fiction texts. Across all grade levels, teachers will work vigorously to develop students’ reading fluency, which is a key to their ability to develop more of their concentration to analysis of the text.

² This study is available online at <http://www.nationalreadingpanel.org/Publications/summary.htm>

In addition, in fifth grade, all RS7 students will be expected to complete an Extended Analysis Project. The Extended Analysis Project is similar to an honor's thesis, which will require the student to utilize their academic skills of math, reading, writing, and possibly other areas as well. The students will present their projects at the conclusion of the year, which will be their opportunity to demonstrate their overall learning, knowledge, and capacity as independent, life-long learners as well.

Writing

Children will begin writing their first day at RS7. Writing is often a difficult task for EL students, because it requires a demonstration of understanding of language rather than the more simple recognition of words and sentence patterns, which are required in Reading. RS7 has adopted the Northwest Regional Educational Laboratories ("NWREL") 6 Trait Writing Model. This model identifies 6 qualities seen in outstanding written works. These traits include:

1. Ideas: The content, or main theme. Can be looked at as the heart of the message.
2. Organization: The internal structure of the writing.
3. Voice: The personal voice of author comes through. This gives a sense of a real person speaking.
4. Word Choice: The use of precise, colorful and rich words to communicate.
5. Sentence Fluency: The writing flows together often with a rhythm or cadence.
6. Conventions: Mechanical correctness, including spelling and grammar.

We have adapted a six-trait rubric developed by NWREL to focus student learning and give them specific feedback on their writing. The rubric emphasizes the development of ideas, organization and voice, as opposed to students' and teachers' natural tendency to emphasize word choice, sentence fluency, and grammatical conventions.

The NWREL 6 Traits Writing model will give the RS7 staff a solid foundation of key traits to focus on in their application of writing and also provides the staff with a specific model of instruction. However, teachers often require further support depending upon their experience levels. Consequently, RS7 will utilize other writing strategies like Step Up to Writing and Lucy Calkins Units of Study. For example, Step Up to Writing provides rather simplistic models and strategies to help students to organize their ideas prior to generating writing. Thus, this model will be especially helpful to use for new teachers on staff at RS7 who are beginning their writing instruction. Additionally, the color-coded organization system for expository writing has proven quite effective in helping ELs to better prepare for the task of producing organized and effective writing.

More experienced staff at RS7 will be able to supplement the NWREL 6 Traits writing instruction through the use of Lucy Calkins Units of Study. These units of study focus on very specific strategies and elements of strong writing. They give students a chance to take ownership over idea generation and ultimately lead to writing that is more interesting, unique, reflective of a student's voice, and higher student engagement in the process of writing. The Lucy Calkins Units of Study will allow the students at RS7 to further develop their writing skills while also giving our staff at RS7 the opportunity to grow and develop more as writing instructors.

Instructional Strategies

Writing will be taught as part of the Literacy block and instructional strategies will vary by grade level. For beginning writers in Kindergarten, shared writing linked to a read-aloud book will be more common. By second grade, we expect to conduct a structured writer's workshop with students in all stages of development including brainstorming, organizing, drafting, editing, revising, and creating an illustrated final draft. In all grade levels, students will develop the ability to distinguish between expository and narrative writing and the different strategies and purposes behind each style of writing. Each grade level will introduce or extend students' understanding of various genres of writing including response to literature, summary, personal narrative, informational writing, and letter writing.

Math

Students will master the basic skills and computational fluency required in California's state standards through lessons aligned with Harcourt Education's state-adopted mathematics curriculum, John Van de Valle's Elementary and Middle School Mathematics, Math Their Way, Math a Way of Thinking, and the work of Marilyn Burns and Cathy Fosnot. Within the context of the State standards, students will constantly be challenged to reason and communicate mathematically, in addition to demonstrating proficiency in all required math standards. Specifically, teachers will focus on developing students' *number sense* and *algebraic reasoning* abilities. This approach is supported by the recently released "Final Report of the National Mathematics Advisory Panel" (USDE, 2008, p. 17). Even young students can begin to understand numbers conceptually, and can recognize relationships among mathematical concepts (*Building a Foundation for Learning in the Elementary Grades*, NCISLA VOL. 1, NO. 2, Fall 2000). According to research conducted at the University of Texas, Austin, "Number sense not only leads to automatic use of math information, but also is a key ingredient in the ability to solve basic arithmetic computations." (Gersten, 1999) As a result, they are more prepared for the rigors of higher math. Important elements of number sense among young children include linking symbols to quantities, understanding part-to-whole relationships, and being able to make calculations with the same fluency that we stress in reading, so that they can devote more of their thinking to visualizing and tackling difficult word problems.

As students progress, this will be constantly monitored and evaluated by the central organizing theme of preparing them for Algebra, which will drive much of our Math instruction. Some of the main concepts that we will help our students internalize to be ready to perform Algebra include understanding multiple representations of data, functions, working with missing information through the use of variables, and inductive reasoning used to prove equations. We believe that because we are hiring teachers who want to team with a focus in Math, we will be able to find teachers who are generally more fluent and more passionate about the teaching of Math than most elementary school teachers. Additionally, our Academic Deans will find relevant professional development experiences for our math teachers to improve their practices including observations of highly skilled teachers, conferences and workshops, and exploring professional literature as well.

Instructional Strategies

In order to focus on deeper comprehension of mathematical concepts, we will strike a balance between building computational fluency and using discussion to help students explain why they reached an answer. Students will focus not only on finding the correct answers, but will be expected to articulate *how* the answers were derived. Our methods will include hands-on activities, classroom discussion about mathematical reasoning, and sufficient calculation practice to make arithmetic operations automatic. This conceptual instruction is further made possible through the supplementation of the Harcourt Math curriculum with Math Their Way, Math A Way of Thinking and Van de Walle instructional strategies. These supplementary resources aim to provide our students with a strong conceptual understanding as well as the rote mathematical practice provided within Harcourt.

In addition, math instructors will be focused on developing mathematical units that are backwards planned and focused on the Top 10 standards that are selected as the “power” or primary math standards for a grade level. This will allow RS7 to focus on creating units that are focused on depth of instruction and conceptual instruction as well.

Science and Social Studies

Science and Social Studies provides an opportunity for students to learn by doing. Using Project GLAD’s method of providing ELD instruction during Science and Social Studies, we intend to accelerate students Cognitive Academic Language Proficiency (“CALP”) development by supporting acquisition of academic vocabulary. RS7 has a strong Science and Social Studies curriculum which blends hands-on inquiry with leveled readers targeted at a student’s reading level. We use the McTighe and Wiggins Understanding by Design (“UbD”) approach. This approach is a framework for creating a curriculum based on state standards. UbD has been shown to develop students’ reasoning and interest in Science and Social Studies. To develop our curriculum based on the UbD framework, we start by backwards mapping of the state standards to identify the main objectives in Science and Social Studies. We then developed units and lesson plans within each unit to focus on these major objectives. We have been refining these units for two years as more teachers contribute to the richness and learning techniques of each unit and lesson. Every new teacher at Rocketship has a set of UbD units they can use which cover the Top 10 standards, or they can create new ones to add to our library. Examples of these UbD units are included in Appendix F.

Science and Social Studies teach several very important skills on their own. One of the most important skills a student can learn from these classes in the primary grades is how to effectively read non-fiction text in the content areas (Pressley, 2002). Students will be faced with a multitude of classes throughout the rest of their lives where this skill will be central to their understanding of the content and ultimately their enjoyment and performance in the subject. The critical skills of determining the organization of a non-fiction text, identifying and understanding key vocabulary terms, and actively summarizing are skills that are not easily learned when reading fiction. At RS7, we balance our reading in early grades to include both fiction and non-fiction and focus directly on the skills necessary to master non-fiction as they are presented in Science and Social Studies.

Science

Science instruction will be embedded in Math instruction through the use of thematically integrated, standards-based UbD units. Integrating Math and Science gives students the context through which to understand how mathematics relates to the physical world. Moreover, science naturally integrates into various aspects of math. Consequently, this integration of subject matter ensures that students will have greater exposure to skill areas like expository texts, scientific notebooks, graphing, organizing data, and many other math and literacy skills that correlate with science.

The science curriculum at RS7 has been primarily organized through the implementation of UbD units. At Rocketship Education, we have done extensive work to group science standards into robust UbD Units that cover science topics in depth (included in Appendix F). We believe in focusing on depth instead of breadth in the teaching of science. Consequently, our units cover standards from various grade levels, grouped together into a manner that allows our students to understand at a very high level the concepts behind the standards and how this information relates to their own lives. By taking this approach our teachers create 8-12 week long units that are relevant and engaging to students as opposed to rushing through many small units on varying topics. This allows students to learn material in a much deeper way, and consequently, they are more able to apply these lessons in future grade levels and later in life. Moreover, each unit reviews science standards from previous units. Thus, as students mature, they are better able to master various concepts through this spiral approach.

For example, our Animal Adaptations & Habitats unit taught in 3rd grade includes standards from kindergarten, first, second, third and fourth grades. Students review concepts taught in the first grade Food Webs unit and are given a solid foundation that allows for an even greater understanding of the fifth grade Plant and Animal Systems unit. By grouping similar standards together we are giving students a chance to explore a concept in more depth. However, all of our units build upon each other. So, a first grader will receive a strong introduction to states of matter that will be reviewed and added to in the 5th grade unit on Chemistry.

We believe that Science offers a broad array of concepts crucial to student understanding. Students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students will acquire knowledge of the life, earth and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them. Students will develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying.

All students will be exposed to life, earth, and physical sciences in a curriculum that is based on the State Framework and State Standards. Our desired outcomes from science are an understanding of the process of scientific inquiry, curiosity about the world around them, skills to comprehend informational text, and increased self-esteem from producing a tangible work-product as a result of their understanding. Moreover, we expect our students to demonstrate a strong understanding of scientific concepts in the fifth grade state assessment as well.

Instructional Strategies

RS7 teachers teach three UbD units a year. Depending on the grade level, there may be two science units and one social studies unit, or vice versa. Science is taught 4-5 times a week for roughly 45 minutes a day during science units. During this block of time students are engaged in investigations, reading non-fiction leveled texts related to their topics, writing both narrative and expository pieces relevant to the unit, and learning using a variety of GLAD strategies including pictorial input charts, expert groups, cognitive content dictionaries etc. The culmination of two UbD units a year is an Exhibition Night, where students present their leanings to their parents and community members.

Students primarily work in cooperative groups, and often use hands-on materials to reinforce their understanding of scientific concepts. In order to facilitate a research and inquiry-based instructional model, teachers implement and reinforce clear rules and procedures for laboratory work. These procedures ensure the safety of students, while allowing them to learn and investigate in a dynamic and collaborative environment.

Teachers incorporate fictional and expository text into their science instruction. In addition to the use of leveled readers, students will regularly be required to write both fiction and non-fiction text in relation to their experiments. For example, third grade students studying extinction and evolution (see related course objectives, below) might write fictional stories about an extinct species, and will write lab reports on their investigations with rock layers and fossils. Math will also be integrated into Science through the use of graphs, charts, or drawings to show findings. Students will regularly be required to orally articulate their findings.

In addition, at RS7 we believe that students need to be exposed to their natural world. There are a plethora of things that can be learned from students spending time in nature, which is often difficult for many of our students as they grow-up in an urban environment. Consequently, a unique and important component of RS7 science curriculum is exposing our students to overnight camps. These camps occur in 4th and 5th grades and some occur in 3rd grade as well. Through partnerships with several nature organizations, we are able to expose our students to several important scientific standards and help them gain a deeper understanding of these concepts.

Additionally, as the vast majority of students we currently serve at RS7 are English Language Learners, our teachers employ a wide variety of GLAD strategies to make high level content knowledge both accessible and engaging to all students. Part of the students' homework during these units is to discuss with their families what they have learned in class that day. By drawing a picture, labeling it, and re-teaching the information to someone at home students are getting a chance to practice their academic language outside the boundaries of the normal school day.

Social Studies

Social Studies instruction will be embedded in Literacy instruction through the use of thematically integrated, standards-based UbD units. Social Studies are an opportunity to integrate aspects of our curriculum like Reading and Writing in a context that naturally requires them. Our use of the UbD framework to design Social Studies curriculum makes the concepts and academic vocabulary accessible to our students regardless of current reading level.

Key content outcomes for Social Studies include knowledge and cultural understanding, democratic principles and civic values, and academic and social skills necessary for effective participation in diverse societies. Key skills we hope students to learn include the integration of multiple skills to solve a project-based problem, the ability to use informational text, mastery of academic vocabulary, and increased reading and writing skills. This curriculum will be aligned with the State Framework.

Instructional Strategies

Teachers will build upon students’ curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students will engage in problem solving as they acquire, evaluate, and use information in a variety of ways. Frequent opportunities will exist for all students including English Learners to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. The teachers will provide equal access to the core curriculum for all students through a variety of appropriate strategies. The teachers will facilitate the exploration of values critical to understanding the democratic process.

Arts (Art and Music)

The curriculum will be aligned with the Visual and Performing Arts Framework for California Public Schools and will include dance, drama/theater, music and visual arts. Arts will be integrated into the Literacy block (see Appendix Z: Bell schedule), often as part of Social Studies content.

All students, including EL, Gifted, and Special Education will have equal access to the visual and performing arts core curriculum, with modifications to meet their individual needs. Integrated instruction will be delivered by the regular classroom teacher, as well as by the enrichment staff. The State has effectively identified key standards for the visual and performing arts. Those standards, listed in Appendix C, will guide the integration of arts into the curriculum. Through a process of unpacking and prioritizing content standards for the four core content areas, teachers will identify opportunities to integrate the arts into those curricular areas, and will build unit clusters that maximize student exposure to and engagement in the arts.

Please see Appendix C for a detailed discussion of learning objectives for ELD, Literacy, Math, Science, and Social Studies and Appendix I for sample long-term plans associated with each subject. Below please find a summary chart setting forth the curriculum choices by content area, and the rationale for same.

Content Area	Curriculum Resource	Rationale
English Language Arts	Open Court	RS7’s Literacy begins with standards-based instruction from Open Court’s state-adopted Literacy textbook.
	Scholastic	RS7 has a complete library of Scholastic leveled readers used during the Guided Reading portion of our Literacy block.

	Writing: <i>Six Traits of Writing</i> Publisher: NWREL	As discussed previously, this outcomes-based program gives teachers a rubric to examine student work and suggests instructional practice to drive student progress.
	Writing: <i>Lucy Calkins Units of Study and Step Up to Writing</i>	Lucy Calkins Units of Study and Step Up to Writing are both writing curriculums and strategies that are used to supplement the writing instruction at RS7. They are specifically used to differentiate between teacher’s needs and their proficiency level in delivering writing instruction.
	Assessment: <i>DRA</i> Publisher: McGraw Hill	DRA is a running record assessment measuring a student’s basic fluency and comprehension in leveled texts. This assessment provides us with baseline data of a student’s reading proficiency.
Math	Harcourt Math	RS7’s math program begins with the state-adopted, standards-based Math curriculum.
	Math Their Way, Math A Way of Thinking and work by John Van de Valle	Math Their Way, Math A Way of Thinking and work by John Van De Walle are resources that are used to supplement that Harcourt Math curriculum. These curricula provide a more hands-on approach and further address the conceptual aspect of various mathematical lessons.
Science and Social Studies	<i>Understanding By Design</i> Association for Supervision and Curriculum Development	UbD defines an approach for backwards-mapping state standards in Science and Social Studies in order to develop units which each cover multiple key standards. Based on UbD, RS7 has developed a set of thematic units in Science and Social Studies based on state standards. See sample UbD plan in Appendix F for more detail.

Professional Development

At RS7, we believe that professional development is a critical component to the success of our teachers and staff, but more importantly, it is a critical element to student achievement. Rocketship Education’s professional development model involves multiple resources, which are detailed below.

Teachers at RS7 will be focused on developing a deep understanding behind the Charter School’s approach to their subject area. Typically, the learning objectives will include:

- a focus on the pedagogy which shapes the curriculum in their instructional focus area (literacy/social studies and/or math/science)
- a focus on the organizational culture and values and leadership skills necessary to lead students and families to significant gains (Rocketeer Core Values)
- an understanding of the instructional techniques used and how to use them, especially through the Professional Growth Plan (“PGP”)
- building an understanding of how to use student data to identify learning challenges, especially during Data Analysis Days
- developing techniques for individualizing their planning and instruction (PGP)
- observing excellent schools or instructors and learning their techniques/strategies

- investing students and families in the attainment of ambitious academic growth goals (PGP)

To develop the necessary subject expertise for our teachers as well as provide ongoing support for Academic Deans, Rocketship Education partners with several outside professional development organizations and higher education institutions to conduct in-depth professional development in Literacy and Math. Currently, these organizations include Project GLAD, Guided Reading, Santa Clara County Office of Education, Doug Lemov with Uncommon Schools, Formative Teaching, Real Time Coaching with Lee Canter, Lucy Calkins, Project Cornerstone, and various other organizations as well. Rocketship Education is constantly reflecting on student achievement data and teacher instructional needs in order to further develop the professional development program and coordination of resources in order to ensure that all student, teacher, and school needs are addressed in order to realize significant gains in student achievement.

Summer Professional Development

Professional development at Rocketship Education begins four weeks prior to the start of school, typically in August. During this time, the schools focus on various items, including school culture, classroom management, planning (daily lesson plans, unit planning, and year-long planning), building culture within the school team, home visits and parent investment/empowerment, instructional techniques, and data. These first few weeks in the summer create a critical foundation for the staff at a school to build a collaborative culture of trust, but to also focus in-depth on creating a strong school culture and aligning on school and grade level goals for the year. A sample professional development calendar for August 2010 is attached in Appendix AB. Moreover, this additional time in the summer grants the Academic Dean and Principal the opportunity to better on-board new Rocketship Education staff or new teachers in general. Thus, better equipping them with an understanding of the cultural expectations of the school, classroom management techniques, how to properly assess their student achievement and progress, and granting them additional time to familiarize themselves with the curricula and scope and sequence of instructional objectives for the year. This additional month of time solely reserved for professional development ensures that Rocketship Education schools are able to commence with a cohesive, collaborative team of educators that have already begun to invest parents and families in this work, while also being much more thoroughly prepared instructionally to ensure that the academic year is successful from day one.

Yearly Professional Development

In addition, Rocketship Education's commitment to teacher professional development is further evidenced in the amount of time that is set aside throughout the year for teacher development. There are several days set aside during the calendar year that are solely focused on professional development, which also include an annual staff retreat, and moreover, each Friday from 2 to 5pm is reserved for professional development as well. This means that more than 150 hours of time is set aside throughout the calendar year for staff professional development as an entire team or school or almost three weeks. The professional development that occurs on Friday's is facilitated and organized primarily by the Academic Dean at each school site. The Academic Dean has access to a professional development scope and sequence (see Appendix AB) that provides each school with a suggested timeline for introducing, learning, and practicing key

components of the PGP and the Rocketship Education professional development program. This scope and sequence is also differentiated by teacher experience level. However, the Academic Dean and school site retain the ability to deviate from the scope and sequence map in order to address more immediate or local needs of the school site. These may include items like preparing for a WASC (Western Association of School Accreditation) visit, addressing a school culture item, reviewing local school data and addressing any local instructional needs, and various other items that may arise.

The summer month of August and various professional development days throughout the annual calendar set the stage for new areas of focus for teachers (Literacy/Social Studies or Math/Science). For example, before the beginning of the school year and for the first few weeks of school, the Literacy focus is on setting up the classroom, classroom management, creating Literacy Centers, and managing Guided Reading groups effectively to get a fast start on building students' literacy. This is a wider range of topics as a more junior teacher may be focused on classroom management initially and in late October will be ready to begin the transition of focus to guided reading. However, a more experienced teacher may already be prepared to manage guided reading as they are already prepared with classroom management and setting up their classroom. In subsequent professional development days, new topics are introduced focusing on issues like using time at the Guided Reading table effectively to achieve goals like reading a new book each day with students. These focus areas differ throughout each year based upon the experience level of teachers and their immediate needs.

Professional Growth Plan

The core of Rocketship Education's professional development is the Professional Growth Plan (also see Appendix AD). The PGP is a tool that includes various components of instruction that are critical to student achievement. The first component of the PGP is the school goals, grade level goals, and data from interim assessments. Data is the driver of the PGP in that it ensures that the teacher, Principal, and Academic Dean are able to remain focused on the annual goal and current progress towards these academic goals, thus, making professional development decisions that will have the greatest positive impact on ensuring that students realize these annual academic goals. The next component of the PGP is the Rocketeer Core Values. These are the nine core values (Mission Driven, High Achiever, Adaptable, Collaborative, Planner, Innovative, Mature, Internal Locus of Control, and Eternally Positive) that are at the foundation of the culture of RS7. These core values are an important part of the PGP as RS7 is focused on developing great teachers, which requires not only instructional knowledge and development, but also further development and alignment with the core values of what makes a teacher successful at RS7. The core values are then followed by specific instructional components that are critical to student achievement. These major components are Planning (lesson planning, long-term planning, etc.), Execution (classroom management, collaborating with families, etc.), Differentiation (Guided Reading, teaching English Learners, etc.), and Leadership (time management, giving and receiving feedback, etc.). Each of these components has been strategically decided upon and created based upon other teacher development rubrics, including the California Teaching Professional Standards, Teaching as Leadership rubric developed by Teach for America, Charlotte Danielson Framework for Teaching, and others as well. In addition, the sub-components of each section have been decided upon and based upon successful professional development resources like Lemov Taxonomy, Project GLAD, Guided Reading,

Lee Canter, and various other resources. The PGP includes all of these items and attempts to introduce them in a manner that is scaffolded. Consequently, Planning is the first section of the PGP as setting goals, creating a long term plan, and creating a daily lesson plan are typically the first items that are challenging for a new teacher. Similarly, after a teacher has mastered planning, classroom management, and differentiation, they are then more able to focus on the leadership skills that will be required of them to emerge as a lead teacher or other position like an Academic Dean or Principal. Thus, Leadership is the final section of the PGP.

Every teacher at RS7 has a Professional Growth Plan (PGP) that is focused on their professional growth and development as a teacher and is individualized to their needs. The creation of the PGP begins by a Principal and Academic Dean observing a teacher multiple times in the beginning of the year and gathering their student data, which then begins to indicate the focus areas for this teacher. The Principal then meets with the teacher in a one to one (1:1) meeting, which occurs every other week. During this meeting, the Principal collaboratively selects up to three sub-components of the PGP with the teacher to focus on for the next 8 weeks. The sub components are specific rows within the larger components of Planning, Execution, Differentiation, or Leadership and are not the entire section. Thus, the teacher, Principal, and Academic Dean have a much more discrete skill to focus on in developing, observing for, and coaching. Following the subsequent interim assessments (occur every 8 weeks) the sub-components focus may change based upon student data and Principal/Academic Dean observations of the teacher's instruction.

Academic Dean

In order to fully be able to implement the Professional Growth Plan and professional development of teachers, Rocketship Education has an Academic Dean at each school. The Academic Dean is a former teacher who serves as a mentor for all RS7 teachers and their focuses are professional development of staff members and the Response to Intervention program. Thus, a majority of the Academic Dean's time is spent on professional development and focuses on the coaching of teachers and teacher development methods. While Academic Deans are by definition masters of their academic area, successfully coaching other teachers is a completely different skill than successfully teaching children. While we believe that our Academic Deans will have already shown a predisposition to coaching based on the positive evaluations they had to receive from peers in order to be promoted, we will provide extensive professional development for new Academic Deans to help them learn our academic systems and the best techniques for mentoring their associated teachers (please see Appendix AA for Leadership Training). It is also crucial that Academic Deans stay current in their field both through internal professional development, external professional development opportunities, and by being involved in professional organizations like the International Reading Association and National Council of Teachers of Math.

The Academic Dean invests in the professional development of teachers through the execution of their PGP through multiple methods. These methods include pre-conferences prior to a lesson, observing lessons, videotaping lessons, post-conferences after a lesson, regular one to ones with teachers to reflect on their practice, modeling lessons, co-teaching, and various other techniques as well. Another method of professional development that Academic Deans have access to is called Real Time Coaching. This method of coaching involves a teacher placing an 'ear-bud' or

microphone in their ear. An Academic Dean (or Principal) then coaches the teacher during instruction by giving directions to the teacher through a walkie-talkie while sitting in the back of the classroom and observing the class. This form of professional development has been a great resource to both Academic Deans and teachers in that it provides real time information and instructions to teachers that allows them to instantly modify their instruction and learn beneficial instructional techniques, rather than having to wait for a post conference or follow-up meeting. Lastly, for teachers who have been assigned to an Academic Dean, they are expected to meet with the Academic Dean at least once every two weeks for at least an hour after-school. However, these meetings often occur more regularly and they allow the Academic Dean to invest additional time in the teacher's mentorship

The Academic Dean is also responsible for planning on-going professional development on a weekly basis. Every Friday shall be a minimum day, allowing the staff to come together for 3 hours of professional development and/or collaboration time each week. Deans plan for and facilitate these meetings, including such topics as data reflection, investing families and students in growth targets, improving management strategies, or simply sharing resources and planning for the next Social Studies or Science unit.

Although the Academic Dean plays a significant role in the development of staff, he or she does not act as the evaluator of any staff members. At Rocketship Education, we have divided the roles of mentor and evaluator. The Academic Dean is responsible for daily mentoring of teachers. In order to create a stronger relationship of trust and teamwork, Deans follow the objectives of the PGP for guiding teachers, but evaluation of each teacher at mid-year and end of year for promotion purposes will be the responsibility of the Principal with significant input from the Academic Dean.

Data Analysis Professional Development

Another key component of professional development at Rocketship Education involves Data Analysis. At Rocketship Education, interim assessments are given every eight weeks. Following these assessments, the teachers, Academic Dean, and Principal at Rocketship Education have a full day of professional development that is focused on the analysis of the interim assessment data. The teachers are able to review their assessment data in multiple manners, which include the Teacher Dashboard, Assessment Walls, and the Data Analysis Form.

Data Analysis Professional Development: Teacher Dashboard

The Teacher Dashboard provides a unified "view" into each student's academic performance, and consists of a dashboard of student progress for each student. The dashboard tracks progress based on Common Core State Standards, and allows educators to:

- Identify a student's specific learning challenge early, by assessing the student's mastery relative to predefined goals
- Quickly drill down to identify the underlying skills deficits which are preventing mastery
- Review and coordinate the student's progress in mastering basic skills in Learning Lab

- Facilitate communications and updates between teachers, Learning Lab staff and tutors, on the student’s progress – in the classroom, in Learning Lab and in tutorials.
- Provide more data-rich ways to evaluate and improve teacher effectiveness

By using the Teacher Dashboard, teachers can augment their important classroom work – instruction, guided practice, and critical thinking skills enhancement – with targeted and individualized independent practice, assessment and remediation that occurs in Learning Lab, with homework and with tutors (as needed).

Both educators and students benefit in multiple ways from the Teacher Dashboard. First, since all educators are using the same consistent interface to assess, prioritize, monitor and manage student learning, teachers can make collaborative, more fully informed decisions about each student’s individual learning needs. In addition, use of the Teacher Dashboard as the repository for a student’s Individual Learning Plan ensures that each student’s out-of-class time is maximized to address his / her own individual learning needs. Finally, the students benefit from having the perspective and collaboration from multiple educators to boost their academic progress.

Key benefits of the Dashboard include:

- Real-time feedback on student progress. Real-time assessments – from tutors, Learning Lab, from online curricula and external online assessments – are available for teachers to track and prioritize each student’s progress.
- More effective lesson planning. Dashboard information gives teachers useful content and context for planning lessons based on students’ current levels, enabling teachers to re-allocate instruction time for key topics, and regroup students based on mastery, as appropriate.
- More targeted, individualized instruction. Teachers have a larger, deeper “basket” of resources to deploy for individualized instruction and student achievement. Having more resources at hand (without adding complexity) gives teachers more options to help students succeed.
- Data-driven assessments of teacher effectiveness. Teachers and administrators have access to more assessment data. With more ways to assess students, teachers gain more insights into the effectiveness of their teaching methods and practices.

Using the Teacher Dashboard on Data Analysis professional development days, teachers at Rocketship Education are able to fully analyze their student achievement data and progress. Moreover, following this analysis, they are quickly able to find solutions and next steps involving the multiple resources (tutors, online curricula, in-class objectives/interventions, focusing on a particular instructional objective with the Academic Dean, etc.).

Data Analysis Professional Development: Assessment Wall

Teachers at Rocketship Education also complete assessment walls on Data Analysis professional development days. The Assessment Wall is a school based process that highlights the review of

each student's academic growth while charting grade level strengths and weaknesses as well as schoolwide learning trends. It is a quick method for generating visual information that triggers grade level and schoolwide conversations of curriculum and instruction.

The primary purpose of creating grade level Assessment Walls is to use data to track the success of each student in the school and track group grade level performance. A second purpose is to create collaborative grade level teams which identify curriculum and instruction challenges and propose interventions to increase student success. A third purpose is to provide the opportunity for teachers to examine the performance levels of their students in order to modify the curriculum and instruction. And lastly, the Assessment Wall process provides a vehicle for yearlong and/or year to year grade level monitoring of student progress.

The critical component of the assessment wall is the act of actually moving the student post-it notes. The assessment wall makes the student achievement data within the Teacher Dashboard much more tangible and 'real' for the teacher as they are physically moving students through the quintiles and thus visually and physically becoming more aware of any academic disparities within the classroom. In addition, the additional information on the post-it notes (CELDT level, ethnicity, gender, etc.) more clearly indicates any other disparities that are occurring within the classroom, which may not have been as visible in analyzing the information within the Teacher Dashboard.

The development of the Assessment Wall begins in September/October of each year. A colored paper post-it (or other material) represents each student for each grade level. Each post-it will be placed by grade level proficiency levels on white butcher paper, on project display boards, pocket charts or white boards. Current grade level teachers compile student information and academic data from identified formal and informal assessments from the previous year and from September assessments for kindergarteners.

Prior to data compilation teachers and administrators must agree on the student ethnic post-it color key, the supporting information colored dot key, and the data information needed for each student. The complexity/amount of the information will vary depending on the experience of the staff with the concepts and applications for student performance analysis. It is better to start with less student information the first year using the Assessment Wall than more information.

Instructions for the Assessment Wall:

“Make sure placement of student information has a designated position on each paper post-it or information label. If you have a large wall area such as a classroom dedicated to teacher use only use a 70"x 36" sheet of white butcher paper with 3"x 3" post-its. If your assessment walls need to be more portable (no place to leave them on display) make a smaller display using white butcher paper (56" x 34") and attach it to the card board used to package easel pads (27"x 34") or science project display boards. Use 3"x 3" or smaller post-its for the student information. Some schools use magnetic white boards with magnetic post-its (magnetic post-its are cut from magnetic sheets).”

Suggestions for the student information are as follows:

- Student name (First name and beginning initial of last name can be used.)

- California Standards Test (CST) vocabulary, comprehension, literacy response or total English Language Arts scale score for grades 2-5
- RESULTS, DRA 2, Core Phonics, Summative Math Assessments
- First enrolled in school date (very powerful information)
- CELDT scale and/or level score recorded on English Language Learner (ELL) colored dot
- Date of entrance into the United States (for ELLs only)
- Retained (use R plus the year)

This information is in the student data base and can be generated and put on stickers so teachers do not have to comb through cumulative records and other data.

<p>Juan Garcia (If EL, blue dot Date Enrolled here) Other important school info: Teacher, grade level goal, etc.</p> <p>Place corresponding dots here with other assessments. Have them go across with each date and include percentage and place on appropriate color.</p> <p>Red=Far Below Basic (0-50%) Orange=Below Basic (51-70%) Yellow=Basic (71-80%) Green=Proficient (81-90%) Purple=Advanced (91-100%)</p> <p>○ ○ ○ ○ ○</p>

Color Dot Key: Colored dot stickers are added to the post-its. Schools with a high percentage of ELLs may want to use the colored dots only for ELLs. On this EL dot, it is wise to include the CELDT score as well.

An example of a key:
 CELDT Level 1 (Beginning), CELDT Level 2 (Early Intermediate), CELDT Level 3 (Intermediate), CELDT Level 4 (Early Advanced), CELDT Level 5(Advanced)

A colored dot should be placed at the bottom following each assessment. It is wise to put the corresponding score on the front of this dot. Complete this same process after each assessment so that the dots correspond horizontally across. This will allow you to track student progress and growth.

After teachers create these post-its for each student (you can help separate classes and grade levels by assigning different colored post-its), then the teacher places the students on the assessment wall according to their quintile. Thus, a red (far below basic) student would be

placed in this area of the assessment wall. Following each formative assessment in the year (recommended dates of assessments: September, November, February, April, June), then the teacher moves students to their appropriate quintile. This physical movement helps teachers create a stronger connection to their student’s academic progress and also helps to make trends, successes, and problems across the class, grade levels, and school much clearer.

When placing the post-it notes, it is easiest to have the assessment walls created on the tri-fold science boards. This allows the boards to be highly mobile, while also being more confidential. Have the board labeled according to the different quintiles and then you can place the post-it notes. Following each assessment, move the post-its according to the level of the students.

ASSESSMENT WALL

Far Below Basic 0-50% (or any appropriate level according to assessment)	Below Basic 50-70% (or any appropriate level according to assessment)	Basic 71-80% (or any appropriate level according to assessment)	Proficient 81-89% (or any appropriate level according to assessment)	Advanced 91-100% (or any appropriate level according to assessment)
Post-It Notes according to students that were in this level following the assessment.	Post-It Notes according to students that were in this level following the assessment.	Post-It Notes according to students that were in this level following the assessment.	Post-It Notes according to students that were in this level following the assessment.	Post-It Notes according to students that were in this level following the assessment.

For literacy/social studies teachers the focus of the assessment wall is the DRA2 results and for Kindergarten focus initially on the results of the Core Phonics assessment. For math/science teachers the focus of the assessment wall is the Math End-of-Year assessment.

During the Data Analysis professional development day, following the teacher’s presentations of their assessment walls, the Academic Dean and Principal begin to develop a consensus with the teachers regarding what they see as the trends, strengths and concerns. The assessment walls also are able to begin to generate conversations amongst the teachers so that they can better share their challenges, successes, and collaborate in their planning of next steps in regards to modifying instructional techniques and strategies for individual students and classes.

Data Analysis Professional Development: Data Analysis Form (“DAF”)

The Data Analysis Form is the final and possibly most critical component of the Data Analysis Professional Development days. Following a teacher entering their data into the Teacher Dashboard and completing their Assessment Wall and initial analysis, the staff then individually begins to work on their DAF.

The Data Analysis Form requires a teacher to track the student data from their interim assessments initially. Following this, the teacher then identifies overall positive trends of the entire class and challenges as well. This exercise then leads the teacher to begin to identify specific ‘focus’ students that are within these challenge groups. After identifying three to five students, the teacher begins to dig deeper and identify specific instructional areas that have been challenging for these students. The teacher then sets academic goals for these students that they are intended to accomplish within the next four weeks and eight weeks (these goals are also entered into the PGP). The teacher then begins to develop an instructional plan for these specific students, which is intended to be applicable to all students that are facing similar challenges. However, this specific plan is intended to ensure that the student will realize the goals that have been set for them in the next four weeks and eight weeks. Thus, by focusing in-depth on one student within the challenge group, the modified instruction should be able to positively impact the student achievement of all students within this group. A sample DAF form has been included, which provides further details and information (Appendix AC).

Other Professional Development Activities

Rocketship Education offers additional professional development activities for staff as well. These activities include providing teachers with a substitute and thus, the opportunity to observe other teachers within the Rocketship Education network or even at another school. In addition, outside professional development providers are brought to schools depending on the needs and resources of a school. In addition, teachers are given the opportunity to apply to the Leadership Development program, which provides additional professional development in the area of leadership, but also allows teachers to grow in other areas as well. Moreover, through the leadership development program, teachers are assigned Embedded Leadership Opportunities that are focused on a multitude of tasks like coaching a teacher, helping to facilitate professional development days, organizing parent involvement, and many, many more activities. The Leadership Development program is further outlined in Appendix AA.

At Risk Students – Students Achieving Below Grade Level

As stated above, RS7 is designed to serve students who are at risk of achieving below basic proficiency on state exams. Thus, the entire school is focused on serving at risk students. The student population in the County is 91% Free and Reduced Meals and 68% English Learner Learner. RS7 intends to enroll a reflective student body. As discussed in Appendix L, we will identify at-risk students based on standardized tests and those who are operating at least one year below grade level in Reading, Writing, Math and Oral Language as measured through our interim assessments. Please see Section III on Measurable Student Outcomes, “*Measuring Student Progress*” for details on the bi-monthly assessments currently planned. We believe that our students will progress from low-achieving to high-achieving during their time at RS7. Through ILPs, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced proficient achievers on state tests. (See Appendix L for a more detailed description of working with at-risk students.)

Students Achieving Above Grade Level

Ultimately, we expect that all students at RS7 will achieve above grade level. In the earlier grades, this may be more exceptional than the later grades. High-achieving students are those

who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language. Please see the section in Student Outcomes on *Measuring Student Progress* for details on the means of monthly assessment currently planned. Advanced students will receive individualization in many of the same ways as at-risk students including small group work done in classrooms with teachers, the group activities planned by teachers, and focused lessons based on their current academic needs in the Learning Lab.

English Learners

Overview

RS7 will follow all applicable laws in serving its EL students as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. EL students at each Rocketship Education school will be served by full inclusion in the classroom with small group and individual customization in the classroom and the Learning Lab.

Home Language Survey

RS7 will administer the home language survey upon a student's initial enrollment into RS7 (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment³ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

RS7 will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Formative Testing

In addition, RS7 will implement an interim, formative assessment, ADEPT, which will be used to further assess a student's growth in regards to his or her language proficiency. This assessment will be delivered to students in January and at the end of the school year. Through the use of this assessment, teachers will gain input on the language development of their students and the assessment will also provide the staff with information regarding specific language skills that they need to address and practice.

Strategies for English Learner Instruction and Intervention

The most important aspect of these standards from the CELDT and ADEPT in our opinion is to help the teacher level his or her instruction appropriately for a child at different stages of

³ The thirty-day requirement applies to students who are entering a public school in California for the first time or who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

language acquisition. Although it is difficult to categorize a student into a single English Language Development stage, they are helpful for thinking about the different scaffolding necessary to provide for students who are at Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced stages during lesson planning. These categories require distinct skills and strategies as well. In the Language Arts, we believe that oral language comprehension and production is the critical link allowing EL students to make large gains in Reading and Writing. Thus, much of our Literacy blocks in the early grades will be focused on oral language development and comprehension activities. This is made possible through the individualized or small group instruction that occurs during guided reading. Through this small group, a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. In addition, during this guided reading time, the staff at RS7 will provide an EL center, which will be focused on specific language activities (picture cards, writing, vocabulary development, etc.) that are targeted to specific categories of students based on their progress on ADEPT.

Similarly, in RtI, students that are struggling due to language proficiency will be participating in intervention activities that are specifically focused on decoding and comprehension. These activities may include comprehensive activities that explicitly and systematically build English language skills during reading instruction. There are interventions that focus explicitly on English letter/sound correspondences, word patterns, spelling rules, and other skills. By introducing these skills in isolation and practicing them in context, students are better able to move through the language proficiency categories. In addition, during RtI there is vocabulary instruction for these students through the usage of graphic organizers, drawings, motions, pictures, and other means. Finally, in class and during RtI, all tutors are instructed to emphasize the relationships between and among words to build oral language skills that includes story retells that target both comprehension and language development.

In Science and Social Studies, we intend to focus on hands-on and project-based curriculum in order to build our students curiosity about these subjects. We then provide leveled readers so that they can build academic vocabulary at their current reading level. Academic vocabulary is much more difficult for EL students to acquire than spoken vocabulary. We believe that curious students who are able to access texts at their instructional level will allow our students to make significant gains in their Science and Social Studies knowledge. Thus, the purposeful focus on the use of guided reading as an instructional strategy and ensuring that all students have access and use leveled texts in learning lab is critical to their success and further acquisition of language.

Structurally, RS7 runs a full-inclusion program for our EL students. EL students will not be in sheltered or bilingual instruction classes at RS7. From the first day of school, EL students will be immersed in English, with the support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. In our experience, the most crucial aspect of teaching EL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. Thus, this is a critical focus at RS7 through the provision of explicit

professional development focused on EL students. In addition, all RS7 staff will be fully trained in GLAD strategies.

EL students will be monitored by homeroom teachers using the same ILP process as other students. Much of the data we will be gathering among our younger students will be focused on speech production and listening comprehension. Because RS7 focuses on the individual student, we are able to accommodate a much wider range of levels in literacy. For example, our Reading classes are broken into multiple groups. ELs will probably be the majority in all groups in Kindergarten and First Grade and are likely to constitute at least one group in subsequent years. That will allow teachers to focus instruction on the language acquisition issues at the current level of the student. In addition, because online curriculum in the Learning Lab can be tailored for each student, ELs will have more time to practice their English in a one on one setting. While we do not normally endorse rote learning exercises, these exercises are effective in areas like initial vocabulary acquisition for ELs and we plan to use programs like *Rosetta Stone* for these purposes. (See Appendix J for a complete description of the Rocketship Education EL Program.)

Reclassification Procedures

When an EL student demonstrates adequate oral and academic English skills, a recommendation for reclassification can be made. Each former LEP student who has been reclassified to FEP has demonstrated English-language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular instructional program. (Education Code Section 52164.6.) The participation of the classroom teacher, parent(s) and site administrator/designee is required in the reclassification process.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Serving Students with Disabilities

SPECIAL EDUCATION (INTEGRATED SERVICES DELIVERY)

OVERVIEW:

Each Rocketship school intends to operate as a Local Educational Agency (LEA) under the El Dorado County Charter Special Education Local Plan Area (SELPA) pursuant to Education code Section 47641 (a). In unique cases, where participation is not practical or is geographically unfeasible, a Rocketship school may operate as a Local Educational Agency (LEA) under another local SELPA upon approval of membership. Each consideration will be reviewed and in all cases will be in conformity with Education Code. Rocketship schools will operate in complete compliance with IDEA and SELPA policies and procedures. As LEAs, each will be solely responsible and liable, the same as a district, for providing Special Education.

As an LEA, each school shall receive its AB 602 and Federal revenue allocation through the Charter SELPA and shall utilize those special education funds to provide instruction and related service to eligible pupils in accordance with IDEA, State law, and Rocketship's mission. Funding to the school will be first based on ALL students in attendance, including those students with disabilities, then additional resources will be provided as needed to offset the cost of students with disabilities. In this way, the perception that students with disabilities deny the school additional dollars becomes moot and all students receive the services and the support they need. Each Rocketship LEA shall be solely responsible for all special education costs which exceed State and Federal special education revenue.

Rocketship schools will be accountable for compliance monitoring and reporting through the Charter SELPA, and will comply with any internal requirements of its authorizer related to IDEA.

INTEGRATED SERVICES DELIVERY:

Rocketship schools will organize special education program and services to provide an *integrated service delivery* in each school. An integrated service delivery approach requires schools to align educational services for students with special education needs within existing

structures (grade levels, groupings, looping , Learning Lab, etc.) rather than through special and segregated programs. Specialized staff is organized by the needs of each learner rather than by clustering learners according to label. In this model, staff is not assigned to a “program” and placed in a separate classroom. Instead, special and general education teachers work in collaborative arrangements designed to bring appropriate instructional supports to each child in the general school environment. Support is built on culturally relevant differentiation and instruction through universal access of content-driven curriculum.

Rocketship students are placed in the classrooms they would attend if without disabilities and then provided flexible instructional opportunities that include large group, small group, and one-to-one instructions for those students with more significant needs in the Learning Lab. In Rocketship schools, a variety of curricular and pedagogical options are employed to maximize student learning in an array of teaching arrangements in environments that can be accessed by all learners, not just those with specific disabilities. In the Rocketship model, all teachers are responsible for all learners. On-going support develops the capacity of all teachers to teach to a diverse range of students’ learning needs. A system of general and special education teachers proactively supporting students are better able to put into place effective interventions prior to student failure.

With integrated services, all student learning takes place in heterogeneous environments. This means that students are, for the most part, not grouped by similar characteristics in the same way all the time. There are ‘seats’ in every classroom for every potential learner ensuring FAPE-Free Appropriate Public Education, for all eligible students.

In a Rocketship school, Response to Intervention (RTI) supports an Integrated service Model, aligns with NCLB and IDEA 2004, and meets the spirit and the regulations of IDEA. All students have a system of supports readily available at the beginning of a student’s difficulties to provide preventive academic and behavioral instruction within the general education environment. In this way, students-many of who are typically misrepresented and over-identified, receive appropriate integrated services, and it becomes unnecessary for Rocketship schools to refer and excessively determine eligible students who are often those students of color and poverty.

ENROLLMENT OF ALL STUDENTS REGARDLESS OF DISABILITY:

Our schools strive to achieve a student population from the community in which we are serving. Whether a child is eligible under IDEA, or is provided a plan under Section 504, he or she is considered with all others for enrollment at every Rocketship charter school. Disability or non-disability status is not a factor for enrollment or acceptance. Admission is based solely on availability of student enrollment space in a “general education” classroom. Following the

public random drawing, students who were not awarded one of the open enrollment spaces are placed on a wait list, in the order in which they are picked at the drawing, for midterm acceptance during the school year

Rocketship recognizes the need to provide all students, with or without a disability, with a free, appropriate public education and recognizes its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her and his disability, be excluded from the participation in, by denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” We provide access to education for all Rocketship students and provide appropriate supports and services to eligible students to ensure access to learning within general education.

ENROLLMENT OF STUDENTS WITH IEPS

When a special education student transfers from one SELPA to another, and there is evidence of an existing disability, an Interim Program Placement determination is made. The student’s existing IEP , to the extent possible, will be immediately implemented. An Interim Placement form will be completed immediately upon enrollment and parent signature will be obtained. Assessment Information as well as records and reports from the prior district may be utilized to make program recommendations. Upon receipt of the signed IAP, the team will conduct any additional assessment needed to determine educational needs and make program recommendations. Within 30 days, of the student’s enrollment, the IEP team will meet to review the placement, review any new completed assessments, and develop new goals and objectives as needed. Rocketship’s practice is to issue quarterly updates of its special education students roster to the County Office of Education.

CHILD FIND ACTIVITIES:

Rocketship conducts a continuous and proactive effort to identify students with special needs and meet all requirements under IDEA. Each school receives training special education referral process during the summer professional development sessions. Referrals may be received from teachers, parents, service agencies and other qualified professionals are responded to in writing to ensure timely access to our Special Education services. An information sheet describing ways to access services is available for parents in the Student Handbook.

A referral for special education and related services initiates the assessment process and shall be documented. When a verbal referral is made, the charter representative shall assist the individual in making a written request for assessment for special education. We will respond in writing and with follow-up meetings to referrals or requests for assessments from teachers, parents, service

agencies and other qualified professionals to ensure timely access to our Special Education programs.

Upon receipt of the referral, the administrator will either contact the referral source and request additional information in order to process the referral in a timely manner, or, will notify parents of the developed Individual Assessment Plan (IAP). The delivery of the completed plan to the parents will occur within 15 calendar days of the referral. Parents will be provided a copy of the Parent Procedural Rights with the signed assessment plan.

If the referral was determined to be inappropriate, a meeting will be scheduled with the parents and the referring party to address their educational concerns and review the purpose and scope of Special Education. Even if the parents do not wish to meet, we will respond with a Prior Written Notice explaining why the request for assessment is not being accepted and processed.

OTHER PRE-REFERRAL INFORMATION

Current law requires that all options in the general program be tried before referral to special education. These options may include, but are not limited to the following:

- *Accommodations within the general education program, including instruction, environment or curricular supports
- *Research-based instructional strategies and intervention, including universal screening,
- *“Tiered” interventions and progress monitoring,
- *Problem -solving teams within the general education program (RTI model), and consultation with appropriate staff.

All pre-referral options are considered the responsibility of general education staff .

REFERRAL OF PRE-SCHOOL STUDENTS

Because Rocketship is a K-5 charter program, when a student who is referred is not of school age, the child will be referred to his/ her district of residence.

RESPONSE TO INTERVENTION (RTI)

Rocketship’s RTI system identifies those students who are struggling, regardless of the causation, and provides identified students dedicated targeted, supplemental instruction in their areas of need following their school day. The goal of these specific early interventions is to reduce eventual referrals for special education services by providing the academic support services students need before they fail.

Additionally, the Rocketship RTI program provides supplemental instructional support to students eligible under IDEA when that would complement their specialized services. Rocketship's model for RTI intervention starts with In-class Daily Intervention - consisting of Small Group, Guided Reading, Centers, and Writer's Workshop. Monthly Formative Assessments and progress monitoring may lead to:

- *Teacher analysis with specialist consultation and support
- *Changes in classroom practice
- *Small group and individual intervention
- *Learning Lab Intervention strategies, which may include changes in methodology, design or delivery of learning activities, and smaller student groupings.

STUDENT STUDY TEAM

When classroom and RTI interventions have been implemented and documented and a student is still not successful, the next step is a referral to the academic dean for a Student Study Team Meeting. The family and school team then meet to develop a more comprehensive intervention plan, or consider other factors that may interfere with learning. To ensure school site understanding of the SST process, training is provided to teachers and school staff as part of the summer training.

GENERAL EDUCATION ACCOMMODATION OR MODIFICATION:

Rocketship's mission is to ensure students reach grade-level proficiency in Literacy and Math. We employ a variety of General Education Modification strategies to make this goal reachable for all of our students, including: low student-teacher ratio (23:1 in K-3), extended day (8a-4p), small teacher-led instructional groups for Literacy, instruction driven by formative assessment results, and two hours of daily individualization/intervention in our Learning Laboratory. To ensure teacher effectiveness, four hours per month set aside for the senior teacher in each instructional area to actively mentor newer or more inexperienced teachers in their classrooms

All Rocketship students receive a variety of services in a number of settings, with the goal being access and success in the general education curriculum with designated support from special education (integrated service delivery) staff. We believe in organizing our professional staff by the needs of each learner instead of clustering learners by label. Rocketship staff is not assigned to a "program" and students are not "placed" in separate classrooms. Our school and community environment is one in which general education and special education work collaboratively to meet the diverse learning needs of our students, encompassing a continuum of services.

Integrated services ensures the integration of resources as well. Our ISD (special education) team works with everyone - an integrated services approach involves parents, general educators, and school administrators. We believe that our approach ensures the quality and effectiveness of services for students with disabilities under IDEA, ADA, as well as Section 504. Rocketship's successful Response to Intervention approach, which is tightly coordinated between General and Special Education, ensures thinking about addressing each student's unique learning needs across a system of supports and services. Rocketship has successfully implemented the RTI program in collaboration with Special Education and continues to improve on this model. Additionally, we continue to integrate the benefits of on-line learning opportunities for our students with disabilities- the materials and delivery platforms, through full access to the hybrid instructional model of RSED, which we believe will improve the educational outcomes for ALL of our students.

General education modifications may involve:

- *homework reductions
- *positive behavior support
- *in classroom physical environment adaptations
- *instructional or testing accommodation
- *other integrated resources or technology tools available for all students.

The special education staff is available for monthly consultation with school site administrative teams and we are therefore able to identify students who may be struggling to make expected progress or be at risk for a referral to special education.

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

Eligibility determination begins with the Assessment Plan and receipt of the signed assessment plan begins the special education timeline. An assessment plan will be developed and the family contacted within ten (10) days. The parent/guardian has fifteen (15) calendar days from the date of receiving the Assessment Plan to consent to the plan and return it to the school staff.

A copy of the Notice of Parent Rights is provided to parent with the assessment plan. An Individual Assessment Plan will also be developed for students currently eligible for IEP services whenever a reassessment is required, such as for the Annual Review or Triennial Re-Evaluation and Notice of Parents Rights will be provided.

Written parent consent is required before the assessment may be conducted. . Parents have at least 15 days from receipt of the assessment plan to make a decision. Assessment may begin immediately upon receipt of consent.

Within 60 calendar days of receipt of the signed IAP, the assessment must be completed and a team meeting is to be held to determine a student's eligibility, as well as to develop the individualized education plan. Parents are to be provided no less than ten day's prior written notice of meetings regarding the educational program for their child.

Program placement is an IEP team decision and written parent consent must be obtained prior to placement. The recommended program placement and services should begin as soon as possible from the date of the parent's written approval of the IEP.

A review of each student's IEP must be reviewed conducted at least once annually, including a summary of progress. Re-evaluation must occur every three years to determine a student's continued eligibility or need. Prior to the three year review, the IEP team shall review existing progress towards goals and determine what additional data is needed.

ASSESSMENT:

The special education evaluation has three major purposes:

- *To assess needs and gather information about the student.
- *To determine eligibility for special education programs and services.
- *To recommend the appropriate special education programs and/or related services for the student.

Prior to the assessment, a member of the ISD will contact the parent to review the reason for assessment and to describe the materials and procedures that will be used to obtain information about the child. The rights of the parent/guardian and the Charter School related to assessment are explained to ensure parent is fully informed.

A parent's written consent for release of confidential information may also be part of the assessment meeting, as well as making arrangements to have the child's needs evaluated through testing and conferences held among others who have worked with the child's, such as counselors, therapists, psychologists, or social services. Written consent for participation in assessment will be needed, and evaluation results will be shared with parents.

Assessments are conducted in primary language and materials when determined necessary to ensure that they measure the extent of disability rather than English language skills. Ecological assessments are conducted for students with moderate-severe disabilities. Assessments are student centered and will meet all federal timelines. All children who transfer into a Rocketship school are placed on a 30-day interim IEP and are assessed as needed within the 30-day period.

Assessment must address all areas related to the suspected disability and be conducted by a multidisciplinary team, including the parent. The assessment plan considers each of the following when appropriate: vision, motor abilities, general ability - self-help, career and vocational abilities and interests, developmental history, hearing, language function, academic performance, orientation and mobility, social and emotional status, health and development. For pupils with suspected disabilities or a behavior disorder, at least one member of the assessment team, other than the child's general education teacher, shall observe the child's performance in the general classroom setting and document the observation.

For initial evaluations and re-evaluations, students will be assessed in hearing and vision, unless parent consent is not provided. All pupils not meeting threshold hearing test requirements will be appropriately referred for trained personnel for hearing tests. A student's health provider may also provide information if a student has been medically diagnosed with a chronic illness or relevant medical issue that may interfere with learning. In short, no single procedure will be used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Under certain conditions, parents have the right to obtain an independent assessment at public expense.

The Individual Assessment Plan will be individualized and will reflect the unique concerns and strengths of each student. It will be provided in the primary language of the parent or another mode of communication used by the parent, unless to do so, is clearly not feasible. It will provide an explanation of each type of assessment. It will state that no educational placement will result from the assessment without the consent of the parent. We will have a copy of the Parental Rights and Procedures attached to IAP. The assessment will be completed and an IEP meeting will be held within 60 calendar days from the date of receipt of the parent's written consent for assessment.

All assessment reports will then possibly include the following, though not limited to the following: the student's present level of educational performance, the relevant behavior noted during the observation of the student in an appropriate setting, the relationship of that behavior to the student's academic and social functioning, the educationally relevant medical findings if any, whether there is a discrepancy between achievement and ability that cannot be corrected with special education and services, a determination concerning the effect of environmental, cultural, or economic disadvantage, where appropriate, how the student's disability affects involvement and progress in the general curriculum, what is the student's historical and current functioning in the general education curriculum regardless of the setting, what deficits in the student's cognitive functioning, communicative functioning, social and emotional functioning and physical functioning might serve as a barrier to their successful involvement in the general education

curriculum, and what has been the impact of the student's attendance on his/her achievement. Assessment reports will be provided to parents in their primary language whenever indicated.

The IEP team will then meet with the parent, who are also designated specifically as members of the team, to reach an eligibility determination in consideration of all of the data, observations, and assessment results.

504 PLANS:

As not all children will qualify for SPED services, Rocketship follows Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA), where discrimination is prohibited based on a disability. Under Section 504 and Title II of the ADA, it is illegal for schools to deny a student to participate in services, provide a service that is not as effective as provided by others, and provide lower quality services. Also, students with disabilities, like other children in the general education setting, must be provided with courses and instruction that teach the curriculum. Any student, who has an objectively identified disability which substantially limits a major life activity including, but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Academic Dean and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement option, and accommodations, The 540 team will review the student's existing records; including academic, social, and behavioral records, and is responsible for making a determination as to whether a recommendation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under IDEIA, those evaluations can be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS (ELLs):

Because the majority of current Rocketship students are considered ELL (83%), 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 parent's request. Assessments may be conducted in a student's native language, or with translation as appropriate, whenever a student's English language development level may require such assessment in order to better understand a student's learning needs. Rocketship follows all applicable laws in

providing general education instruction and special education services to eligible ELL students, as well as ensuring parent procedural safeguards. Teachers providing core content instruction, as well as special education services, have appropriate training and CLAD certification. Training is provided to specialists to ensure that IEP goals are written to support the unique learning needs of ELL students with disabilities. Progress monitoring and program evaluation will ensure appropriate practices for re-classification to fluent English proficient status. ELL students at each Rocketship school will be served fully in the general education classroom with appropriate small group instruction and individualization in the classroom or the Learning Lab to support learning and developing English proficiency.

The results of the Home Language Survey, CELDT results and ADEPT, ADEPT are considered when developing a student's IEP. Testing accommodations described on the child's IEP, are considered for CELDT testing.

DEVELOPMENT OF AN APPROPRIATE IEP:

Our IEP's are created for the benefit of the student receiving special education services. All Rocketship schools are currently in compliance with all of the guidelines around the development of an appropriate IEP. RSED follows all applicable federal and state laws governing the IEP process and procedural safeguards. Parents, general education, special education services staff, other professionals and other service providers or professionals as appropriate will be involved throughout the IEP process. As a member of the El Dorado consortium for 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.

FUNCTIONAL ANALYSIS ASSESSMENTS AND BEHAVIOR INTERVENTION PLANS:

Rocketship has a trained Behavior Intervention Case Manager (BICM) and conducts a functional analysis assessment (FAA) if an IEP team determines that a student with a disability exhibits serious behavioral problems. Assessment includes parent interviews, file review, direct observation and review of health and medical records.

THE CONTINUUM OF SERVICES:

SPECIALIZED ACADEMIC INSTRUCTION, MILD TO MODERATE:

We provide mild/moderate services to qualified ISD students. These pull out and push in

services range in amount of time and intensity based on the needs of the students. All services are described in the IEP with agreed to, and fully executed by the ISD staff with the assistance of the general education staff and administration. Students receiving mild/moderate services typically require less than 40% of the day in direct services.

Based on our model, a qualified Education Specialist and a qualified paraprofessional work together to provide services. The Paraprofessional works under the direction of the Education Specialist to provide additional instructional support and services to identified students. The Education Specialist will provide monitoring of students' progress; information, materials and assistance to individuals with exceptional needs and their parents; consultation with general education staff on methods for accommodating students with special needs, coordination of special education services, and direct instruction to students with IEPs.

Rocketship's general education approach is built on a system for differentiating instruction according to student need and implementing and monitoring interventions for all students who are not meeting standards. This design supports the goals of a collaborative model with the Education Specialist, who will be responsible for extending these services to students with special needs to meet IEP goals. We believe this close collaboration between general and special education professionals to serve any student who is experiencing learning challenges will help Rocketship meet its goal of helping every student to reach 1.5 years of achievement in each grade. The Education Specialist will be responsible for implementing an IEP such that the student is able to make adequate progress towards grade level standards. Rocketship monitors progress on a regular basis and the Education Specialist will collect IEP specific data for to determine if adequate progress is being made.

DESIGNED INSTRUCTIONAL SERVICES – SPEECH AND LANGUAGE THERAPY, OCCUPATIONAL THERAPY, COUNSELING, VISION AND HEARING THERAPY, ETC:

We provide speech and language services, occupational therapy services, vision services, as needed to meet eligible students' IEP needs. The services are provided by certified or licensed professional staff. Service delivery ranges in time and intensity based on the needs of the students identified in the IEP. All services are written up in the IEP, agreed to, and fully executed by the ISD staff with the assistance of the general education staff and administration with only qualified, trained and knowledgeable personnel all based on the needs of the student population.

SPECIALIZED ACADEMIC INSTRUCTION, MODERATE TO SEVERE:

We provide more intensive and specialized services for students inclusively that would normally require this type of setting. Our flexible and supportive Integrated Services Delivery model is

able to provide all children both the assistance and independence that they need. We do not anticipate the need for a non-severe SDC “placement setting”. To the maximum extent possible, students with disabilities will be educated with non-disabled students. Every enrolled student who receives RTI instruction has an Individual Learning Plan (“ILP”) that includes areas for growth. Because of Rocketship’s structure, particularly small class sizes, small reading groups, individualized instruction in the Learning Lab and time for daily teacher interventions, we believe that Rocketship can serve students with disabilities within the general education program, in the Least Restrictive environment by providing the supports each student needs. To ensure access to appropriate learning in very specialized cases, if needed, Rocketship will establish a relationship with another area LEA to ensure an appropriate placement for a student.

SEVERE SPECIAL DAY CLASS:

Because of Rocketship’s structure, particularly small class sizes, small reading groups, individualized instruction in the learning lab, and time for daily teacher interventions, we believe that Rocketship can serve students with severe disabilities within the general education program and provide intensive specialized instruction or structure as needed. It is Rocketship’s goal to serve all students in the Least Restrictive Environment, with their age-group peers.

To ensure access to appropriate learning, RSED employs individuals with the Specialist, Moderate/Severe Credential. Removal of students from the general education environment would only be considered if the student is not meeting goals and objectives with the provision of supplemental aids and services in that setting. This determination would be reached only through the IEP process with appropriate designated personnel, parent in attendance and written agreement of all members of the IEP team.

INCLUSIVE SERVICES:

To the maximum extent appropriate, students with disabilities will be educated with general education students including non-academic and extracurricular services. Currently all students at all Rocketship schools are served in general education with pull out or push in services to meet intensive need.

PLACEMENT IN A NONPUBLIC SCHOOL/AGENCY:

In some exceptional cases, when a student may require a placement in a more restrictive setting, Rocketship will consider a referral to NPS or NPA. Rocketship will not make referrals for placement at non-public schools, private schools, or agencies without consultation with the SELPA. If a parent places students at a non-public school, private school or residential facility,

Rocketship will immediately inform the SELPA. We currently do not have any students enrolled in NPS or residential facility at any of the Rocketship schools.

Mental Health as a Related Service

Whenever necessary, as evidenced by student need, assessment, or recommendation of emergency mental health provider, a referral for assessment of eligibility for mental health as a related service will be made to address a student's mental health needs and potentially access other supports or services for a student and his/her family

TRANSPORTATION FOR STUDENTS WITH SPECIAL NEEDS IN ORDER TO ACCESS SPECIAL EDUCATION SERVICES:

Rocketship will provide transport to any student if required by a written statement in the student's IEP, and only with the written consensus of the IEP team as needed, for any eligible child to and from school and all school related activities. Rocketship will locate a local LEA or a contract service provider to fulfill these portions of the IEP. A transportation assessment will guide the determination.

EXTRA-CURRICULAR ACTIVITIES:

Although Rocketship's primary goal is to help our students achieve academic success in Literacy and Mathematics, we do believe in educating the whole child. We offer day field trips for all ages, visits to National Parks, Family Picnics and Movie Nights, and other school community-based activities. All students are encouraged to participate in activities outside of the academic setting and there are no restrictions on attendance. All accommodations are provided so that there is equal access to these non-academic-based activities.

STAFFING:

Our ISD team is comprised of a Program Director, a Business/Compliance Manager, School Psychologist, Special Education Teachers – mild to moderate and moderate to severe, Instructional Assistants/Paraprofessionals, Speech Therapists, Speech and Language Pathologist Assistants, Occupational Therapist, Vision Specialist, and other specialists as might be required by a student's Individualized Education Plan.

All roles are crucial to provide the appropriate amount of services individualized for the student. All service providers will have the appropriate credentialing and/or licensing to meet all of the NCLB requirements. In order for use to build teacher capacity, Rocketship will utilize the Charter SELPA BTSA Induction Program to help education specialist teachers to expand and

deepen their teaching knowledge and skills and complete the requirements for a California Clear Credential.

ISD/Special Education Paraprofessional will be responsible for providing individual and small group instruction for students with special needs, students with typical learning needs, students with behavioral needs, and students with emotional needs in the general education environment including, but not limited to: the classroom, recess, the lunch area, and learning lab during Response to Intervention or in the classroom setting. This role will be responsible for implementation and recording of data for individualized instructional programs and positive behavior support plans. The Paraprofessional will work under the supervision of Education Specialists and the School Psychologist who will provide weekly oversight, training and direction.

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

STAFF TRAINING:

Rocketship staff participates in ongoing staff training prior to school commencement and throughout the school year. Our department provides constant Professional Development opportunities internally as well as through our SELPA, and we also cross-train school staff in many areas. Areas of cross training include: Crisis Prevention Intervention (CPI) training, sensory integration and service delivery training, speech services and screening process, SAT-SST-SPED referral process, etc.

ISD Professional Development is provided to all members of the IEP Team. Training for Paraprofessionals includes, but is not limited to, Behavior and Positive Behavior Support systems, Foundations of SPED, Special Health Care Issues, Cultural Awareness/ELL, Intro to Low Incidence Disabilities, etc. Training for Education Specialists includes, but is not limited to, Technology in SPED, Advanced Behavior Analysis, Language Development for all Students, Data collection and decision making, Compliance with SPED law, Autism Spectrum Disorders, Independence building, writing IEP goals to address literacy, interpretation of assessments, Handwriting without Tears, ALERT program implementation in general education classrooms, Writing IEP goals aligned with standards, SEIS data entry and special education compliance, etc.

PARENT INVOLVEMENT:

Parent Participation and Training:

All Rocketship parents participate in the school community through volunteer hours and monthly community meetings. Parents of students with IEP's are full members of the parent/school community. Rocketship employs a full time Compliance Officer/Parent Coordinator to ensure IEP compliance and full participation of Parents in the IEP process. Parents are invited to participate in Community Advisory Committee (CAC) meetings through EDCOE via online connection to learn more about topics related to special education needs. All meetings requiring translation are translated. These meetings provide additional training to parents in collaboration with our Charter SELPA. Parents are also encouraged to join Parents Helping Parents who meet on campus. Lastly, we combine additional parental trainings on numerous subjects for all parents – those with IEPs and those without, with our monthly school community meetings.

Progress Updates:

ISD Teachers 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 e-mail, phone and home/school communication notebooks on a regular basis throughout the year.

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

Translation:

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.

Alternative Dispute Resolution:

Our Charter SELPA offers mediation as an Alternative Dispute Resolution method. In the event that the issue cannot be resolved through the standard IEP process, we attempt all means of mediation as a way to meaningful settlement of issues.

DUE PROCESS:

RSED understands and complies with all due process cases. We completely ensure that all parents are informed of their procedural rights and provide all information required. We are fully experienced and able to participate in any legal actions necessary. A charter attorney with special education expertise is available as needed.

FACILITY COMPLIANCE WITH ADA:

All of RSED facilities were built completely ADA compliant - all buildings, rooms, and auxiliary areas were constructed 100% up to ADA codes. All areas are fully accessible by individuals with any disability.

COMPLIANCE MONITORING:

The California Special Education Management Information System (CASEMIS) information will be reviewed by Rocketship's Special Education Business Manager biweekly to ensure compliance with state and federal statutes, reporting requirements, and timelines. In addition, Rocketship will be accountable for all compliance monitoring and reporting required through the SELPA.

TESTS AND OTHER EVALUATION MATERIALS:

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of this student in their primary language along with procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have disability under the Section 5094, the 504 team shall be responsible for determining what , if any, accommodations or services are needed to ensure that the student receives the free and appropriate education (FAPE). In developing the 504 plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The 504 plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.”

- California Education Code Section 47605.6(b)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”

- California Education Code Section 47605.6(b)(5)(C)

Assessment Assumptions

Our assessment methods are based on the following beliefs:

- In order to have a complete picture of a student’s growth, differentiated assessment methods must be used. Assessments for individual students should focus on individual mastery of specific content standards and learning objectives.
- There should be an appropriate relationship between a desired student outcome and the means used to assess it. Assessments should be aligned to the prioritized standards and student objectives.
- Knowledge Targets (Stiggins, 2004) should be studied and aligned to student assessment. All assessment methods should be based on what we expect students to know and to be able to do with specific information.
- Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

School Outcome Goals

RS7 is dedicated to documenting student achievement of the state content standards each year through state-mandated student assessments. As is required by the California Department of Education Code Section 60605, students will participate in the STAR (CST, CAT6, SABE) and all other mandated accountability programs (CELDT, etc.). Through these assessments, RS7 shall demonstrate student mastery of state standards. Standardized assessments allow us to compare our students' performance with the rest of the state. In the absence of a State mandated test in any year, RS7 may administer another nationally standardized test. In addition, the Charter School may provide internal learning performance accountability documentation. This internal documentation may include, but is not limited to: DRA, Individual Education Plan (“IEP”) goals, Accelerated Reader/STAR Reading, Individual Learning Plan (“ILP”) goals, and other methods by which student progress may be assessed.

Measurable School Outcomes	Local Benchmark Instruments	State-level Year-End Assessments
At least 96% student attendance	Daily attendance reporting via Student Management System (“SMS”)	Calculated ADA rate, comparison of attendance rate to other district schools
Meet or exceed AYP targets	Bi-monthly interim assessments	AYP Report
Make at least one level of advancement in language proficiency	ADEPT English Language semi-annual assessments	CELDT Individual Student Score Reports

(Beginning, Early Intermediate, etc.) annually for ELs		
Meet or exceed State-wide academic performance index (“API”) growth target		API Report
Meet or exceed the average achievement for the schools in the same geographic area		API results of surrounding schools
Demonstrate student gains of one grade per year or more at RS7	Northwest Evaluation Association (“NWEA”) assessment administered three times per year	State assessments are not currently as precise in calculating student gains as NWEA, but can be used to show quintile growth. With full implementation of California’s statewide student identifiers, it may be possible to eliminate one administration of the NWEA assessment.

Student Outcome Goal	Proposed Assessment Tools/ Methods
Students will demonstrate at least one and a half years of growth towards grade-level proficiency in reading and language arts.	<ul style="list-style-type: none"> • Pre-post reading/language Arts diagnostics (e.g. DRA) • Interim assessments including CORE Phonics Survey and site words assessments • STAR test data • Informal classroom-based assessments
Students will demonstrate grade-level proficiency on standards in the areas of Math, Science, and Social Studies.	<ul style="list-style-type: none"> • Pre-post diagnostic assessments • Curriculum embedded benchmark assessments, aligned to standards (see “Assessment Design”, below, for a description of how assessments will be aligned to standards) • STAR test data • Informal classroom-based assessments
Students will develop a love of reading and will read daily both for information and pleasure.	<ul style="list-style-type: none"> • Accelerated Reader test results showing reading activity. • Student Reading Survey evaluating the importance of reading to students.

Measuring Student Progress

Because of the importance of data to our RtI model, RS7 will be a data-driven school. RS7 uses the Teacher Dashboard, Assessment Walls, and the Data Analysis Form as outlined in the Professional Development section.

STAR data and data from the NWEA MAP assessment will be used at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. To correctly assess whether students are on track to make Significant Gains during the year, we will administer the NWEA assessment in September, January, and June of each year, as well as conducting bi-monthly assessments of each student in Reading, Writing, and Math. Following are the current methods we plan to use to assess students. Our

Reading assessment is based on DRA. Our Writing assessment is a rubric at each grade-level based on Six Traits. Our Math assessment is designed internally with a bank of questions derived from our focus on the Top 10 Standards at each grade level. We have correlated the NWEA assessment and these internal assessments with performance on end of year STAR and CELDT testing to correctly measure progress and give teachers detailed data about areas in which each student needs improvement.

The staff will be trained on how to interpret test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of students.

Use and Reporting of Data

As discussed further in the professional development section, teachers will spend much of their time developing the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and overcome these challenges. As discussed earlier in the sections on At-Risk and High-Performing students, this monthly student data will be used for early identification of students in those two categories.

Student progress towards skill mastery will be documented three times annually in standards-based report cards. In addition to the standards-based report card items, we add summary metrics in Literacy and Math based on our bi-monthly assessments to aid parents in understanding where their children are on the path to reaching or exceeding grade level proficiency. Parent-teacher conferences will be held at least once per school year and more often on an as-needed basis. Teachers will share students' academic, social, emotional, and physical progress with parents. Upper grade students will be given the opportunity to participate in conferences to reinforce their participation in the learning process. Additionally, the school will publish student results annually through the SARC, in compliance with the California Constitution, California Education Code and NCLB.

Student assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. RS7 collects annual data from the assessments listed above and will utilize the data to identify areas of necessary improvements in the educational program.

In addition to the annual SARC, RS7 will develop an annual performance report based upon the data compiled. The report will also include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the Board during the year.

- Data on the level of parent involvement in RS7 governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the Charter School and their qualifications.
- A copy of the Charter School's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether RS7 implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- An overview of RS7 admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of RS7 internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of RS7 relative to compliance with the charter generally.

RS7 shall comply with Education Code Section 47604.3 and the Public Records Act.

IV. GOVERNANCE STRUCTURE

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

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

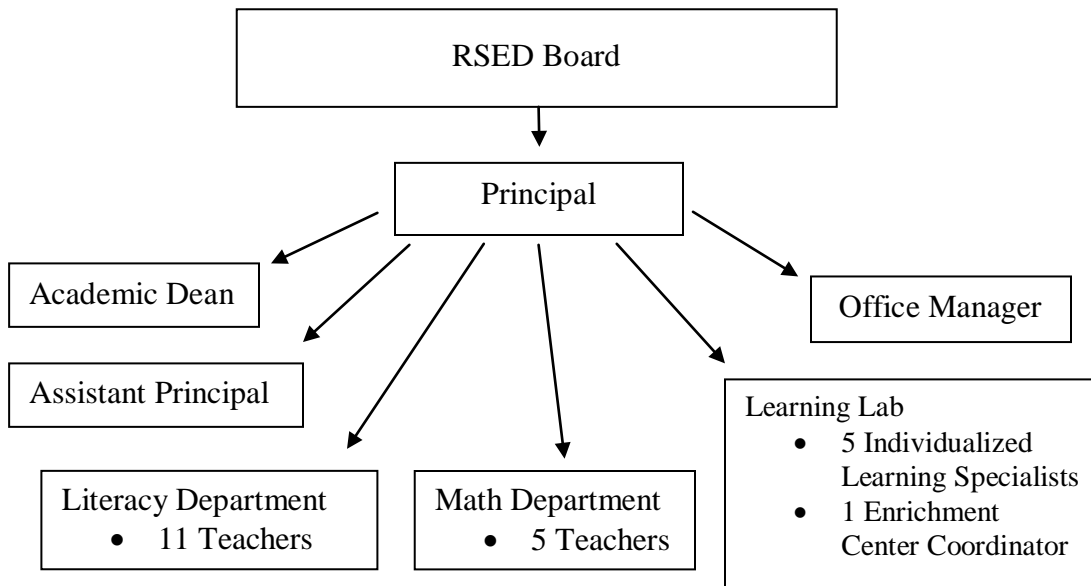
Legal Status

In accordance with Education Code section 47604, RS7 shall be operated by Rocketship Education (RSED), a California non-profit public benefit corporation pursuant to California law and will apply for 501(c)(3) status. RSED will be governed by a Board of Directors pursuant to its corporate bylaws as adopted, and as subsequently amended from time to time, which shall be consistent with this charter.

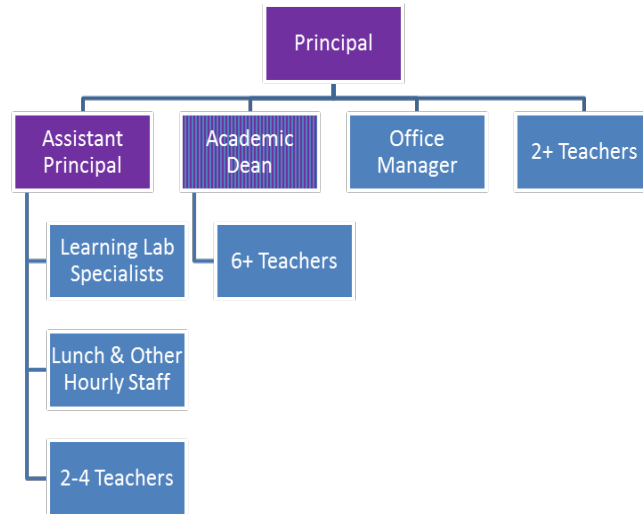
Please see draft Articles of Incorporation, Bylaws and Conflicts Code in Appendix W.

RSED will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services. Pursuant to California Education Code Section 47604(c), the County shall not be liable for the debts and obligations of RSED, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the County has complied with all oversight responsibilities required by law. All staff will be employees of RSED.

Organizational Structure



The chart below highlights the coaching relationships between the Principal, Assistant Principal, Academic Dean and teachers.



RS7 will be governed by the RSED Board of Directors (“Board”). The Board is ultimately responsible for the operation and activities of RS7. Board Members have a responsibility to solicit input from, and opinions of, the parents of students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibilities is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies. The Board consists of at least three and up to twenty five members who will govern RS7. Board members serve for staggered terms of two years. This staggering of terms will create a natural flow for future elections and ensure that the Rocketship Education Board does not experience full turnover at once. In addition, each region with Rocketship schools will have at least one advisory board made up of parents as well as community and business leaders. The advisory board will be crucial in conveying the needs of the communities that Rocketship schools serve to the Rocketship Education Board of Directors, and will give parents and community members a voice in the governance of RS7. The Board will meet on a regular basis (e.g., quarterly and more often as needed). RSED’s Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

New directors will be elected as defined in the Bylaws. Board members should live, work, or participate in a community within two miles of the Charter School. Qualifications of current and future board members should include:

- Operation of charter schools
- Real estate expertise
- Legal expertise

- Financial expertise
- Fundraising ability
- Significant involvement in the communities served by RS7
- Subject and professional development knowledge in Literacy and Math
- The County may appoint a representative to sit on the RSED Board pursuant to Education Code Section 47604(b)

The Board has adopted policies and procedures regarding self-dealing and conflicts of interest (See Conflicts of Interest Code, Appendix W). The RSED Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

RSED Board Duties

The RSED Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Setting the enrollment and grade-level configuration for the Charter School including increasing enrollment to maximum levels or extending the Charter School to sixth grade, subject to authorization from SCCBOE;
- Approval of annual school budget, calendar, salary schedules, major fundraising events, and grant writing;
- 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
- Oversight of personnel actions (e.g. hiring, discipline, dismissal) (subject to the disclosure and recusal of the employee Board member) All personnel actions other than those relating to the Principal shall be preceded by recommendation by the Principal;
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Approval of all changes to the school charter to be submitted as necessary in accordance with applicable law;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Evaluation of RS7 Principal(s) (subject to the disclosure and recusal of an employee Board member);

- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter;
- Monitoring the fiscal solvency of the Charter School;
- Participation in RS7 annual independent fiscal audit;
- Participation as necessary in student expulsion matters pursuant to RS7 policy;
- Increasing public awareness of the Charter School

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

Board Meetings

The Board of Directors will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act.

RS7 has adopted a conflicts code which complies with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code. (Please see the Conflicts of Interest Code for RSED in Appendix W.)⁴

The Board of Directors meetings will be headed by a Board Chairman.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members, unless a supermajority is required by state law.

Board Training

The RSED Board of Directors shall participate annually in professional training regarding board governance, Brown Act, strategic planning and conflicts of interest rules.

Board Delegation of Duties

The RSED Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of RSED any of those duties with the exception of approval of the budget, independent fiscal audit, and Board policy, hiring or termination of employees, expulsion of students, and the evaluation of the Principal. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

⁴ To be updated as necessary to meet updates to applicable conflicts of interest laws.

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

The Board may utilize an Executive Committee as needed to perform various governance functions. If utilized, the Executive Committee will be composed of no fewer than 2 members. The Executive Committee shall comply with the Brown Act and the Conflicts Code of the Charter School.

Rocketship Education

The staff of Rocketship Education shall provide the following services to RS7:

- (a) creating the School, including, but not limited to, any and all required legal and financial filings;
- (b) creating, preparing and submitting the School's charter;
- (c) researching, locating and preparing a suitable facility (the "Facility") for the operation of the School;
- (d) researching, providing or preparing for any future expansion of the Facility to accommodate growth of the School;
- (e) providing professional development training for certain employees of the Company prior to the commencement of the school year and continuing throughout the school year as necessary;
- (f) providing office services, such as accounting, payroll, human resources and billing;
- (g) supervising the annual budget;
- (h) developing and executing fundraising opportunities;
- (i) working with the Charter Authorizer, CDE and other agencies as necessary, including complying with reporting requirements and any other general inquiries received from these agencies;
- (j) supervising the parent coordinator and parent involvement generally;
- (k) marketing for student enrollment;
- (l) assisting with public relations;
- (m) writing grants for state and other funding;
- (n) providing guidance relating to the curriculum;
- (o) providing support for information technology;
- (p) securing working capital financing for the school
- (q) providing financial support as needed; provided, however, that such support be agreed to by the parties in a separate writing; and
- (r) providing any other operational or educational needs relating to the School that the Company may reasonably request of Manager.
- (s) collecting Special Education funds and managing the Special Education program budget on behalf of all Rocketship Education schools that are part of the El Dorado County SELPA and therefore having the authority to determine the allocation of Special Education dollars based on Special Education needs at each site

Parent Participation

As RS7 is being established to serve the needs of the students and their families, there are a number of ways that parents may participate in the leadership of the school. Because RS7 will be its own LEA and projects to have over 21 English Learners enrolled, the parents of RS7 will form a DELAC committee that complies with all of the California Department of Education English Language Learner Categorical Program requirements as well as a School Site Council as required by state law. RS7 parents will be encouraged to join the DELAC, School Site Council, and the Regional Advisory Board.

RS7 will encourage parents to create a Parent/Teacher Council ("PTC") to facilitate communication among parents, teachers and the Board as well as to promote cultural and social activities within the school community. The PTC will:

- Serve as a forum for the discussion of matters of interest and concern to the parents of RS7 students;
- Act as a communication channel between the parents and other interested individuals and groups, both within and outside the school community;
- Coordinate and sponsor committees, clubs and other activities that enhance the intrinsic value of RS7 and contribute to the fulfillment of its mission. These committees will work with various bodies within RS7 , providing support activities as appropriate;
- Coordinate PTC fundraising activities and oversee the allocation and disbursement of funds raised by the PTC;
- Report as needed to the RSED Board of Directors at its regular meetings and provide ongoing advice to the Board as requested by the Board or deemed necessary by the PTC.

Additional Opportunities for Parent Involvement

- Parents, students and teachers meet regularly to plan and assess the student's learning progress and determine goals;
- School and staff evaluations - parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program to be reviewed by staff and faculty for consideration of ongoing improvement of RS7;
- Volunteer opportunities – the Principal(s) will maintain a list of various opportunities for parents to volunteer at RS7. For example, parents have the opportunity to help in classrooms, lead extracurricular activities, assist in event planning, attend field trips and serve on parent committees;
- Fundraising - parents and community members work with RS7 to raise additional resources to support students and the school program;

- Advocacy - parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.

V. HUMAN RESOURCES

Qualifications of School Employees

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

RS7 shall recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605.6(e)(1), RS7 shall be nonsectarian in its employment practices and all other operations. RS7 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, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by RS7.

Principal

The RSED Board of Directors intends to hire a Rocketship Education-trained Principal who will be responsible for creating a school capable of achieving the RS7 mission and goals. This will include leading the Charter School in all aspects of its day to day operations, working with the RSED Board of Directors, the PTC, the County, students, parents, and community members and the other governing bodies specified by local and state law.

The principal is the instructional, cultural, managerial, and community leader of the school. The principal sets the vision for the school and ensures that the school is a high-achieving college preparatory environment where all students finish the fifth grade at or above grade level. Additionally, the principal directly manages, supports, and develops the Assistant Principal, the Academic Dean, and the Office Manager. The Principal serves as the manager of all teachers, and also coaches a few classroom teachers directly, 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.

Key Responsibilities:

- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction
- Manage, support, and develop other members of the school leadership team including the Assistant Principal, Academic Dean, and Office Manager
- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, supported, and valued and there is open communication about professional growth and future career opportunities

- Foster a school culture and environment of constant reflection and professional growth so that all staff continues to emerge as leaders within Rocketship and quickly assume leadership positions within the organization
- Foster Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors
- Create a school community that fully involves parents in student achievement through multiple outlets including home visits, regular community meetings, and parent/family meetings and also empowers them to become active advocates for their Rocketeer's education and achievement
- Promote collaborative problem solving and open communication between teachers, learning lab staff, students, and families
- Develop classroom teacher practice and leadership through direct observation, coaching, and training (4+ teachers)
- Design and lead staff meetings
- Oversee and/or contribute to the design and implementation of staff professional development and collaborative planning time
- Lead the execution of community meetings and events
- Lead and/or support other school site and network-wide initiatives as needed to foster strong school culture, academic excellence, and network growth
- Provide leadership toward, creative and positive data driven behavioral innovations and instruction for high risk students, their teachers and their families

Required Skills and Experience:

- 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
- Organized
- 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

Education Requirements:

- BA from accredited university
- Valid Teaching Credential

Office Manager

The Office Manager will be responsible for daily operations at RS7. The Office Manager will report to the Principal. Qualifications include the following.

Required knowledge, skills, and abilities

- Strong organizational skills;
- Strong time management skills;
- Ability to work both independently and with a team;
- Fluency in Spanish is highly desirable.

Required educational level

- A.A. degree or equivalent work experience

Required experience

- 3 plus years in administrative support position preferable;
- Experience in school front office preferable;
- Proficient with Microsoft Office.

Responsibilities of the Office Manager include:

- Recording attendance;
- Primary responsibility for input of Free and Reduced Lunch information into the student database;
- Managing the office;
- Overseeing purchases of materials;
- Doing day to day bookkeeping;
- Managing the schedules of the Learning Lab Staff and Principal;
- Serving as first point of contact for Parents contacting RS7.

Teachers

RS7 core teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”).

Accordingly, a teacher of core academic subjects must meet the following qualifications:

- (1) a bachelor’s degree;
- (2) a State credential
- (3) demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through CCTC’s approved subject matter examination or by completing the California High Objective Uniform State Standard of Education (“HOUSSE”).

RS7 shall comply with Education Code Section 47605.6(l), which states:

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

All teachers will be CLAD certified or a CCTC recognized equivalent.

Each year, Teachers will be evaluated based on their ability to make Significant Gains. It is expected that some teachers will be able to make Significant Gains in a single year, others may take two or three, and still others may not be capable. In addition to Significant Gains, Teachers must show a strong ability to work with and mentor their peers in order to be prepared to take on the role of Academic Dean. Job requirements for a Teacher:

- Demonstrated mastery of classroom skills including classroom management, planning, assessment and instructional practice either as a Teacher or while teaching outside of RS7;
- Hold a multiple-subject teaching credential;
- Demonstrate the potential to make Significant Gains in the subject they will teach as a Teacher.

Job responsibilities of Teachers include:

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

Upon initial hire, teachers will receive 90% to 110% base salary commensurate with that of teachers in the surrounding district, plus up to an additional 10% merit bonus. A component of Teacher pay and the criteria for considering their advancement to Academic Dean will include the following:

- Personal achievement of Significant Gains for students which they have directly instructed;
- Parent and Academic Dean satisfaction with their teaching;
- Peer and Academic Dean satisfaction with their mentoring and instructional leadership.

We believe it will be possible for Teachers to be promoted to Academic Dean positions within two to three years of becoming Teachers.

RS7 personnel progress up a career ladder. Advancement up the ladder is based on the quality of that teacher's instruction: student academic outcomes, his or her ability to work in a team of teachers, and satisfaction of the families served by this teacher. We believe that teachers need a career path which rewards their success both with more responsibility and significantly greater compensation. RS7 has a two-tiered career ladder for teachers, which recognizes student performance as a primary factor in advancement. Creating a career ladder like RS7's has several advantages, including employee retention, succession planning, and better career development (CA State Dept. of Employee Development, 2003).

Assistant Principal

Reporting directly to the principal, the Assistant Principal plays a critical role in fostering a college-preparatory school culture focused on high levels of academic achievement. In the realm of ensuring academic excellence, the Assistant Principal manages Learning Lab staff towards student outcomes achieved through a highly individualized set of instructional methods including

online curriculum, reading center, and Response to Intervention. The Assistant Principal also directly coaches a few classroom teachers directly, which includes conducting observation cycles, modeling lessons, and providing support and resources aimed at increasing teacher effectiveness and leadership. Additionally, the Assistant Principal will manage key components of school culture including arrival and/or dismissal, some transitions, lunch and/or recess, and will be ready to lead Rocketship Launch (a school-wide morning meeting) when the principal is not available. The Assistant Principal role is designed to provide an experiential preparatory experience for becoming a principal; as such the Assistant Principal will engage in leadership training and should be prepared to step seamlessly into the principal role when the principal is not on campus or as a part of the leadership development program.

Key Responsibilities:

- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction
- Manage Learning Lab student outcomes through direct management of hourly learning lab staff
- Develop classroom teacher practice and leadership through direct observation, coaching, and training (2-4 teachers)
- Promote collaborative problem solving and open communication between teachers, learning lab staff, students, and families.
- Foster Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors
- Create a school community that fully involves parents in student achievement through multiple outlets including home visits, regular community meetings, and parent/family meetings
- Lead and/or support the execution of community meetings and events
- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, and also fully supported/valued
- Lead and/or support other school site and network-wide initiatives as needed to foster strong school culture, academic excellence, and network growth
- Provide leadership toward, creative and positive data driven behavioral innovations in Learning Lab individualization and instruction for high risk students, their teachers and their families
- Develop and maintain outstanding school culture through the direct management of all hourly staff members (in addition to Learning Lab staff, this includes staff associated with lunch, arrival, or dismissal)

Required Skills and Experience:

- 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
- Organized
- 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

Education Requirements:

- BA from accredited university
- Valid Teaching Credential

Academic Dean

RS7 has one Academic Dean, focused full-time on the implementation of RS7's academic systems and mentoring teachers to improve their effectiveness. Job qualifications for the Academic Dean include:

- Academic Deans have made Significant Gains with their students for at least the past year or years;
- Academic Deans care deeply about children. Academic Deans, as the senior members of the faculty, must espouse RS7's culture of caring, showing concern not just for the academic, but for the emotional welfare of their students;
- Academic Deans must show the desire and ability to mentor young teachers. Teaching adults is different from teaching children. Mentoring requires a commitment on the part of an Academic Dean to their Teachers and an ability to demonstrate and explain verbally their own practices;
- Academic Deans must be strong team players, helping to make the faculty cohesive in our goals of creating both a safe and supportive environment, and one in which students will make significant academic progress.

Reporting directly to the principal, the Academic Dean plays a critical role in driving academic achievement for students. The Dean ensures academic excellence by working closely with the principal to lead and implement the instructional vision for the school. The Academic Dean leads two primary streams of work: teacher coaching and professional development (PD). The Academic Dean directly coaches a number of classroom teachers, 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 Academic Dean 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 1.5 years of progress annually.

Key Responsibilities:

- Foster a rigorous and college preparatory environment that ensures high levels of student achievement annually through the relentless use of data to drive and refine instruction

- Ensure at least 1.5 years of progress for all Rocketeers annually through rigorous teacher coaching and PD
- Drive student achievement results through regular 1:1 coaching sessions with select staff members (6+ teachers)
- Oversee the implementation of a rigorous and highly individualized curriculum in classrooms of coached teachers
- Promote collaborative problem solving and open communication among teaching staff members
- Ensure Rocketship school culture where students, educators, and members of the school community demonstrate Rocketship's beliefs, values, and behaviors
- Manage self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, and also fully supported/valued
- Lead and/or contribute to the design and implementation of weekly staff professional development and collaborative planning time
- Identify, celebrate, codify, and share instructional best practices across the school and network
- Implement and share teacher coaching and development best practices with other members of the school leadership team
- Assist in the management of school-based Integrated Service Delivery (ISD) program through coordination of SST and SAT processes
- Collaborate with the ISD Specialist at each site to ensure that teachers are receiving the necessary support and professional development to maximize the delivery of instruction in a full-inclusion model
- Manage the BTSA process for eligible staff and support other teachers through the credentialing process, which includes the successful completion of Teacher Performance Assessments
- Have a lasting impact on the design of network professional development resources

Required Skills and Experience:

- 2+ years experience teaching in an urban city classroom and realizing significant gains
- Strong time management and organizational skills
- Result-oriented and data-driven
- Relentless pursuit of high expectations
- Ability to inspire and motivate others
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Ability to develop others
- Passion for urban children and their families
- Strategic planning and project management experience
- Strong verbal and written communication skills
- Deep knowledge of elementary literacy and/or math instruction
- Experience with or interest in the use of technology in promoting teacher development a plus

Education Requirements:

- BA from accredited university
- Valid Teaching Credential

Retirement Benefits

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

All full-time employees of the Charter School will participate in a qualified retirement plan. Full-time Certified teachers will participate in the State Teachers' Retirement System ("STRS"), and full-time Classified staff will be offered a 403B program. All part-time staff and full-time Classified staff will participate in the federal social security system. Staff at the Charter School may have access to additional RS7-sponsored retirement plans according to policies developed by the board of directors and adopted as the Charter School's employee policies.

Employee Representation

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. -- California Education Code Section 47605.6(b)(5)(M)

The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of Educational Employment Relations Act ("EERA"). The Charter School will comply with the EERA.

Rights of County and School District Employees

Governing Law: A description of the rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and a description of any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.-- Education Code Section 47605(b)(5)(M)

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

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the County or a school district, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the County or a school district or any school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Health and Safety

Governing Law: *The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a record summary as described in Section 44237. -- California Education Code Section 47605.6(b)(5)(G)*

Please see Appendix Q for a detailed description of health and safety policies on Fingerprinting and Background Checks; Tuberculin Examinations; Safe Facilities; Emergency Plans; Immunizations/Physical Exams; Communicable, Contagious, or Infectious Disease Prevention; Administration of Medications; Drug-Free Workplace; Smoke-Free Environment; First Aid CPR, and Health Screening (vision/hearing/scoliosis); and Exposure Control Plan for Blood Borne Pathogens. See Appendix S for policies on Sexual Harassment and Complaint Procedures and Appendix T for policies on Role of Staff as Mandated Child Abuse Reporters. RS7 may create additional policies and procedures as the need occurs and to stay in compliance with changes to local, state and federal laws and regulations. The following provides a brief summary of RS7 policies:

Fingerprinting/Background Check

Employees and contractors of RS7 will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with this policy and report to the RSED Director of HR on a semi-annual basis. The Director of HR shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the County.

TB Testing

RS7 will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations

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

Medication in School

RS7 will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

RS7 shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by RS7.

Emergency Preparedness

RS7 shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site. This handbook shall include but not be limited to the following responses: OSHA policy compliance, fire, flood, earthquake, terrorist threats, and hostage situations and shall be submitted for County receipt and review. This handbook shall include an evacuation plan, and general school safety, injury and illness prevention.

Bloodborne Pathogens

RS7 shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board 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”).

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

RS7 shall maintain a drug-, alcohol-, and smoke-free environment.

Facility

The facility to be utilized by RS7 must be in compliance with applicable State and local Building Codes in accordance with Education Code 47610.

RS7 shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001.

DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.-- California Education Code Section 47605.6(b)(5)(L)

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the County, and (3) ensure a fair and timely resolution to disputes.

The following process is proposed by RS7 to meet the requirements of Education Code Section 47605.6(b)(5)(L) with the understanding that SCCOE may present revisions for RS7 consideration and approval either as part of the MOU with the County or as an amendment to this charter.

Public Comments

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

Disputes Between the Charter School and the Chartering Authority

In the event of a dispute between the Charter School and the County, the staff and Board members of RSED and the County agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent of the County and the Principal of RS7 or designees. In the event that the County believes that the dispute relates to an issue that could lead to revocation of the charter under Education Code Section 47607, RS7 requests that this be specifically noted in the written dispute statement, but is aware that the County is not legally bound to do so. Nothing in this section is intended to impair the authority or ability of the County to revoke the charter in accordance with the procedures detailed in Education Code Section 47607, nor to imply that RS7 has any legal authority to do so.

The Principal and Superintendent shall informally meet and confer in a timely fashion (no later than 10 school days from receipt of the dispute statement) to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective Boards who shall jointly meet with the Superintendent of the County and the Principal(s) of RS7 or designees and attempt to resolve the dispute. The joint meeting shall be held within 15 school days from the informal meeting.

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

administrative remedies within this charter and may pursue any alternative legal options for resolution.

VI. STUDENT ADMISSIONS, ATTENDANCE AND SUSPENSION/EXPULSION POLICIES

“Admission requirements, of the charter school, if applicable.”

- California Education Code Section 47605.6(b)(5)(N)

STUDENT ADMISSIONS POLICIES AND PROCEDURES

RS7 shall strive to achieve a student population from Santa Clara County which understands and values RS7’s mission and vision statements and is committed to RS7 instructional and operational philosophy.

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.

The school shall be nonsectarian in its programs, admission policies, employment practices, and all operations, shall not charge tuition, and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Admission to the Charter School shall not be determined by the place of residence of the student, or of his or her parent or guardian, within the State, except as provided in Education Code Section 47605.6 (e)(2).

The application process is comprised of the following:

- Completion of a student interest form, which includes basic student and family identification information for the purposes of entry into public random drawing

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

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

RS7 feels strongly that success for students requires a commitment from both students and parents to the mission and vision of RS7 as set forth in the Charter. During the registration process, all parents or guardians shall be asked to sign a Commitment Letter indicating they understand RS7 philosophy, program, and volunteer policy. Students will not be denied admission or dis-enrolled for failing to sign the Commitment Letter (see Appendix U for the RS7 Commitment Letter).

RS7 shall admit all students who wish to attend the Charter School subject only to capacity. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open application period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this occurs, RS7 will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year.⁵

Enrollment preferences in the case of a public random drawing shall be allowed in the following order of preference:

- 1) Siblings of currently enrolled students⁶
- 2) Children of the paid staff of RS7⁷
- 3) Residents of the County
- 4) Other California residents

Students qualifying for more than one preference group will be considered part of the highest preference for which they qualify. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list in the order of their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year.

Non-Discrimination

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. -- California Education Code Section 47605.6(b)(5)(H)

RS7 shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the County.

RS7 will implement a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the County. The strategy includes printing and distributing materials in English, Spanish and other languages reflecting the needs of the community, and:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.

⁵ During any period of Title V funding, the public random drawing shall be handled as a single weighted drawing.

⁶ During any period of Title V funding, siblings will be considered an “exception” to the single weighted drawing.

⁷ During any period of PCSGP funding, this will be an exemption limited to children of faculty and shall not exceed 10% of total enrollment.

- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the County.
- Outreach activities.

As part of outreach to Spanish speakers, RS7 provides:

- a. Flyers in both English and Spanish about upcoming RS7 meetings
- b. General information sheets, and other key documents, including the school vision and mission statement in Spanish
- c. Information in Spanish on the Rocketship Education website
- d. Spanish translators at all general meetings

RS7 shall, as part of its programmatic audit, analyze the success and/or weakness of its outreach initiatives. RS7 shall utilize the data from the programmatic audit to make any necessary revisions to the Outreach initiatives.

Public School Attendance Alternatives

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

No student may be required to attend the Charter School. Students who reside within the County, and who opt not to attend RS7, may attend school within the County according to County policy or at another school district or school within the County through the County’s intra- and inter-district policies.

Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

Suspension and Expulsion Procedures

Governing Law: *The procedures by which pupils can be suspended or expelled. -- California Education Code Section 47605.6(b)(5)(J)*

RS7 acknowledges the responsibility of each student, parent, volunteer, faculty, staff and administrator to contribute to the wellbeing of the community by demonstrating responsibility and accountability for individual and group actions. It is the Charter School’s goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility. Attached as Appendix R, please find the procedures by which students can be suspended or expelled.

VII. REPORTING AND ACCOUNTABILITY

BUDGETS AND CASH FLOW

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

Attached, as Appendix AG please find the following documents:

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

These documents are based upon the best data available to the Petitioners at this time.

FINANCIAL REPORTING

RS7 shall provide reports as required by Education Code Section 47604.33 as follows, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By 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, State Controller, and State Department of Education.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.
5. All attendance reports: 20 day, P-1, P-2 and annual.

INSURANCE

RS7 shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The County shall be named as an additional insured on all policies of the Charter School.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided. -- Education Code Section 47605(h)

Administrative services will be managed in-house and contracted with appropriately qualified and/or credentialed (as necessary) outside providers to address all administrative services. Please see above under Governance for the role of Rocketship Education as the predominate provider of administrative services. We do not anticipate purchasing any services from the County, but we will fairly evaluate any offer of services from the County against any other offers for similar services from third party providers. Administrative services which we have experienced to be required for RS7 include but are not limited to the following:

- Accounting and payroll management
- Cash flow management
- Contracts with charter authorizers
- Real estate financial management
- Securing and managing loans
- Federal grant writing and reporting
- Creation of the student management system used to keep student's daily, periodic, and annual academic results
- Human Resources
- Provide support on academic data analysis as necessary
- Develop best practices for school safety and other school procedures
- Provide ongoing consulting for the management of the Learning Lab
- Teacher recruiting

FACILITIES

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

The county board of education shall require that the petitioner or petitioners provide information regarding...the facilities to be utilized by the school. -- California Education Code Section 47605.6(h).

RS7 will be located within the boundaries of San Jose Unified School District. A district notification was sent to Superintendent Vincent Matthews on September 8, 2011 along with courtesy notices to all superintendents in Santa Clara County.

The Rocketship school facility includes the following:

- 16 full-size classrooms
- A 2,300 to 2,700 sq. ft. multi-purpose
- A servery, including a warming oven, refrigerator, and milk cooler for food service
- A foyer
- 3 to 4 staff offices and administrative spaces

- A flexi-space that will likely serve as a parent volunteer room, with the possibility of converting into an ISD (integrated services delivery) room, another staff office, or other such use
- A staff room
- Parking to accommodate all staff and a few visitors, usually 24 to 27 spaces
- A play area with recycled rubber surfacing and a play structure
- An outdoor area for community Launch, structured physical education, and recess
- An outdoor lunch shelter

The total building footprint will be a 2-story building of approximately 11,000 sq. ft., with approximately 21,500 sq. ft. of built usable space. This is a building model that Rocketship Education has successfully used for multiple locations in San Jose with different land configurations. The campus footprint will be between 1 and 1.7 acres, depending on available sites that can be developed on time and within the project budget amount. Current site location possibilities are still under negotiation and review, but will ultimately accommodate the aforementioned facilities.

INDEPENDENT FISCAL AUDIT

Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved.-- California Education Code Section 47605.6(b)(5)(I)

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

An annual audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of RS7 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 of the Charter School with recommendations on how to resolve them. The RSED

Business Committee will then approve the audit. The Board of the Charter School will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved along with an anticipated timeline for the same. The Board and Principal of the Charter School will work with the County to ensure all audit exceptions and deficiencies are resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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

CLOSURE PROTOCOL

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

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

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

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

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The RSED Board will also develop a list of students in each grade level and the classes they have completed, together with information on the students’ districts of residence, which they will provide to the entity responsible for closure-related activities. As allowable by the County, the Charter School shall transfer all appropriate student records to the County and shall otherwise assist students in transferring to their next school. If the County will not store student records,

the Charter School will discuss an alternative arrangement with the County and shall provide a copy for parents/guardians of the student record of their child prior to closure. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

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

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

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

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

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

As specified by the attached Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

VIII. IMPACT ON THE COUNTY

Governing Law: Potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education -- Education Code Section 47605.6(h).

Civil Liability

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Rocketship Education Articles of Incorporation and bylaws are attached as Appendix W. Rocketship Education shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the County shall not be liable for the operation of RS7.

Further, RS7 and the County shall enter into a memorandum of understanding or contract which shall provide for indemnification of the County by RS7. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The County shall be named an additional insured on the general liability insurance of RS7.

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.

XI. CONCLUSION

By approving this charter, the Santa Clara County Office of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve student learning; increase learning opportunities for all students with special emphasis on expanded learning opportunities for all students who are identified as academically low-achieving; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and be following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently, yet cooperatively with the County to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal for approval of a charter for a five-year term to begin in 2012.

Appendix A. A Day in the Life of a Second Grade Student at Rocketship

The student we are shadowing, Jose, has a typical schedule for a Rocketship second grader. He arrives at school at 7:30 a.m. for breakfast. Today, two Rocketship staff, Ms. Harbor and Mr. Fuentes are watching Breakfast and Arrivals. If Jose finishes breakfast in time, he can spend a few minutes on the playground.

At 8 a.m., Jose begins his day in Literacy Class with Ms. Winters. Literacy lasts 3 hours and 20 minutes and includes Science and Social Studies. Ms. Winters organizes her Literacy lessons around Science and Social Studies themes. Right now, they are studying the rock cycle. Jose researches various forms of rock and further investigates the rock cycle using books that Ms. Winters provides. Another member of his group is working on writing up the research in a paper. A third is putting together a presentation for the class. Jose loves learning about volcanoes and how they are part of the rock cycle.

After about an hour of research, Ms. Winters gets the whole class together on the carpet to read a book about various types of rocks. She has chosen a book that is a little bit difficult for Jose to understand, but he likes these books because she spends a lot of time making sure that everyone knows what is going on in the book before they start reading and they talk about several big words that they are going to see and what they mean. Each child reads the text to themselves out loud as Ms. Winters walks around the room helping people who get stuck. Ms. Winters writes a few more words on the board that Jose was having a tough time reading. One of the words has an “ou” and Ms. Winters has everyone work on the “ou” sound pronounced “ow.” Then, everyone gets back together on the carpet and Ms. Winters asks a lot of questions about what the story meant.

Even though it was pretty difficult for Jose, the way Ms. Winters helps him makes him feel better. In the final hour of class, Ms. Winters breaks the class of 20 students into three groups. Two groups work on centers and one sits with Ms. Winters in a small group. Jose starts at a center working on reading lots of “ou” words and a concentration game matching “ou” words. Then he moves to a writing center where he works on taking his notes from the mission study into paragraphs and correcting his spelling and grammar. Finally, Jose spends about 20 minutes with Ms. Winters. This is his favorite time, because they read books together that are exactly at his level. There are always a few words in each book that he doesn’t understand, but he can read them almost like he is speaking and when Ms. Winters asks questions about the book, he can answer most of them. Ms. Winters says that his reading is really improving. His reading better be improving, because reading a new book like this with her every day is a lot of reading!

At 11:20 a.m., Jose eats lunch and goes to Recess.

At 12:00 p.m., Jose goes to Mr. Carman’s math class. Dr. Carman is really funny. Jose always loves when they do Speed Math to practice their addition and subtraction, but his favorite part is when Dr. Carman writes a word problem on the board and everyone works in groups to try to solve it. Jose is good at Math and his group often gets the right answer.

At 1:40 p.m., Jose goes to the Learning Lab. He focuses on two subjects in Learning Lab: Literacy and Math. This is Jose's favorite part of the day. He starts with a Math block and when he logs on to the computer, the system puts him into a program called Reasoning Mind. Reasoning Mind is an online program that provides instructional activities and lessons in math. Jose's teachers have helped him by selecting target standards and skills that they would like Jose to practice during this time using the Reasoning Mind curriculum. Today, Reasoning Mind is focused on measurement and the curriculum helps him compare centimeters to inches. Jose is able to click on the words and they are read to him as he listens to the passage through his headphones. This usually helps him to read the passage faster and better as long as the text isn't too hard. Some days, Jose wishes he could stay on the computer all day.

When he finishes his work in Math, it's time for Jose to go with his Literacy tutor, Ms. Gonzalez. Most of Jose's classmates stay on the computer doing Literacy programs during this time. Ms. Gonzalez is one of the school's Individualized Learning Specialists, which means that she spends part of her time coaching students who are working on computer programs as well as spending part of her time tutoring small RtI groups. When Jose works with her, he also gets to work with three other classmates: together, they practice sound-spellings that the group is having trouble with and then read a story and retell the important events. This is a skill that Jose needs to master in order to move up on the DRA and he knows that his teacher wants him to be practicing it -- getting the extra time with Ms. Gonzalez makes it a little bit easier every day. When Jose came to Rocketship he had a very hard time reading, but now after half a year at Rocketship with all of the extra attention in class and in tutoring; his teachers say he is almost done with tutoring.

At 3:20 p.m., Jose goes to Enrichment Center. Jose has forty minutes to play outside with his friends. Jose also goes to see Coach Jessica, who teaches P.E. Coach Jessica is leading a game of basketball today, and she is also coaching on how to dribble the ball. Jose loves recess and also learning how to play so many games.

At 4:00 p.m., it's time for the after school program. As a second grader who qualifies for the RtI tutoring program and is still learning English, Jose needs some extra practice after school. When he went for his tutoring session with Ms. Gonzalez, his classmates were focused on Literacy programs -- after school is Jose's chance to make up that work. He knows he has to read at least one book a day. Jose goes to the leveled books and selects a book that is at his reading level according to the DRA 2 assessments. Jose selects a book about lizards and after reading it several times and making sure that he really understands the information in the book; Jose goes to take a test on Accelerated Reader. Jose is good at logging in to the system and selecting the test he needs to take. Jose answers a few questions about the book and at the conclusion of the test he receives a score of 100%! Jose is excited that he did so well on the assessment and he is helping himself and his Rocketship team to get closer to their school goal of passing 30,000 Accelerated Reader tests during the year. Jose's book was a chapter book, so he was only able to take one test today, but this is typical for the upper grade students. On days when he finishes his book early, he is able to log in to an online program called Headsprout. Headsprout also focuses on reading, but when he's playing it feels more like a game.

At 4:45 p.m., Jose gets picked up by his mom. These days at Rocketship are long but he loves the teachers and the kids, and there are so many more things going on than his last school.

Appendix B. A Day in the Life of a Teacher at Rocketship

All schedules are based on year two, when school reaches full enrollment and full teacher staff. Bell schedules are shown in Appendix Z.

Teacher

Sally Green is excited to be starting her second month at Rocketship. She still remembers the day when she came to Rocketship to interview after teaching for three years at a local school. She couldn't believe that there was a way to teach and earn a salary that would let her live in the Bay Area. So far, it has been intense, but Sally loves the school's mission. She is also excited to be in the Literacy department, teaching two Literacy classes to Kindergarteners. The Academic Dean, Ms. Springer is a great teacher and really cares about helping her learn the profession.

7 a.m. Sally arrives at school to get ready for the day.

8 a.m. Sally teaches her first Literacy class. It has taken her a while to master Guided Reading, Literacy Centers, and Writer's Workshop, but her students are really starting to make progress. She loves the way she can get data on their. It helps her make data-driven decisions about how to group and instruct her students to maximize their achievement. She conducts her whole-class reading lesson based on the current theme of plants. Sally finishes her Literacy class with Writer's Workshop and Guided Reading. In Writer's Workshop, Sally does group writing of a paper on plants, specifically the sunflower, and then has the students work independently to create their own illustrations and a couple of sentences about what they have learned in their journals. In the last hour, Sally breaks the class up in the last hour for Guided Reading, using centers and lessons she has created with the other Kindergarten Literacy teacher.

11:20 a.m. Sally eats lunch with all of the teachers.

12:00 p.m. Sally teaches her second Literacy class. She repeats the whole-class lesson from the first class based on the current theme of plants, and the sunflower specifically. Sally conducts the same Writer's Workshop as her first class and then conducts Guided Reading based on the levels of the students in this class. Ms. Springer, the Academic Dean comes to her class during Guided Reading to observe. Sally has gotten her Centers working well and is focused on making the most out of the 20 minutes she has with each group of students. She is trying to be efficient enough to read one book for fluency and a new book for comprehension each day with each group, but it is tough, and Ms. Springer is helping her get there. Being able to plan one lesson each day is really nice because it lets her spend more time working on individual plans for struggling students. Turning the light bulb on for those students is why Sally loves to teach.

3:40 p.m. Sally is done teaching for the day. It is up to Sally to decide how she uses her time for planning and collaboration. Since she and her Kindergarten Literacy partner are finished planning for next week, she goes home for the day. She loves that the Principal holds her accountable for her planning and collaboration based on deliverables rather than making sure she is at school during certain hours. Sally likes to work at night and often plans with her partner in the evening after her kids are in bed. Every week, the school has one early release day at 2:00

p.m. which gives the staff three hours to analyze student data and work on professional development in the areas that the staff has agreed they want to focus on.

Academic Dean

Mary Springer is the Academic Dean at Rocketship. Although she has only been teaching five years, she was previously the highest-ranked classroom teacher in her school district for student achievement in Literacy. She is a very active member of the International Reading Association and is beginning to work on her postgraduate studies in Early Childhood Literacy. When she found out that she could mentor within her specialty all day long, she was sold on Rocketship. Her math scores were among the highest in her district as well. Mary has a passion for teaching EL students and was highly trained in implementing ELD strategies into all curricular areas. She started teaching at a Rocketship school focusing on literacy. Her dramatic results with students continued, and through her informal mentoring of her partner teacher, she was able to influence an additional forty Rocketship students. This caught the eye of her principal who recommended she begin training for a Dean position. Now Mary loves that so much of her time is spent in all the classrooms at Rocketship helping both literacy and math teachers to improve their student achievement. The fact that she can finally afford to live in Santa Clara County and save a little money each month besides has finally made her feel that her move to Rocketship was the right professional choice.

7 a.m. Ms. Springer arrives at school and works on some scheduling issues for the RtI (Response to Intervention) program. She is coaching an Individualized Learning Specialist to focus specifically on conversational English with some of her Kinder and First grade students and needs to adjust their schedules to give them time with the new tutor.

8 a.m. Ms. Springer has 8 teachers at Rocketship to develop into outstanding practitioners. She uses Rocketship's Professional Growth Plan (PGP), which they've adopted from the work of Teach for America, an expert on developing classroom practice in teachers. The second month of school, after she had time to see them in action, she sat down with each teacher and made a Professional Growth Plan for each one. She tends to spend a lot of her time in the Fall with the new teachers working on classroom management and planning. That helps get them over the hump and creates real learning in each classroom. Then she starts to focus on instructional techniques and pedagogy as appropriate for each teacher. Because Rocketship does detailed assessments aligned with end of year tests every eight weeks, it gives Ms. Springer a great chance to figure out where each teacher needs to focus. Based on the Rocketship mentoring approach, Ms. Springer does not spend a significant amount of time observing, since teachers rarely change their behavior solely based on observation feedback. Rather, she videotapes, co-teaches, assists teacher in planning, and models ways to improve their instruction. The job is very rewarding, seeing teachers really "get it" and start to teach as well or better than her makes all of the work in this job worthwhile.

Today, she is focusing on two of her brand new teachers. They have gotten over the hump of effective classroom management and planning, have their Literacy classes running with Literacy Centers and Guided Reading, and are starting to work on making their Guided Reading time as effective as possible. Ms. Springer goes to the first teacher's class. They have planned the day's

lessons together for the three groups and agreed that Ms. Springer will teach the first group while the teacher observes and then they will switch roles. One of the challenges for this teacher is figuring out how to manage her time in the twenty minute lesson. They have organized the lesson around the book to be read that day. Ms. Springer starts with a mini-lesson on the vocabulary and phonics related to the book, and has the students do some word sorts using words with the specific pattern. She continues through the background building, reading and comprehension section of the lesson, stressing a few of the issues they have agreed on in the plan. Then they switch roles with the next group and she can tell that doing it in this way has made it easier to complete. Departmentalization accelerates teacher development in this scenario, since Ms. Springer can check back on what a teacher learned with his/her first group of students by observing that teacher's lesson with the second group of students later in the day, speeding up the teach-feedback-improve cycle. She will give this teacher a week or so getting this right, and then they will start working on some of the techniques within the lesson that help EL students retain the vocabulary better.

Ms. Springer does the same with another teacher and then spends the rest of the day working on whole-class differentiation with the third grade math teacher. She likes to switch back and forth between Literacy and Math because so many of the effective teaching practices are the same, but switching subjects is a nice change.

3:40 p.m. As teachers finish their teaching day, Ms. Springer has meetings scheduled with them as necessary when they need help or if they are working on a specific goal together. Ms. Springer regards her role as support to help teachers reach their potential. Each teacher has different needs. Some like to work with her before school starts in the morning or right after teaching, both of which are fine with her.

4:30 p.m. Ms. Springer walks around to observe students at work in the computer lab, and make notes on some opportunities to jointly plan and teach with an Individualized Learning Specialist whose students are having a hard time with academic vocabulary.

This job has long hours, but seeing the amazing progress in the students and the teachers who really appreciate her help every day makes this her dream job.

Assistant Principal

1. Helps with arrival – greets students, ensures strong culture, dressed for success, etc.
2. Observes Learning Lab
3. Assigns RtI groups (data analysis) for LL small group tutoring
4. Coaching meeting with ILS (LL staff member)
5. In charge of recess staff – monitors (Principals oversees lunch in this example) – teaches hourly learning staff to run healthy, safe, joyful recess
6. Teacher observation and coaching cycle (coaching, model lesson) – includes 1 afternoon meeting

7. Oversees hallway transitions – reminds students of college going culture
8. Meets with principal to discuss professional pathway and day-to-day school work
9. Oversees dismissal staff – maintains high culture
10. Meets with teacher afterschool

Appendix C. Course Objectives and EL Strategies

All curricula will be based on the California State Frameworks and Academic Content Standards of California Public Schools. Within the context of those standards, the key objectives students are expected to master by the end of their grade levels are listed below. In order to identify the key objectives (also referred to as ‘power standards,’ or ‘big ideas,’) we examined the standards in terms of how heavily they are assessed on State standardized tests (STAR), and we examined the level of Bloom’s Taxonomy required by each standard. We compared California’s Academic Content Standards with the Common Core standards for each grade level, and made a comprehensive list of all standards for each grade level: from this list, we selected the most rigorous standards as those which are the most important markers of student success. This process allows us to determine which standards are most important in the eyes of the State, and which standards are at a high level of cognition, and will therefore require significant time and focus for students to achieve mastery. The intent of the process is not to eliminate standards; rather, all grade-level standards will be addressed in every course. Instead, the intent is to prioritize the focus of instruction, and build units around power standards or the Top 10 Standards as they are referred to at Rocketship, thus incorporating the other standards into this more meaningful, cognitively complex context.

These Top 10 standards are at the core of the academic curriculum and program at Rocketship. These standards have gone through a rigorous review process: the staff at Rocketship refined them over the course of several years using a backwards planning method. The team began by examining the standards from fifth grade and adjusted them as needed based upon Bloom’s Taxonomy, STAR results, and an evaluation of which standards would best prepare our Rocketeers for sixth grade and beyond. The Rocketship staff then backwards mapped these fifth grade Top 10 standards through to kindergarten. This established the foundation of the long-term plans for each grade level throughout the year. Rocketship Education now provides all its schools with a rigorous, standards-based long-term plan to aid with planning for instruction in each grade level.

The development of the long-term plans leads to the teachers establishing eight to twelve week units that are focused on the instruction of the Top 10 standards in a meaningful and scaffolded manner. The result of this planning process is illustrated in Appendix I, by the sample long-term plans and lesson plans provided in that section. As described in the body of the petition, under “Professional Development”, Teachers are trained to unpack and prioritize the standards for their courses, and develop standards-based units and lesson plans using that process. Most importantly, these units and long-term plans are developed prior to the start of the summer professional development, which allows the staff to focus completely on refining them based upon the data they have for their incoming students and allows the Academic Dean and principal to review and further refine the units prior to the beginning of instruction.

The acquisition and eventual mastery of the English language is demonstrated for each English language domain (listening, speaking, reading, and writing) as well as in the application of these skills in accessing grade level content. Language proficiency levels are identified as *beginning*, *intermediate*, and *advanced*, grouping the five TESOL levels into three for the purpose of

displaying basic differentiation of teaching methods for EL students. The curricular expectations of English learners depend more on language proficiency rather than on age or grade.

Literacy

Phonemic Awareness Phonemic awareness is the ability of a student to recognize individual sounds in words. An example of a phoneme in the word “hat” is /h/ (the sound h makes, rather than the letter). Phonemic awareness can start orally well before a student is able to decode words to read. Thus, phonemic awareness is not the same as phonics. Phonemic awareness focuses on sounds, while phonics focuses on the relationship between sounds and their written symbols. Phonemic awareness is a pre-cursor to phonics. Areas we plan on focusing within phonemic awareness include:

- Phoneme isolation – “What is the first sound in hat?”
- Phoneme identification – “What sound is the same in hat, hand, and hair?”
- Phoneme categorization – “Which word doesn’t belong: hat, had, bad?”
- Phoneme blending – “What word is /h/ /a/ /t/ ?”
- Phoneme segmentation – “Break up hat for me into its sounds.”
- Phoneme deletion – “What is hat without the /h/?”
- Phoneme addition – “What word do you get if you add an /s/ to the end of hat?”
- Phoneme substitution – “What word do you get if you start with hat and change the /a/ to an /i/?”

Phonics Phonics is the process of building up pattern-recognition within students to associate sounds with written letters. In the past two decades, phonics developed a poor reputation as it was overused and over-scripted. However, methodologies like the word sorts from Words Their Way or Make-a-Word exercises are engaging, flexible, and have an immediate impact on the types of words that students can decode. For example, most of our EL students will not likely know that the letters “sh” make the sound /sh/ instead of /s/ /h/. If a student simply reads texts over and over again, they will eventually figure out that “sh” makes /sh/. For a group of students who have catching up to do, the direct instruction of this relationship can help them identify this sooner and move on to other unknown sound/symbol relationships or eventually to being able to focus more of their mental energy on comprehension.

We plan on utilizing the curriculum Open Court Reading, and especially the phonics section of this curriculum, in order to reinforce and teach the concepts of phonemic awareness and phonics. Open Court includes various strategies that explicitly focus on this type of “word work,” which provides students a strong phonemic foundation, and, thus, they are more prepared to read. For example, students are usually able to identify initial consonants before any other part of a word. Word work activities like sorts, matching games, and making words exercises, therefore, will be focused on this area before short vowel sounds. In addition to occurring in the middle of the word, short vowels are often confusing to EL students when the sound does not occur in their language. We can expect to spend days helping our students differentiate the short vowel sounds of /a/, /e/, and /i/ which sound almost identical to many ELs. In addition to using Open Court,

Rocketship provides direct instruction in spelling. Student spelling is highly correlated with their current stage of development in recognition, so our spelling lists will be leveled based on a child's word work as well. Words Their Way categorizes spelling stages as:

1. Emergent Stage – primarily phonemic awareness focus.
2. Letter-Name Stage – primarily focused on correlating letters, blends and digraphs with the sounds they make.
3. Within Word Pattern Stage – usually focused within a single syllable on patterns which form long vowels, r-controlled vowels, three letter blends, and diphthongs.
4. Syllable-Affix Stage – Examines patterns around syllabication. For example, rules for doubling of the consonant before adding ed or ing. Also begins to study prefixes and suffixes.
5. Derivational Relations Stage – focused primarily on word roots, prefixes and suffixes that can help students build meaning and comprehension.

Fluency Fluency is the ability to read text accurately and quickly. It reflects the readers' ability to automatically recognize words instead of decoding them. Combined with vocabulary development (not just recognizing but understanding the meaning of many words), fluency is a crucial stepping stone to comprehension. If a student is spending most of their mental energy using their phonics skills to decode words, they don't have as much time to comprehend what they are reading and their overall comprehension will suffer. Rocketship plans to organize a portion of our reading block around a combination of small teacher-led reading groups with other students in the classroom working in reading centers. A teacher-led reading group is similar to a Guided Reading group, but also incorporates instruction beyond simply reading of texts. For example, we will level our phonics instruction by reading group and students in each group will receive phonics instruction in their group at their current level. This is one way of individualizing reading instruction. Fluency instruction in our groups will be conducted by selecting a text which is on the independent level for the students in that group. This is a text in which the student can recognize 90% or more of words in a text (not necessarily automatically) and have good comprehension (generally 80% on factual answers and some analysis and inference). Students will repeatedly read the text orally, working on both their speed and their phrasing. The teacher will prompt students to improve phrasing our automaticity with certain words. Four repeated readings are generally sufficient to improve student fluency. Note that this exercise is very different from a guided reading lesson on an instructional-level text where it is expected that most of the student and teacher's energy will go in to decoding unknown words. A fluency lesson is with a different text and focuses on speed and phrasing.

In addition, Rocketship will utilize the DRA2 assessment in order to assess a student's progress with their fluency skills. The DRA2 is a reading comprehension assessment which also assesses fluency, scoring students on reading rate (number of words read accurately per minute) in addition to expression. Using this assessment will give Rocketship staff insight to a student's individual needs and growth as well.

We also believe that memorizing the Dolch word list of 220 sight words is an effective way to jump-start a new reader's fluency. Though we are not strong proponents of rote memorization in general, we have found that the time it takes to commit these words to memory pays off many

times over by allowing students to focus less energy on decoding and more on comprehension in their early reading lessons. Not only does this speed progress, but it decreases their frustration. We want students to love reading, and being able to read something easily (even a word initially) is motivating.

Research has not proven that independent silent reading alone aids in fluency. This is a somewhat counterintuitive finding; given the enormous focus schools have given independent reading. However, we believe there is a crucial aspect to independent reading, which if managed correctly, does contribute greatly to fluency. The most important part of independent reading is book selection. If a student is reading an instructional or frustrational text, they will not improve their fluency by reading it. Likewise, if a student is reading a text that is not at the top of their independent level, it will be too easy, and they won't increase their fluency. Most of the books in today's classrooms and school libraries are not precisely leveled. For beginning readers, this corresponds to a student's current stage of word decoding development. Many books combine decodable words with ones that will lead to student frustration. Luckily, special books are propagating now due to the popularity of Guided Reading. These books are precisely leveled, so that one can choose a book that each student will be able to read fluently within Guided Reading. This same method can be used for independent reading. By using a library of precisely-leveled texts and specifying a narrow range of levels which a student can choose, we can help our students develop fluency through their independent reading. One of the Founders of Rocketship Education practiced this method in his classroom for the last two years and believes that independent practice with independent-level texts were an important component in his student's dramatic reading progress. Rocketship Learning Lab will have a library of leveled texts to aid our students in their independent reading. We also believe that reading great children's books builds a student's love of reading, so our library will also include these books for students general enjoyment and they will have time each day to read not only leveled books but fine children's literature.

Vocabulary Vocabulary is the lexicon of words that a student understands. The level of understanding (precision) can vary from word to word. There are two kinds of vocabulary instruction that we plan on conducting at Rocketship. First, direct instruction of key vocabulary words. The most important aspect of this type of instruction is repeated exposure and manipulation of these words. For example, if a teacher has five vocabulary words in a week, these words should occur in one or two of the read-alouds that week, in a teacher-led reading group selection, and students should be given the ability to practice those words through various exercises in reading centers. Rocketship teachers have had success with Vocabulary instruction using a method called word webs. Students were required to write the vocabulary word in one circle and then connect that circle to other circles which had words or short phrases like that word. The point of this exercise was to help students develop a general meaning of the word in relationship to other words they knew, even if they could not precisely define the word. This is very useful in reading a new text because the combination of a general understanding of the word along with context and visual clues can help build a complete understanding. The second method of building vocabulary is giving students the tools they need to accelerate the building of their vocabulary. Our word work will progress past phonics to focus on word parts like prefixes, suffixes, and roots which can give clues about the meaning of a word. One exciting thing about this for EL students is that if the language they speak is a Latin derivative, they are likely to

know roots that English-only students will not, because these words are common in their language, but not in English. Another way that we believe we can build our EL students vocabulary is through the use of cognates. There are 15,000 words that share similar meanings between English and Spanish, though they usually have different pronunciations. Explicitly relating a new English word to its cognate can make the development of vocabulary much easier. In addition, Rocketship staff will all be trained in various GLAD strategies that are especially focused in the area of vocabulary development. One of these strategies is called the CCD (cognitive content dictionary), which is a tool and graphic organizer that the staff will be able to use in order to build their students' knowledge, use, and identification of vocabulary words. One of the Founders of Rocketship practiced this method in his classroom and has also seen it applied throughout various classrooms and grade levels. In each of these cases, the students, especially EL students, have been able to rapidly progress in their vocabulary development due to the effective use of the CCD strategy.

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Comprehension Comprehension is a student's understanding of the text they have read. Ultimately, all of the other areas in reading are about improving a student's comprehension. Comprehension is also the most difficult area for all students, and in particular can be difficult for EL students who lack the background knowledge to understand some of the concepts. While developing the other areas of literacy will give students the ability to focus on comprehension, they are not as powerful in building comprehension as Direct Instruction in reading strategies and skills. . Direct Instruction in comprehension helps students name and practice the strategies that proficient adult readers are able to use unconsciously (for example, visualizing and creating mental images while reading, or using the headings of a nonfiction text to gather clues about the topic). Initially, one of the most important parts of comprehension is for the student to identify what they don't understand. Once this realization has happened, the teacher can work with the student on strategies to develop an understanding – reading back in the text for clues, skipping the section and coming back, rephrase what they have read, formulate clarifying questions, etc. In general, comprehension progresses from factual (does the reader understand what was written) to analytical (can they compare and contrast this with another story they've read for example) to inferential (what was the author's purpose in writing this text). Comprehension for fictional works relies on very different skills than non-fiction text and Rocketship plans on teaching techniques for both explicitly.

Rocketship teachers provide Direct Instruction in reading strategies during small-group Guided Reading lessons in which students are grouped according to reading level. Teachers model appropriate strategies for each group and give students an opportunity to practice independently with texts that are at their level (ones which they are able to decode fluently). This type of leveled practice is powerful because it requires that students constantly work within their zone of proximal development: with the teacher's assistance, students are led to comprehend increasingly advanced texts. When done by a skilled teacher, Guided Reading can be a powerful tool for accelerating student learning. Groups are formed flexibly at

Rocketship, and students are re-grouped every eight weeks (and often more frequently) based upon assessment results.

Rocketship will also explicitly focus on the skill of comprehension, especially for EL students, through the use of Direct Instruction with chapter books. This instruction will primarily occur in second grade and up. The utilization of chapter books at an appropriate level will allow the students to further engage with the text and hopefully find the joy in reading a continuous text. In addition, the staff at Rocketship will create and/or utilize packets that include questions for each chapter of a book. These questions will require the students to not only write their answers, but also cite where they found the answer and what reading strategy they used. Through the use of these reading packets and strategies, students in second grade and up will be able to focus on their further development of the skill of reading comprehension.

English Language Development through Literacy

EL Level	K-2	3-5
Beginning (CELDT 1)	Teachers use chants and songs to introduce basic phonemes. Students receive instruction on survival communication. Teachers use controlled speech rate and variation. Cognates (words with common roots and look or sound similar in related languages) that exist between primary and English language are used to explain simple concepts. The teacher uses those drawings to help students develop new vocabulary. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, T graphs, and various other strategies.	Teachers present the English alphabet using visuals and songs. Rhythm and repetition are key strategies for getting students accustomed to the sounds of spoken English. Daily rituals (morning meeting, bathroom pass requests, etc.) require students to use simple greetings and other phrases. Students have opportunities to tell and re-tell stories using drawing, mime, and basic words. In writer’s workshop, students develop complex stories through pictures, and work with the teacher to put those stories into words. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, T graphs, and various other strategies.
Intermediate (CELDT 2-3)	Students are engaged in real-world activities that require them to communicate basic needs, and describe common objects orally and with basic written language. In writer’s workshop, the teacher introduces story boards with pictures and words to help students comprehend stories and to help them develop their own writing. Students practice reading aloud with rhyming poetry and stories, and have opportunities to dramatize fiction to enhance understanding. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big	Teachers present students with oral and written comprehension activities. In centers, students use audio books and then respond to texts in writing, using simple sentences. Significant time is spent on pre-reading vocabulary development activities. During writer’s workshop, students focus on getting their first draft in writing, using invented spelling as needed. The revision process is an opportunity for the teacher to reinforce conventions, and teach new spelling concepts. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, T

EL Level	K-2	3-5
	<p>books,” picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, “Farmer in the Dell,” and various other strategies. Students at this level have acquired basic conversational skills, so the focus is on helping them acquire the academic language and syntax which they need in order to become more proficient speakers, readers, and writers of English.</p>	<p>graphs, sentence patterns, “Farmer in the Dell,” ELD retell, and various other strategies. Students at this level have acquired basic conversational skills, so the focus is on helping them acquire the academic language and syntax which they need in order to become more proficient speakers, readers, and writers of English.</p>
<p>Advanced (CELDT 4-5)</p>	<p>Teachers challenge students to find spelling patterns when reading. Students are given literature that is accessible but requires them to decode around 5-10% of the words they encounter. Centers allow students to explore vocabulary through antonyms and synonyms, and to explore how word meanings change in different contexts. Students read and respond to grade-level literature orally and in grade-appropriate writing. Students analyze and compare literary devices used in different forms of prose. Students have multiple opportunities to read aloud for authentic purposes. Teachers use recording and feedback to help students reflect on their read-aloud skills. The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, “Farmer in the Dell,” ELD retell, and various other strategies.</p>	<p>Students respond to texts using specific and appropriate language. The teacher uses many graphic organizers for both reading comprehension and pre-writing activities. Students have opportunities (dramatizations, speeches, circle time) to read aloud with accuracy and expression, from a variety of kinds of texts. Students read and write independently (and are able to self-correct) in literature circles and writer’s workshop. The teacher helps students identify topics that are high-interest, and assigns leveled literature that allows students to work in their zone of proximal development (not too easy, not too hard). The teacher utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, T graphs, sentence patterns, “Farmer in the Dell,” ELD retell, and various other strategies.</p>

Rocketship Top 10 Content Standards for Language Arts

	Grade Level K	Grade Level 1	Grade Level 2	Grade Level 3	Grade Level 4	Highest Grade Level 5
Word Reasoning	Reading 1.6 Recognize and name all uppercase and lowercase letters of the alphabet	Reading 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e. phonograms) and blend those sounds into recognizable words	Reading 1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)	Reading 1.8 Use knowledge of prefixes (e.g., un-, re-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words	Reading 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases	Reading 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words
<i>What's the Point of the Book??</i>	Reading 3.2 Identify types of everyday print materials	Reading 1.16 Read aloud with fluency in a manner that sounds like natural speech	Reading 1.6 Read aloud fluently and accurately and with appropriate intonation and expression	Reading 2.4 Recall major points in the text and make and modify predictions about forthcoming information	Reading 2.2 Use appropriate strategies when reading for different purposes (e.g. full comprehension, location of information, personal enjoyment)	Reading 3.4 Understand that theme refers to the meaning or moral of a selections and recognize themes (whether implied or stated directly) in sample works
<i>Good Readers Dig Deeper!!</i>	Reading 2.4 Retell familiar stories	Reading 2.4 Use context to resolve ambiguities about word and sentence meanings	Reading 2.6 Recognize cause-and-effect relationships in a text	Reading 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text	Reading 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions	Reading 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge
<i>Understanding the Role of the Author</i>	Reading 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated	Reading 3.2 Describe the roles of authors and illustrators and their contributions to print materials	Reading 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how)	Reading 3.4 Determine the underlying theme or author's message in fiction and nonfiction text	Reading 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension	Reading 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives

Writing CREATIVE Stories	<p>Writing 1.3 (First) Print legibly and space letters, words, and sentences appropriately</p>	<p>Writing 2.1 <i>Write brief narratives</i> describing an experience</p>	<p>Writing 2.1 <i>Write brief narratives</i> based on their experiences that a. Move through a logical sequence of events and b. Describe the characters, setting, objects, and events in detail</p>	<p>Writing 2.1 <i>Write narratives that:</i> a. Provide a context within which an action takes place b. Include well-chosen detail to develop the plot and c. Provide insight into why the incident is memorable</p>	<p>Writing 2.1 <i>Write narratives:</i> a. Relate ideas, observations, or recollections of an event or experience b. Provide a context to enable the reader to imagine the world of the event or experience c. Use concrete sensory details d. Provide insight into why the selected event or experience is memorable</p>	<p>Writing 2.1 <i>Write narratives that establish</i> a. Plot, point of view, setting, and/or conflict b. Show rather than tell the events of the story</p>
Responding to Literature	<p>Reading 3.3 Identify characters, settings, and important events</p>	<p>Reading 2.2 Respond to who, what, when, where, and how questions</p>	<p>Reading 3.3 Compare and contrast different versions of the same stories that reflect different cultures</p>	<p>Reading 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them</p>	<p>Writing 2.2 <i>Write responses to literature:</i> a. Demonstrate an understanding of the literary work b. Support judgments through references to both the text and prior knowledge</p>	<p>Writing 2.2 <i>Write responses to literature</i> that a. Demonstrate an understanding of a literary work b. Support judgments through references both to texts and to prior knowledge c. Develop interpretations that exhibit careful reading and understanding</p>

Rocketship Top 10 Content Standards for Language Arts

	Grade Level K	Grade Level 1	Grade Level 2	Grade Level 3	Grade Level 4	Highest Grade Level 5
Detailed and Factual Writing	Writing 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events	Writing 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details	Writing 1.4 Revise original draft to improve sequence and provide more descriptive detail	Writing 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences	Writing 2.3 Write information reports: a. Frame a central question about an issue or situation b. Include facts and details for focus c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources)	Writing 2.3 Write research reports about key ideas, issues, or events that a. Frame questions that direct the investigation b. Establish a controlling idea/topic c. Develop the topic with simple facts, details, examples, and explanations
<i>Writing to Influence and Communicate</i>	Written & Oral Language 1.2 Spell independently by using pre-phonetic knowledge sounds of the alphabet and knowledge of letter names	Written & Oral Language 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing	Writing 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature	Writing 2.3 Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context b. Include the date, proper salutation, body, closing, and signature	Writing 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details	Writing 2.4 Write persuasive letters or compositions that a. State clear positions in support of proposal b. Support position with relevant evidence c. Follow simple organization pattern d. Address reader concerns
<i>Speaking Like a Rocketship Rocketeer</i>	Written & Oral Language 1.1 Recognize and use complete, coherent sentences when speaking	Written & Oral Language 1.1 Write and speak in complete, coherent sentences	Written & Oral Language 1.3 Identify and correctly use various parts of speech including nouns and verbs in writing and speaking	Written & Oral Language 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking	Written & Oral Language 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking	Written & Oral Language 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas

<p style="text-align: center;"><i>Presenting Like a Rocketship Rocketeer</i></p>	<p>Listening & Speaking 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions</p>	<p>Listening & Speaking 2.2 Retell simple narrative or expository passages by using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions</p>	<p>Listening & Speaking 2.2 Report on a topic with facts and details drawing from several sources of information</p>	<p>Listening & Speaking 2.1 <i>Make brief narrative presentations:</i> a. Provide a context for an incident that is the subject of the presentations b. Provide insight into why the selected incident is memorable c. Include well-chosen details to develop character, setting, and plot</p>	<p>Listening & Speaking 2.2 <i>Make informational presentations:</i> a. Frame a key question b. Include facts and details that help listeners to focus c. Incorporate more than one source of information (e.g., speakers, books, newspapers, televisions or radio reports)</p>	<p>Listening & Speaking 2.2 <i>Deliver informative presentations</i> about an important idea, issue, or event by the following means a. Frame questions to direct the investigation b. Establish a controlling idea or topic c. Develop the topic with simple facts, details, examples, and explanations</p>
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English Language Development

The following objectives are aligned to the California English-language development (ELD) standards which demonstrate what English learners should know and be able to do as they move toward full fluency in English. Rocketship’s philosophy is to incorporate ELD principles directly into its literacy curriculum and instructional practices, so many of the objectives below have already been discussed in the preceding section.

Rocketship Top 10 Content Standards for English Language Development

Beginning ELD Level

Intermediate ELD Level

Advanced ELD Level

Listening and Speaking	<p>Strategies and Applications Begin to speak with a few words or sentences by using a few standard English grammatical foRocketship and sounds (e.g., single words or phrases)</p>	<p>Strategies and Applications Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information</p>	<p>Strategies and Applications Demonstrate understanding of most idiomatic expressions (e.g., “Give me a hand”) by responding to such expressions and using them appropriately</p>
Listening and Speaking	<p>Strategies and Applications Begin to be understood when speaking, but usage of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he or she] may be inconsistent</p>	<p>Strategies and Applications Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules are not followed (e.g., third-person singular, male and female pronouns)</p>	<p>Strategies and Applications Read aloud fluently and accurately and with appropriate intonation and expression</p>
<i>Reading</i>	<p>Word Analysis, Fluency, and Systematic Vocabulary Development Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language</p>	<p>Word Analysis, Fluency, and Systematic Vocabulary Development Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas</p>	<p>Word Analysis, Fluency, and Systematic Vocabulary Development Apply knowledge of sound/symbol relationships and basic word formation rules to derive meanings from written text (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics)</p>
<i>Reading</i>	<p>Word Analysis, Fluency, and Systematic Vocabulary Development Produce most English phonemes while beginning to read aloud</p>	<p>Word Analysis, Fluency, and Systematic Vocabulary Development Read narrative and expository texts aloud with the correct pacing, intonation, and expression</p>	<p>Word Analysis, Fluency, and Systematic Vocabulary Development Apply knowledge of academic and social vocabulary while reading independently</p>
<i>Reading</i>	<p>Word Analysis, Fluency, and Systematic Vocabulary Development Retell stories by using simple words, phrases, and sentences</p>	<p>Word Analysis, Fluency, and Systematic Vocabulary Development Recognize and understand simple idioms, analogies, and figures of speech in written text</p>	<p>Word Analysis, Fluency, and Systematic Vocabulary Development Understand idioms, analogies, and metaphors in conversation and written text</p>
<i>Reading</i>	<p>Reading Comprehension Respond orally to stories read aloud, giving one-to two-word responses in answer to factual comprehension questions (who, what, when, where, and how)</p>	<p>Reading Comprehension Read text and orally identify the main ideas and draw inferences about the text by using detailed sentences</p>	<p>Reading Comprehension Read and orally respond to familiar stories and other texts by answering factual comprehension questions about cause-and-effect relationships</p>

Rocketship Top 10 Content Standards for English Language Development

Reading	<p>Reading Comprehension Identify the basic sequence of events in stories read aloud, using important words or visual representations, such as pictures and story frames</p>	<p>Reading Comprehension Identify, using key words or phrases, the basic sequence of events in stories read</p>	<p>Reading Comprehension Write a brief summary (two or three paragraphs) of a story</p>
<i>Writing</i>	<p>Strategies and Applications Copy the alphabet legibly</p>	<p>Strategies and Applications Follow a model given by the teacher to independently write a short paragraph of at least four sentences</p>	<p>Strategies and Applications Develop a clear thesis and support it by using analogies, quotations, and facts appropriately</p>
<i>Writing</i>	<p>Strategies and Applications Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months)</p>	<p>Strategies and Applications Write legible, simple sentences that respond to topics in language arts and other content areas (e.g., math, science, history-social science)</p>	<p>Strategies and Applications Write a multi-paragraph essay with consistent use of standard grammatical forms</p>
<i>Writing</i>	<p>Strategies and Applications Write phrases and simple sentences that follow English syntactical order</p>	<p>Strategies and Applications Create cohesive paragraphs that develop a central idea and consistently use standard English grammatical forms even though some rules may not be followed</p>	<p>Strategies and Applications Produce independent writing with consistent use of capitalization, punctuation, and correct spelling</p>
	Beginning ELD Level	Intermediate ELD Level	Advanced ELD Level

In addition, we have broken down these Top 10 ELD standards into key skills. These key skills are outlined below and the grade levels in which we expect them to be achieved.

Grades K-2

Listening and Speaking

- Follow directions
- Listen Attentively
- Speak to be understood
- Vary ways of speaking
- Participate in social conversations
- Retell stories and summarize main idea
- Recite rhymes and stories
- Ask and answer questions

Reading: Word Analysis

- Understand concepts about print
- Recognize and produce phonemes
- Understand sound-symbol relationships
- Segment sounds in words
- Track sounds in words
- Read sight words and apply knowledge of word parts
- Read abbreviations
- Read aloud

Reading: Fluency and Systematic Vocabulary Development

- Use vocabulary for communication
- Use social and academic vocabulary
- Correct errors
- Read words
- Read sounds and word families
- Apply knowledge of word parts
- Understand synonyms and antonyms
- Understand prefixes and suffixes
- Recognize abbreviations
- Categorize words
- Read aloud

Reading: Comprehension

- Follow directions
- Interpret text features
- Identify sequence of events
- Draw and label pictures
- Respond to comprehension questions

- Draw inferences

Literary Response and Analysis

- Describe elements of poetry
- Identify setting and characters
- Respond to comprehension questions

Writing Strategies and Applications

- Write sentences
- Write narratives
- Write in content areas
- Write a letter
- Use the writing process

Writing Conventions

- Use correct mechanics, spelling, and grammar
- Use correct grammar
- Edit writing

Grades 3-5

Listening and Speaking

- Follow directions
- Listen Attentively
- Speak to be understood
- Vary ways of speaking
- Participate in social conversations
- Retell stories and summarize main idea
- Recite rhymes and stories
- Ask and answer questions

Reading Word Analysis

- Understand concepts about print
- Recognize and produce phonemes
- Understand sound-symbol relationships
- Segment sounds in words
- Track sounds in words
- Read sight words and apply knowledge of word parts
- Read abbreviations
- Read aloud

Reading Fluency and Systematic Vocabulary Development

- Use vocabulary for communication
- Use social and academic vocabulary
- Correct errors

- Read words
- Read sounds and word families
- Apply knowledge of word parts
- Understand synonyms and antonyms
- Understand prefixes and suffixes
- Recognize abbreviations
- Categorize words
- Read aloud

Reading Comprehension

- Follow directions
- Interpret text features
- Identify sequence of events
- Draw and label pictures
- Respond to comprehension questions
- Draw inferences

Literary Response and Analysis

- Describe elements of poetry
- Identify setting and characters
- Respond to comprehension questions

Writing Strategies and Applications

- Write sentences
- Write narratives
- Write in content areas
- Write a letter
- Use the writing process

Writing Conventions

- Use correct mechanics, spelling, and grammar
- Use correct grammar
- Edit writing

Mathematics

English Language Development through Mathematics

EL Level	K-2	3-5
Beginning (CELDT 1)	Beginning students can be placed in small groups to interact with either the teacher or assistant. The silent period need not be a passive time; math and language can be integrated to maximize language acquisition. Songs and chants are excellent ways of supporting concept learning. The teacher uses clear and slower speech rate and limits use of idioms in modeling vocabulary and basic math concepts. Manipulatives, big books, and colorful visual aids are used to introduce and practice number concepts. Calendar activities are oral as well as in writing that is modeled to show writing conventions such as capitalization of the names of the week and month. Word walls reflect academic as well as personal (survival) vocabulary. Students are asked to demonstrate learning in non-verbal ways (drawings and pictures) and through the use of invented spelling.	Students may have an understanding of basic operations from their previous schooling. Teachers need to teach vocabulary explicitly to facilitate students' transition into English. Students need to acquire calendar related words, quantity, comparison, geometrical terms, and ways of telling time. Students can be expected to answer in short phrases and can follow simple directions stated clearly and supported by visuals. At this stage students can benefit from referring to a bilingual dictionary.
Intermediate (CELDT 2-3)	Teacher introduces more abstract concepts with the use of realia and manipulatives. Students can recite and sing rhymes and songs used in class. A greater of variety of vocabulary is used to describe objects and their attributes in geometry and measurement. Teacher models the use of ordinal numbers using realia and hand-on activities. Students label simple drawings to show math concepts. Shared writing activities may serve as good scaffolds for students' emergent literacy. Students may also dictate their thinking.	Students can keep math journals to begin and continue using and writing complex vocabulary and sentences. Students can explain math algorithms and discuss their solutions orally. Teachers can support students' use of the text by providing a key vocabulary list with definitions as these appear per chapter. Students can use word maps to make distinctions among vocabulary words. Compare and contrast matrices can be used to support students' learning of more complex concepts.
Advanced (CELDT 4-5)	Teachers understand that students may sound like native speakers of English in most aspect of language yet they continue to need academic vocabulary support. The use of math journals allows students to record their learning at their own pace and abilities. Allow time for students to write and record more independently.	Students will be expected to perform at higher levels in their use of language. While students use complex vocabulary and sentences and write short narratives appropriate to math, teachers can monitor accuracy of vocabulary and expressions.

As discussed in the *Implementation of Curriculum* section in the body of our petition, our focus with students will be primarily to develop number sense and algebraic thinking with our students. Below we describe the objectives within these key areas.

Number Sense: The instructional emphasis on *number sense* will ensure student mastery of the following mathematical concepts:

- Counting by rote
- One-to-one correspondence
- Conservation of number
- Numeral recognition/ linking symbols to quantities
- Numeral writing
- Thinking in groups
- Part-to-whole
- More/less
- Relationships to 5's and 10's
- Beginning addition and subtraction

These ten foundational components of number sense have been demonstrated to greatly enhance students' ability to succeed with higher level math concepts. Teachers will be provided with diagnostic tools to identify student strengths and weaknesses in these 10 areas. They will then be given an arsenal of instructional resources (within the core text, and supplemental materials) to reinforce student mastery in each area.

Algebraic Thinking: K-5 algebra encompasses six 'big ideas.' Students who develop proficiency in the following 6 conceptual areas will be ready to engage in higher-level algebra work by the time they complete fifth grade:

- Multiple representations (graphs, charts, equivalence)
- Proportional reasoning (numerical relationships)
- Functions (input/output, if given function, then...)
- Variables (missing information)
- Balance (equivalence)
- Proofs (inductive and deductive reasoning)

Within the context of these six big ideas, students at each grade level will work towards mastery of the following specific learning outcomes:

- Solving simple equations
- Manipulating integers
- Manipulating exponents and scientific notation
- Understanding prime and composite numbers
- Factoring
- Understand order of operations
- Understand properties of real numbers

Teachers will be trained to know these big ideas, and to use their existing curriculum and supplemental materials to diagnose and reinforce mastery in those areas. Teachers will collaborate to identify relevant standards and skills at each grade level in relation to the above skills, and to incorporate those skills into their curriculum.

Rocketship Top 10 Content Standards for Math

	Grade Level K	Grade Level 1	Grade Level 2	Grade Level 3	Grade Level 4	Highest Grade Level 5
<i>Understanding Numbers</i>	Number Sense 1.2 Count, recognize, represent, name, and order numbers (to 30) using objects (manipulatives)	Number Sense 1.2 Compare and order whole numbers to 100 by using the symbols $>$, $<$, and $=$	Number Sense 1.2 Use words, models, and expanded forms (example $45=4 \text{ tens} +5$) to represent numbers to 1,000	Number Sense 1.3 Identify the place value for each digit in numbers to 10,000	Number Sense 1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand	Number Sense 1.2 Interpret percents as part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number
<i>Math is Patterns</i>	Statistics, Data Analysis, and Probability 1.2 Identify, describe, and extend simple patterns involving shape, size, or color such as circle, triangle, or red, blue	Number Sense 1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions	Number Sense 3.1 and 3.2 Use repeated addition, arrays, and counting by multiples to do multiplication Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division	Number Sense 2.3 Use the inverse relationship between multiplication and division to compute and check results	Number Sense 3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multi-digit number by a two-digit number and for dividing a multi-digit number by a one-digit number; use relationships between them to simplify computations and to check results	Algebra and Functions 1.3 Know and use the distributive property in equations and expressions with variables.
<i>Parts of a Whole</i>	Measurement and Geometry 1.4 Identify the time (to the nearest hour or half hour) of everyday events (e.g. lunch time is 12 o'clock)	Measurement and Geometry 1.2 Tell time to the nearest hour, half hour, and quarter hour and relate time to events (e.g., before/after, shorter/longer)	Number Sense 4.2 and 4.3 Recognize fractions of a whole and parts of a group (e.g. one-fourth of a pie, two-thirds of 15 balls) and know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one	Number Sense 3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context	Number Sense 1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line	Number Sense 2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 and less), and express answers in the simplest form

<i>Making Numbers Work Together</i>	Number Sense 2.1 Use concrete objects to determine the answers to addition and subtraction problems	Number Sense 2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference)	Number Sense 2.2 Find the sum or difference of two whole numbers up to three digits long	Number Sense 2.4 and 2.5 Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers ($3,671 \times 3 =$) Solve division problems in which a multidigit number is evenly divided by one digit number ($135/5 =$)	Number Sense 4.1 Understand that many whole numbers break down in different ways (e.g. $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$)	Number Sense 2.1 Add, subtract, multiply, and divide all decimal and negative numbers; and verify the reasonableness of the results
<i>Understanding Mathematical Relationships</i>	Measurement and Geometry 1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, today, yesterday, tomorrow, week, year) and tools that measure time (clock, calendar)	Algebra and Functions 1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction	Number Sense 2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$) to solve problems and check solutions	Algebra and Functions 1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities	Number Sense 1.9 Identify on a number line the relative position of negative numbers, positive fractions, positive mixed numbers, and positive decimals to two decimal places	Algebra and Functions 1.2 Use a letter to represent an unknown; write and evaluate simple algebraic expressions; and verify the reasonableness of the results

Rocketship Top 10 Content Standards for Math

	Grade Level K	Grade Level 1	Grade Level 2	Grade Level 3	Grade Level 4	Highest Grade Level 5
<i>How Numbers Relate to Each Other</i>	Number Sense 1.1 Compare two or more sets (up to 10 objects in each group), and identify which set is equal to, more than, or less than the other	Number Sense 2.2 Use the inverse relationship between addition and subtraction to solve problems	Algebra and Functions 1.1 Use the commutative and associative rules to simplify mental calculations and to check results	Algebra and Functions 2.1 Solve simple problems involving a functional relationship between two quantities (e.g. find the total cost of multiple items given the cost per unit)	Algebra and Functions 1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given	Algebra and Functions 1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid
<i>Math in Your Daily Life</i>	Measurement and Geometry 1.1 Compare the length, weight, and capacity of objects by making direct comparisons or using reference objects	Number Sense 1.5 Identify and know the value of coins and show different combinations of coins that equal the same value	Number Sense 5.1 Solve problems using combinations of coins and bills	Measurement and Geometry 1.4 (Fourth) Understand and use formulas to solve problems involving perimeter and area of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figure into basic shapes.	Measurement and Geometry 2.1 Draw the points corresponding to linear relationships on a graph paper and understand that the length of a horizontal or vertical line segment equals the difference of the x or y coordinates	Measurement and Geometry 1.4 Differentiate between, and use appropriate units of measures for, two-and three-dimensional objects (i.e., find the perimeter, area, volume).
<i>Shapes and Lines</i>	Algebra and Functions 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group	Measurement and Geometry 2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of)	Measurement and Geometry 2.1 Describe and classify plane and solid geometric shapes (e.g., circle, rectangle, sphere, pyramid rectangular prism) according to the number and shape of faces, edges, and vertices	Measurement and Geometry 2.2 & 2.3 Identify attributes of triangles and quadrilaterals (two equal sides for isosceles triangle, three equal sides for the equilateral triangle, parallel sides for a parallelogram, etc)	Measurement and Geometry 3.5 Know the definition of a right angle, an acute angle, and an obtuse angle. Understand that 90 degrees, 180 degrees, 270 degrees, and 360 degrees are associated respectively with $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turns	Measurement and Geometry 2.2 Know that the sum of the angles of any triangle is 180 degrees and the sum of the angles of any quadrilateral is 360 degrees and use this information to solve problems

<i>Collecting and Analyzing Data</i>	Statistics, Data Analysis, and Probability 1.1 Pose information questions, collect data, and record the results using objects, pictures, and picture graphs	Statistics, Data Analysis, and Probability 1.2 Represent and compare data using pictures, bar graphs, tally charts, and picture graphs	Statistics, Data Analysis, and Probability 1.3 Identify features of data sets (range and mode)	Statistics, Data Analysis, and Probability 1.3 Summarize and display the results of probability experiments in a clear and organized way (bar graph, line plot, etc)	Algebra and Functions 1.2 Interpret and evaluate mathematical expressions that now use parentheses	Statistics, Data Analysis, and Probability 1.1 Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ
<i>How Did You Get There??</i>	Mathematical Reasoning 2.1 Explain the reasoning used with concrete objects and/or pictorial representations	Mathematical Reasoning 1.2 and 2.1 Use tools, such as manipulatives or sketches, to model problems and explain the reasoning used and justify the procedure selected	Mathematical Reasoning 2.1 Defend the reasoning used and justify the procedures selected	Mathematical Reasoning 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work	Mathematical Reasoning 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work	Mathematical Reasoning 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work

Science

English Language Development Through Science

EL Level	K-2	3-5
Beginning (CELDT 1)	Using an inquiry-based approach, students will discover scientific concepts via interactive investigations. Students are able to use drawings to depict their experiments. As students generate ideas to describe science experiments the teacher will formalize the terms and concepts in a clear and concise manner. Vocabulary can be listed on specific word walls for science. Teachers can record dictated accounts of students' discoveries. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.	Using an inquiry-based approach, students will discover scientific concepts via interactive investigations. Students can keep science journals where they can draw their investigations and label key concepts. They can refer to bilingual dictionaries to support their writing. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.
Intermediate (CELDT 2-3)	Using an inquiry-based approach, students will discover scientific concepts via investigations (FOSS kits and other hands-on resources). The scientific method can be described and students can begin to formulate hypotheses before experiments and investigations. Students begin to ask and answer scientific questions using appropriate academic language. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.	Using an inquiry-based approach, students will discover scientific concepts via investigations (FOSS kits and other hands-on resources). Students begin and continue using and writing complex vocabulary and sentences appropriate to science. Students are able to ask and answer scientific questions (make predictions and formulate conclusions) using appropriate academic language. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher "big books," picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.
Advanced (CELDT 4-5)	Using an inquiry-based approach, students will discover scientific concepts via investigations (FOSS kits and other hands-on resources). Students will also use simple (grade-level appropriate) expository text to read for information and learn new concepts. Teachers can expect students to label their journals supported by short sentences that may have grammar and spelling errors. Teachers can monitor students' accurate use of high	Using an inquiry-based approach, students will discover scientific concepts via investigations (FOSS kits and other hands-on resources). Students will also use expository text to read for information and learn new concepts. Students use complex vocabulary and sentences and write detailed and accurate scientific reports and describe investigations. Teacher explicitly teaches and holds students accountable for the use of Tier 3 (content related) academic language in their scientific

EL Level	K-2	3-5
	<p>frequency words, and their integration of concept-specific language into both oral and written products. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.</p>	<p>reports. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.</p>

Science

Investigation and Experimentation Standards should be taught in every grade level. Rocketship schools teach Science content within Literacy and Math classes. We believe that focusing on a smaller number of topics each year allows students to learn material in greater depth, so several topics are chosen as a focus in each grade level. Students are expected to master standards related to that topic from a variety of grade levels: for example, a third grade student who is studying Animal Adaptations may review material that is part of the first grade Science standards as well as beginning to learn information that would typically be covered in a fifth grade classroom.

Kindergarten Science Units

*Standards to Cover in the **Plants** Unit*

Kindergarten standards: 2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:

- a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, and insects).
- b. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

1st grade standards: 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

- a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- b. Students know both plants and animals need water, animals need food, and plants need light.
- c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
- d. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

2nd grade standards: 2. Plants and animals have predictable life cycles. As a basis for understanding this concept:

- a. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
- b. Students know flowers and fruits are associated with reproduction in plants.

4th grade standards: 3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

- a. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

*Standards to Cover in the **Light** Unit:*

3rd grade standards: 2. Light has a source and travels in a direction. As a basis for understanding this concept:

- a. Students know sunlight can be blocked to create shadows.
- b. Students know light is reflected from mirrors and other surfaces.
- c. Students know the color of light striking an object affects the way the object is seen.
- d. Students know an object is seen when light traveling from the object enters the eye.

First Grade Science Units

*Standards to Cover in the **Food Webs** Unit:*

1st grade standards: 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

- a. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

4th grade standards: 2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:

- a. Students know plants are the primary source of matter and energy entering most food chains.
- b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
- c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

*Standards to Cover in the **Weather** Unit:*

Kindergarten standards: 3. Earth is composed of land, air, and water. As a basis for understanding this concept:

- a. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.

1st grade standards: 3. Weather can be observed, measured, and described. As a basis for understanding this concept:

- a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
- b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
- c. Students know the sun warms the land, air, and water.

3rd grade standards: 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

- a. Students know energy comes from the Sun to Earth in the form of light.

*Standards to Cover in the **States of Matter** Unit:*

Kindergarten standards: 1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:

- a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
- b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.
- c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

1st grade standards: 1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:

- a. Students know solids, liquids, and gases have different properties.
- b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.

3rd grade standards: 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

- a. Students know matter has three forms: solid, liquid, and gas.
- b. Students know evaporation and melting are changes that occur when the objects are heated.
- c. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.

5th grade standards: 3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:

- a. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.

Second Grade Science Units:

*Standards to Cover in the **Rock Cycle Unit:***

2nd grade standards: 3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:

- a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.
- b. Students know smaller rocks come from the breakage and weathering of larger rocks.
- c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.
- d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.

- e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

4th grade standards: 4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:

- a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).
- b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.

4th grade standards: 5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:

- a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
- b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
- c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

*Standards to Cover in the **Motion** Unit:*

2nd grade standards: 1. The motion of objects can be observed and measured. As a basis for understanding this concept:

- a. Students know the position of an object can be described by locating it in relation to another object or to the background.
- b. Students know an object's motion can be described by recording the change in position of the object over time.
- c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
- d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move.
- e. Students know objects fall to the ground unless something holds them up.
- f. Students know sound is made by vibrating objects and can be described by its pitch and volume.

3rd grade standards: 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

- a. Students know machines and living things convert stored energy to motion and heat.

Third Grade Science Units:

*Standards to be covered in the **Animal Adaptations & Habitats Unit**:*

Kindergarten standards: 2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:

- a. Students know stories sometimes give plants and animals attributes they do not really have.

Kindergarten standards: 3. Earth is composed of land, air, and water. As a basis for understanding this concept:

- a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.

1st grade standards: 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

- a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- b. Students know both plants and animals need water, animals need food, and plants need light.
- c. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).

2nd grade standards: 2. Plants and animals have predictable life cycles. As a basis for understanding this concept:

- a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
- b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
- c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
- d. Students know there is variation among individuals of one kind within a population.

3rd grade standards: 3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- a. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
- b. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
- c. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.

4th grade standards: 3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

- a. Students know ecosystems can be characterized by their living and nonliving components.
- b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
- c. Students know that most microorganisms do not cause disease and that many are beneficial.

Standards to Cover in the Astronomy Unit:

3rd grade standards: 4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:

- a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
- b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.
- c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.
- d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
- e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.

5th grade standards: 5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:

- a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.
- b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.
- c. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.

Fourth Grade Science Units:

Standards to cover in the Electricity & Magnetism Unit:

2nd grade standards: 1. The motion of objects can be observed and measured. As a basis for understanding this concept:

- a. Students know magnets can be used to make some objects move without being touched.

3rd grade standards: 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

- a. Students know sources of stored energy take many forms, such as food, fuel, and batteries.

- b. Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.

4th grade standards: 1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:

- a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.
- b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.
- c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet.
- d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.
- e. Students know electrically charged objects attract or repel each other.
- f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.
- g. Students know electrical energy can be converted to heat, light, and motion.

Fifth Grade Science Units:

*Standards to be covered in the **Plant & Animal Systems Unit:***

(Review Plant Standards and Animal Adaptations in this unit)

3rd grade standards: 3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.

5th grade standards: 2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:

- a. Students know many multicellular organisms have specialized structures to support the transport of materials.
- b. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues.
- c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.
- d. Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.
- e. Students know how sugar, water, and minerals are transported in a vascular plant.
- f. Students know plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen.

- g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO₂) and water (respiration).

*Standards to cover in the **Meteorology and Conservation of Resources** unit:*
(Review Weather, Rock Cycle, and Astronomy Concepts in the Unit)

3rd grade standards: 3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- a. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.

5th grade standards: 3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:

- a. Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.
- b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
- c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.
- d. Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
- e. Students know the origin of the water used by their local communities.

5.4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:

- a. Students know uneven heating of Earth causes air movements (convection currents).
- b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
- c. Students know the causes and effects of different types of severe weather.
- d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.
- e. Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.

*Standards to cover in the **Chemistry & Experimentation** Unit:*
(Review States of Matter and Experimentation Concepts in this Unit)

3rd grade standards: 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

- a. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.
- b. Students know all matter is made of small particles called atoms, too small to see with the naked eye.
- c. Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.

5th grade standards: 1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:

- a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.
- b. Students know all matter is made of atoms, which may combine to form molecules.
- c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.
- d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.
- e. Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.
- f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
- g. Students know properties of solid, liquid, and gaseous substances, such as sugar (C₆H₁₂O₆), water (H₂O), helium (He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂).
- h. Students know living organisms and most materials are composed of just a few elements.
- i. Students know the common properties of salts, such as sodium chloride (NaCl).

Science Course Objectives

The chart below gives a comprehensive look at which Science standards are addressed at each grade level within Rocketship.

	K	First	Second	Third	Fourth	Fifth
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Life Science	Plants: K 2.a,c 1 2. a-c, e 2 2. e-f 4 3. c	Food Webs: 1 2. c 4 2. a-c		Animal Adaptations & Habitats: K 2. b K 3. a 1 2. a,c,d 2 2. a-d 3 3. b, d, e 4 3. a, b, d		Plant & Animal Systems: 3 3. a 5 2. a-g
Earth Science		Weather: K 3. b 1 3. a-c 3 1. a	Rock Cycle: 2 3. a-e 4 4. a-b 4 5. a-c	Astronomy: 3 4. a-e 5 5. a-c		Meteorology & Conserving Resources: 3 3. c 5 3. a-e 5 4. a-e
Physical Science	Light: 3 2. a-d	States of Matter: K1. a-c 1 1. a-b 3 1. e-g 5 3. b	Motion: 2 1. a-e, g 3 1. c		Electricity & Magnetism: 2 1. f 3 1. b 3 1. d 4 1. a-g	Chemistry & Experimentation 3 1. g-i 5 1. a-i

Social Studies

English Language Development through Social Studies

EL Level	K-2	3-5
Beginning (CELDT 1)	Teachers can use hands-on activities to discuss content topics such as families and communities. Literature based social studies units provide opportunities to integrate language skills and history concepts. Large maps and multimedia tools can serve as visuals. Teachers can present key vocabulary and teach questioning stems to prepare students to respond to simple questions. Flash cards can be used to learn about school personnel and the common names of local places. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and	Students can refer to a bilingual dictionary as needed. Teachers use the textbook and supplementary materials to introduce concepts. Teacher models the use of the textbook through <i>think aloud</i> activities. Graphic organizers can be used to organize information. Non-verbal activities can lower students’ affective filter (anxiety). Making dioramas, picture books, abc books, and reconstructing artifacts are excellent products to demonstrate concept attainment. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.

	various other strategies.	
Intermediate (CELDT 2-3)	Students can label key concepts presented either in handouts or those created by them. Cooperative learning activities can enhance their initial learning. Students can practice language with peers by having opportunities to think and share before answering whole class questions. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.	In small groups students can practice learning through role-playing, hot-seat, cloning the author, and other activities that involve moderate speaking opportunities. Cooperative learning can provide less stressful settings to practice new concepts and language skills. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.
Advanced (CELDT 4-5)	Students can write as appropriate for their grade level. The teacher can explicitly present written conventions for capitalization and using titles and quotes as they appear in written materials. In cooperative settings these students can serve as reporters and editors. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.	Students can create brochures to illustrate key ideas about cultures and concepts learned. Teachers can expect students to deliver presentations that have greater detail and length. The teacher also utilizes various GLAD strategies like input charts, graphic organizers, Teacher “big books,” picture file cards, observation charts, inquiry charts, ELD retell, Silent Video, and various other strategies.

Social Studies Course Objectives

As with Science, Rocketship has chosen to focus on a smaller number of Social Studies units at each grade level in order to allow students to master concepts at a greater level of depth. The chart below gives a comprehensive look at which Social Studies units are taught at each grade level within Rocketship.

	Major Themes	Supplemental Themes	Possible Important People – 2.2.5. & 3.4.6.
Kindergarten	Patriotism, Symbols and Citizenship	American Heroes	
First	Geography	Commerce & Trade	
Second	Heritage & Ancestors	Immigration	
Third	Native American Cultures & Traditions	Local Government and History	Sitting Bull, Cesar Chavez, Sally Ride
Fourth	CA History - Westward Expansion	State Government, Exploration	Lewis & Clarke, Pocahontas
Fifth	Forming a New Nation, The Federal Government	Conflict and Cooperation between settlers and Native Americans	Thomas Jefferson, George Washington, Nelson Mandela

Kindergarten Social Studies Units:

Patriotism, Symbols, and Citizenship

Kindergarten standards. 2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

1st grade standards. 1.2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

1st grade standards. 3. 1-3. Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

- a. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").
- b. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.

- c. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

3rd grade standards. 4. 1-2. Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

- a. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
- b. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

First Grade Social Studies Units:

Geography

Kindergarten standards. 4. 1-3 Students compare and contrast the locations of people, places, and environments and describe their characteristics. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.

- a. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
- b. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
- c. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

1st grade standards. 2.1-4 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.

- a. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
- b. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
- c. Construct a simple map, using cardinal directions and map symbols.
- d. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

2nd grade standards. 2.1-4 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

- a. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
- b. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges.

- Identify the essential map elements: title, legend, directional indicator, scale, and date.
- c. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
 - d. Compare and contrast basic land use in urban, suburban, and rural environments in California.

Second Grade Social Studies Units:

Heritage & Ancestors

Kindergarten standards. 6. 2-3 Students understand that history relates to events, people, and places of other times.

- a. Identify the purposes of, and the people and events honored in, commemorative Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
- b. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

1st grade standards. 4.1-3 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

- a. Examine the structure of schools and communities in the past.
- b. Study transportation methods of earlier days.
- c. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

1st grade standards. 5.1-3 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

- a. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
- b. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
- c. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

2nd grade standards. 1 Students differentiate between things that happened long ago and things that happened yesterday.

- a. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
- b. Compare and contrast their daily lives with those of their parents, grandparents, and/ or guardians.

- c. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

Third Grade Social Studies Units:

Native American Cultures & Traditions

3rd grade standards. 2. 1-4 Students describe the American Indian nations in their local region long ago and in the recent past.

- a. Describe national identities, religious beliefs, customs, and various folklore traditions.
- b. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
- c. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
- d. Discuss the interaction of new settlers with the already established Indians of the region.

4th grade standards. 2.1 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

- a. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.

5th grade standards. 1.1-3 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

- a. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
- b. Describe their varied customs and folklore traditions.
- c. Explain their varied economies and systems of government.

Fourth Grade Social Studies Units:

California History & Westward Expansion

4th grade standards. 3.1-5 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

- a. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.

- b. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
- c. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
- d. Study the lives of women who helped build early California (e.g., Biddy Mason).
- e. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

4th grade standards. 4.1-9 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

- a. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
- b. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, Santa Clara County), and economic conflicts between diverse groups of people.
- c. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
- d. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
- e. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
- f. Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
- g. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
- h. Describe the history and development of California's public education system, including universities and community colleges.
- i. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

Fifth Grade Social Studies Units:

Forming a New Nation, The Federal Government

5th grade standards. 4. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

- a. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
- b. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
- c. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
- d. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
- e. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
- f. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
- g. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5th grade standards. 5 Students explain the causes of the American Revolution.

- a. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
- b. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
- c. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.

5th grade standards. 6 Students understand the course and consequences of the American Revolution.

- a. Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).

- b. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
- c. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
- d. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
- e. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

5th grade standards. 7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

- a. List the shortcomings of the Articles of Confederation as set forth by their critics.
- b. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
- c. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
- d. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

Art

The curriculum will be aligned with the Visual and Performing Arts Framework for California Public Schools and will include dance, drama/theater, music and visual arts. Arts will be integrated into the Literacy block, often through Social Studies (see Appendix Z: Bell schedule), and will also be integrated at times into Learning Lab as well. Students will examine the influence of the various arts on history, and examine how art reflects and describes historical periods, cultures, and geographic regions.

This program will be designed to develop aesthetic perception and judgment, and creative expression in the context of our diverse historical and cultural heritages. All students, including EL, Gifted, and Special Education will have equal access to the visual and performing arts core curriculum, with modifications to meet their individual needs. Integrated instruction will be delivered by the regular classroom teacher, as well as by the enrichment staff. The State has effectively identified key standards for the visual and performing arts. Key standards, listed below, will guide the integration of arts into the curriculum. Through a process of unpacking and prioritizing content standards for the four core content areas, teachers will identify opportunities to integrate the arts into those curricular areas, and will build unit clusters that maximize student exposure to and engagement in the arts.

Rocketship Top 10 Content Standards for the _____ Arts _____

	Grade Level K	Grade Level 1	Grade Level 2	Grade Level 3	Grade Level 4	Grade Level 5
<i>Dance—Aesthetic Value</i>	Dance 4.1 <i>(Aesthetic Valuing)</i> Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).	Dance 4.2 <i>(Aesthetic Valuing)</i> Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).	Dance 4.2 <i>(Aesthetic Valuing)</i> Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).	Dance 1.3 <i>(Artistic Perception)</i> Perform short movement problems, emphasizing the element of force/ energy (e.g., swing, melt, explode, quiver).	Dance 1.1 <i>(Artistic Perception)</i> Demonstrate mental concentration and physical control in performing dance skills.	Dance 4.2 <i>(Aesthetic Valuing)</i> Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).
<i>Dance—Making Connections and Applying</i>	Dance 2.1 <i>(Creative Expression)</i> Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).	Dance 2.3 <i>(Creative Expression)</i> Create a short movement sequence with a beginning, a middle, and an end.	Dance 5.2 <i>(Connections, Relationships, Applications)</i> Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).	Dance 3.3 <i>(Historical and Cultural Context)</i> Explain the function of dance in ceremonial and social community events in Native American cultures.	Dance 5.4 <i>(Connections, Relationships, Applications)</i> Analyze the choreographic process and its relation to the writing process (e.g., brainstorming, exploring and developing ideas, putting ideas into a form, sequencing).	Dance 5.1 <i>(Connections, Relationships, Applications)</i> Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).
<i>Music—Artistic Perception</i>	Music 2.2 <i>(Creative Expression)</i> Sing age-appropriate songs from memory.	Music 2.1 <i>(Creative Expression)</i> Sing with accuracy in a developmentally appropriate range.	Music 1.2 <i>(Artistic Perception)</i> Read, write, and perform simple patterns of pitch, using solfège.	Music 1.3 <i>(Artistic Perception)</i> Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.	Music 2.1 <i>(Creative Expression)</i> Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.	Music 1.4 <i>(Artistic Perception)</i> Analyze the use of music elements in aural examples from various genres and cultures.

<i>Music—Creative Expression</i>	Music 1.2 <i>(Artistic Perception)</i> Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).	Music 2.4 <i>(Creative Expression)</i> Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.	Music 2.4 <i>(Creative Expression)</i> Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.	Music 2.2 <i>(Creative Expression)</i> Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.	Music 2.2 <i>(Creative Expression)</i> Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.	Music 2.3 <i>(Creative Expression)</i> Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.
<i>Music—Aesthetic Value</i>	Music 2.3 <i>(Creative Expression)</i> Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.	Music 4.1 <i>(Aesthetic Valuing)</i> Create movements to music that reflect focused listening.	Music 4.2 <i>(Aesthetic Valuing)</i> Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.	Music 4.3 <i>(Aesthetic Valuing)</i> Describe how specific musical elements communicate particular ideas or moods in music.	Visual Arts 4.2 <i>(Aesthetic Valuing)</i> Identify and describe how a person's own cultural context influences individual responses to works of art.	Music 4.2 <i>(Aesthetic Valuing)</i> Develop and apply appropriate criteria to support personal preferences for specific musical works.

Rocketship Top 10 Content Standards for the _____ Arts _____

	Grade Level K	Grade Level 1	Grade Level 2	Grade Level 3	Grade Level 4	Grade Level 5
Theatre—Artistic Perception	<p>Theatre 1.1 <i>(Artistic Perception)</i> Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience to describe theatrical experiences.</p>	<p>Theatre 1.1 <i>(Artistic Perception)</i> Use the vocabulary of the theatre, such as <i>play, plot (beginning, middle and end), improvisation, pantomime, stage, character, and audience</i>, to describe theatrical experiences.</p>	<p>Theatre 1.1 <i>(Artistic Perception)</i> Use the vocabulary of theatre, such as <i>plot (beginning, middle, and end), scene, sets, conflict, script, and audience</i>, to describe theatrical experiences.</p>	<p>Theatre 1.1 <i>(Artistic Perception)</i> Use the vocabulary z of theatre, such as <i>character, setting, conflict, audience, motivation, stage areas, and blocking</i>, to describe theatrical experiences.</p>	<p>Theatre 2.3 <i>(Creative Expression)</i> Design or create costumes, makeup, or masks to communicate a character in formal or informal performances.</p>	<p>Theatre 1.1 <i>(Artistic Perception)</i> Use the vocabulary of theatre, such as <i>sense memory, script, cue, monologue, dialogue, protagonist, and antagonist</i>, to describe theatrical experiences.</p>
Theatre—History and Culture	<p>Theatre 3.1 <i>(Historical and Cultural Context)</i> Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.</p>	<p>Theatre 3.1 <i>(Historical and Cultural Context)</i> Identify the cultural and geographic origins of stories.</p>	<p>Dance 3.1 <i>(Historical and Cultural Context)</i> Name and perform social and traditional dances from various cultures.</p>	<p>Theatre 3.1 <i>(Historical and Cultural Context)</i> Dramatize different cultural versions of similar stories from around the world.</p>	<p>Theatre 3.1 <i>(Historical and Cultural Context)</i> Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of CA.</p>	<p>Theatre 3.3 <i>(Historical and Cultural Context)</i> Analyze ways in which theatre, television, and film play a part in our daily lives.</p>
Theatre—Aesthetic Value	<p>Dance 1.2 <i>(Artistic Perception)</i> Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).</p>	<p>Theatre 2.1 <i>(Creative Expression)</i> Demonstrate skills in pantomime, tableau, and improvisation.</p>	<p>Theatre 4.1 <i>(Aesthetic Valuing)</i> Critique an actor’s performance as to the use of voice, gesture, facial expression, and movement to create character.</p>	<p>Theatre 4.1 <i>(Aesthetic Valuing)</i> Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.</p>	<p>Theatre 4.2 <i>(Aesthetic Valuing)</i> Compare and contrast the impact on the audience of theatre, film, television, radio, and other media.</p>	<p>Theatre 4.1 <i>(Aesthetic Valuing)</i> Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.</p>

Visual Arts—Creative Expression	<p>Visual Arts 1.3 <i>(Artistic Perception)</i> Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art.</p>	<p>Visual Arts 2.1 <i>(Creative Expression)</i> Use texture in two-dimensional and three-dimensional works of art.</p>	<p>Visual Arts 2.1 <i>(Creative Expression)</i> Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.</p>	<p>Visual Arts 2.4 <i>(Creative Expression)</i> Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.</p>	<p>Visual Arts 2.5 <i>(Creative Expression)</i> Use accurate proportions to create an expressive portrait or a figure drawing or painting</p>	<p>Visual Arts 2.3 <i>(Creative Expression)</i> Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).</p>
Visual Arts—History and Culture	<p>Visual Arts 4.2 <i>(Aesthetic Valuing)</i> Describe what is seen (including both literal and expressive content) in selected works of art</p>	<p>Visual Arts 3.2 <i>(Historical and Cultural Context)</i> Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).</p>	<p>Visual Arts 3.2 <i>(Historical and Cultural Context)</i> Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.</p>	<p>Visual Arts 3.2 <i>(Historical and Cultural Context)</i> Identify artists from his or her own community, county, or state and discuss local or regional art traditions.</p>	<p>Visual Arts 3.2 <i>(Historical and Cultural Context)</i> Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California’s history and art heritage.</p>	<p>Visual Arts 3.3 <i>(Historical and Cultural Context)</i> Identify and compare works of art from various regions of the United States.</p>

Appendix D. Strategies and Outcomes for At-Risk Students

Rocketship will screen the following data to identify at-risk students in accordance with the California and SCCOE guidelines:

- Students scoring Basic, Below Basic, or Far Below Basic on the previous year's adopted standardized test in any one subtest score in Reading and Language Arts
- Students who are at least one year below grade level in the areas of Reading, Writing, Math and Oral Language as identified by interim assessments. Please see the section in Student Outcomes titled *Measuring Student Performance* for more information on the assessment methodology to be used.
- Students recommended for academic intervention.

At-Risk Student Outcomes

Rocketship anticipates that 70% or more of our students will be eligible for free and reduced meals and over 60% will be ELL students. Because of these hardships, most of our students are at-risk of failing. Our core program is geared toward students like this.

Strategies to Improve At-Risk Performance

1. *Early Detection* Rocketship will use the DRA 2 assessment and CORE Phonics Survey in Reading and similar assessments for Writing and Math to help us identify struggling students within the first six weeks of school, and every two months thereafter.
2. *Individual Learning Plans* Rocketship will use the ILP system to track a student's work over time for students falling below our academic expectations. The ILP will be used with at-risk students to allow teachers to collaborate on best processes and successful past interventions with this student. The ILP will be updated with objectives for students determined to be academically at-risk focused on allowing them to make expected grade-level gains.
3. *Family Communication* We will inform the families as soon as we become concerned. Our parents sign a significant Commitment Letter (Appendix U), committing to help their student get through these times. We will share formal strategies parents can use at home to help their child.
4. *Teacher Collaboration* Teachers will gather regularly to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment. This will be realized through a schedule that will allow the staff to have an early dismissal day one day a week.
5. *Focused Instruction* The standard Rocketship instructional approach will be for teachers to plan their lessons for at least three groups of students, who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. For example, in Writer's Workshop, there may be a group of second graders still working on the basics of capitalization and punctuation. Others will be focused on more advanced grammatical issues in their writing like subject/verb agreement or plurals. Still others will be working on creating better Story Maps to make it easier for them to write a new story. By focusing on at least three student groups in each lesson, teachers will have to prompt themselves to customize parts of the lesson to each group.

6. *Direct Intervention* Despite the significant amount of individualization built into the Rocketship curriculum, some students may need more. Tutors will provide direct intervention to the bottom quartile of our students during the after-school program each day.
7. *Ongoing Assessment* Data is gathered both through frequent interim assessments performed in the subject areas and daily feedback given teachers from the computers in the Learning Lab. Teachers will have the tools they need to track all of their students and make sure they are not falling behind again in the areas where they received intervention. The ILP will be updated to identify if intervention has been successful or if additional intervention is necessary.
8. *A Commitment to Each Student* With the most struggling students, an effort is sometimes required beyond any normal day to day instruction in order to help a student achieve. Because of the Rocketship mission of bringing all students to grade level by second grade and above grade level by fifth, our staff will find ways to help each student succeed in Math, Reading, and Writing.

Appendix E: Sample Individualized Learning Plan and Corresponding 8-week RtI Plan

INDIVIDUALIZED LEARNING PLAN

STUDENT NAME: David B.

Prefers to be called:	Grade: 3	Teachers: Fromoltz/Netter
Years at Rocketship: 1	IEP? No	CELDT level: 3
Date of initial ILP: November 18, 2010	Area(s) of concern: Reading Comprehension: Summary lacks detail, author's message, predictions don't reflect critical thought, does not describe characters using character traits. WPM: Slower than necessary.	

CURRENT ACADEMIC RECORD: 2009-2010

	September	October	January	March	May
DRA	DRA: N/A	DRA: 20 DRA Fluency: 68 WPM			
Math assessments					
Additional assessments (letter names, sight words, fact tests, etc.: please specify)					

PARTICIPATION IN RTI: 2009-2010

	Mini-cycle	Cycle I	Cycle II	Cycle III	Cycle IV
Yes/No	X	X	✓		

PREVIOUS ACADEMIC RECORD (end-of-year results, as known)

	Kinder	1 st	2 nd	3 rd
DRA				
Letter names & sounds				
Sight words				
Writing rubric level				
Math assessments				
STAR ELA				
STAR Math				
Additional assessments (letter names, sight words, fact tests, etc.: please specify)				

CLARIFICATION OF THE PROBLEM

Given the data and classroom observations, the biggest areas of concern are the following:

- **Reading behaviors** (please note strengths *and* weaknesses):

Fluency:

- 👍 David reads with strong expression most of the time.
- 👎 David's reading rate is much slower than necessary. He needs more practice reading out loud to increase the pace at which he reads.

Comprehension:

- 👍 Oral retell skills are very strong.
- 👍 Summary contains events from beginning, middle, and end.
- 👎 David struggles to identify author's messages when they are less clear.

- 👉 Makes obvious predictions that make sense. But once the obvious predictions are made, he struggles to make less obvious predictions.
- 👉 David needs to provide proof for his predictions. (...because)
- 👉 Lacks relevant detail inside the summary.
- 👉 Lacks character names or vocabulary in summary.
- 👉 Needs to describe characters using adjectives and providing proof for the adjective selection. He can list character actions, but doesn't use adjectives.

- **Writing** (please note strengths and weakness):

- 👉 David often lacks detail when writing. As he moves on to written summary, it will be important for her to incorporate detail in her writing (eg: describing the characters, the setting, and the events).

- **ELD/oral language** (please note strengths *and* weaknesses):

Oral Communication:

- 👉 David can communicate in English.

Following Directions:

- 👉 Most of the time David can understand verbal directions.

Vocabulary:

- 👉 David struggles to find appropriate vocabulary, both academic and otherwise.

Focus/motivation issues (please note strengths *and* weaknesses):

- 👉 David can be easily distracted by students craving negative attention.

GOAL SETTING

Set three clear, measurable goals that will be assessed at the beginning and end of the Rtl cycle:

Goal	Primary time for practice (in class, Learning Lab/after school)	Assessment(s)
Goal 1: By the end	In class <i>and</i> after school	DRA (will be reassessed)

of this cycle, Angel should be at a DRA 30*.		after 4 weeks)
Goal 3: Davidl’s fluency rate will increase to 120 WPM	In class <i>and</i> after school <i>and</i> at home	DRA Fluency

ACTION PLAN

What kinds of interventions will the student receive in class and in tutoring to help them successfully meet their goals?

Tier I (Classroom) Interventions	Method of Practice	Suggested Materials
Intervention 1: DRA	<ul style="list-style-type: none"> • Angel will have guided reading twice weekly. During this time: <ul style="list-style-type: none"> ○ Summary Writing: <p><i>Identifying Events to Write About</i> David will practice identifying five important events in the story based on plot structure (which event causes the problem in the story, which events make the problem worse, when does the problem start to go away, what events help lead to a solution, how is the problem finally solved.</p> <p><i>Summarizing each Event</i> David will be summarizing individual events. When he summarizes an event, he will work to include characters, setting, what happens, and how the characters feel.</p> <p><i>Summarizing All Together</i> David will tie together summaries of individual events to make a cohesive summary</p>	<p>Guided reading texts both fiction and nonfiction at levels 14, 16, 18, 20, and 24.</p> <p>Sentence frames for MIE.</p> <p>List of common themes/messages.</p> <p>Sentence frame for author’s message.</p> <p>Sentence frame for making connections.</p>

	<p>for an entire text.</p> <ul style="list-style-type: none"> ○ Character Traits: David will describe what a character is like based on their actions or appearance. He will use a character trait, then prove it by explaining “because.” ○ Making Predictions: David will practice justifying her predictions. We will use a graphic organizer with specific types of “proof”. ○ Author’s Message: We will read texts with clear author’s messages, and build his exposure to common messages and themes. The more he is exposed to this type of question, the more he will improve. ○ Predictions: Practice making predictions/proving it. 	
Intervention 3: WPM	<ul style="list-style-type: none"> • Before starting centers each day, David and his reading partner will need to time each other on reading a fluency passage. They will revisit the passage each day and time themselves. They will track their progress. Each time they will also fill out a coaching form regarding their partner’s expression specifically. • David have a leveled fluency passage to read at home each week. • David will read aloud during guided reading and receive immediate feedback. 	Fluency passages, timers
Tier II (RtI) Interventions	Method of Practice	Suggested Materials
Intervention 1: DRA	<i>See 8-Week Plan</i>	<i>See 8-Week Plan</i>
Intervention 2: Letter names/sounds	<i>See 8-Week Plan</i>	<i>See 8-Week Plan</i>

or sight words		
Intervention 3: WPM	Timed oral reading practice	

Corresponding 8-week RtI Plan

8-Week Plan: Group ____, _____

Monday-Thursday, Time

Name	DRA	Teacher	Class	Pickup

DRA goal for the group: Students will pass the DRA level 24-28 in **January**.

Additional goals on ILPs:

- _____ will
- _____ will
- _____ will
- _____ will

Week #	Sessions	Objectives / Lessons	Materials
Week 1 (Nov. 29- Dec. 2)	Mon - Thurs (4 days)	<p style="text-align: center;">FICTION</p> <p>(NOTE: Students will experience written tests for the first time at level 28.)</p> <p>Beginning of session stuff (name games/nametags, read aloud, write a paragraph about yourself, etc.) <i>As needed – should be no more than 30 min. during first session with the group.</i></p> <p>Sight Words: Use Rocketship High Frequency Words indicated by teachers OR if no words are indicated, use HFW list 28 (1st half)</p> <p>Word ladders: one daily, _____ 2nd-3rd grade book</p> <p>Decoding/Comprehension Mini-Lessons: for each GR lesson, choose one decoding goal and one comprehension goal. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note:</p>	<p>GR books: DRA level 24 (or Reading A-Z level M)</p> <p>K-3 DRA2 Teacher Guide:</p> <ul style="list-style-type: none"> • “Storyboard” p. 131 • “Prediction” p. 134-135 • “My Book Log” p. 139 <p>Games:</p> <ul style="list-style-type: none"> • (Create-your-own) sight word Bingo • vocab-building games with affixes and –ed endings • fiction comprehension games • retelling games • main idea games <p>* Note: students should <i>always</i> read the word cards and give</p>

		<p>it's ok to read the same book over the course of 2-3 days so that you can practice multiple decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> • Read and identify words with r-controlled patterns. • Reread passages explicitly for fluency practice (one-minute timed readings, goal = 75 wpm) • Monitor and clarify while reading independently (“Does that sound right? Does that make sense?”) • Identify unknown vocabulary words and use context clues to predict the meaning • Read with expression. Tutor and students use the expression checklist. With a fiction book, expression should sound like talking. <p><i>Comprehension:</i></p> <ul style="list-style-type: none"> • Record books read on a reading log. Tutor will model each time the group begins a new book. • Define fiction books as stories that are made up and may teach us a lesson. (fiction = fake). • Orally list three traits that describe the main character after reading 2-3 pages of text (characterization). • Use the title, and known information about the characters after reading 2-3 pages to make reasonable predictions. Tutor models the first one, and then supports students. Student responses should push beyond what was read aloud and include evidence from the text. “What made you think so?” • Orally retell the text. Use a five finger retell. 	<p>reasons why they chose a given answer if the game has cards with multiple choice answers.</p>
<p>Week 2 (Dec. 6-9)</p>	<p>Mon - Thurs (4 days)</p>	<p style="text-align: center;">FICTION</p> <p>Sight Words: Use Rocketship High Frequency Words indicated by teachers OR if no words are indicated, use HFW list 28 (2nd half)</p> <p>Word ladders: one daily, _____ 2nd-3rd grade book</p> <p>Decoding/Comprehension Mini-Lessons: for each GR lesson, choose one decoding goal and one comprehension goal. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note: it's ok to read the same book over the course of 2-3 days so that you can practice multiple</p>	<p>GR books: DRA level 24 (or Reading A-Z level M)</p> <p>K-3 DRA2 Teacher Guide:</p> <ul style="list-style-type: none"> • “Storyboard” p. 131 • “Prediction” p. 134-135 • “Reflection” (Interpretation) p. 137 • “My Book Log” p. 139 <p>Games:</p> <ul style="list-style-type: none"> • (Create-your-own) sight word Bingo • vocab-building games with affixes • fiction comprehension

		<p>decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> • Read and identify words with inflectional endings, -s, -es, -ing. • Reread passages explicitly for fluency practice (one-minute timed readings, goal = 75 wpm) • Monitor and clarify while reading independently (“Does that sound right? Does that make sense?”) • Identify unknown vocabulary words and use context clues to predict the meaning • Read with expression. Tutor and students use the expression checklist. With a fiction book, expression should sound like talking. <p><i>Literal Comprehension (2/week):</i></p> <ul style="list-style-type: none"> • Orally list three traits that describe the main character after reading 2-3 pages of text (characterization). • Use a graphic organizer to capture all events, details, and key vocabulary in sequence. (sequencing map, storyboard, etc.) • Orally retell the text. Students must include all important events from the beginning, middle, and end, some specific details, key vocabulary, and all important characters’ names. Tutor may prompt using the following phrases only: <ul style="list-style-type: none"> - Tell me more. - What happened at the beginning? - What happened before/after _____? - Who else was in the story? - How did the story end? <p><i>Higher-Order Thinking Skills (2/week):</i></p> <ul style="list-style-type: none"> • Use the title, and known information about the characters after reading 2-3 pages to make reasonable predictions. Tutor models the first one, and then supports students. Student responses should push beyond what was read aloud and include evidence from the text. “What made you think so?” • Determine the lesson that the character learned in the story. “How do you know? Why is this lesson important?” 	<p>games</p> <ul style="list-style-type: none"> • retelling games • main idea games <p>* Note: students should <i>always</i> read the word cards and give reasons why they chose a given answer if the game has cards with multiple choice answers.</p>
<p>Week 3 (Dec. 13-</p>	<p>Mon - Thurs</p>	<p align="center">FICTION</p> <p>Sight Words: Use Rocketship High</p>	<p>GR books: DRA level 24 (or Reading A-Z level M)</p>

16)	(4 days)	<p>Frequency Words indicated by teachers OR if no words are indicated, use HFW list 29 (1st half)</p> <p>Word ladders: one daily, _____ 2nd-3rd grade book</p> <p>Decoding/Comprehension Mini-Lessons: for each GR lesson, choose one decoding goal and one comprehension goal. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note: it's ok to read the same book over the course of 2-3 days so that you can practice multiple decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> • Read and indentify contractions. • Reread passages explicitly for fluency practice (one-minute timed readings, goal = 75 wpm) • Monitor and clarify while reading independently (“Does that sound right? Does that make sense?”) • Identify unknown vocabulary words and use context clues to predict the meaning • Read with expression. Tutor and students use the expression checklist. With a fiction book, expression should sound like talking. <p><i>Literal Comprehension (2/week):</i></p> <ul style="list-style-type: none"> • Orally list three traits that describe the main character after reading 2-3 pages of text (characterization). • Use a graphic organizer to capture all events, details, and key vocabulary in sequence. (sequencing map, storyboard, etc.) • Orally retell the text. Students must include all important events from the beginning, middle, and end, some specific details, key vocabulary, and all important characters’ names. Tutor may prompt using 1-2 of the following phrases only: <ul style="list-style-type: none"> - Tell me more. - What happened at the beginning? - What happened before/after _____? - Who else was in the story? - How did the story end? • Write retells (or tutor scribes for group). Revise as a group for events, details, key vocab, and sequence. Students add details or 	<p>K-3 DRA2 Teacher Guide:</p> <ul style="list-style-type: none"> • “Storyboard” p. 131 • “Prediction” p. 134-135 • “Reflection” p. 36 • “Reflection” (Interpretation) p. 137 • “My Book Log” p. 139 <p>Games:</p> <ul style="list-style-type: none"> • (Create-your-own) sight word Bingo • vocab-building games with affixes • fiction comprehension games • retelling games • main idea games <p>* Note: students should <i>always</i> read the word cards and give reasons why they chose a given answer if the game has cards with multiple choice answers.</p>
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		<p>change information with another color (colored pencil).</p> <p><i>Higher-Order Thinking Skills (2/week):</i></p> <ul style="list-style-type: none"> • Determine the lesson that the character learned in the story. “How do you know? Why is this lesson important?” • Determine the lesson that the reader can learn from the story (this might be more general). The frame “You should/shouldn’t ___ because ___” often works. Examples include: <ul style="list-style-type: none"> - You should listen to your parents because they know what’s best to keep you safe. - You should be happy with yourself no matter what you like because there is something special about everyone. - You shouldn’t give up if you have a problem because there is always someone who can help. • Identify the most important event in the story. The response should address the author’s message. The response to <i>why</i> might contain demonstration of higher-order thinking. “What do you think is the most important event in this story? Tell why you think it is important.” 	
<p>Week 4 (Jan. 3-6)</p>	<p>Mon - Thurs (4 days)</p>	<p style="text-align: center;">FICTION</p> <p>Sight Words: Use Rocketship High Frequency Words indicated by teachers OR if no words are indicated, use HFW list 29 (2nd half)</p> <p>Word ladders: one daily, _____ 2nd-3rd grade book</p> <p>Decoding/Comprehension Mini-Lessons: for each GR lesson, choose one decoding goal and one comprehension goal. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note: it’s ok to read the same book over the course of 2-3 days so that you can practice multiple decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> • Sort words with –ed inflectional endings into the sounds –d, -t, and –id/-ed. • Reread passages explicitly for fluency practice (one-minute timed readings, goal = 75 wpm) 	<p>GR books: DRA level 28 (or Reading A-Z level N)</p> <p>K-3 DRA2 Teacher Guide:</p> <ul style="list-style-type: none"> • “Storyboard” p. 131 • “Prediction” p. 134-135 • “Reflection” p. 36 • “Reflection” (Interpretation) p. 137 • “My Book Log” p. 139 <p>Games:</p> <ul style="list-style-type: none"> • (Create-your-own) sight word Bingo • vocab-building games with affixes • fiction comprehension games • retelling games • main idea games <p>* Note: students should <i>always</i> read the word cards and give reasons why they chose a given answer if the game has cards with</p>

		<ul style="list-style-type: none"> • Monitor and clarify while reading independently (“Does that sound right? Does that make sense?”) • Identify unknown vocabulary words and use context clues to predict the meaning • Read with expression. Tutor and students use the expression checklist. With a fiction book, expression should sound like talking. <p><i>Literal Comprehension (2/week):</i></p> <ul style="list-style-type: none"> • Orally list three traits that describe the main character after reading 2-3 pages of text (characterization). • Use a graphic organizer to capture all events, details, and key vocabulary in sequence. (sequencing map, storyboard, etc.) • Orally retell the text. Students must include all important events from the beginning, middle, and end, some specific details, key vocabulary, and all important characters’ names. Tutor may prompt using 1-2 of the following phrases only: <ul style="list-style-type: none"> - Tell me more. - What happened at the beginning? - What happened before/after _____? - Who else was in the story? - How did the story end? • Write retells (or tutor scribes for group). Revise as a group for events, details, key vocab, and sequence. Students add details or change information with another color (colored pencil). <p><i>Higher-Order Thinking Skills (2/week):</i></p> <ul style="list-style-type: none"> • Use the title, and known information about the characters after reading 2-3 pages to make reasonable predictions. Tutor models the first one, and then supports students. Student responses should push beyond what was read aloud and include evidence from the text. “What made you think so?” • Determine the lesson that the character learned in the story. “How do you know? Why is this lesson important?” • Determine the lesson that the reader can learn from the story (this might be more general). The frame “You should/shouldn’t _____” 	multiple choice answers.
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		<p>because ____” often works. Examples include:</p> <ul style="list-style-type: none"> - You should listen to your parents because they know what’s best to keep you safe. - You should be happy with yourself no matter what you like because there is something special about everyone. - You shouldn’t give up if you have a problem because there is always someone who can help. <ul style="list-style-type: none"> • Orally isolate the most important event in the story. The response should address the author’s message. The response to <i>why</i> might contain demonstration of higher-order thinking. “What do you think is the most important event in this story? Tell why you think it is important.”” 	
<p>Week 5 (Jan. 10-13)</p>	<p>Mon - Thurs (4 days)</p>	<p style="text-align: center;">NONFICTION</p> <p>Sight Words: Use Rocketship High Frequency Words indicated by teachers OR if no words are indicated, use HFW list 30 (1st half)</p> <p>Word ladders: one daily, _____ 2nd-3rd grade book</p> <p>Decoding/Comprehension Mini-Lessons: for each GR lesson, choose one decoding goal AND one literal comprehension OR one higher-order-thinking goal. Each week you should have 2 lessons with literal comprehension goals and 2 lessons with higher-order thinking goals. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note: it’s ok to read the same book over the course of 2-3 days so that you can practice multiple decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> • Chunk multisyllabic words (including identifying and counting/markings the vowel sounds). • Chunk multisyllabic words with affixes. • Sort words with –ed inflectional endings into the sounds –d, -t, and –id/-ed. • Reread passages explicitly for fluency practice (one-minute timed readings, goal = 75 wpm) • Monitor and clarify while reading independently (“Does that sound 	<p>GR books: DRA level 28(or Reading A-Z level N)</p> <p>K-3 DRA2 Teacher Guide:</p> <ul style="list-style-type: none"> • “Prediction” p. 135 • “Reflection” p. 136 • “My Book Log” p. 139 <p>Games:</p> <ul style="list-style-type: none"> • (Create-your-own) sight word Bingo • vocab-building games with affixes • nonfiction games • retelling games • main idea games <p>* Note: students should <i>always</i> read the word cards and give reasons why they chose a given answer if the game has cards with multiple choice answers.</p>

		<p>right? Does that make sense?")</p> <ul style="list-style-type: none"> Identify unknown vocabulary words and use context clues to predict the meaning Read with expression. Tutor and students use the expression checklist. With a nonfiction book, expression should sound like teaching. <p><i>Comprehension:</i></p> <ul style="list-style-type: none"> Define nonfiction books as books with facts about a topic (nonfiction = not fake). Use nonfiction text features to gather information and answer questions (table of contents, headings, labeled diagrams, maps, captions, timelines, flow charts, glossary). Tutor teaches the purpose and how to use various text features from the book. Tutor uses prepared questions based on the text features in the book. "Read the map. What does it show you?" Students use the title, table of contents and information read in the first few pages to orally ask questions about what they think will be answered in the text. Student responses should push beyond what was read aloud. "Why, how, what if?" Use the title, table of contents, and information read in first few pages to make predictions about what will be learned in the text. Tutor models the first one, and then supports students. Student responses should push beyond what was read aloud. 	
<p>Week 6 (Jan. 18-20)</p>	<p>Mon - Wed (3 days)</p>	<p>Sight Words: Use Rocketship High Frequency Words indicated by teachers OR if no words are indicated, use HFW list 30 (2nd half)</p> <p>Word ladders: one daily, _____ 2nd-3rd grade book</p> <p>Decoding/Comprehension Mini-Lessons: for each GR lesson, choose one decoding goal and one comprehension goal. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note: it's ok to read the same book over the course of 2-3 days so that you can practice multiple decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> Chunk multisyllabic words 	<p>GR books: DRA level 28 (or Reading A-Z level O)</p> <p>K-3 DRA2 Teacher Guide:</p> <ul style="list-style-type: none"> "Prediction" p. 135 "Reflection" p. 136 "My Book Log" p. 139 <p>Games:</p> <ul style="list-style-type: none"> (Create-your-own) sight word Bingo vocab-building games with affixes nonfiction games retelling games main idea games <p>* Note: students should <i>always</i> read the word cards and give</p>

		<p>(including identifying and counting/markings the vowel sounds).</p> <ul style="list-style-type: none"> • Chunk multisyllabic words with affixes. • Sort words with –ed inflectional endings into the sounds –d, -t, and –id/-ed. • Reread passages explicitly for fluency practice (one-minute timed readings, goal = 75 wpm) • Monitor and clarify while reading independently (“Does that sound right? Does that make sense?”) • Identify unknown vocabulary words and use context clues to predict the meaning • Read with expression. Tutor and students use the expression checklist. With a nonfiction book, expression should sound like teaching. <p><i>Literal Comprehension(2/week):</i></p> <ul style="list-style-type: none"> • Use nonfiction text features to gather information and answer questions (table of contents, headings, labeled diagrams, maps, captions, timelines, flow charts, glossary). Tutor teaches the purpose and how to use various text features from the book. Tutor uses prepared questions based on the text features in the book. “Read the map. What does it show you?” • Students use the title, table of contents and information read in the first few pages to orally ask questions about what they think will be answered in the text. Student responses should push beyond what was read aloud. “Why, how, what if?” • Use a graphic organizer (web) to list important facts from each heading. Fill in the title and headings and then students search for facts. Students can write facts in their own words on post-its and place them where they were discovered in the text. • Write a summary (retell) of the text by heading. The students should include two significant facts from each section in their own words and demonstrate an understanding of key vocabulary. • Revise summary as a group for important facts and key vocab. Students add details or change 	<p>reasons why they chose a given answer if the game has cards with multiple choice answers.</p>
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		<p>information with another color (colored pencil).</p> <p><i>Higher-Order Thinking:</i></p> <ul style="list-style-type: none"> Use the title, table of contents, and information read in first few pages to make predictions about what will be learned in the text. Tutor models the first one, and then supports students. Student responses should push beyond what was read aloud. 	
<p>Week 7 (Jan 24 - 27)</p>	<p>Mon - Tues (4 days)</p>	<p style="text-align: center;">NONFICTION</p> <p>Sight Words: Use Rocketship High Frequency Words indicated by teachers OR if no words are indicated, use HFW list 31 (1st half)</p> <p>Word ladders: one daily, _____ 2nd-3rd grade book</p> <p>Decoding/Comprehension Mini-Lessons: for each GR lesson, choose one decoding goal and one comprehension goal. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note: it's ok to read the same book over the course of 2-3 days so that you can practice multiple decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> Chunk multisyllabic words (including identifying and counting/markings the vowel sounds). Chunk multisyllabic words with affixes. Sort words with -ed inflectional endings into the sounds -d, -t, and -id/-ed. Reread passages explicitly for fluency practice (one-minute timed readings, goal = 75 wpm) Monitor and clarify while reading independently (“Does that sound right? Does that make sense?”) Identify unknown vocabulary words and use context clues to predict the meaning Read with expression. Tutor and students use the expression checklist. With a nonfiction book, expression should sound like teaching. <p><i>Literal Comprehension(2/week):</i></p> <ul style="list-style-type: none"> Use a graphic organizer (web) to list important facts from each heading. Fill in the title and headings and then students search 	<p>GR books: DRA level 28(or Reading A-Z level O)</p> <p>K-3 DRA2 Teacher Guide:</p> <ul style="list-style-type: none"> “Prediction” p. 135 “Reflection” p. 136 “My Book Log” p. 139 <p>Games:</p> <ul style="list-style-type: none"> (Create-your-own) sight word Bingo vocab-building games with affixes nonfiction games retelling games main idea games <p>* Note: students should <i>always</i> read the word cards and give reasons why they chose a given answer if the game has cards with multiple choice answers.</p>

		<p>for facts. Students can write facts in their own words on post-its and place them where they were discovered in the text.</p> <ul style="list-style-type: none"> • Write a summary (retell) of the text by heading. The students should include two significant facts from each section in their own words and demonstrate an understanding of key vocabulary. • Revise summary as a group for important facts and key vocab. Students add details or change information with another color (colored pencil). • Write accurate responses to open-ended, literal comprehension questions. Tutor uses self-prepared questions (oral and written). Students mark where they found the answer. “List two reasons that most peanuts are grown in the southern part of the United States.” <p><i>Higher-Order Thinking (2/week):</i></p> <ul style="list-style-type: none"> • Write reasonable responses to interpretation questions. Students must support their thinking with evidence from the text. Tutor uses self-prepared questions and models answering in complete sentences. “Why do you think people use machines to gather peanuts and make peanut butter?” • Write reasonable responses to reflection questions. Students must support their thinking with evidence from the text. Tutor models answering in complete sentences. “What is the most important thing you learned about _____ (topic)? Why is that important?” Tutor should have a clear idea of what the answer to this question is and hold students accountable. Example: “Service animals help people in many different ways. This is important because service animals allow people to do things they would otherwise be unable to do.” 	
<p>NO Week 8</p>		<p align="center">NONFICTION</p> <p>Sight Words: Use Rocketship High Frequency Words indicated by teachers OR if no words are indicated, use HFW list 31 (2nd half)</p> <p>Word ladders: one daily, _____ 2nd-3rd grade book</p> <p>Decoding/Comprehension Mini-Lessons:</p>	<p>GR books: DRA level 28 (or Reading A-Z level P)</p> <p>K-3 DRA2 Teacher Guide:</p> <ul style="list-style-type: none"> • “Prediction” p. 135 • “Reflection” p. 136 • “My Book Log” p. 139 <p>Games:</p>

		<p>for each GR lesson, choose one decoding goal and one comprehension goal. Present these goals to students before reading, reinforce during reading, and evaluate progress toward goals after reading. Note: it's ok to read the same book over the course of 2-3 days so that you can practice multiple decoding/comprehension skills!</p> <p><i>Decoding:</i></p> <ul style="list-style-type: none"> • Chunk multisyllabic words (including identifying and counting/marketing the vowel sounds). • Chunk multisyllabic words with affixes. • Sort words with –ed inflectional endings into the sounds –d, -t, and –id/-ed. • Reread passages explicitly for fluency practice (one-minute timed readings, goal = 75 wpm) • Monitor and clarify while reading independently (“Does that sound right? Does that make sense?”) • Identify unknown vocabulary words and use context clues to predict the meaning • Read with expression. Tutor and students use the expression checklist. With a nonfiction book, expression should sound like teaching. <p><i>Literal Comprehension(2/week):</i></p> <ul style="list-style-type: none"> • Use nonfiction text features to gather information and answer questions (table of contents, headings, labeled diagrams, maps, captions, timelines, flow charts, glossary). Tutor teaches the purpose and how to use various text features from the book. Tutor uses prepared questions based on the text features in the book. “Read the map. What does it show you?” • Students use the title, table of contents and information read in the first few pages to orally ask questions about what they think will be answered in the text. Student responses should push beyond what was read aloud. “Why, how, what if?” • Use a graphic organizer (web) to list important facts from each heading. Fill in the title and headings and then students search for facts. Students can write facts in their own words on post-its and 	<ul style="list-style-type: none"> • (Create-your-own) sight word Bingo • vocab-building games with affixes • nonfiction games • retelling games • main idea games <p>* Note: students should <i>always</i> read the word cards and give reasons why they chose a given answer if the game has cards with multiple choice answers.</p>
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		<p>place them where they were discovered in the text.</p> <ul style="list-style-type: none"> • Write a summary (retell) of the text by heading. The students should include two significant facts from each section in their own words and demonstrate an understanding of key vocabulary. • Revise summary as a group for important facts and key vocab. Students add details or change information with another color (colored pencil). • Write accurate responses to open-ended, literal comprehension questions. Tutor uses self-prepared questions (oral and written). Students mark where they found the answer. “List three things that Mae learned to do in the astronaut training program.” <p><i>Higher-Order Thinking (2/week):</i></p> <ul style="list-style-type: none"> • Use the title, table of contents, and information read in first few pages to make predictions about what will be learned in the text. Tutor models the first one, and then supports students. Student responses should push beyond what was read aloud. • Write reasonable responses to interpretation questions. Students must support their thinking with evidence from the text. Tutor uses self-prepared questions and models answering in complete sentences. “Why do you think people use machines to gather peanuts and make peanut butter?” • Write reasonable responses to reflection questions. Students must support their thinking with evidence from the text. Tutor models answering in complete sentences. “What is the most important thing you learned about _____ (topic)? Why is that important?” Tutor should have a clear idea of what the answer to this question is and hold students accountable. Example: “Service animals help people in many different ways. This is important because service animals allow people to do things they would otherwise be unable to do.” 	
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Unit Plan – Backwards Planning
Formative Assessment

Water Makes the World Go Round

1) Desired Results

Established Goals:

Science Standards

5th Grade: 3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:

- a. *Students know* most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.
- b. *Students know* when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
- c. *Students know* water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.
- d. *Students know* that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
- e. *Students know* the origin of the water used by their local communities.

4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:

- a. *Students know* uneven heating of Earth causes air movements (convection currents).
- b. *Students know* the influence that the ocean has on the weather and the role that the water cycle

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plays in weather patterns.

Students know the causes and effects of different types of severe weather

Science Review Strands:

2nd Grade Rock Cycle Unit: Steps in the rock cycle, focus on weathering and erosion and the role of wind and waves specifically (2nd Grade 3.a-e, 4th Grade 4.a,b, 5.a-c)

3rd Grade Astronomy Unit: Tilt of the earth + rotation = seasons, focus on different hemispheres and direct v. indirect light from the sun (3rd Grade 4.a-e, 5th Grade 5.a-c)

ELA Standards:

Reading 2.3: Discern main ideas and concepts presented in texts identifying and assessing evidence that supports those ideas.

Reading 2.1: Understand how text features (e.g. format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

Literary Criticism 3.7: Evaluate the author’s use of various techniques (e.g. appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language, **point of view**) to influence readers’ perspectives.

Writing 2.1: Write narratives that establish a. plot, point of view, setting, and/or conflict b. Show rather than tell the events of the story

Listening & Speaking 2.2: Deliver informative presentations about an important idea, issue, or event by the following means a. Frame questions to direct the investigation b. Establish a controlling idea or topic c. Develop the topic with simple facts, details, examples, and explanations

Understandings:

Students will understand that...

Water is a dynamic force.

The interaction between water, wind, and temperature change has many effects for both living and non-living things.

Human actions effect the environment.

U

Essential Questions:

How does water on earth affect my life?

How do I affect the earth’s water supply?

How does water change the all living and non-living things?

Q

Knowledge:

Students will know...

K

Skills:

Students will be able to....

S

that the presence of water on earth is one of the reasons for life on the planet.	1	compare the earth to other planets in our solar system and describe what our world would look like without water.
how very little fresh water there is on earth compared to salt water, and how water is in constant motion.	2	locate on maps where the earth's water supply is stored, describe how it moves, and how much of it is counted as "fresh water."
how water moves through phases and locations in the water cycle.	3	describe the path of a water droplet through the water cycle and across the world.
where their drinking water comes from and how it cleaned.	4	trace the path of their water from Yosemite to their faucets.
how changes in temperature, wind currents, ocean currents, and air pressure combine to create different forms of weather.	5	predict the resulting form of weather given a description of various conditions.
the significance of symbols on a weather map.	6	use a weather map in a local newspaper to describe the weather in various locations nation and world-wide.
how wind and water erosion shapes the landscape over time.	7	identify geographical examples of erosion (i.e. the Grand Canyon), and explain the process of erosion and deposition over time.
how differences in weather can effect living and non-living things.	8	describe the after-effects of prominent weather events (i.e. Hurricane Katrina) on people and the environment, and predict the outcome for a given environment of a specific weather event
how human actions (driving, building factories, polluting water etc.) can change the environment.	9	explain the cause and effect relationship of various human actions and environmental change.
how important a force water is in creating the lives we know.	10	Respond to the essential questions of the unit orally, and in writing to demonstrate a strong understanding of all key ideas.

2) Assessment Evidence

Performance Tasks & Summative Assessments:	SA	Pre-Assessment & Formative Assessments:	FA
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1) Learning Logs (informal) Group Conclusions from Venn Diagram Activity (The earth is unique in these ways....)	1) Review Activity for Astronomy – Venn Diagram between the Earth and various planets
2) Learning Logs (informal) Homework (mark freshwater, share with a parent) Performance Task: using a map describe where we can find freshwater, how it travels	2) Prior to world map input chart, ask students to predict: -Where freshwater is located -What % of water on earth is drinkable -Where we get our drinkable water from
3) Word Card Review Final Narrative about the path of a water droplet	3) Observation charts in class
4) Performance Task: tracing the pathway of freshwater from Yosemite to their faucet Expert Group presentation on Exhibition Night	4) Prior to input chart, ask students to predict: -Where their freshwater comes from -How it reaches their faucet -Where it goes after they flush it, wash it down the drain...
5) Final Assessment Questions Learning Log (informal) Exit Slips	5) Group Work (centers)– what conditions lead to various types of weather, gather and discuss prior to that week’s teaching
6) Final Assessment Questions Exhibition Night Presentation	6) Homework – bring in a weather map, explain to parents what you <i>think</i> it says KWL chart Bellworks questions prior to this unit...
7) Learning Lobs (informal) Final Assessment – Case Study	7) Observation Charts (canyons, etc.)
8) Final Assessment - essay question Sections of the Narrative	8) Observation Charts (Hurricanes etc.) Group Work (in centers) – what happens after...
9) Final Assessment - essay question Exhibition Night Presentation Final Learning Log entry: (what was the most	9) Observation Charts CCD predictions (climate change, global warming)

important thing you learned, what will you do with this information?)	
10) Exhibition Night presentation Final Assessment - essay questions (EQ's)	10) Introduce EQ's and have students respond in Learning Logs
<p>Exhibition Night Plan: <i>"H2O for America"- students will establish the "platform" for H2O, as he/she runs for president. What has he/she done, and what can he/she do for you? Expert groups will present compelling evidence for why you should care about and support, this candidate.</i></p> <p>Expert Groups:</p> <ul style="list-style-type: none"> • Water's Impact: covers erosion, life giving qualities, weather impact (and how weather comes to be) • Freshwater's history: traces the watershed, review water cycle, the importance of conserving freshwater • Weather: What you need to know about how water interacts with his/her friends (currents, climate etc.) • Protect H2O and the Planet: how human actions can impact the weather, water cycle etc. <p><i>Student created ending piece (voting, parents, write down how the most impt. thing they learned, etc.)</i></p>	

Example Weekly UbD Integration Plan

Monday – 3h, 40 m	Tuesday - 3h, 40 m	Wednesday - 3h,40m	Thursday - 3h, 40 m	Friday – 2h, 40m
<ul style="list-style-type: none"> • Revisit UbD content in Word Study • Center(s) during GR 	<ul style="list-style-type: none"> • Revisit content in RW mini-lesson • Center(s) during GR 	<ul style="list-style-type: none"> • Revisit content in WW mini-lesson • Center(s) during GR 	<ul style="list-style-type: none"> • Revisit UbD content in Word Study • Center(s) during GR 	<ul style="list-style-type: none"> • Homework check/bellwork (20) • Spelling Test (15) • GR (30) • GWG (20) • UbD Content

<i>20 – 40 min. per day</i>				(60) <ul style="list-style-type: none">• Community Circle (15)
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3) Learning Activities

LA

Lesson (Number, Title, # of Class Periods)	Whole-Class Components	Differentiated Components
<p>D1W1 (Friday) <i>Water's Importance</i></p> <p>1 hour whole group with group work</p>	<ul style="list-style-type: none"> -Previously, students have done Venn Diagrams to compare and contrast the earth to other planets (<i>during Centers</i>) -Have students in groups share their work in draw a conclusion about 1-2 main points about how the earth is different from a given planet -Have each group share their conclusion (record on sentence strips) -Provide a note taking graphic organizer and set context for the video/unit -Watch Discovery Streaming video "The Blue Planet" (10 min. -Have each group share their notes, and complete the sentence – The earth is unique amongst the planets in our solar system because.... To share with the whole class -Create class conclusion – water is a life giving element that makes the earth unique (amongst other factors – Mars!) 	
<p>D2W1 (Monday) <i>Water's Importance</i></p> <p>20 min, whole group 20 min. center time in groups</p>	<p>Centers:</p> <ul style="list-style-type: none"> -Copy the EQ's into your learning log, answer the questions with knowledge you currently have -Make predictions about what you will be learning in the unit, or any questions you have <p>Word Study:</p> <ul style="list-style-type: none"> -CCD: hydrology (focus on the ending –ology, create a list of other –ology words to help define) -Review our group conclusions about how the earth compares to other planets for subject/verb agreement (if no issues, create examples that groups can edit) 	<ul style="list-style-type: none"> -Illustrate the EQ's for ELLs -Underline key words (have a group leader for each group that can lead this process in centers) -Pull students who need more processing time as they come in to discuss –ology words...
<p>D3W1 (Tuesday) <i>Water's Importance</i></p> <p>20 min, whole group</p>	<p>Centers:</p> <ul style="list-style-type: none"> -Share one of your responses to EQ's with a partner, underline any sections you had BOTH written, add any new information you learn, or questions you have after speaking with you partner -Observation Charts with the pictures from "Don't Drink the Water" -Complete the g.o. on the shared reading 	<ul style="list-style-type: none"> -Have select vocab words already illustrated and defined, for sharing while reading (this is not the main purpose of the lesson, so we want students to understand quickly...)

<p><i>20 min. center time in groups</i></p>	<p>Reader’s Workshop ML: -Set purpose for reading: Identifying cause and effect in order to understand the author’s message -Shared Reading of “Don’t Drink the Water” -Have students begin graphic organizer of cause and effect, and citing details to prove the author’s message</p>	
<p>D4W1 (Wednesday) <i>Water’s Importance</i></p> <p><i>20 min, whole group</i> <i>20 min. center time in groups</i></p>	<p>Centers: -Complete the g.o. from yesterday’s shared reading “Don’t Drink the Water” -Summarize key points – if you were going to teach the main idea of this piece to 1st graders, what would you say were the 3 most important details?</p> <p>Writer’s Workshop ML: -Creating examples of problem/solution based on the premise of “Don’t Drink the Water” – what could a character do if they did not access to freshwater?</p>	
<p>D5W1 (Thursday) <i>Water’s Importance</i></p> <p><i>20 min, whole group</i> <i>20 min. center time in groups</i></p>	<p>Centers: -Choose one of your seed ideas for problem/solution from yesterday’s writing and begin to draft the story -Scaffolded: students supply the problem for given solutions or vice versa, and choose one to begin drafting -Pre-assessment for input chart: where is freshwater located, what % of the water on earth is drinkable, where does the water in our taps come from?</p> <p>Word Study: CCD - precipitation Define the suffix –tion, create a list of examples Classify (-tion = what part of speech?)</p>	<p>-See scaffolded section of centers time</p>
<p>D1W2 (Friday) <i>The Water Cycle & Freshwater</i></p> <p><i>1hour</i></p>	<p>-Review the pre-assessment for freshwater -Begin world map input chart (main oceans, difference between freshwater and ocean water, where freshwater can be found, percentage of drinkable water on earth) -Focus the students on 2 locations – Northern California, and Okavango Delta in Botswana, add the main rivers and water sources to the input chart -Introduce OHECK – the scientific method</p>	<p>-Provide pictures, short narratives about how people gather water in different parts of the world – to build schema -Illustrated version of “The Precipitation Dance” -TPR when teaching the dance</p>

	<ul style="list-style-type: none"> -Pose a question to students – “What about people who do not live near rivers, lakes –w here do they get their water from?” -Start with observations, and have groups form a hypothesis... -Collaboratively decide upon how we could experiment to find out if our hypotheses are correct -Teach “The Precipitation Dance” -CCD follow up define precipitation, add condensation 	
<p>D2W2 (Monday) <i>The Water Cycle</i></p> <p><i>20 min, whole group</i> <i>20 min. center time</i> <i>in groups</i></p>	<p>Centers:</p> <ul style="list-style-type: none"> -Students copy the input chart into their Learning Log, adding their 2 big take-aways, and 3 questions for further research -In groups, write a list of potential experiments to validate our hypothesis about how people get freshwater <p>Word Study:</p> <ul style="list-style-type: none"> -Finish up “condensation” in the CCD -Generate possible inflectional endings for the base word – condense -Have students write/fill in the correct word for various sentences and PROVE how they know their ending is correct 	<ul style="list-style-type: none"> -Create a g.o. for students to plan a potential experiment -Add a list of guiding questions for students who are struggling -Differentiated word study worksheet – either students create the sentence or just choose the correct word to fill in, in pre-made sentences
<p>D3W2 (Tuesday) <i>The Water Cycle</i></p> <p><i>20 min, whole group</i> <i>20 min. center time</i> <i>in groups</i></p>	<p>Centers:</p> <ul style="list-style-type: none"> -Students illustrate the “Precipitation Dance” lyrics in their Learning Logs, using the dictionary when necessary -Continue “monitoring my reading” activity from ML <p>Reader’s Workshop ML:</p> <ul style="list-style-type: none"> -Monitoring our Comp. when reading for information -Model reading through the first 2-3 paragraphs of an article on “The Water Cycle” – using sticky notes to stop and ask questions as they come up, or highlight unknown words, or make connections -Have students begin to do the same in the next paragraph (they will continue during Centers time) 	<ul style="list-style-type: none"> -Could use different passages for different reading levels or have students partner read depending upon levels of students
<p>D4W2 (Wednesday) <i>The Water Cycle</i></p> <p><i>20 min, whole group</i> <i>20 min. center time</i> <i>in groups</i></p>	<p>Centers:</p> <ul style="list-style-type: none"> -Have students finalize their experiments to test their hypotheses about how freshwater travels -Give students CA water cycle input map (scaled down) and have them make predictions about what they will be learning on Friday about the pathway water takes within our state (students paste in their learning Log) <p>Reader’s Workshop ML:</p> <ul style="list-style-type: none"> -Review the post-it’s from yesterday’s reading – how does this help us 	<ul style="list-style-type: none"> -Differentiated CA input chart – guiding questions for some students

	<p>understand our reading better?</p> <ul style="list-style-type: none"> -Review some of the student generated thoughts/questions etc. -Add “Thinking about reading while reading helps us understand what we are reading more deeply” to the Good Readers.... chart 	
<p>D5W2 (Thursday)</p> <p><i>The Water Cycle</i></p> <p><i>20 min, whole group</i> <i>20 min. center time</i> <i>in groups</i></p>	<p>Centers:</p> <ul style="list-style-type: none"> -Based on their reading this week, have students fill out a “Water Cycle” chart, and write a paragraph to explain how water moves through the water cycle -Extension: have students compare the water cycle to the rock cycle that they studied in 2nd grade in a Venn Diagram <p>Writer’s Workshop ML:</p> <ul style="list-style-type: none"> -Adding important details: model from the perspective of a water droplet – would add what I see below me as I rise up as a cloud, the temperature etc., would not add the color of everything -Informal assessment of the stages of the water cycle opportunity -Have students think of details for various stages that the droplet would be moving through 	<p>-Rock cycle books on hand to reference</p>
	<p>Jump ahead approx. 7 weeks...</p>	
<p>D1W9 (Friday)</p> <p><i>Tying it All Together</i></p> <p><i>1 hour 15 min.</i></p>	<ul style="list-style-type: none"> -Prior to today, students have reviewed their EQ predictions that were written in the Learning Logs at the beginning of the unit -What were misperceptions we had? Students work in groups to discuss what they wrote 2 months ago, and what new information they have about their EQ’s now, each group captures their best answer on a sentence strip -Present group responses to EQ’s -Vote with dots – what are the most important ideas to convey to our parents on exhibition night? -Students “apply” to be part of various expert groups for exhibition night -Brainstorm for the closing activity with our parents – what do we want them to walk away with on EN? -Finish input chart on human impact causes & effects for the environment 	

<p>D2W9 (Monday) <i>Tying it All Together</i></p> <p><i>20 min, whole group</i> <i>20 min. center time</i> <i>in groups</i></p>	<p>Centers: -Students receive “expert group assignment,” and begin to write out their Big 5 key points -EN planning form – what experiment will demonstrate this idea, what visuals etc.</p> <p>Writer’s Workshop ML: -Choosing imp. details to support the assertion -Share a statement about climate change, and review a familiar article on the topic -Have students suggest details to underline for citing in the Response to Literature</p>	<p>-G.o.’s for planning for EN -Use an article students have read before (esp. something lower readers are familiar with, something from GR?)</p>
<p>D3W9 (Tuesday) <i>Tying it All Together</i></p> <p><i>20 min, whole group</i> <i>20 min. center time</i> <i>in groups</i></p>	<p>Centers: -Students each write up their key points into a presentation for EN (at least 3 paragraphs) -Share writing with a partner, and edit</p> <p>Word Study: -Review Weather Bugaloo – searching for prepositions -Farmer in the Dells for hurricane, tornado and blizzard</p>	<p>-Editing checklist (with pictures) -Illustrated word cards for hurricane, tornado and blizzard</p>
<p>D4W9 (Wednesday) <i>Tying it All Together</i></p> <p><i>20 min, whole group</i> <i>20 min. center time</i> <i>in groups</i></p>	<p>Centers: -Expert Groups meet to share their presentation write ups, and make sure they do not overlap -Share EN planning form and make decisions about which experiments, visuals etc. to use and divide responsibilities</p> <p>Reader’s Workshop: -Figurative language (specifically metaphors) -Use poetry about various weather types to illustrate metaphors -Have small groups read their poem and explain the metaphor employed by the poet</p>	
<p>D5W9 (Thursday) <i>Tying it All Together</i></p>	<p>Centers: -Have students use their “study guide g.o.” to go back through their Learning Logs and review for their final assessment -Students needing more time, rewrite their section of the presentation for EN</p> <p>Word Study:</p>	

<p>20 min, whole group 20 min. center time in groups</p>	<p>- Alliteration hunt (model) then have students work in pairs to find as many examples of alliteration from UbD posters/chants as they can, bonus – students together write a sentence about freshwater with as many alliterative phrases as possible -Share out</p>	
<p>D1W10 (Friday)</p> <p><i>Tying it All Together</i></p> <p>1 h. 15 min.</p>	<p>Final Assessment Pull students for performance task #1, and #2 if time allows</p>	
<p><i>*Key Lesson/Activity: Using Reach FAS Lesson Plan & Observation Protocols</i></p>		

Practicum for Seminar Series in:

- | | | |
|---|---|---|
| <input type="checkbox"/> How People Learn | <input type="checkbox"/> Teaching for English Learners | <input type="checkbox"/> Technology for Learning |
| <input type="checkbox"/> Teaching as Leadership | <input type="checkbox"/> Teaching for Literacy | <input type="checkbox"/> Teaching for Special Populations |
| <input type="checkbox"/> Curriculum, Instruction, and Assessment | <input type="checkbox"/> Beyond Discipline | <input type="checkbox"/> Teaching for Equity & Diversity |
| <input type="checkbox"/> Healthy Environments & Classroom Community | <input type="checkbox"/> Supporting Healthy Youth Development | <input type="checkbox"/> TPA Preparation |

Check all that apply:

- | MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS | ASSESSING STUDENT LEARNING | ENGAGING AND SUPPORTING STUDENTS IN LEARNING | PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS | CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING | DEVELOPING AS A PROFESSIONAL EDUCATOR |
|--|---|--|---|--|---|
| <input type="checkbox"/> TPE 1: Specific Pedagogical Skills for Subject Matter Instruction | <input type="checkbox"/> TPE 2: Monitoring Student Learning During Instruction
<input type="checkbox"/> TPE 3: Interpretation and Use of Assessments | <input type="checkbox"/> TPE 4: Making Content Accessible
<input type="checkbox"/> TPE 5: Student Engagement
<input type="checkbox"/> TPE 6: Developmentally Appropriate Teaching Practices
<input type="checkbox"/> TPE 7: Teaching English Learners | <input type="checkbox"/> TPE 8: Learning about Students
<input type="checkbox"/> TPE 9: Instructional Planning | <input type="checkbox"/> TPE 10: Instructional Time
<input type="checkbox"/> TPE 11: Social Environment | <input type="checkbox"/> TPE 12: Professional, Legal, and Ethical Obligations
<input type="checkbox"/> TPE 13: Professional Growth |

Reflection:

1) To what extent does the design focus on the big ideas of targeted content?

2) To what extent do the assessments provide fair, valid, reliable, and sufficient measures of the desired results?

- 3) To what extent is the learning plan effective and engaging? Do the key Lesson Plans demonstrate quality differentiated instruction and formative assessments?**
- 4) Overall Design: To what extent is the entire unit coherent, with the elements of all three stages aligned?**

Appendix G. High-Performing Students

Our gifted students will benefit from the same practices that are helpful to our struggling students. Because our internal systems measure student gains monthly, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages.

1. *Early Detection* Rocketship will use internal assessment in Reading, Writing, Math, and Oral Language to help us identify high performing students within the first six weeks of school and monthly thereafter. Please see the section in Student Outcomes titled *Measuring Student Performance* for more information on the assessment methodology to be used.
2. *Differentiation* Rocketship will use our interim assessments to track a student's work over time for students achieving significantly above grade level. Differentiation will be used with high-performing students to allow teachers to collaborate on best processes and successful past enrichment activities with this student. This will occur both in whole-class and small-group lessons.
3. *Family Communication* We will inform the families as soon as we are sure of the child's performance. Our parents sign a significant Commitment Letter (Appendix U), committing to help their student. With high-performing students, it will be common for teachers to give students additional books and work to perform at home to increase their understanding of the subject area.
4. *Teacher Collaboration* At least weekly, subject area teachers will gather to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment. This will be realized through a schedule that will allow the staff to have an early dismissal day one day a week.
5. *Focused Instruction* The standard Rocketship instructional approach will be for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. For example, in Writer's Workshop, there may be a group of second graders still working on the basics of capitalization and punctuation. Others will be focused on more advanced grammatical issues in their writing like subject/verb agreement or plurals. Still others will be working on creating better Story Maps to make it easier for them to write a new story. By focusing on at least three student groups in each lesson, teachers will have to prompt themselves to customize parts of the lesson to each group.
6. *Daily Enrichment* For high-performing students, the Learning Lab will be a place where they can read a lot of children's literature and use software that challenges them, even if they are far ahead of the class. We anticipate providing other activities to our high-achieving students during Learning Lab which can let them examine the current grade-level themes in more depth.
7. *Ongoing Assessment* Data is gathered both through frequent real-time assessments performed in the subject areas and daily feedback given teachers from the computers in the Learning Lab. Teachers will have the tools they need to track all of their students and make sure that students who began the year with

good gains are not falling off. If they do fall off, this data will be used during teacher collaboration time to think of strategies for this student.

Appendix H: Rocketship Education’s Response to Intervention Program

Response to Intervention (RtI) describes both a service delivery model and eligibility criteria for specific learning disability (IDEA 2004). In a report prepared by the National Joint Committee on Learning Disabilities (2005), the Committee identified three core components of RtI: “(1) Application of scientific, research-based interventions; (2) measurement of student’s response to these interventions; and (3) use of RtI data to inform instruction” (Tom Green). The term RtI also describes an eligibility criterion for special education. This criterion is found in IDEA 2004 Sec 614(b)(6)(B). The law states; “In determining whether a child has a specific learning disability, a local education agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures...”

RtI Rationale

Discontent with the IQ-Achievement model as a means of identifying students with learning disabilities stems from three major deficiencies with this model - the unreliability of discrepancy scores, the inability of IQ scores to predict student potential, and high misidentification rates (Vaughn, Linan-Thompson, and Hickman 2003). Along with these deficits, the the IQ-Achievement model usually identifies student *after* they have experienced academic failure. This remedial approach to intervention stymies more preventative measures and frustrates service providers who are forced to wait for students to fail before intervening. In *Catch Them Before They Fall: Identification and Assessment to Prevent Reading Failure in Young Children*, Torgeson (1998) summarizes the research base that echoes these frustrations, “One of the most compelling findings from recent reading research is that children who get off to a poor start in reading rarely catch up...And the consequences of a slow start in reading become monumental as they accumulate over time” (pg. 1). Instead of a remedial approach to intervention, RtI focuses on the prevention of learning difficulties by providing early intervention *before* students experience academic failure. With mounting evidence from both basic and applied research indicating the effects of a remedial approach to service provision and special education eligibility criteria, the preventative approach employed by RtI seems a more viable alternative.

Core Components of RtI

RtI describes a team-based, systematic process where staff provides early intervention. The efficacy of this instruction is assessed using frequent progress monitoring, which in turn informs decision-making (Vaughn, Linan-Thompson, and Hickman 2003). The most frequently used service delivery model is the three-tiered model. In Tier 1, general educators use a research-based core curriculum. This first level should ideally provide adequate instruction for 80% of students. If a student does not ‘respond’ to this primary intervention, the student receives Tier 2 services. Tier 2 services supplement the core curriculum and provide students with extra practice in letter-sound correspondence, phonological awareness, fluency, vocabulary, and comprehension. Tier 2 interventions can either be provided in a general education or in a pullout setting, supporting 10-15% of students school-wide. If a student receives Tier 2 services and continues to need support, as measured by frequent progress monitoring, the learner moves to Tier 3. When

a student moves to this level of service, a special education evaluation is conducted to determine eligibility for formal special education services (National Joint Committee of Learning Disabilities 2005).

Other Potential Benefits of RtI

RtI has many potential benefits for student from diverse economic, linguistic, and cultural backgrounds. This model promises to provide equitable access to standards based curricula for *all* students and reduce identification of students with learning difficulties. For example, students with diverse backgrounds are often overrepresented in special education (Department of Education 2007), and this model could help ameliorate this longstanding problem. In the article *Cultural Considerations with Response to Intervention Models*, Klinger and Edwards state, RtI "...has dramatic implications for culturally and linguistically diverse students who historically have been disproportionately overrepresented in special education programs...RtI models hold promises for preventing academic failure by providing support for culturally and linguistically diverse students before they underachieve." (pg. 108)

Not only can RtI help increase equity in schools, it may also promote collaboration and shared responsibility between service providers. RtI, when preceded by an equalization of funding, training, and support, may help break down the historical barriers between general education and special education. This approach also offers general educators the ability to use "instructionally relevant" data beyond standardized test scores. Teachers and staff members could utilize a variety of assessments, including curriculum-based measurement, district-wide benchmarks, and teacher created measures to assess student growth (National Joint Committee of Learning Disabilities 2005).

Rocketship Education Response to Intervention Model

Revisions to the Elementary and Secondary Education Act (NCLB) and the Individuals with Disabilities Education Act specifically allow coordination of all general education, categorical and special education services. Although the state of California still uses a traditional, separated categorical and special education organizational structure, federal law and implementing regulations, along with precedent in other districts in the state of California are currently interpreted as allowing coordination of services under Response to Intervention.

The Rocketship Response to Intervention model is intended to systematically coordinate regular and special education assessment and services to below grade level students. The purpose of the model is to provide 3-tiered assessment, intervention, and support to all at risk students as early and effectively as possible, consistent with the Response to Intervention model. The expected outcome is that, over time, more students would progress from at risk status to functioning within a normal range for grade level standard, and far fewer students would ultimately need formal special education assessment and service. This model is also intended to address the achievement gap between below grade level English Language Learners, Learning Disabled students, economically disadvantaged students, and students of color; and white and Asian, English speaking, economically advantaged students. A growing body of research supports the contention

that coordinated, intensive, early intervention promotes advanced, equitable student achievement and saves money over time

The Response to Intervention model is designed to coordinate assessment, instruction, and evaluation and coordinate all available support and instructional services for below grade level students. It is designed to make more efficient use of existing resources- time, money, materials, expertise, and staff –to better address the needs of below grade level students.

All of the individual programs necessary for implementing Response to Intervention exist in current practice. All necessary funding, programs, access to training, and staffing are currently available under existing law. Assessment, instructional strategies and materials, schedules and groupings, and Response to Intervention Team makeup may vary from site to site depending on the instructional needs of the students and the expertise of the staff.

Essential Elements of Response to Intervention

There are, however, several necessary elements of the educational program that are essential to successfully implementing this model, including:

- 1. Consensus Building: A professional, institutional commitment to all students meeting or exceeding grade-level standards.** Staff must truly believe and be willing to put into practice the belief that all students are capable of meeting or exceeding grade level standards.
- 2. Universal Screening and Progress Monitoring: The use of data-driven decision-making to inform instructional decisions, allocation of resources, and instruction.** Staff must initially assess all students upon entry into school, and assess student progress on an ongoing basis, at a minimum three times per year, collect the data, analyze the results, and design instruction to meet current student need.
- 3. Early Intervention: A commitment to systematic early literacy instruction.** Intervention must begin at the earliest possible opportunity, in most cases upon beginning Kindergarten. An extended or full day Kindergarten program is essential for full implementation of the model. Kindergarten and primary grades staff must be trained in and provide highly effective pre-literacy and literacy instruction. Support staff, both remedial and special education, must be trained to provide effective and developmentally appropriate assessment and instruction at the Kindergarten and primary levels.
- 4. Collaboration between all instructional staff.** Regular classroom teachers, remedial and support staff, and special education staff must meet regularly to examine assessment data, determine appropriate instructional strategies based upon that assessment data, develop plans and schedules for instructional groupings, and re-evaluate progress on a regular basis.
- 5. Understanding that support and instruction for at risk students must supplement, not supplant regular classroom instruction.** Response to Intervention suggests a 3-tiered model for support. Optimal support and intervention for below grade level students starts in and continues in the regular

classroom. Regular classroom teaching staff must commit to differentiating instruction to most effectively address the needs of below grade level students in the regular classroom. If additional support and instruction by support and special education staff is needed, or if special education services are warranted, differentiated instruction must continue in the classroom in coordination with support and special education services. All at risk students should receive basic skills instruction in the regular classroom, by support staff, and in an extended day setting. For greatest impact all of these services should be coordinated.

- 6. Commitment to long-term professional development.** Current staff seldom has the professional knowledge to fully implement all aspects of an effective instructional program for below grade level students. The school as an institution must commit to identifying effective instructional strategies and providing the professional development to train staff to use those strategies.

The Response to Intervention Team

The work of the Response to Intervention program is guided by a Response to Intervention Team. This team provides coordinated staff work to assess all students upon entry into the school, determines need for all students assessed as below grade level, assigns services and develops schedules, and monitors progress. The Response to Intervention Team is led by the Principal and Assistant Principal, and also includes the Academic Dean, Individual Learning Specialists, general education classroom teachers, and any and all staff providing direct instruction or service to below grade level students.

Members of the Response to Intervention Team meet regularly to guide the work. The meeting time is essential to train, assess, analyze data, determine instructional needs, obtain materials, and develop schedules and instructional groupings and assignments.

The Student Study Team focuses on individual at risk students within the greater context of the whole school Response to Intervention program. This focus fosters collaboration between the regular classroom and all support and special education staff and services. The significant revision of Student Study Team guidelines and procedures must be addressed in the Response to Intervention model.

Student Study Team forms are included in the charter document to provide specific examples of the restructuring of the Student Study Team under the Response to Intervention model.

Assessment-Universal Screening and Progress Monitoring

All students are assessed upon initial enrollment in school. Subsequent assessments are done monthly to monitor progress, inform instructional decisions, and guide grouping and scheduling decisions. Assessment tools include all standard achievement tests: CELDT, Rocketship math assessments, scored writing samples using a Six Trait rubric, DRA 2 reading assessment, CORE Phonics Survey, and all STAR test data.

This data collection and analysis process requires the implementation of a school-wide assessment, collection, and analysis system.

Eligibility Criteria

All students assessed as currently below grade level standards based upon the data from the multiple assessment tools are eligible for services under the Response to Intervention model. All law and policy guidelines for other eligibilities- special education and English Language Learner –must be adhered to, but are secondary to determination of relation to grade level standards. These legal and policy guidelines are no longer the highest priority for determination of need for service. The Response to Intervention Team uses current assessment data to determine need based upon relation to grade level standard, to develop instructional and support strategies, and as the next priority to determine eligibility for formal special education services.

Provision of Services-Instructional Strategies and Materials

Rocketship school model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. For students determined upon initial assessment to be below grade level standards, the Response to Intervention Team employs the three-tiered approach and determines appropriate service and staffing. Delivery of service is in the least restrictive, most appropriate setting- general education classroom by the general education classroom teacher, general education classroom supported by additional pullout instruction, both augmented by extended day instruction, or a special day class setting. Instructional strategies will include best practices as determined by the Response to Intervention staff. This approach requires a very high degree of collaboration and coordination between the general education classroom teacher and support staff. Regular grade level planning team meetings, staff meetings, and Response to Intervention team meetings may be used to support the collaboration necessary to plan coordinated instruction. Bi-monthly interim assessment results are analyzed to identify students who are failing to make adequate progress.

For each student in this category, an Individualized Learning Plan (ILP) is generated which specifies areas of strength and weakness and explicit classroom modifications, areas to target in our Computer curriculum, and specific goals and methods for tutors. The first tier of intervention is in the classroom. Guided Reading groups will often be used to deliver these more individualized objectives during normal classroom instruction. The second tier of intervention in Learning Lab will be a daily small-group intervention with a group of students with similar needs, focused on goals from each student's ILP. If classroom modifications and Learning Lab interventions fail to help a student make adequate progress, they enter the IEP process and our IEP's reflect academic goals aligned with the school's goals for that grade level. Providing these three levels of intervention allows Rocketship to serve the most struggling readers more effectively than traditional elementary schools.

Tier 1 General Education Classroom: Regular classroom reading programs use a balanced literacy approach with guided leveled reading. Regular classroom math programs use Harcourt Math, supplemented by a variety of direct instruction support programs. Tier 1 interventions include increased frequency small group instruction in the regular classroom.

Tier 2 Continued General Education Classroom instruction supplemented by support services instruction: Rocketship offers all students the opportunity to participate in our Learning Laboratory for two hours each day. The purpose of the Learning Lab is to provide students with additional practice in Literacy and Math at exactly their current level of instruction.

The Learning Laboratory is a combination of a library, computer lab and homework center. The Learning Lab has a full-set of leveled books where students can read independently at their “just right” level (the top of their independent reading level) as well as at computers running a learning management system that allows students to access instruction at exactly their current level of understanding. Rocketship will also begin to offer small-group tutoring during Learning Lab in the upcoming school year.

Tier 3 The Response to Intervention Model and Special Education:

The Response to Intervention model is consistent with the program requirements of recent revisions to IDEA, Federal Special Education law and policy, and implementing regulations. The state of California has not yet adopted regulations consistent with Federal law, but expert advice in the field counsels us not to wait for these regulations. Districts all over the state are successfully, legally implementing Response to Intervention models. Referral for assessment for eligibility for formal special education services may be made by the Response to Intervention Team meeting as a Student Study Team at whatever point the team determines that failure to respond to intervention warrants such a referral. On the other end of the spectrum, students who make progress towards meeting grade level standards may be moved to less intense instruction. The Response to Intervention model provides a coordinated process for effectively moving students out of special education services to less restrictive settings. Upon meeting or exceeding grade level standard, students are moved to transition support service and monitored by the Response to Intervention Team as they receive instruction solely in the regular classroom. The Response to Intervention Team maintains assessment data on all students served to insure student success and to analyze data to determine effectiveness of the instructional strategies and materials used. The Response to Intervention Team is also responsible for insuring compliance with all special education and English Language Learner legal requirements.

Special Education Caseloads and Instructional Settings

Under the Response to Intervention model, special education staff serves all students who are assessed as needing most intensive services, regardless of legal eligibility for special education services. Legal caseload limits for Speech and Language Therapists and Resource Specialists must be respected, but it is expected that special education staff will serve both legally identified special education students and students not legally identified for service. Special Day Class teachers and para educators will still have students assigned to their classroom as their homeroom and are obligated to provide service under IEPs, but may facilitate service to SDC students in regular classrooms or serve non-SDC students in a Special Day Class setting. In all cases, the Response to Intervention Team will determine the most appropriate instructional setting.

Professional Development and Materials

All instructional staff requires training in highly effective instructional strategies. The Rocketship Response to Intervention model provides for necessary high level professional development.

English Language Learners and English Language Development

It is recognized under the Response to Intervention model that the majority of students who are currently functioning below grade level are English Language Learners, whether legally eligible according to CELDT test scores or not. It must be a high priority to accurately identify the educational needs of these students as early as possible and provide appropriate instruction, both in the regular classroom and in pullout, depending upon the necessary intensity of instruction. It is also essential to recognize that below grade level students may very well have both English Language Learner and other instructional needs, and that early provision of service takes precedent over eligibility issues. If the student is below grade level, for whatever reason, the Response to Intervention Team should determine appropriate service.

Outcomes

All current research supports long term educational and cost effectiveness of early, coordinated intervention for below grade level students. The model holds great promise for such effect. The expectation is that over time a greater number of students will make adequate progress towards meeting grade level standards, and fewer students will require formal special education referral, assessment, determination of eligibility, and formal special education services. Further, the expectation is that over time fewer students will require most restrictive placements such as Special Day Class services, and that the effect would be compounded over time as students served proceed up through the grades to middle school.

APPENDIX I: Sample Kindergarten Long-Term Plan

Language Arts/Writing Opening procedures will encompass the following activities and will take place daily.

Morning Message- daily activities, sight word embedded, question of the day (review of previous day's objectives)

Calendar- days of the week, months, date, patterns with the numbers of the calendar, songs (Days of the week, Months of the year).

Number Matrix- counting days of the school year and identifying patterns in the numbers.

Alphabet cheer-daily chant of letters and letter sounds

Quick Drill- Review and drill sight words, letter names and sounds, colors, shapes, numbers, and auditory battery (start week 4)

Word of the Day/Week - using GLAD Strategies introduce new vocabulary word, make predictions and then give definition (weeks 1&2 core values, week 3 start sight words)

Centers- students will be organized into four or five cooperative learning groups and will work in those groups at four or five different stations daily. Centers will be made up of different tasks relating to the concept or standard that they are working on that day. Centers will consist of writing, math, listening, ELL, and puzzles/phonics games. Students will receive guided reading at the teacher's table 4 days a week, the 5th day will be assessment based. (Student choice/rotations first 3 weeks, 4th week guided reading/rotations)

Response to Intervention-will be included with daily guided reading

Open Court Units

SL=sounds and letters workbook

OCR includes exercises for warming up and phonological and phonemic awareness on a daily basis. These are not mentioned, but are being completed in the classroom—green section of open court.

Standards listed are from the Rocketship Kindergarten top ten standards list for 2008-2009.

*PDSA/Data folders—bi-weekly goal setting/assessments set by teacher/student

At the end of every week, we will include our supplemental lessons that will include letters of the week, sight words of the week, and writing exercises. These will be preceded by an asterisk ().

Sight word list included at end of LTP

. Sample Kindergarten Long-Term Plan (excerpt of Weeks 1 – 10)

Week 1

Unit 1 OCR School Reading Standard 1.6: Recognize and name all upper and lowercase letters of the alphabet **Written and Oral Language 1.1** recognize and use complete coherent sentences when speaking

Activities and Lessons: ABC song, Name game, starting to write with a pencil, coloring with a variety of materials, scissors and glue. Introduce centers (1 a day) and discover a new center on a daily basis starting with library. Read a new kindergarten book everyday (Chrysanthemum) that focuses on welcoming to K, lessons to include proper care/use of books, and question/answer discussions. Team building activities, building classroom community—including core values and behavior system, gingerbread man tour of school.

Week 2

Reading Standard 1.6: Recognize and name all upper and lowercase letters of the alphabet **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Writing Standard 1.1** use letters and phonetically spelled words to write about experiences, stories, people, objects, or events

Activities and Lessons: Introduce letters and numbers, model tracking/read One, Two, Buckle my Shoe, name game, ABC song, Introduce the letters Aa and Bb through writing, kinesthetic use, sound and hand gesture, and ABC big book. Tracing, writing names. Model tracking/read Hickory Dickory Dock. Team building activities, building classroom community— including core values and behavior system

*start assessments

Writing lessons-will focus on line shapes—up, down, slanted, curved, and circles (can be homework if lack of time in classroom)

* Letter Pp, Letter Nn

Week 3

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Reading Standard 3.2** Identify types of everyday print materials **Written and Oral Language 1.1** recognize and use complete coherent sentences when speaking **Science Standard**

Mini lesson—different types of print materials—newspaper, poetry, magazine catalog, and dictionary

Activities and Lessons: Introduce letters of the alphabet and explore the fact that each letter makes a unique sound. Intro letters Cc- Ff, review Aa-Ff, rhyming, rhyming with picture cards. reading Boomer Goes to School, first, middle, and last sounds, sequence read a loud, pre-decodable; The Park, and I Brought a Worm

Journal writing—Introduce journals with story Captain Jack's Journal (drawing basic pictures to convey meaning)

Team building activities, building classroom community—including core values and behavior system

*Letter Aa, letter Ss, sight word “the”, “here”, take home book “In a Pan”

*finish assessments

Week 4

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet. **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Reading Standard 2.2** Use pictures and context to make predictions about story content **Writing Standard 1.1** use letters and phonetically spelled words to write about experiences, stories, people, objects, or events **Listening and Speaking 2.1** Describe people, places, things,(e.g. size, color, shape), locations and actions **Science Standard**

Activities and Lessons: Intro Letters Gg-Jj, review letters Aa-Jj, Read Anabelle Swift and pre-decodable; Lunch, classify and categorize, SL pages 2-4, continue with rhyming and phonemic awareness, focus on following directions

Start guided reading rotations

*Letter Tt, letter Oo, sight words “see” “a”, and “in”, take home book “Tree Sap”

Writing—Journals—introduce heading, name/date, respond to prompts and/or text read

Introduce UbD plant unit

PDSA/Data Folder—teacher/student assessments

Week 5

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Reading Standard 3.2** Identify types of everyday print materials **Reading Standard 3.3** Identify characters, setting, and important events **Writing Standard 1.1** use letters and phonetically spelled words to write about experiences, stories, people, objects, or events **Written and Oral Language 1.1** recognize and use complete coherent sentences when speaking

Activities and Lessons: Letters Kk and Ll review letters Aa-Ll, reading Anabelle Swift, pre-decodable; School, SL pages 5 and 6, Unit wrap-up—catch up as needed

Introduce characters

Writing—all about me theme/page a day

Plant activities/songs

- Letter Rr, letter Dd, sight words “I” and “we”, “an”, take home book “The Rats”

Week 6

Unit 2 OCR Shadows

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet. **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound

is added, substituted, omitted, shifted, or repeated **Reading Standard 3.3** Identify characters, setting, and important events **Writing Standard 1.1** use letters and phonetically spelled words to write about experiences, stories, people, objects, or events **Listening and Speaking 2.1** Describe people, places, things,(e.g. size, color, shape), locations and actions

Activities and Lessons: Letters Mm-Pp, read What Makes a Shadow, SL workbook pages 6 and 7, read pre-decodable; We See, read Shadows, Who Ate the Cookies From the Cookie Jar, introduce building block sentences

Review characters, introduce setting

Writing—my family/page a day

Plant activities/songs

*Letter Mm, letter Hh, sight word “can”, “he”, “she”, take home book “Matt Will Not Mop”

*review PDSA/Data folders—set new goals (PDSA)

Week 7

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Reading Standard 3.2** Identify types of everyday print materials **Reading Standard 3.3** Identify characters, setting, and important events **Written and Oral Language 1.1** recognize and use complete coherent sentences when speaking

Activities and Lessons: Read pre-decodable; A Trunk, read Bear Shadow, Sequence Bear Shadow, SL workbook pages 8-10

Review characters, setting, introduce important events

Writing—science journal—plant stages

Plant activities/songs

Begin practice for exhibition night

*Review letters Pp, Nn, Aa, Ss, Tt, Oo, Rr, Dd, Nn, Hh, sight word “and”, review previous sight words

Week 8

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Reading Standard 3.3** Identify characters, setting, and important events **Writing Standard 1.1** use letters and phonetically spelled words to write about experiences, stories, people, objects, or events **Listening and Speaking 2.1** Describe people, places, things,(e.g. size, color, shape), locations and actions

Activities and Lessons: Letters Uu-Xx, read The Wolf and His Shadow, SL pages 11-13, read My Shadow, pre-decodable; A Farm

Review characters, setting, and important events
Writing—science journal—parts of a plant
Plant activities/songs
Practice for exhibition night
*Letter Ff, Letter Gg, sight word “have”, “big”, “small”, “mom”, take home book “A fat Hat”,
Journal prompt “I have a...”
*review PDSA/Data folders—set new goals (PDSA)

Week 9

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet. **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Reading Standard 3.2** Identify types of everyday print materials **Reading Standard 3.3** Identify characters, setting, and important events **Writing Standard 1.1** Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. **Writing Standard 1.3** Print legibly and space letters, words, and sentences appropriately **Written and Oral Language Convention Standard 1.1:** Recognize and use complete, coherent sentences when speaking.

Activities and Lessons: Letters Yy and Zz, vowel song, Apples and Bananas, Read “Nothing Sticks like a Shadow”, SL workbook pg. 14-15 pre-decodable; “This Is”, sequence Nothing Sticks Like a Shadow Review characters, setting, important events
Plant activities/songs
Practice for exhibition night
Introduce writing process/mind map/draft—map main idea/details halloween
*Letter Ii, letter Bb, sight word “it”, “no”, “this”, letter Pp book, journal prompt “I can see my...”

Week 10

Reading Standard 1.6 Recognize and name all upper and lowercase letters of the alphabet. **Reading Standard 1.8** Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated **Writing Standard 1.1** use letters and phonetically spelled words to write about experiences, stories, people, objects, or events **Listening and Speaking 2.1** Describe people, places, things, (e.g. size, color, shape), locations and actions

Activities and Lessons: Review and assessment week/catch up
Writing process—illustrate/publish halloween
Plant activities/songs
Practice for exhibition night
*sight word “dad”, “friend”
* review PDSA/Data folders—set new goals (PDSA)—set month long goal (week 12 have time to practice for exhibition night)

Guided Reading Rotations

Group	Rotation 1	Rotation 2	Rotation 3	Rotation 4
Red	Reading Table	Seatwork	Library	Centers
Blue	Centers	Reading Table	Seatwork	Library
Yellow	Library	Centers	Reading Table	Seatwork
Green	Seatwork	Library	Centers	Reading Table

Kindergarten Sight Words 2008-2009

<u>Week 3</u> The Here	<u>Week 4</u> See A In	<u>Week 5</u> I We An	<u>Week 6</u> Can He She	<u>Week 7</u> And	<u>Week 8</u> Big Have Small Mom
<u>Week 9</u> It No This	<u>Week 10</u> Dad Friend	<u>Week 11</u> Down Go Is	<u>Week 12</u> Up Do Has	<u>Week 13</u> Pretty Jump Play	<u>Week 14</u> Are Red Blue
<u>Week 15</u> Black Green On	<u>Week 16</u> Who What You	<u>Week 17</u> Orange Yellow White	<u>Week 18</u> At Purple Girl	<u>Week 19</u> Like Too Boy	<u>Week 20</u> Not Rain Sun
<u>Week 21</u> Be My Did	<u>Week 22</u> As By If	<u>Week 23</u> So To Was	<u>Week 24</u> Will About All	<u>Week 25</u> Call Come For	<u>Week 26</u> Him Little Now
<u>Week 27</u> His Make One	<u>Week 28</u> Of That With	<u>Week 29</u> One Hot Cold	<u>Week 30</u> From Know May	<u>Week 31</u> Quit Ride Zoo	<u>Week 32</u> Run End Very Eat
<u>Week 33</u> People Two Seven Off	<u>Week 34</u> Pet Three Six Eight Ten	<u>Week 35</u> Four Five Nine Book			

Appendix J. ENGLISH LANGUAGE LEARNERS PROGRAM

Rocketship will follow all applicable laws in serving its ELL students. Rocketship will follow the California Department of Education “ELL OPSET” as a program development tool to ensure that the program operates in absolute compliance with guidelines. Structurally, Rocketship runs a full-inclusion program for our ELL students. ELL students will not be in sheltered or bilingual instruction classes at Rocketship. From the first day of school, ELL students will be immersed in English by full inclusion in the classroom with small group and individual customized language support they need to learn and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. In our experience, the most crucial aspect of teaching ELL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. All Rocketship teachers will be CLAD certified or in the process of obtaining CLAD certification.

PROGRAM DESCRIPTION

English Immersion with Appropriate Native Language Support

English Language Learners (ELL) students will be immersed in English, with the language support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. The National Literacy Panel (August & Shanahan, 2006) found that ELL students can acquire English literacy skills in English-only classrooms. The panel found that strategic primary language support can scaffold ELL students’ literacy development in English. To the extent possible, Rocketship will recruit teachers capable of providing strategic primary language use in order to help students acquire advanced levels of English literacy.

English Language Arts with Appropriate EL Accommodations

Rocketship’s literacy approach incorporates current research on teaching children to read in a second language by providing scientifically-based reading instruction, small group interventions based on on-going assessment, and accommodations for ELL students such as those recommended by the National Literacy Panel. This type of leveled grouping and instruction will create an environment that allows ELL students to be much more successful and receive instruction at the appropriate instructional level. In addition, the smaller groups will allow the teacher to meet the individual needs of each student and differentiate instruction according to their academic abilities and needs.

The recent report of the National Literacy Panel (August & Shanahan, 2006) contains the most comprehensive and rigorous synthesis to date of the research on developing literacy in second language learning children and youth. One of the major findings in the report is that instruction that provides substantial coverage in the key components of reading-identified by the National Reading Panel (NICHD, 2000) - phonemic awareness, phonics, fluency, vocabulary, and text comprehension - has clear benefits for language-minority students. Rocketship’s Literacy approach is a scientifically-based reading program that incorporates these five key components.

The panel also found that instruction in the key components of reading is necessary, but not sufficient, for teaching language-minority students to read and write proficiently in English. Recent research (for example, Vaughn, Mathes, Linan-Thompson & Francis, 2005) has demonstrated that to demonstrate significant gains, appropriate accommodations must be made to:

- increase the oral comprehension of ELL students
- provide effective reading interventions that are systematic, explicit and intense (i.e. are provided in small groups or individually)
- provide instruction in the critical elements of beginning reading including phonemic awareness, phonics and word study, fluency, writing and comprehension strategies can have significant results.

This approach is supported by the work of Vaughn et. al (Vaughn et. al, 2005), who designed a rigorous English Language Literacy intervention program adding a set of language support activities appropriate for ELL students. Their language support activities were similar to Rocketship's, explicit vocabulary and grammar instruction, and extensive oral language instruction. Like the Lead Petitioner's own classroom experience, this blended approach yielded significant gains for the study group of ELL students in all five of the core areas of reading instruction.

English Language Development Instruction in Groups Leveled by English fluency

Small literacy groups will be leveled based on literacy assessment results, taking into account ELL students' English linguistic proficiency. English Language Development Instruction (ELD) grouping will be based on ELD assessments. It is important to provide ELL students with both literacy instruction that is based on literacy criteria and second language development instruction that is based on language development criteria. These two areas often overlap, however it is critical to distinguish between them in order to provide ELL students with both a rigorous literacy instructional program and one that builds their developing abilities in both oral and written academic English across the content areas. It is also important to make sure that ELL students are not segregated into linguistically homogenous groups. ELD time will be the only time where ELL students are grouped by language proficiency, with no more than two levels of English linguistic proficiency in each group in order to ensure targeted instruction in ELD. At other times, language proficiency is a factor taken into account for instruction, but not for grouping. Grouping outside of ELD will be heterogeneous in order to provide ELL students with English language models and opportunities to practice using academic English with other students.

August and Shanahan (2006) found a significant correlation between oral language and reading comprehension and writing ability in ELL students and suggested that classrooms with significant ELL populations should focus extensively on using oral language to summarize and analyze stories. Genesee, Lindholm-Leary, Saunders and Christian (2006) concluded that one explanation for the 5-7 years which ELL students often take to master academic language is that insufficient attention is paid to the oral language development of students, especially in the late elementary school years. We will focus extensively on oral language development, both expressive and receptive, at the same time as focused reading instruction is conducted. We

believe that working on oral and literacy skills concurrently will help our ELL students to master listening, speaking, reading and writing in English by second grade.

Because oral language development is so critical to reading comprehension and content area learning, Rocketship's ELD block will incorporate an intensive focus on oral language development. Additionally, we will focus on explicit academic vocabulary instruction and providing students with increased and scaffolded opportunities to talk in the classroom using academic language and provide students with explicit instruction in the linguistic features of academic English. These objectives will also be assessed through formative assessments and during Rocketship's Exhibition Nights when Rocketship students will be responsible for orally presenting their work and learning. These assessments and public demonstrations will provide Rocketship and the students with data to measure their progress. Rocketship will select a specially designed ELD curriculum such as Hampton Brown's Into English!, which addresses the specific second language needs of students at different linguistic proficiency levels and grade spans, based on the state ELD standards.

Content Area Interactive Instruction to Increase Academic Language Proficiency

Genesee et. al found that a combination of direct instruction with interactive instruction is more effective than one or the other. Rocketship's ELD block focuses on direct language instruction in small groups. Our integrated Science and Social Studies content focuses on interactive activities using small cooperative groups, providing a context for extensive discussion of academic language. Stoddard et. al. found high value in integrating content and academic vocabulary. These skills will also be further enhanced through the integration of strategies from Project GLAD, which focus on vocabulary development, graphic organizers, oral language, interactive displays, and several other strategies that have been proven to be highly effective with ELL students. They also developed a rubric for teacher self-evaluation to monitor their balance of hands-on and vocabulary time and the degree of integration. (Stoddard, T. et al., 2002) This rubric will be used by Rocketship teachers in order to assess the efficacy of their instruction.

Technology to Provide Additional EL Support

August found that use of technology for teaching ELL student's vocabulary and aiding oral fluency was effective. While we do not normally endorse rote learning exercises, these exercises are effective in areas like initial vocabulary acquisition for ELLs and we plan on using programs like Renaissance Learning *English in a Flash* for these purposes.

IDENTIFICATION & ASSESSMENT

Home Language Survey (HLS)

Parents or legal guardians of students shall complete the Home Language Survey when they enroll their child at Rocketship. If a student's Home Language Survey shows a response other than English to questions 1, 2, or 3, he/she must be tested within 30 days for English comprehension, speaking, reading and writing and within 90 days for primary language assessment as required by law.

School personnel shall arrange for these assessments and will place the HLS in the student cum.

Comprehension, Speaking, Reading and Writing Assessment (CELDT)

All students with a Home Language other than English will participate in CELDT testing. CELDT testing will occur in English and the LAS test will be used to assess applicable students in their native language.

All students whose primary language is not English must take the California English Language Development Test (“CELDT”) within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to ELLs until they are reclassified as fluent English proficient. These scores will be placed in the student cum file.

The purpose of the CELDT is: (1) to identify new students who are ELLs, in kindergarten through grade twelve; (2) to determine their level of English proficiency; (3) to monitor their progress in learning English on an annual basis; and (4) to determine when students have met one of the criteria to be reclassified to FEP status.

Initial Identification of Students

Legal guidelines clarify that, an EL is a K-12 student who, based on objective assessment (the “CELDT”), has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program.

In Rocketship, the determination of whether or not a student is designated as an English Language Learner (ELL) or Fluent English Proficient (FEP) will be based upon the score received on the CELDT and the most recent standardized test score (when available.) Different criteria apply to students in grades K-1 as compared to students in grades 2-5.

Grades K-1

Grades K-1 students who are orally proficient in English based on the CELDT will be assigned the status of fluent English speakers (FEP) and placed in the regular academic instruction program. Students designated as ELL based on the required score on the CELDT shall be placed in the appropriate ELD academic setting.

Grades 2-5

Students enrolled in grades 2-5 will be designated as English Language Learner (ELL) based on their overall scaled score on the CELDT.

Ongoing Assessment

Each English Language Learner will be evaluated every six months via a parent conference process. Each English Language Learner’s English proficiency development will be assessed two times during the year using ADEPT California Reading & Literature Project English Proficiency Test. At the conference, the student’s English and/or academic needs will be discussed, and individual student achievement and longitudinal growth will be evaluated based on the school’s monthly internal assessments. The following multiple measures may be examined:

- CELDT & ADEPT
- Student portfolios
- Bi-monthly interim assessments
- CST
- Teacher observations

An English Language Learner Progress Profile will be developed for each English Language Learner and included in the student’s Individualized Learning Plan (“ILP”) specifying the ELD standards met and targeted ELD goals towards reclassification.

Criteria, Standards and Procedures for Reclassification

When an ELL student demonstrates adequate oral and academic English skills, a recommendation for reclassification can be made. Each former LEP student who has been reclassified to FEP has demonstrated English-language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school’s regular instructional program. (Education Code 52164.6) The participation of the classroom teacher, parent(s) and site administrator/designee is required in the reclassification process.

The following criteria and standards for reclassification shall be used to determine when Limited English Proficient (LEP) students have developed the English language skills necessary (oral and academic) to succeed in English-only instruction and may be reclassified as Fluent English Proficient (R-FEP). The Principal will ensure that all English Learners are considered for reclassification at any time and/or on an annual basis via the SST process. Classroom teacher, parent, or principal may also initiate the reclassification process by reviewing applicable assessment data. Using the criteria listed below, the teacher determines whether the student has met all the standards to be reclassified to R-FEP status, and ensures that parent consultation is completed.

1. The student has been enrolled in the School for at least one year.
2. The student can demonstrate oral English language proficiency, both speaking and understanding, based on the State mandated English Language Development (ELD) Test (AB 748) or with a score of fluent English speaker on CELDT level 4 or 5.
3. Students in grades 1 – 2 who met criteria 2 shall be considered for reclassification after the successful completion of at least one full semester with grades of “Satisfactory” or better in Reading/Language Arts and Mathematics.
4. Students in grades 1 – 2 must demonstrate grade level writing skills as measured by passing the School Writing Test.
5. Students in grades 3 – 5 must score at a minimum at the 60th percentile on the CST Total Reading, Total Language or Total Mathematics sub-tests.
6. Students in grades 3 – 5 must demonstrate grade level writing skills as measured by passing the School Writing Test.
7. Students in grades 3 – 5 must demonstrate average classroom performance in the English curriculum as evaluated by the teacher. The student needs to obtain a “C” or better in all core content area classes.

8. There must be a consultation with the student’s parent or guardian, including an interview or written communication regarding the reclassification process.

Alternate Reclassification Procedures

Some students may not be able to reach the regular criteria due to factors other than language acquisition. The purpose of the following procedure is to ensure the students who have acquired proficiency in English but may not meet standards in an area unrelated to English language acquisition, such as math, are able to move to R-FEP status. This process will also provide any needed supplementary assistance that will enable them to experience the highest levels of success in the school’s academic program and meet grade level standards. This procedure will be instituted on a student-by-student basis using the following criteria:

1. Dates of enrollment in specific ELL instructional services in the School or elsewhere. Students enrolled three years or more in an EL Program will be considered for alternate reclassification.
2. Verification that the student met regular reclassification criteria 2 and 6.
3. CELDT test score 4 or 5
4. CELDT writing score of 3
5. Students in grades 4 – 5 need to obtain a “C” or better in Language Arts and Mathematics.
6. Parent or guardian has been consulted
7. Date of Reclassification is recorded in the student’s cumulative record.

A plan outlining this procedure must be in place to monitor student progress and provide appropriate interventions.

Follow-up Procedures

The progress of students who have been reclassified will be monitored for two years following the reclassification. Site ELL coordinators will complete an evaluation of student academic progress after the 1st and 2nd grading periods following reclassification. A third follow-up will take place one year after reclassification; a fourth follow-up will occur two years after reclassification. All reclassified (R-FEP) students CST scores will be evaluated to assess to overall reclassification progress, and interventions will be implemented if the student does not maintain appropriate progress.

STAFF TRAINING & PROFESSIONAL DEVELOPMENT

Good instruction is the foundation of good ELL instruction. (Goldenberg, 2003) Rocketship’s intensive professional development model with ongoing mentorship is crucial to high performance. Professional development that is directly related to the curriculum teachers use and that provide sustained and hands-on support is the most effective. For our ELD block, Rocketship is investigating professional development from organizations like the California Reading and Literature Project to help teachers develop methods of teaching ELD effectively. For on-going professional development in integrating ELD strategies into literacy and language development for EL students, Rocketship has chosen Project Guided Language Acquisition Design (GLAD), based on their rigorous hands-on approach and extensive validation studies

showing significant gains relative to comparison groups. Each teacher at Rocketship will be thoroughly trained in the usage of SDAIE and GLAD. These strategies have already been demonstrated to be highly effective in regards to ELL students academic achievement. The implementation and usage of these strategies will be expected throughout the campus and each classroom.

Additionally, August and Shanahan found that intensive mentoring and interim assessments were extremely important to creating behavior changes in teacher's instructional practice. (August & Shanahan, 2006) Rocketship's Academic Deans full-time commitment to mentoring help teachers to better determine ways to scaffold and augment their instruction for ELL students. This capacity building model will ensure that the strategies presented in professional development activities provided by both inside and outside experts will be implemented effectively in classrooms and sustained over time.

PARENT / GUARDIAN, STAFF AND COMMUNITY INVOLVEMENT

The School's plans for involving parents, staff, students, and/or community members in developing, implementing, and/or evaluating programs for English learners.

Parent Communication

Communication with the parents of ELL students in their primary language is essential to encourage parent support and involvement. To support this communication, the School will provide translations of major documents, notices, public meetings, and workshops for parents in Spanish.

Parent Notification of Assessment Results and Initial Identification

The parents/guardians of students with a primary language other than English shall be notified of the English comprehension and primary language assessment results completed for the initial identification. The notification shall be in English and in any language which is spoken by 15 percent or more of the students in the School, as determined by the R-30 Language Census. This information shall be communicated orally when a written notice (Parent Notification) letter is not understood or orally translated into another language if needed. If the Parent Notification letter is not returned, site personnel will complete a follow-up phone call.

This written notification will be done on an annual basis and will invite parents to a meeting to do the following:

- 1) Inform parents that they have chosen to enroll their children in a charter school with an English immersion program.
- 2) Parents will be provided with a full written description of the structured English immersion program which includes the educational materials to be used.
- 3) Inform parents that they have a right to visit the program and to withdraw their student from the program through a waiver

4) Inform parents of their rights to participate in the School Meeting.

Once completed, the initial identification process will not be repeated unless the parent/guardian claims there is an error.

Parent Participation

Parents are encouraged to participate in any and all school activities, including but not limited to:

- Parent Teacher Council (PTC)
- Volunteering in classrooms and Learning Lab
- Community Meetings
- Parent/Family Meetings

Parental Rights

Parents concerned with their student's progress or group placement can call for a meeting with teacher and administrators to review the child's IPT.

Community Meetings

Rocketship will have monthly community meetings, which are intended to keep the parents and families of Rocketship informed and empowered. This meeting will be coordinated by the Principal and along with other School information presented to the community, will advise on programs and services for English Learners. During the meetings, the parents will be informed of programmatic and assessment issues that affect ELL students and will also be informed about the programs, funds, and strategies that are being applied to these students. The community will have the opportunity to vote on these issues and ensure that the Rocketship community creates a collective for ELL instruction and interventions.

PROGRAM EFFECTIVENESS

The Rocketship mission of every student on grade level by second grade will be the primary means of determining the effectiveness of our approach with ELL students. This goal will be measured by academic proficiency on CST and assessments. Our interim assessments are correlated to grade-level benchmarks on the CST, and will provide monthly feedback on how our students are progressing towards this goal. Additionally, our oral language assessment will test language proficiency predictive of CELDT year-end outcomes. As described above, these assessments will be used to drive changes in classroom instruction and in individual student interventions. As a school with a large professional development budget and an Academic Dean who is able to mentor other teachers, we have made significant improvement every year in both our general classroom teaching for ELL students and our ability to diagnose and intervene with our most challenged ELL students. In specific areas of weakness for the school, we will seek outside resources such as the Literacy department at the Education schools of nearby universities.

The most important expectation to set is the way that language proficiency level will affect outcomes on the CST. We intend to use the benchmarks created by the San Diego City Schools.

Individual California Standards Test (CST) Benchmarks for English Learners

English Language Arts (ELA)													Mathematics																				
CST	Expected OPL	CST Performance Level															CST	Expected OPL	CST Performance Level														
		FBB			BB			B			P			A					FBB			BB			B			P			A		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			1	2	3	1	2	3	1	2	3	1	2	3			
2-5	B				★	★																											
	EI					★	★																										
	I						★	★																									
	EA							★	★	★																							
	A										★	★																					
	RFEP												★	★	★																		
2-7 Alg 1 Geo	B													★	★																		
	EI														★	★																	
	I															★	★																
	EA																★	★	★														
	A																		★	★													
	RFEP																			★	★	★											

Explanatory Notes. These individual CST benchmarks reflect high but reasonable expectations for ELL performance that generally increase with a student’s expected Overall Proficiency Level. Each CST performance level was broken down into three sublevels to provide a more incremental record of progress. (These sublevels were determined by dividing the range of scaled scores at each performance level for every CST into thirds.) The development of the CST expectations was based on the assessed performance levels of ELLs who made timely progress in English language development. Using the above benchmarks, a Grade 2 ELL with an expected OPL of “intermediate” is expected to perform between BB-3 and B-1 on both CST ELA and mathematics, i.e., the student’s CST scaled score must be in the upper third of “below basic” to the lower third of “basic.” A student meets expectations by scoring in the BB-3 to B-1 range, exceeds expectations with a score above B-1, and fails to meet expectations with a score lower than BB-3. Former ELLs who have been reclassified to fluent English status are expected to perform at the “proficient” level (P-1 to P-3) on the CST—the School expectation for all students. The ultimate goal for all ELLs is English language fluency and a performance level of “proficient” or above on both CST ELA and mathematics.

Clearly, from this chart, in order to meet the Rocketship goal of grade-level proficiency by second grade, we must help our ELL students to move from level 1 to level 5 in language proficiency in three years. Recently, Genesee et. al concluded that one explanation for the 5-7 years which EL students often take to attain English proficiency could be because of poor instructional practices with EL students.⁸ We believe that the key to becoming fluent English proficient is the rigorous data-driven cycle used by Rocketship to measure students monthly, modify classroom practices, and provide students with additional instruction. Please see *The Rocketship Assessment-Driven Instruction Model* in Attachment 4 of this document.

REPORTING

ELL students will take the CELDT test annually. CELDT scores for all ELL students will be reported to the authorizer.

⁸ Genesee et. al (2006). Educating English Language Learners New York: Cambridge University Press.

Appendix K: Academic Rubrics

Below are examples of Report Cards that are utilized at Rocketship. There is a sample of Kindergarten provided, which is correlated with the Top 10 standards of the school as well.

Kindergarten Report Card

FIRST TRI-MESTER REPORT CARD (Kindergarten)

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Student

School Year 2008 - 2009

Name: _____

Language Arts:

Overall Language Arts Grade

Current DRA Level: _____ **End of Year Level: 4**

Below Standard	Approaching Standard	Proficient	Advanced	Effort

Your child knows _____ **letters out of 52 letters**

Your child knows _____ **sounds out of 31 sounds**

Reading 1.6

Recognize and name all uppercase and lowercase letters

1	2	3	4	Effort

Proficiency Standards	
4	Advanced
3	Proficient
2	Approaching Standard
1	Below Standard

Reading 3.2

Identify types of everyday print materials.

1	2	3	4	Effort

Written & Oral Language 1.1

Recognize and use complete, coherent sentences when speaking

1	2	3	4	Effort

Reading 2.4

Retell familiar stories.

1	2	3	4	Effort

Listening & Speaking 2.1

Describe people, places, things, locations, and actions

1	2	3	4	Effort

Reading 1.8

Track print, change simple words when one sound is added, substituted, omitted, shifted, or repeated

1	2	3	4	Effort

Comments: _____

Writing 1.1

Use letters and words to write about experiences, stories, people, objects, or events

1	2	3	4	Effort

Written and Oral Language 1.2

Spell independently by using pre-phonetic knowledge sounds of the alphabet and knowledge of letter names.

1	2	3	4	Effort

Writing 1.3

Print legibly and space letters, words, and sentences appropriately

1	2	3	4	Effort

Teacher Signature: _____

Reading 3.3

Identify characters, setting, and important events.

1	2	3	4	Effort

Date: _____

Rocketship Rocketeers: Soaring Towards Excellence! Aspirando Hacia la Excelencia!



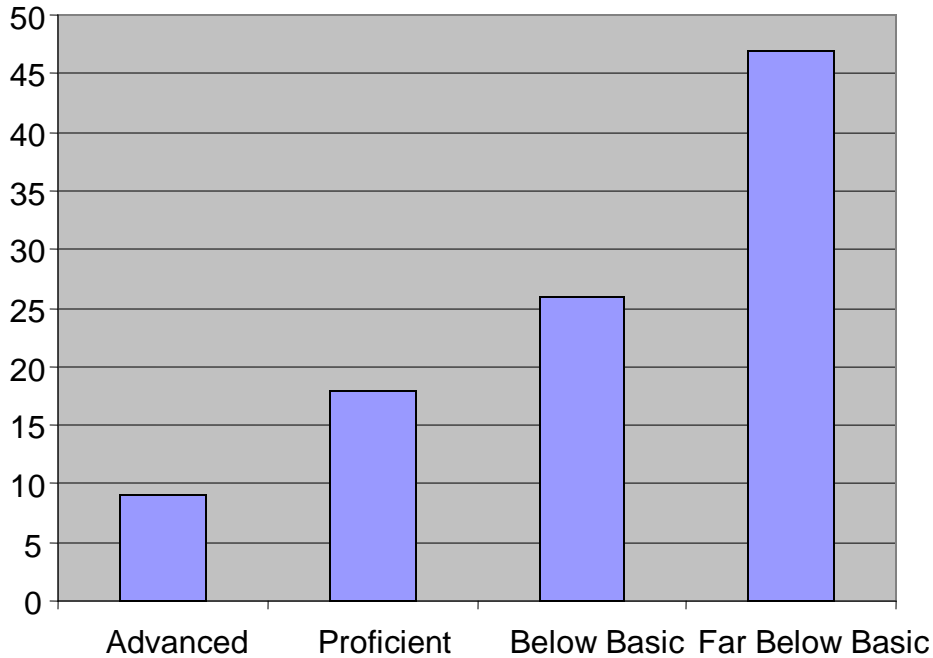
Appendix L: At-Risk Students Entering Kindergarten

A significant amount of research has been done on the readiness for Kindergarten of at-risk students. Much of the focus on programs like Headstart has been on how to raise the preparedness of our Kindergartners. The U.S. Department of Education's Early Childhood Longitudinal Study, Kindergarten 1998-99 (ECLS-K) examined directly the set of skills that most Kindergartners have upon starting school. It compared these to the skills of children with one or more risk factors. The risk factors considered were:

- Single-parent family
- Mother has less than high-school education
- Family has received welfare or food stamps
- Parents' primary language is other than English

Families in the School neighborhood PI schools are approximately 69% qualified for Free and Reduced Meals, which is highly correlated to factor 3. They also may have a primary language other than English (approximately 26%). Inner-city families are also significantly more likely to be single-parent families with less than a high school education. Nationwide, about 16% of Kindergartners have two or more risk factors, which we believe will be the case for the majority of RS7 Kindergartners. As shown in Zill and West's analysis of this dataset, children with two or more risk factors were most likely to fall into the bottom quartile in reading readiness (47%) vs. just 9% in the top quartile. (Zill and West, 2001)

**Percentage of Kindergartener Readiness for Children
With 2 or More Risk Factors**



We arrive at our conclusion that our average student will be 1.5 years behind the average American student through the following analysis. We believe that students who score proficient on achievement tests are at grade level. Advanced students are one grade ahead, below basic one grade behind, and far below basic are two grades behind. We believe that a focused intervention program like Rocketship can move students up approximately one quartile in achievement each year in school (a 25 percentile point gain). Our average student is between one and two years behind and we use the average of 1.5 years behind as our overall expectation of their achievement upon entry.

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Center to Improve Reading Competence Using Intensive Treatments Schoolwide
(C.I.R.C.U.I.T.S.)

The overarching goal of Project CIRCUITS is to implement, evaluate, replicate, and disseminate systemic prevention models that will accelerate and sustain the early reading achievement of students with reading disabilities or at risk of disabilities in grades K-3.
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Appendix N: Attendance Policy

Allowed Absences

A student shall be excused from school when the absence is: (1) due to his/her illness; (2) due to quarantine under the direction of a county or city health officer; (3) for the purpose of having medical, dental, optometric, or chiropractic services rendered; (4) for the purpose of attending the funeral services of a member of his/her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California; (5) for the purpose of jury duty in the manner provided for by law; (6) due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent; (7) for justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of holiday or ceremony of his/her religion, attendance at religious retreats, or attendance at an employment conference, when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

A student absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of any class from which a student is absent shall determine that the tests and assignments be reasonably equivalent to, but not necessarily identical to the tests and assignments that the student missed during the absence.

For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

Note: Effective July 1, 1998, school districts or charter schools will no longer receive funding from the state for students who have excused absences - illness, medical appointment, or attending funeral services for a member of the immediate family.

Appendix O: Section 504 Board Policy

Board Policy for IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Governing Board of each Rocketship School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEA”). The identification, evaluation and education of students eligible for services under the IDEA is addressed under the policies and procedures of the El Dorado County SELPA.

The Principal shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If the School does not assess a student after a parent has requested an assessment, the School shall provide notice of the parent’s/guardian’s procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student’s individual needs. The student’s parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Rocketship shall periodically review the student’s progress and placement.

The Rocketship School will implement this policy through its corresponding administrative regulation.

Current Policy Approval Date:

Amended:

Amended:

Original Approval Date:

Appendix P: 504 Administrative Regulation

Board Policies and Procedures for IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Rocketship
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** -- Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – Principal shall serve as Rocketship Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 at 408-286-3330.

B. Referral, Assessment and Evaluation Procedures

1. The Rocketship School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Rocketship employee will be forwarded to the Section 504 Coordinator.
3. The Rocketship School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment professional
6. The 504 Team will consider the following information in its evaluation of the student:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. 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; and
 - c. Tests are selected and administered so as to best 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 (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
 8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
 9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or School staff.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel.
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to Principal 504 Coordinator c/o Rocketship, 350 Twin Dolphin Dr., Suite 109, Redwood City, CA 94065. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
 3. Principal shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within the School's SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
 4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
 5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, the School may offer the parent/guardian an optional alternative dispute resolution

process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the School. Alternative dispute resolution options include:

- Mediation by a neutral third party.
 - Review of the 504 Plan by the Principal or the Principal's designee.
6. Within 10 calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and the School.
 7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and the School.
 8. The parent/guardian and the School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
 9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.
 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

Appendix Q: Health and Safety Policies

This appendix contains a set of sample health and safety policies to be approved by the Rocketship School Board. The policies attached are as follows:

Policy 1:	Fingerprinting and Background Checks
Policy 2:	Tuberculin Examinations
Policy 3:	Safe Facilities
Policy 4:	Emergency Plans
Policy 5:	Immunizations/Physical Exams
Policy 6:	Communicable, Contagious, or Infectious Disease Prevention Policy
Policy 7:	Administration of Medications
Policy 8:	Drug-Free Workplace
Policy 9:	Smoke-Free Environment
Policy 10:	First Aid, CPR, and Health Screening
Policy 11:	Exposure Control Plan for Blood Borne Pathogens
Policy 12:	Conditions for Classroom and School Visitation and Removal Policy

Fingerprinting and Background Checks

The School shall comply with the applicable provisions of the Education Code, including Sections 44237, 44830.1, and 45125.1.

It is the policy of Rocketship to require fingerprinting and background checks for its employees as required by law prior to employment at Rocketship. All prospective employees must abide by all applicable laws and agree to abide by the policies of the School, including the submission of fingerprints and the approval for the School or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

The School shall also fingerprint and background check each campus volunteer, prior to volunteering at the School. A campus volunteer is defined as an individual, other than parents and guardians of students within the school, working under the direction of a paid School employee to provide a service without compensation on campus while working with or around children. No campus volunteer or any non-Rocketship staff will be permitted to supervise or interact with students without direct supervision from Rocketship staff. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the School, including the submission of fingerprints and the approval for the School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of obtaining clearance to volunteer on campus.

Additionally, the School may on a case-by-case basis require an entity providing school site services other than those listed above to require the entity's employees to comply with the requirements for fingerprinting, unless the School determines that the employees of the entity will have limited contact with students. In determining whether a contract employee will have limited contact with students, the School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether students will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others.

Procedures for Background Checks

The Principal(s) of Rocketship shall review Department of Justice reports on prospective employees/ contractors; volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1, or 45125.1, except with respect to her or himself, in which case the Director of HR will review. The Principal(s) shall monitor compliance with this policy and report to the Director of HR on a semi-annual basis.

Tuberculin Examinations

1. No person shall be employed by or volunteer at the School unless they have submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees/volunteers shall be required to undergo this examination at least once every four (4) years, with the exception of “food handlers” who shall be examined annually.
4. After such examination each employee shall file a certificate with the School from the examining physician showing the employee was examined and found free from active tuberculosis.
5. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, the School will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, the School will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.
6. This policy shall also include student teachers serving under the supervision of a designated teacher and all substitute employees.

Safe Facilities

Rocketship will be housed in a facility that meets California Building Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the School will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

Emergency Plans

Disaster Plan

Rocketship shall (1) develop and adopt a plan to ensure the School's preparation to meet disasters; and (2) provide for all members of the certificated and classified staff of the School and all students enrolled in the School the instruction they need to be fully informed regarding all phases of the plan and the responsibilities they are to assume should either a man-made or natural disaster occur in Rocketship or in the area in which the School is located.

Rocketship's emergency plans are consistent with best practices common to many school districts.

School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in the "Emergency Response Plan".

Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the types of emergencies listed below are provided in the "Emergency Response Plan".

- Medical Emergency, Illness, Injury
- Fire in Surrounding Area
- Fire on School Grounds
- Earthquake
- Bomb Threat
- Intruder, Hostage Taking, Lockdown
- Severe Weather
- Extended Power Loss
- Poisoning, Chemical Spills, Hazardous Materials
- Severe Allergic Reaction

Biological or Chemical Attack
Radiation Threat
Armed Assault on Campus
Drive-by Shooting
Air Pollution / Smog
Fallen Aircraft
Explosion
First Aid, CPR and Health Screening
Unlawful Demonstration/Walkout

Identify Level of Emergency

The second step in responding to an emergency is to determine the *level* of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

Level 1 Emergency: A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Notification Procedures

1. In case of an emergency at any school facility, the flow of information after calling 911, shall be from the school Principal to the Rocketship Education main office. Information should include the nature of the incident and the impact, on the facility, students and staff.
2. In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.
3. In the event the Rocketship main office is in receipt of information, such as a weather warning that may affect a school within Rocketship Education, the information shall be provided to the school Principal.

Determine Immediate Response Actions

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The Principal will be responsible for activating the school emergency operations plan and the initial response. The most common immediate response actions initiated during school emergencies are:

Duck and Cover
Shelter-In-Place
Lockdown
Evacuate Building
Off-Site Evacuation
All Clear

Procedures for each of these are included in the “Emergency Response Plan”.

Immediate Response Actions

Duck and Cover

This action is taken to protect students and staff from flying or falling debris.

Description of Action

1. This action is to be taken immediately in case of an earthquake once shaking is perceived by the teachers and staff, even without the initial announcement by the Principal.
2. If possible, the Principal will make the following 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. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”

3. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
4. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
5. Teachers and students should move away from windows.

Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Description of Action

1. The Principal will make the following 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. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom / building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; 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.

Lockdown

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lockdown, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action

1. The Principal will make the following 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. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Evacuation Map.
3. Teachers will secure 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.

Staff Responsibilities:

- **Principal**
 - Orders evacuation via all-call system and with bell system.
 - Takes student accounting as classes leave school site.
 - Does final check of buildings and leaves for evacuation site.
 - Communicates with Designee as needed
- **Principal’s Designee**
 - Takes student accounting as classes leave school building.
 - Does final check of buildings and leaves for evacuation site.
 - Communicates with Principal as needed.
- **Teachers**
 - Teachers prepare to evacuate by:
 - Getting **Emergency Pack**.
 - Turning **off** air/heating.
 - Taking student count before exiting room.
 - Students **take** jackets, but **leave** backpacks, etc.
 - Walk class in an orderly and quiet manner to assigned evacuation point.

All Clear

This action is taken to notify teachers that normal school operations can resume.

Description of Action

1. The Principal will make the following 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.

“YOUR ATTENTION PLEASE. IT IS NOW OK TOO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

Training and Exercise

Rocketship understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

1. Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.
2. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.
3. Rocketship will plan for 1) Earthquake, 2) Fire, 3) Evacuation, 4) Lockdown and 5) Severe Weather/Shelter-in place drills.
4. Rocketship will participate in any external drills or exercises sponsored by local emergency responders or state agencies, such as The Great California Shake Out drill. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the school will participate as it relates to improving the school's ability to respond to and deal with emergencies.

Activities by Phases of Emergency Management

This plan addresses emergency actions that are conducted during all four phases of emergency management.

Mitigation/Prevention

Rocketship will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

1. Hazard Analysis
2. Identifying hazards
3. Recording hazards
4. Analyzing hazards
5. Mitigating/preventing hazards
6. Monitoring hazards
7. Security Audit

Preparedness

Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:

1. Providing emergency equipment and facilities.
2. Emergency planning, including maintaining this plan, its annexes, and appendices.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
4. Conducting periodic drills and exercises to test emergency plans and training.
5. Completing an After Action Review after drills, exercises and actual emergencies.
6. Revise plan as necessary.

Response

Rocketship will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property

damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

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 includes 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.

- **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 affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:
 - a) Disseminate information to Emergency Response Team members and request a meeting of all available members.
 - b) Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
 - c) Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
 - d) Notify general faculty/staff by letter or telephone with appropriate information.
 - e) Schedule faculty meeting for an update the week before students return to school.
 - f) Be alert for repercussions among students and staff.

When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedure.

Immunizations/Physical ExamsApplicability

This policy applies to all applicants to each Rocketship School and the administration of the School in charge of admissions.

Immunizations

The School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the School staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria.
- b) Measles.
- c) Mumps, except for children who have reached the age of seven years.
- d) Pertussis (whooping cough), except for children who have reached the age of seven years.
- e) Poliomyelitis.
- f) Rubella.
- g) Tetanus.
- h) Hepatitis B.
- i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

School verification of immunizations is to be by written medical records from a doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) A parent may request exemption of their child from immunization for personal beliefs.
- c) StudentStudents who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Physical Examinations

All students are to have completed 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 Section 124085. Information and forms are distributed to students enrolled in kindergarten.

Failure by parents or guardians to obtain an examination for a student or a waiver will result in that student being denied enrollment.

Changes in a student's medical status must be provided to the School along with a physician's written verification of the medical issue, especially if changes impact in any way the students' ability to perform schoolwork.

Adopted:

Amended:

Communicable, Contagious, or Infectious Disease Prevention Policy

Rocketship recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The School Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See “Immunizations / Physical Exams”, Policy # 5) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See “Bloodborne Pathogen Exposure Control Program”, Policy #11)

Administration of Medications

The Rocketship staff is responsible for the administration of medication to students attending school during regular school hours.

It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

The School, upon request from the parent/guardian and verification from a physician, will endeavor to provide for the administration of prescribed medication to allow the student to attend School, if the student is unable to take the medication without assistance or supervision.

Any student who is required to take, during the regular school-day, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the Charter School receives the appropriate written statements

In order for a student to carry and self-administer prescription auto-injectable epinephrine, the parents and guardians shall provide to the school both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the student consenting to the self-administration, providing a release for the 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 the School and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

In order for a student to be assisted by designated school personnel, the School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the student indicating the desire that the School assist the student in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical profession.
- Medication shall be administered only during school hours if determined by a physician to be absolutely necessary on an ongoing basis.
- The parent/guardian shall sign a release/consent form, which is to be kept on file at the school.
- Designated staff shall keep records of medication administered at the school.

- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by the School nurse or by designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A student may be subject to disciplinary action if that student uses auto-injectable epinephrine in a manner other than as prescribed.

Drug-Free Workplace

Rocketship is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, consistent with this commitment, the school has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- “For cause” drug testing (reasonable suspicion testing);
- Search of School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property.

Refusal to submit to a “for cause” drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination.

Smoke-Free Environment

Rocketship is a smoke-free environment.

Smoking is not allowed anywhere on the School campus. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

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 expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

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.

All Administrators and School Office Personnel are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to 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. Adult and pediatric CPR and First Aid training will also be provided to all support staff and volunteers.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student 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. The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis Screening

The School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, et seq., and District Board policy per appropriate grade levels.

Head Lice

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students.

If there are two or more students affected in any class, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Adopted:

School Safety

Board Policy #11

Exposure Control Plan For Bloodborne Pathogens

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 Rocketship “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.

Any employee not identified as having occupational exposure in Rocketship exposure determination may petition to be included in Rocketship employee in-service training and hepatitis B vaccination program. Any such 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.

Conditions for Classroom and School Visitation and Removal Policy

While the School encourages parents/guardians and interested members of the community to visit the School and view the educational program, the School also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Sections 627, et. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Principal or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.
3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent 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.
5. The Principal may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Principal or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Principal or the Board President within five days after the denial or revocation. The Principal or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal shall be held within seven days after the Principal receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.
7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. At each entrance to the School grounds of, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
9. 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.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. 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 period of three (3) years.

Appendix R. Suspension and Expulsion Procedures

SUSPENSION AND EXPULSION PROCEDURES

*Governing Law: The procedures by which pupils can be suspended or expelled
—California Education Code Section 47605.6(b)(5)(J)*

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Rocketship school. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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 that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") 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 regular education students except when federal and state law mandates additional or different procedures. The school will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the special education provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a

suspected disability or who is otherwise qualified for such services or protections in according due process to such students. While the School remains a public school of the district for purposes of special education under Education Code Section 47641(b), the School shall notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and shall coordinate with the District the manifestation determination process prior to the expulsion of any such student as well.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts 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 firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student 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 student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a student 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 discipline pursuant to subdivision (1) above.
19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 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 shall apply to students in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f)

and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or 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, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within three (3) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or 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.

2. Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. 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.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the student and the student's guardian or representative will be invited to a 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.

D. Authority to Expel

The full authority of the Board of Directors to hear and conduct expulsions shall be granted to the Discipline Committee, a committee of the RSED Board of Directors. The Discipline Committee shall consist of three board directors of the RSED Board. The Discipline Committee may expel any student found to have committed an expellable offense.

Instead of conducting the hearing itself, the Discipline Committee may appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the board or employed on the staff of the school in which the pupil is enrolled. The Discipline Committee will pre-appoint a panel of at least five certificated persons, each from different Rocketship school sites. Should any of the persons appoint to the panel be employed by the staff of the school in which the pupil is enrolled, he/she will recuse him/herself from the proceedings.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, 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 pupil requests, in writing, that the hearing be postponed.

In the event an administrative panel hears the case, it will make a recommendation to the Discipline Committee for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School disciplinary rules which relate to the alleged violation;
4. 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;
5. 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;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School 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 which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to Three (2) adult support persons of his/her

choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled,

the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person 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.

G. 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.

H. 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 School Board 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 and sworn 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 his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the School Board who will make a final determination regarding the expulsion. The final decision by the School Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the School Board is final.

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

I. Written Notice to Expel

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

1. Notice of the specific offense committed by the student
2. 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.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information.

J. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

K. Right to Appeal

The pupil/family shall have the right to appeal the decision to expel the student from the Charter School directly to the Discipline Committee. The request to appeal must be made in writing and shall be submitted to the Discipline Committee within fifteen business days of being made aware of the decision to expel the student. The appeal shall be heard by the Discipline Committee within thirty days of receipt of the appeal.

If decision to expel is upheld and the pupil/family is still dissatisfied with the decision, they may request one final appeal to the RSED Executive Committee. The request to appeal must be made in writing and shall be submitted to the Executive Committee within fifteen business days of being made aware of the decision to uphold the expulsion of the student. The appeal shall be heard by the Executive Committee within thirty days of receipt of the appeal.

L. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the District or their school district of residence.

N. Readmission

The decision to readmit a student or to admit a previously expelled student from another school, school district or charter school shall be in the sole discretion of the School Board following a meeting with the Principal and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student 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 student's readmission is also contingent upon Rocketship capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

i. Notification of District

The School shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who the School or District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

ii. 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.

iii. Procedural Safeguards/Manifestation Determination

Within ten (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:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) 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:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c) Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

iv. 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.

v. Special Circumstances

School 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 forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

vi. Interim Alternative Educational Setting

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

vii. 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 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:

- a) 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.
- b) The parent has requested an evaluation of the child.
- c) 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 (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

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

Appendix S: Sexual Harassment Policy

Rocketship Education, Inc. Policy on Sexual Harassment

Statement against Sexual Harassment

- **No toleration policy** - Sexual harassment of or by any faculty, staff or student is illegal and will not be tolerated. The School Governing Board prohibits sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state or local law or ordinance or regulation.
- **To whom the policy applies** - This policy applies to all persons involved in the operation of the School and prohibits unlawful harassment by faculty, staff, and students.
- **Discipline** - The School Governing Board considers sexual harassment to be a major offense and any individuals who violate this policy are subject to discipline up to and including dismissal, expulsion or other appropriate sanction.
- **Prompt and Thorough Investigation** - All claims of harassment will be taken seriously and will be investigated promptly and thoroughly.
- **Confidentiality** - Sexual harassment advisers and others responsible to implement this policy will respect the confidentiality and privacy of individuals reporting or accused of sexual harassment.
- **No Retaliation** - Retaliation against any employee or student who in good faith reports or provides information related to harassment in violation of this policy is against the law and will not be tolerated. Intentionally providing false information, however, is grounds for discipline.

Sexual Harassment Defined

Unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made implicitly or explicitly a term or condition of employment or educational development;
- Submission or rejection of such conduct is used as a basis for employment or education decisions affecting individuals; or
- Such conduct has a purpose or effect of unreasonably interfering an individual's work or educational performance, or creating an intimidating, hostile or offensive

working or educational environment.

- Sexual harassment in California also includes:
 - Verbal harassment, such as epithets, derogatory comments or slurs;
 - Physical harassment such as assault or physical interference with movement or work; and
 - Visual harassment, such as derogatory cartoons, drawings or posters.

Unwelcome sexual advances of an employer towards an employee or student of the same sex and harassment on the basis of pregnancy disability are unlawful sexual harassment. Employees and students in California are protected from discrimination based on their actual or perceived sexual orientation. Sexual orientation is defined as “heterosexuality, homosexuality, and bisexuality.”

- Specifically, sexual harassment may occur as a pattern of degrading sexual speech or actions and may include, but is not limited to the following examples:
 - Vulgar remarks;
 - Sexually derogatory comments regarding a person’s appearance;
 - Physical touching, pinching, patting, or blocking free movement;
 - Sexual propositions or advances (with or without threats to a person’s job or promotion if that person does not submit);
 - Sexually suggestive or degrading posters, cartoons, pictures or drawings;
 - Offensive sexual jokes, slurs, insults, innuendos or comments; or
 - Physical assault.

Notification

- A copy of the Policy Information Sheet shall be provided to all School students and employees at the beginning of the first semester of each school year with the disbursement of the first paycheck, noting whether any amendments have been made.
- A copy of the Policy Information Sheet and School Board Sexual Harassment Policy # will be provided as part of new student orientation and at the beginning of each new school term.

- New employees to the School will receive a copy of the Information Sheet and Board Sexual Harassment Policy # upon acceptance of employment.
- The School Board Sexual Harassment Policy will be displayed in a prominent location at the School.
- A copy of the School Board Sexual Harassment Policy # shall appear in any publication of the School that sets forth the comprehensive rules, regulations, procedures and standards of conduct from the School.

Employees or students who have questions concerning this Board Policy # are encouraged to contact the Principal.

Complaint Procedure

Complaint Filing Procedure

- **Informal Resolution** - The School Board encourages communication among its employees and students. Employees or students who feel that they are being harassed by another student or employee, if reasonably possible, should inform the party directly that his or her conduct is unwelcome or offensive and it must stop. If this is not possible, or if the alleged harasser is an employee of the School, or if the behavior continues, employees and parents / guardians can follow the complaint filing procedure.
- **Written Complaint** – Complaints should be submitted within one (1) year of the alleged incident to ensure a prompt, thorough investigation.
- Any student who believes he or she has been harassed, or believes he or she has witnessed harassment by a peer, or agent of the School should promptly report in writing, using the attached form, incident(s) to the his or her supervisor and / or the Principal.
- A complaint form is attached to this Policy. It is important to fill in as much information as accurately as possible. A copy of this form can be obtained from the Principal.
- The Principal, or designee, will investigate all reported incidents within 10 days of receiving a written complaint form, unless the Principal, or designee, is the subject of the investigation, in which case the School Governing Board shall appoint an investigator. The individual responsible for the investigation will hereinafter be referred to as the “Investigator.” If the Investigator deems it necessary, he or she will convene a Team of trained investigators to proceed in the investigation.

Investigation

Investigation Policies

- Complaints will be treated seriously and investigated immediately.
- Complaints will be handled confidentially.
- Complainants will be promptly and fully informed of their rights pursuant to this policy.
- All witnesses and the accused will be properly and fully informed of their rights and remedies pursuant to this policy.
- All interviews of the accused, witnesses and the complainant shall be conducted in a private area.
- The Investigator will be properly trained to listen to the allegations, make complete notes, attempt to identify all persons involved, as well as all possible witnesses, and interview the accused.
- No complainant, witness, or party who assists in the investigation will be retaliated against.
- The School will take steps to prevent the recurrence of any harassment and will correct any discriminatory effects on the complainant and others.

Investigation Procedure

The Investigator will initiate an investigation to determine whether there is reasonable cause to believe that a violation of the School Board's sexual harassment policy has occurred. "Reasonable cause" is shown if a person of ordinary caution or prudence would be led to believe and conscientiously entertain a strong suspicion of a violation of the sexual harassment policy.

- All individuals involved in the investigation including the complainant, witnesses and the accused shall be fully informed of their rights under this policy.
- The accused shall be provided with a copy of the complaint form and an opportunity to respond to the allegations within seven (7) days of receipt of the request for a formal inquiry. The investigation will include interviews with the complainant and other witnesses as determined by the circumstances.

- The Investigator shall fully and effectively conduct an investigation that includes interviewing:
 - 1) The complainant;
 - 2) The accused;
 - 3) Any witnesses to the conduct; and
 - 4) Any other person who may be mentioned during the course of the investigation as possibly having relevant information.

- When appropriate, interim protections or remedies for the complainant, such as limitations on contact, alternative course schedules, and the like, may be recommended to the appropriate School administrator at any time during the process. The complainant will be kept informed of the status of the complaint, consistent with the School Board's policy and regulation and applicable law.

- The formal investigation shall typically be completed within sixty (60) days of the date of the filing of the request.

- The final determination of the Investigator's investigation shall result in a report which shall contain, at the minimum:
 - 1) a statement of the allegations and issues;
 - 2) the positions of the parties;
 - 3) a summary of the evidence received from the parties and the witnesses;
 - 4) any response the accused wishes to add to the report; and
 - 5) all findings of fact.

- The final determination report shall state a conclusion that the Investigation Team:
 - 1) Found reasonable cause that the accused violated the sexual harassment policy; or
 - 2) Did not find sufficient evidence to find reasonable cause that the accused violated the sexual harassment policy. Where the Investigator did not find reasonable cause but believes the behavior complained of may constitute misconduct, the Investigator may state such a conclusion and refer the matter to the appropriate School administrator.

- The report shall be submitted to the appropriate School administrator(s) for action, within thirty (30) days of the completion of the investigation or as soon thereafter as is feasible. The Investigator will inform the complainant and the accused that the report has been forwarded and to whom. The appropriate administrator(s) will ensure that the complainant and the accused are timely notified in writing of the disciplinary action taken.
- Within fifteen (15) days of disciplinary action being taken against the accused, or as required by applicable Board procedures, the appropriate administrator(s) shall provide written notification to the complainant indicating:
 - 1) individual remedies available to the complainant; and
 - 2) all sanctions against the accused of which the complainant needs to be aware in order for the sanctions to be fully effective
- Within fifteen (15) days of taking disciplinary action against the accused, the appropriate administrator(s) shall provide written notification to the Investigator indicating
 - 1) the results of any disciplinary actions and the initiation of any appeals; and
 - 2) all further individual remedies available to the complainant.
- If the final determination is that sexual harassment has occurred, a prompt, relevant and effective remedy shall be provided to the complainant and appropriate disciplinary action taken against the harasser.

Appeal

Appeal of Sexual Harassment Investigation Finding of No Reasonable Cause - There are different ways to appeal a finding of no reasonable cause depending on whether the complainant is a student, faculty, or staff. In most cases, existing School complaint procedures provide a mechanism for such an appeal, and where available, such procedures must be utilized.

Notice to the Complainant

Where the Investigator concludes that there is no reasonable cause to believe that a violation of the School Board's sexual harassment policy has occurred and the complaint is to be dismissed, a copy of the report will be sent to the complainant and the accused in accordance with the School Board policies/regulations applying to the disclosure of information from School records.

Written Appeal

A written appeal must be directed to the appropriate administrator, as designated by the Principal, within thirty (30) days of notification to the complainant of the dismissal of the complaint.

Basis for Appeal - The appeal may be based only on one of the following grounds:

- 1) There is newly discovered important evidence not known at the time of the report;
- 2) Bias on the part of an Investigator member; or
- 3) The Investigator failed to follow appropriate procedures.

Decision

The Principal or his or her designee will consider the appeal and will provide a written decision to the complainant and the Investigator within thirty (30) days of receipt of the appeal.

Extensions of Deadlines

Extensions of all deadlines contained in these procedures may be granted at the discretion of the Investigator for good cause. The Principal shall be consulted before a decision is made on requests for extensions involving faculty and staff.

Appendix T: Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

Appendix U: Sample Rocketship Parent Commitment Letter

Parents’/Guardians’ Commitment

We fully commit to RS7 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 RS7 on-time every day by 7:15 A.M. if they intend to eat Breakfast or 8:00 A.M. if they do not (Monday – Friday).
- We will make arrangements so our child can remain at RS7 until 3:20pm (K) or 3:50pm (1st-2nd) or 4:00pm (3rd – 5th) Monday thru Thursday.
- We will make arrangements so our child will be picked up from RS7 at 1:50pm (K-2nd) or 2:10pm (3rd – 5th) every Friday.
- We will follow all arrival and dismissal regulations and parking procedures.
- We will make sure our child follows the RS7 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 read carefully and sign (if requested) all the papers the school sends home to us.
- We will meet regularly with teachers to discuss our child’s progress, including home visits, sites off campus, and parent conferences and support their work to help our child excel.
- We will participate in all school activities including parent/family meetings, exhibition nights, community meetings, open house nights, conferences, etc.
- We will volunteer at least 30 hours per year for the RS7 community.

We, not the school, are responsible for the behavior of our child.

X _____

Rocketship Commitment

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 RS7.

X _____

Appendix V: Resumes of Rocketship Founders

John Danner
420 Florence Street, Suite 300
Palo Alto, CA 94301
(877) 806-0920 extension 101

June 2005 to Present **Rocketship Education** **Palo Alto, California**
Founder and CEO

Founded this non-profit Charter Management Organization to create high-performing literacy-focused elementary schools serving inner-city students. Performed all fund-raising, created banking relationships, built board of directors, established curriculum. Rocketship intends to open its first elementary school in August, 2007.

July 2005 to Present **KIPP Academy Nashville** **Nashville, Tennessee**
Director

John introduced KIPP to Nashville and after two years of local political resistance, was able to establish KIPP Academy Nashville with principal Randy Dowell. John recruited KAN'S first teacher and a Reading Master Teacher. John oversaw the first year's budgeting and accounting processes to help KAN achieve a solid financial position during its first year of operation. KAN's teachers and students were named "Nashvillians of the Year" by the Nashville Scene newspaper in December, 2005 for showing Nashville that high expectations can be achieved by fully committed teachers and students.

August 2002 To May 2005 **Nashville Metro School District** **Nashville, Tennessee**
Teacher

Taught fifth grade in a high-risk middle school in 2002. Moved to second grade in 2003 and taught 2nd grade English Language Learners (ELL) in 03-05 at Glengarry Elementary in South Nashville and served as ELL Coordinator for the school. Achieved 2.5 years of reading progress for students during his two years at Glengarry. Instituted a data-driven model for assessing students' current reading skills and basing instruction on student need. Instituted a leveled classroom library for independent reading resulting in high correlations between independent reading and progress in reading development. Purchased curriculum software for his classroom allowing ELs to focus on vocabulary acquisition, phonemic awareness, and phonics.

August 2001 To May 2005 **Tennessee Charter School Association** **Nashville, Tennessee**
Director (01-03), Chairman (03-05)

John became a director of the TCSA and helped to pass the first charter school law in the state in 2002. Subsequently, the TCSA helped twelve charter schools to begin operations over the next four years. John was involved in state and local political advocacy and assisted schools in operating in compliance with Tennessee education and charter school law.

March 2000 To August 2001 **Sacred Heart Nativity School** **San Jose, California**
Co-Founder, Chief Financial Officer

Member of the founding team of this tuition-free Jesuit middle school. Focused on budgeting, fund-raising, building renovation, recruitment of staff, and educational partnerships. The school's goal is to create the next generation of leaders for this Latino community. Sacred Heart Nativity targets students achieving below grade level, brings them to above grade level by end of eighth grade, and achieves admission for the students into college preparatory schools. School approach includes low student-teacher ratio, extended school hours, extensive extracurricular.

September 1995 **NetGravity Corporation** **San Mateo, California**
To October 1999 **Chairman and Chief Executive Officer**

Founder and Chief Executive of this Internet advertising technology company. Took the company public in June of 1998. Built company to 150 employees and \$30M annual revenue. Raised \$180M in three private rounds and two public rounds of financing. Sold company in October 1999 for \$750M to DoubleClick (DCLK).

1988-1995 Software Engineer/Manager Silicon Graphics, Inc. Mountain View, California
 Oracle Corp. Redwood Shores, California
 Tandem Computers Cupertino, California

Education: Bachelor of Science, Electrical Engineering, Stanford University, 1988.
 Master of Science, Electrical Engineering, Stanford University, 1992.
 Master of Education, Education Policy, Vanderbilt University, 2003.

Affiliations: Fellow, Aspen Institute Crown Fellowship Program
 Director, The Learning Center pre-school in Palo Alto.
 Entrepreneur in Residence, New Schools Venture Fund.

Preston Smith

4163 Partridge Drive, San Jose, CA 95121

(408) 313-0265

preston@rsed.org

HIGHLIGHTS

- Over 10 years' experience public education (traditional school districts and charters)
- Co-Founder of Rocketship Education, an organization dedicated to eliminating the achievement gap and serving 1 million students across the United States by 2040.
- Founding Principal of Rocketship Mateo Sheedy Elementary School. In 2008, after two years of operation, Rocketship received an API score of 925 and was the third ranked high poverty (50% free and reduced meals) school in California.
- Founding Principal of L.U.C.H.A. Elementary School, a small-autonomous school in the Alum Rock Union Elementary School District. In 2006, after three years of operation, L.U.C.H.A. received an API score of 881 and was the fourth ranked high-poverty (50% free and reduced meals) school in California.

PROFESSIONAL EXPERIENCE

Chief Achievement Officer, Rocketship Education (May 2009 – Present)

- Responsible for building and supporting the Rocketship academic team in their efforts to create college preparatory elementary schools.
- Responsible for the academic progress and accomplishments of students (teachers are effective in their ability to ensure 1.5 years of significant gains for each student, each year).
- Responsible for professional development of staff, various achievement related projects and the continued expansion of schools.
- Developing merit based evaluation measures and compensation structures for staff.
- Developing Leadership Development Program at Rocketship intended to ensure that internal leaders are developed (Principals, Academic Deans, etc.) to make the continued expansion and replication of Rocketship successful.
- Assisting with the academic and curricular design with the hybrid model of Rocketship Education.

Founding Principal, Rocketship Mateo Sheedy Elementary School (July 2007 – May 2009)

- Rocketship Mateo served 160 students in the founding year and 323 students in the following year.
- Student population was 78% English Language Learners and 87% of the students were eligible for Free and Reduced Meals.
- In its second year of operation, Rocketship Mateo received a 926 API, based on the California state assessment, which was the top ranked elementary school in San Jose and Santa Clara County for low-income students and the third best ranked school in the state for low-income students, better than 99% of schools.

Principal, L.U.C.H.A. Elementary School (July 2004 – June 2007)

- Founded L.U.C.H.A., a small school, with a team of parents and teachers
- Oversaw the growth of L.U.C.H.A. Elementary School from 120 students to over 250 students and subsequently, a budget that increased from \$1 million to almost \$3 million.

- Led L.U.C.H.A. to successive increases in API scores according to the California State Exam from an initial API of 753 to 881 in the final year. This API score was the fourth highest in the state for low-income elementary schools in California.
- Helped to create a consortium of small schools within San Jose, which led to collaboration efforts on professional development and mentoring of other principals.

Founding Design Team Leader, L.U.C.H.A. Elementary School (October 2003– April 2004)

- Recruited the team of parents and teachers that helped to design L.U.C.H.A. Elementary school.
- Oversaw the development of the various autonomies that were put in place for curriculum, budget, and evaluation processes within the school.
- Organized parents and community members in various activities in order to ensure that the small schools were created and established within a low-performing district.

First Grade Teacher, Arbuckle Elementary School (August 2001 – June 2004)

- Served as a Teach for America teacher at Arbuckle Elementary School and selected as a Sue Lehmann Award finalist, a national competition for Teach for America teachers with the strongest academic results.
- Selected from amongst the staff as Teacher of the Year during the 2002/2003 school year.
- Oversaw the development of the first grade team and served as the team leader from 2002 to 2004.
- Led 18 out of 20 students to receiving proficient scores on their writing exams during the 2002/2003 and 2003/2004 school years.
- Organized parents and families of students in weekend and week-night activities, which led to greater parent involvement and student achievement.

Second Grade Teacher, Teach for America Institute (July 2001 – August 2001)

- Selected from over 4,000 applicants to be able to join Teach for America.
- Participated in a five-week summer institute that was an intense professional development “boot-camp” for teachers.

EDUCATION

- **San Jose State University**, Master of Arts—Education (Administration and Supervision), 2006
- **University of North Carolina at Chapel Hill**, Bachelor of Arts, Latin American Studies, 2001, graduated with Honors, *Phi Beta Kappa*.
- **San Jose State University**, Graduate Student—Teaching Credential, 2002, Teaching Professional Clear Credential

HONORS & SCHOLASTIC ACHIEVEMENT

- Aspen New-Schools Fellow
- Finalist for the Sue Lehmann Award for excellence in Teaching (only six are awarded to over 1,000 Teach for America corps members)
- Recruited by a Community Organization (P.A.C.T.) and asked to lead in the creation of a New, Small Autonomous School in San Jose, CA
- Teacher of the Year at Clyde Arbuckle Elementary School (2002/2003)
- Member of the Phi Beta Kappa Fraternity

GROUPS AND ASSOCIATIONS

- Association for Supervision and Curriculum Development
- California Charter School Association
- Charter School Growth Fund
- CES: Coalition of Essential Schools
- Association of California School Administrators
- WASC—Western Association of Schools and Colleges
- San Jose Writing Project

LANGUAGES:

- Spanish (Proficient)

Appendix W: Articles of Incorporation, Bylaws, and Conflict Code

NOTE: To view the full versions of the Articles of Incorporation and Bylaws attached in this section, please double click each item.

EXECUTION VERSION

FIRST AMENDED AND RESTATED ARTICLES OF INCORPORATION
OF
ROCKETSHIP EDUCATION

(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Rocketship Education.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's agent for service of process is:

Rocketship Education
Josh Mukhopadhyay
350 Twin Dolphin Drive, Suite 109
Redwood City, CA 94065

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

EXECUTION VERSION

**FIRST AMENDED AND RESTATED BYLAWS
OF
ROCKETSHIP EDUCATION**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. **NAME.** The name of this corporation is Rocketship Education.

**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 this corporation is 350 Twin Dolphin Drive, Suite 109, Redwood City, State of California. 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 this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of this corporation is to manage, operate, guide, direct and promote one or more public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. **CONSTRUCTION AND DEFINITIONS.** Unless the context indicates

FIRST AMENDED AND RESTATED BYLAWS OF ROCKETSHIP EDUCATION, INC.

Page 1 of 14



Sample:



LAW OFFICES OF MIDDLETON, YOUNG & MINNEY, LLP

JUNE 30, 2009

RECEIVED

ATTORNEY/CLIENT PRIVILEGED &
CONFIDENTIAL COMMUNICATION

PAUL C. MINNEY
JAMES E. YOUNG
MICHAEL S. MIDDLETON
LISA A. CORR
AMANDA J. MCKECHNIE

Cat Alexander
ROCKETSHIP EDUCATION
550 Kingsley Ave.
Palo Alto, CA 94301

VIA: U.S. MAIL

JESSICA ADAMS ROBISON
JERRY W. SIMMONS
CHASTIN H. PIERMAN
JULIE D. ROBBINS
JAMES L. SHEA
KIMBERLY RODRIGUEZ
ANDREA C. SEXTON
SARAH J. KOLLMAN
JANELLE A. RULEY
ANDREW G. MINNEY

**Re: Articles of Incorporation for
Rocketship Four Elementary School**

OF COUNSEL
SUZANNE A. TOLLEFSON

Dear Cat:

Pursuant to California Corporations Code Section 5160, a nonprofit corporation must keep a copy of its Articles of Incorporation at its principal office. Accordingly, we are forwarding to you an endorsed-filed copy of the Rocketship Four Elementary School Articles of Incorporation filed with the Secretary of State on June 15, 2009.

Also enclosed is a Statement of Information for the corporation, which must be filed with the Secretary of State within 90 days of incorporation, or by September 15, 2009, and other general information provided by the Secretary of State's office regarding the operation of a nonprofit public benefit corporation.

Should you have any further questions regarding this matter please do not hesitate to contact me.

Very truly yours,
LAW OFFICES OF MIDDLETON,
YOUNG & MINNEY, LLP

Kimberly Rodriguez
ATTORNEY AT LAW

Enclosures

701 UNIVERSITY AVENUE, SUITE 150 SACRAMENTO, CA 95825 T 916.646.1400 F 916.646.1300

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e. categories 1, 2, and 3).
 - A. Members of the Governing Board
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., CEO, Secretary, CFO, etc.)
 - D. Executive Director
 - E. Principal
 - F. Assistant Principals
 - G. Chief Business Officer
 - H. Director Personnel Services
 - I. Assistant Director of Personnel Services
 - J. Consultants¹
 - K. Other Employees²

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
 - A. Purchasing Manager
 - B. Assistant Business Officer
 - C. Other Employees³

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”

¹ The Chief Executive Officer may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

² “Other Employees” include any employee occupying a position that requires the employee to make a governmental decision that foreseeably and materially affects a personal financial interest, source of income, or a business position in a business entity.

³ “Other Employees” include any employee with authority to make purchases that may foreseeably and materially affect an investment and/or business position in business entities or who are in a position to influence a governmental decision that may foreseeably and materially affect an investment and/or business position in a business entity.

- A. Information Systems Technician
- B. Contractor
- C. Other Employees⁴

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than \$1,000.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.
- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

⁴ "Other Employees" include employees with authority to make purchases that may foreseeably and materially effect investments and business positions in business entities which provide services, supplies, materials, or equipment in which the employee has authority to purchase.

(No investment or interest in real property is reportable unless its fair market value exceeds \$1,000. No source of income is reportable unless the income received by or promised to the public official aggregates \$250 or more in value or \$50 or more in value if the income was a gift during the preceding 12-month reporting period.

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

Appendix X: Class Size Reduction Review Letters



LAW OFFICES OF SPECTOR, MIDDLETON, YOUNG & MINNEY, LLP

APRIL 14, 2008

VIA E-MAIL AND U.S. MAIL
catx.alexander@gmail.com

PAUL C. MINNEY
JAMES E. YOUNG
MICHAEL S. MIDDLETON
DANIEL I. SPECTOR
LISA A. CORR
AMANDA J. McKECHNIE
TIMOTHY M. WEBB

Cat Alexander
Rocketship One Public School
405 S. 10th Street
Suite #2
San Jose CA 95112

Re: Class Size Reduction Funding for 2008-09

Dear Cat:

JESSICA ADAMS ROBBINSON
JERRY W. SIMMONS
CHARISTIN H. PIERMAN
JULIE D. ROBBINS
JAMES L. SHEA
KIMBERLY RODRIGUEZ
ANDREA C. SEXTON
SARAH J. KOLLMAN
JANELLE A. RILEY
AMY L. ROBERTS

You asked our office to look into the laws pertaining to Class Size Reduction ("CSR") for grades K-3 because Rocketship Education ("Rocketship" or the "Charter School") intends to apply to the California Department of Education ("CDE") for Option 1 CSR funding for 2008-09. Specifically, your questions were about Rocketship's Learning Lab, an intervention and supplemental hourly instruction program. You asked: (1) whether the way Learning Lab is scheduled impermissibly breaks up a student's entire day of classroom instruction; and (2) whether a credentialed teacher must be present in Learning Lab.

It is our understanding that Learning Lab sessions last for one hour and forty minutes and are neither taught nor supervised by credentialed teachers. Students are assigned to be in Learning Lab at various points during their school day, and no more than eighty students are there at one time. Within the group of approximately eighty students, there are subgroups consisting of about 20 students; these subgroups rotate through the various stations in Learning Lab, including but not limited to supplemental instruction through computer software programs, and time for reading at grade-level. None of the time that any student spends in Learning Lab is counted in Rocketship's instructional minutes calculation.

The Class Size Reduction Program is found at California Education Code Section 52120, *et seq.* Charter schools are eligible for funding under the CSR program. In order to receive CSR funding under Option 1 of the Program, a charter school shall provide a reduced class size for all pupils in each classroom for the full regular schoolday in each grade level for which the funding is claimed. The Education Code defines "full regular schoolday" as: "a **substantial majority of the instructional minutes per day**, but shall permit limited periods of time during which pupils are brought together for a particular phase of education in

7 PARK CENTER DRIVE ■ SACRAMENTO, CA 95825 ■ T 916 646 1400 ■ F 916 646 1300

WWW.SMYMCHARTERLAW.COM



Gilbert Associates, Inc.
CPAs and Advisors

March 20, 2006

John Danner
Rocketship Education
550 Kingsley Avenue
Palo Alto, CA 94301

Dear John:

The audit requirements for Class Size Reduction (in the proposed 2006/07 Audit Guide, which are unchanged from the 2005/06 Audit Guide) are as follows:

- 1) Verify the mathematical accuracy of the Class Size Reduction Program claim form submitted to the California Department of Education (CDE).
- 2) For Option One Classes:
 - a. Select a sample of classes from those that were certified as eligible for Option One Class Size Reduction Program funding, using the following procedures:
 - i. The number of classes to be reviewed shall be based on auditor judgment, but the selection of classes shall be made randomly.
 - ii. For each class selected, the sample shall include at least 15 days randomly selected from all instructional days that occurred between the first day of instruction and April 15, inclusive, of the year audited.
 - iii. If the class size for the sampled classes was more than 20.4 when averaged over a period from the first day of instruction to April 15, inclusive, the auditor shall conduct a more in-depth review. The in-depth review shall be either of the following:
 1. A review of all instructional days for all classes for which a district or charter school has requested funding pursuant to the provisions of Education Code Section 52126.

2880 Gateway Oaks Dr. • Suite 100 • Sacramento, CA 95833
101 Parkshore Dr. • Suite 100 • Folsom, CA 95630

Phone 916.646.6464 • Fax 916.641.2727
<http://www.gilbertcpa.com>

Appendix Y: Learning Lab Components

The Learning Lab is a productive way for students to practice and learn skills which they need most. Learning Lab consists of three parts: Reading/Literacy Center, a Computer Center, and an Enrichment Center. In addition, it is during this time that some interventions may be provided (most are provided at the After-School program) for students who have Individualized Learning Plans that stipulate additional instruction and intervention in particular areas. The instructional methodology in every center of Learning Lab revolves around the critical components of the Rocketship Response to Intervention strategies as described in great detail earlier in this document. The operating methodology behind Learning Lab time is to ensure that students are on-task for as much time as possible. We believe the key to this is a strict set of procedures for students and a group leader who is actively working to ensure on-task time. The components of the Learning Lab are as follows:

Reading Center:

- A leveled library of books

We anticipate using the same books used in Guided Reading in our leveled library. Books are leveled A-Z according to the Rigby leveling system. Students primarily read these books for practice with fluency.

- A library of unlevelled works of great children's literature for enjoyment reading

We will build our literature collection over time. Students who have completed the day's assignments will have a chance to do additional pleasure reading from this collection. We anticipate that these books will be the ones available for checkout from the Learning Lab.

- Renaissance Learning's *Accelerated Reader*

Accelerated Reader will be used to test basic fluency and comprehension, despite its known limitations in deeper comprehension measurement. For ELL students and early readers, screen-based tests will be replaced with computerized oral tests available from Renaissance.

Computer Center:

- Online Curricula

The Computer Center will have online curricula focused on building skills in Math and Literacy. Online programs in the Learning Lab will allow students to progress along a developmentally appropriate path during the time they have on computers to best individualize their practice. Most online programs will be adaptive, meaning that the system will adjust the difficulty of material to a level most appropriate for the individual student, focusing on the particular skills on which the student needs the most practice. Each program allows for student progress to be tracked by teachers according to mastery of a skill. Teachers can specify particular content focus, and thus, outline a learning path for individual students through the online curricula. Online programs scheduled to be used at Rocketship include:

Math

DreamBox Learning
Reasoning Mind
ST Math/MIND Research
TenMarks
Equatia

Literacy

Headsprout Early Reading
Headsprout Reading Comprehension
Compass Learning

Oral Language

Rosetta Stone

- Intervention in Learning Lab

The final component of Learning Lab is one-on-one and small group intervention time. Interventions occur in both Reading and Computer Centers. Depending on each student's Individualized Learning Plan (ILP), Rocketship students will receive one on one and/or small group supplemental instruction during a portion of his/her Learning Lab time. A student's ILP serves as the intersection between daily student performance and formative assessment data and the identification of critical skills that any student may need assistance in developing. Implementing the Rocketship Response to Intervention model throughout Learning Lab and training staff to facilitate supplemental instruction to students ensures that there will be a systematic connection between a student's classroom instruction and his or her intervention. Teachers and the intervention staff will use the ILP to track student progress in the classroom and in the Learning Lab and plan lessons for them.

Enrichment Center:

- Physical Education

Rocketship students will be led by the Enrichment Center Coordinator who will teach them exercises and activities important to the students' physical development. Additionally, the coordinator will teach them group activities and games to promote teamwork. In all activities a culture of self-discipline, persistence, and working together will be promoted.

- Nutrition Class

In addition to the physical activity portion of the Enrichment Center, Rocketship students will also receive a nutrition class once a week. In this class the Enrichment Center Coordinator will teach lessons about nutrition, personal health, environmental sustainability, and other topics relevant to educating students about how to live healthy lives.

A typical Lab period for a Learning Lab Coordinator might look like the following:

Ms. Garcia, the Individualized Learning Specialist, gets to the Learning Lab a short time before her 8:00am class. She will have a class of first grade students for the next forty minutes. Ms. Garcia participates in Rocketship Launch outside with her class. Following launch, she brings her class into the Learning Lab. Her group begins in the Reading Center, so she brings them in quietly and each student selects a book that is at their own level. The students know the levels of their books because the library is leveled according to the DRA 2 assessment, which they all completed earlier. In addition, Ms. Garcia knows the level of each student, so she can ensure that they really are reading at their level. After she has helped get all of the students started on their reading work, Ms. Garcia logs on to the system to see where these students stand. She accesses Accelerate Reader and is able to monitor her students' progress. She monitors their progress on independent reading as measured by *Accelerated Reader* (AR) scores. Ms. Garcia believes that although AR tests the most basic level of comprehension, it is a useful check for understanding in independent reading. She notices that two students, Jose and Claude, have not kept up with the goal of a book each day. She looks at their tests and their ILP and realizes they have been trying to read books above their "just right" level and are probably frustrated. Ms. Garcia goes to talk to the boys and helps them find the proper books. The library is completely leveled with letters assigned to each level. The computer system reminds them of their current level if they forget, and if they pass several tests in a row at a given level, their Literacy teacher is alerted that they may be ready to advance. Often, the teacher will conduct a Running Record at that level before allowing them to progress. At the beginning, students thought that if they just took a lot of tests, they would move up the most levels. Now they are realizing that passing tests is what counts.

After about 40 minutes, the class puts away their books and begins their math programs. Mr. Otello, has just finished up with his own class of first graders. Mr. Otello's class goes outside for Enrichment Center, and Ms. Garcia's class remains with him for Computer Center. Ms. Garcia receives a 2nd grade class from a Rocketship Math Teacher.

In the Learning Lab, each student has their own assigned computer, and they begin to log onto the system. Upon logging on, each student is able to access the online program that has been assigned to their specific needs and skills. The students access math about 50% of the time and reading for the other 50% of the time, depending on their needs. Thus, some of the students in Mr. Otello's class are on reading programs and others are on math programs. Mr. Otello spent time before his first class examining the dashboard, which lists the lessons the students have completed in the various online programs, as well as their accuracy and time on task. This helps him see how students are progressing on their online Literacy and Math lessons, as well as informs him of which students could benefit from a 1-1 intervention. Mr. Otello spends the 40 minute class period answering students' questions, checking the dashboard, motivating students to complete more lessons, and conducting a few 1-1 interventions with students who are struggling. For example, Mr. Otello's has noticed that Ramon has been struggling with his "Two-Digit Addition" lesson, so he helps Ramon understand his DreamBox lesson on that topic. After 40 minutes, Mr. Otello's class is ready to go to Enrichment Center. The Enrichment Center Coordinator, Coach Robin, arrives to collect the class and Mr. Otello gets a new class of students from Ms Garcia.

Depending on the day, Coach Robin will either take the class outside for Physical Education or inside a classroom for Nutrition class. On a P.E. day, the students will walk out to the playground area and line up for stretching and calisthenics. Coach Robin will lead the students through the warm-up making sure the students are stretching together and counting the exercises as a class. After warm-up, the class will work on "Core Sports Readiness". This could be running, lunging, jumping, or a sports skill such as kicking a soccer ball or shooting a basketball. With the remainder of the class, the students will play a group game. Some examples include soccer, basketball, volleyball, group tag, and other team building games. On a nutrition day, Coach Robin would take the class inside where she will take them through a General Wellness lesson. The lesson may cover nutrition, personal health, hygiene, and environmental sustainability. The activities are often hands-on and interactive. After about 40 minutes, when Enrichment Center is complete, Coach Robin will return the class (which has now completed Reading Center, Computer Center, and Enrichment Center) to their math or literacy teacher and then gather a new class from Mr. Otello in the Computer Center.

Appendix Z: Sample Bell Schedule

Below is a sample schedule for our third grade class. The top row of the schedule lists the classes of students in the school. For example, A is the Kindergarten A class, a class of 20 Kindergarten students. The column underneath KA shows the class schedule those students will have every day of the school year. Along the left side of the schedule are the times that a given period begins. Within the blocks that make up a class period is an indicator of which subject is being taught – Literacy or Math - and which teacher will be teaching that class. For example, at 8 a.m., the Kindergarten A class will be in Math class with the Kindergarten Math Teacher

Science, Social Studies, and the Arts are integrated into the Literacy block through UbD-designed lessons that connect standards thematically across disciplines.

Key:
M – Math
LL – Learning Lab (computers, small group work, tutoring)
L – Literacy (includes integrated Science and Social Studies standards)

	Kindergarten			
	KA	KB	KC	KD
8:00a	M - MK	Recess	L - LKA	L - LKB
9:40a		LL - Comp		
9:40a	Recess	M - MK	L - LKA	L - LKB
10:40a	teacher lunch			
11:20a	LL	M - MK	L - LKA	L - LKB
12:00p	L - LKA	L - LKB	M - MK	Recess
1:40p			LL - Comp	
1:40p	L - LKA	L - LKB	Recess	M - MK
3:40p			LL - Comp	

Appendix AA: Rocketship Leadership Development

Rocketship is not only invested in academic gains and skills for its students, but is also highly invested in its own professional growth. In fact, at Rocketship, we believe that it is the mission of the organization to not only realize these academic goals, but to also help develop additional leaders within the organization who can eventually become Principals, Assistant Principals, and Academic Deans both to provide compelling career opportunities for our employees and also to meet the demand for more Rocketship schools within the community and in other communities. With this in mind, we have created a multi-year leadership development program, the Rocketship Network Leadership Program, which supports teachers in developing their craft in the classroom and in preparing for possible school leadership roles in the future.

School Leadership Positions

Rocketship school leadership teams are made up of, first and foremost, the principal. Principals at Rocketship are responsible for the success of the school and their role is defined by the following primary responsibilities:

- Attaining API results (closing the achievement gap)
- Instilling Rocketship culture in students, teachers, and parents
- Developing other leaders to support Rocketship's growth and scale.
- Coaching teachers so that they attain 1.5 years or more of growth with 100% of their students

Every school also has an Academic Dean, who serves as an instructional leader at the school with primary responsibilities in the following areas:

- Coaching teachers so that they attain 1.5 years or more of growth with 100% of their students
- Managing staff professional development

Finally, every school also has an assistant principal whose major responsibilities include the following:

- Developing strong culture of high expectations and college prep
- Managing Learning Lab and all associated staff
- Coaching teachers so that they attain 1.5 years of growth or more with 100% of their students

Together, these three roles make up the leadership team of Rocketship schools. Because Deans, Principals, and Assistant Principals are responsible for the success of the school (and thus Rocketship's ability to close the achievement gap) and because we believe that many assistant principals and deans will eventually take over established schools, we see the qualities and skills necessary in these roles as very similar and have designed the Rocketship Network Leadership program to build these critical skills and experiences.

The Rocketship Network Leadership Program

The Rocketship Network Leadership program is based on the belief that leadership potential, coupled with intense ground-level experience in our schools, is the best preparation to become a Rocketship leader. Just as the best preparation for teaching is being a teacher, the best preparation for school leadership is being a school leader. With this in mind, program participants will fill real leadership roles in our network including academic dean positions and assistant principal positions. Program participants first work as teacher leaders, academic deans, or assistant principals under the direction of current Rocketship principals. Additionally, Rocketship Network Fellows participate in a comprehensive, rigorous training curriculum that includes 1:1 coaching and workshops from third-party experts in management as well as instructional and personal leadership. For example, program participants will attend specialized leadership workshops on topics such as effective communication, performance management, and data-driven instruction and make visits to observe high-performing schools throughout the country. Throughout the entire program, Network Fellows learn through sustained collaboration with other program participants as part of a selective cohort.

In evaluating program candidates, we prioritize leadership potential and ability to drive results over all other characteristics. Consequently, some program participants with two to three years of teaching experience may be ready to become Rocketship principals after a single year in the Network Leadership Program. In contrast, others with leadership experience in other schools may spend two years (or more) to become a Rocketship school leader. Whether you are just beginning your leadership pathway or you are an experienced senior manager looking to make the transition to Rocketship, our program is designed to provide you with the specific experience and coaching you need to run a successful Rocketship school.

Given the emphasis we place on potential over years of experience, applicants are asked to apply to the Rocketship Network Leadership program and as part of the application process Rocketship's Leadership Development team will work with each applicant to identify the most appropriate Network Leadership track. These tracks are:

Emerging Leaders: A 2+ Year Pathway to School Leadership

Rocketship Emerging Leaders are outstanding teachers interested in becoming school and network leaders. These classroom leaders have a track record of student achievement and demonstrated leadership potential. Emerging Leaders come to Rocketship as teachers to become immersed in the innovative Rocketship model and also participate in additional leadership experiences and workshops as outlined above. They take on specialized projects at their school sites that may include teacher coaching, event planning, or community outreach and meet regularly with other teachers in the Emerging Leaders program (approximately once a month). Emerging Leaders are also mentored by their school-based leadership team (Principal and/or Dean and/or Assistant Principal). Rocketship Emerging Leaders will be among the first considered for Rocketship Rising Fellow and Rocketship Principal Fellow positions (see descriptions below) as well as any open Academic Dean Positions and serve as important leadership team members on their campuses. Teachers may participate in Emerging Leaders for 1-2 years before moving into a leadership role or bringing their increased leadership skills back to their classrooms and schools as experienced teacher leaders.

Rising Fellows: A Two-Year Pathway to Becoming a Principal

The Rising Fellows Program is intended to prepare program candidates to become Principal Fellows in their second year of program participation, with the objective of opening or taking over an existing school after completion of two years in the Network Leadership program. Rocketship Rising Fellows may serve as assistant principals or academic deans, depending on their own professional development needs. In these roles, they hone their management and instructional skills and become immersed in the Rocketship model. If placed as assistant principals, Rising Fellows are responsible for managing all non-teaching staff (including staff of Learning Lab), coaching a small group of teachers, and building school culture by sharing in the supervision of transitions, arrival, dismissal, and lunch. If placed as Academic Deans, they are responsible for intensively coaching new and experienced teachers as well as planning and executing professional development. In addition to the experiential learning gained from these roles, Rising Fellows also benefit from collaborating with a select group of Rocketship school leaders through training workshops, individual coaching, and hands-on opportunities such as external school visits, 360 feedback surveys, and several weeks each year serving as the full principal. Rocketship Rising Fellows may also have the opportunity to found a new region and advance into regional and national leadership roles within the network.

Principal Fellows: A One-Year Pathway to Becoming a Principal

Rocketship Principal Fellows train intensively for a year, in preparation to run or take over an existing Rocketship school upon program completion. In this year, Principal Fellows are based at a single school site, serving as Assistant Principal and becoming immersed in the Rocketship school model. Principal Fellows are responsible for managing all non-teaching staff (including Learning Lab tutors), coaching a group of teachers, and reinforcing school culture by supervising classroom transitions, school arrival and dismissal, and lunch. Additionally, they prepare to open and run a new Rocketship school, or take over an existing Rocketship school in the next year, by building community relationships, hiring staff, and creating a plan for their school. Principal Fellows participate in many Rocketship Network Leadership events and also spend several weeks each year serving as the full principal. Principal Fellows pursue an accelerated career track that may include the opportunity to found the first Rocketship school in a new region; they may also move quickly into a Regional Director role or other senior management role.

Because we believe that experience is so critical in developing leadership skill and capacity, the Network Leadership program aligns explicit trainings with authentic leadership and management work during both the Rising Fellow and Principal Fellow year. The different types of development activities include:

Leadership Experience (Rising Fellows and Principal Fellows)	Training & Coaching (Rising Fellows and Principal Fellows)	Start-Up School Activities (for start-up Principal Fellows only)
<ul style="list-style-type: none"> • Authentic management experiences including serving as the manager of Learning Lab and RtI staff 	<ul style="list-style-type: none"> • Trainings address the following functional areas: personal leadership, performance management, 	<ul style="list-style-type: none"> • Community and family engagement activities (community meetings, home visits)

<p>as well as some additional support staff (lunch and/or dismissal) (If placed as an Assistant Principal)</p> <ul style="list-style-type: none"> • Coaching and support of at least two teachers on staff, representing different levels of experience and in subject areas where Fellow may not be experienced (Academic Dean or Assistant Principal) • 3-5 “Takeover” Weeks per year where Fellow serves as principal (Assistant Principal) • Fellow Projects that address network needs and development areas (e.g. planning college trips, planning PD, running Saturday CST prep) 	<p>organizational development, instructional leadership, and operations</p> <ul style="list-style-type: none"> • 360 feedback protocols to assess personal development areas • Small group trainings with LD staff, regional director, or external facilitators • 1:1 coaching from principal at school site, regional director, and leadership development staff as needed. 	<ul style="list-style-type: none"> • Staff hiring and engagement (Dean, Assistant Principal, OM, teachers, ILS) • Drafting school plan that incorporates additional core value and principal’s own touch on RSED mission as well as day-to-day systems and procedures
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Other possible Rising Fellow and Principal Fellow activities include:

- Shadowing current Principals
- Mentoring at least one staff member at each site
- Teaching Model Lessons for coached staff members
- Helping to facilitate and plan staff meetings
- Managing special projects within Achievement (i.e. teacher professional development, student recruiting handbook, etc.)
- Observing Learning Lab
- Observing Response to Intervention
- Monthly and at-times bi-weekly trainings
- 1:1/Coaching with CAO
- Coaching one rising Academic Dean (who will be assigned to their school)
- Building the Parent Leadership team for their start-up school

Key Characteristics and Leadership Competencies

In all tracks of the Rocketship Network Leadership Program, cohort members are working to develop a core set of competencies essential for success in a school leadership role at Rocketship. These competencies may be divided into our key characteristics, which we believe should define all Rocketship employees (for our leaders, we place even higher expectations on demonstration of these characteristics) and then additional leadership competences.

Key Characteristics	Additional Leadership Competencies
<ul style="list-style-type: none"> • Perseverance • Rocketship Student Achievement • Self-Awareness • Judgment • Internal Locus of Control • Planner • Adaptable • Mission Driven • Collaborative • Innovative • Eternally Positive • Quick Learning 	<ul style="list-style-type: none"> • Effective Written and Oral Communication Skills • Math Curriculum and Instruction • ELA Curriculum and Instruction • Effective at Using Data to Drive Decisions • Ability to Give Feedback • Ability to Receive Feedback • Investment In and Use of Rocketship Parent Involvement Model • Ability to Inspire and Motivate Others

Cultivating Leadership from Day One

In addition to the Network Leadership Program, Rocketship also recognizes the importance of developing leadership inside and outside of the classroom for *all* teachers. Our interview and selection process includes authentic tasks that screen for our key characteristics *and* leadership competencies (listed above). Rocketship maintains a strong partnership with Teach for America, attracting both high-performing corps members and alumni to our network.

While formal school leadership training begins in the Network Leadership Program, we believe that all of our teachers can be and must be classroom leaders. Additionally, we seek to build their leadership skillset from their first days with our organization, both because we know this will make them better teachers and because we want to provide them with exciting opportunities to move into school leadership in the future. With this in mind, all Rocketship teachers receive leadership development support in the following ways:

- Integration of leadership competencies into the Professional Growth Plan. As with goals for instruction, all teachers will have one identified leadership goal or focus area.
- Regular coaching, feedback, and evaluation for teachers from the immediate supervisor (often the Principal) on this leadership goal, in addition to the Instructional leadership goals. (Academic Deans and Assistant Principals may also be coaching teachers, but will be primarily focused on the instructional goals).
- Selection by principals of certain high-potential candidates to participate in campus-based projects and receive feedback on these assignments. For example, a teacher might be asked to run the homework program for his or her grade level and then be coached and evaluated on their work. In these roles, the teachers will be responsible for leadership tasks with specific objectives and expectations.
- Identification or recommendation by principals of individuals to participate in later phases of the Leadership Development Program based on their progress in the classroom (attaining 1.5+ years of growth for all Rocketeers), performance on leadership tasks (if applicable), and progress in their selected leadership goals on their Professional Growth Plans (PGPs).

Ongoing Leadership Development

Finally, it is important to note that leadership development does not stop once a Principal Fellow becomes a principal. The Leadership Development programming involves the ongoing professional development and support of principal and deans once they move into their roles. To date, most professional development opportunities for Principals and Academic Deans occur in 1:1 meetings with their immediate supervisors and a trained leadership coach. In addition, the Principals receive professional development during weekly Achievement Team Meetings (ATMs) and through opportunities with external providers such as GLAD, and Real Time Coaching.

Summary

Rocketship Education's plans for growth and scale depend on having a talented and prepared pipeline of leaders ready to serve as principals and academic deans. Therefore, it is critical that the organization establish a high-quality and comprehensive system for identifying, cultivating, developing, training, evaluating, and supporting talent from within its schools. Rocketship strongly believes that this investment in building leadership capacity in staff will foster not only a ready pipeline of future leaders, but most importantly, the highest quality leaders for all existing schools.

RSSP Summer PD Calendar August 2010

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Big Picture, Expectations, Curriculum, Parent Involvement					
2 At RMS	3 At RMS	4 At RMS	5 At RSSP	6 at RSSP	7
<p>8:00 – 10:00am RSED Big Picture & Team Building</p> <p>10:00 – 12:00pm RSSP Team Building & Context (goals and vision)</p> <p>12:00 – 1:00pm Lunch & INTEL MATH teachers leave</p> <p>1:00 – 4:00pm RSSP Team Building, Expectations for the year, Resource Binders etc.</p>	<p>INTEL MATH</p> <p>8:00 – 12:00pm RSSP Team – Core Values and School Culture</p> <p>LUNCH</p> <p>1:00 – 2:00pm RSED Curriculum background (Top Ten Standards etc.)</p> <p>2:00 – 4:00pm Content Area Teams - SSM and LTP roll outs and Resources</p>	<p>INTEL MATH</p> <p>8:00 – 9:00am Lesson Planning Overview & Expectations</p> <p>9:00 – 11:00am K-1st Lit: Maximizing Read Alouds</p> <p>2nd – 5th Lit.: Shared Reading</p> <p>Math: Top Ten Assessments</p> <p>LUNCH</p> <p>12:00 – 4:00pm New to RSED Lit.: Intro. to Literacy Session</p> <p>Math: Math Block Overview & Small Group Instruction</p> <p>Exp. Lit.: SSM synthesizing and planning time</p>	<p>INTEL MATH – TFA 1st Year CMS</p> <p>8:00-11:00am Literacy Assessments / DRA Overview (DIBEL, Core)</p> <p>LUNCH</p> <p>12:00 – 4:00pm Digging Deeper with Guided Reading & Writer's Workshop</p>	<p>REACH CREDENTIALING</p> <p>8:00-11:00am Math – Scope and Sequence Maps</p> <p>Literacy – Grade level Planning time</p> <p>LUNCH</p> <p>12:00 – 4:00pm Rocketship Parental Involvement Model</p>	<p>REACH CREDENTIALING</p>

Digging Deeper – Rocketeer Reasoning, UbD, English Language Learners					
9 At RSSP INTEL MATH REACH CREDENTI ALING 8:00 – 11:00am Writing Rubrics, Assessment s & Progress Monitoring LUNCH 12:00 – 4:00pm Rocketship Reasoning Planning Time: first few weeks & months of school	10 At RSSP INTEL MATH REACH CREDENTIALI NG 8:00 – 11:00am UbD Overview Tools & Planning Model Unit presentation LUNCH 12:00 – 4:00pm Exhibition Night Overview Planning	11 At RMS GLAD INTEL MATH 8:00am – 11:00am GLAD refresher/ Classroom Instruction that Works for ELLs Discussion LUNCH 12:00 – 2:30pm UbD Planning Time 2:30pm UbD Protocol	12 At RMS GLAD INTEL MATH 8:00 – 11:00am Building class and school culture LUNCH 12:00- 4:00pm Planning Time – how to best share with grade level partners next week?	13 WHOLE RSSP Team!!! 8:00 – 11:00am Team Building 100 Culture Items Team LUNCH 12:00 – 4:00pm 100 Culture Items Community Scavenger Hunt	14 Back to School BBQ & Homevisit Sign Ups!
16 8:00 – 12:00pm Real Time Coaching Training (ALL RSED) 12:00 – 4:00pm ½ Day for	17 8:00 – 11:00am ISD Presentation Rtl, SST, SAT – serving all students LUNCH 12:00 –	18 8:00 – 11:00am 100 Culture Items Grade Level Goals LUNCH 12:00 – 4:00pm	19 HOME VISITS	20 HOME VISITS	21

Homevisits!	4:00pm RSSP Team: PGP, Bonus, Expectations & Behavior Management	Best Practices Review Grade Level Planning Time 1st & 2nd Grade Orientation Meeting at 5:30pm	3rd & 4th Grade Orientation Meeting at 5:30pm		
23 8:00 – 11:00am School Site Safety Kinder Orientation Meeting at 5:30pm	24 Classroom Set Up & Planning	25 First Day of School!!!!	26	27	28

	Topic (Topics in Italics are Suggested for that date but may be covered anytime in the month)	Description	Owner	Teacher Leader Facilitators	Notes/Quest ions
August					
27-Aug	Content PD (math, reading, writing) @ RLS	ELA: Review DRA by grade level. First years with Kate Math- Planning time for unit 1 and top 10 assessments	Deans/Kate National		
September					
2-Sep	Real Time Coaching Training -Deans at RMS	learning to use technology			
3-Sep	Grade Level Collaboration	Share info on students, home visits, summer homework, UBD	School		

		planning time, BTSN			
10-Sep	Differentiated Staff PD (1st year and experienced)	1st Yr: Lemov Sweat the Details ** REACH TPA 2 orientation	Peggy/National		
		Experienced: ELOs 1:1 w/ Meg, planning time (guided reading, ubd), Collaborate with LL Staff, Strong Voice, Sweat the Details	Deans, Meg		
17-Sep	Assessment Wall Meeting/Review 100 Culture Items/No School	Remember to Review DRA now that they've been administered to close the loop on norming, ILPs	School		
		1st Yr: REACH with Peggy Backwards Planning (all together)	Peggy/National		
23-Sep	Guaranteach (with Intel Math teachers)	Learn how to make videos. Each teacher makes 10 videos on Top Ten Standards incorporating Intel ** Prepare ideas/materials beforehand**	Michelle/National		location TBD
24-Sep	Content PD (math, reading, writing) @ RSSP	Math: review a teachers' video lesson on using manipulatives to teach conceptual lessons from Guaranteach	Kacie/National		EKG in Sacramento
		Reading: Guided Reading time to plan and see model lesson	Adrian/National	* Claire Wernecke RMS	
		Writing: TBD/OR guided reading planning	Eve/National	Becky Owens (RMS)	*Kristin and Melissa gone

October					
1-Oct	Writing Assessment Review @ RMS	Set norms for feedback on content vs. conventions, prepare anchor papers, math teachers are here	School/National	* Rtl Collaboration: Andrea Chrisman and Rebecca Buchanan (RLS)	? Are teachers already trained on rubrics?
8-Oct	Home Visits Meeting		School		(Workshop/PLC surveys sent out)
15-Oct	Content PD (Math, Reading, Writing)/RTI Collaboration (new date) @ RMS	Math: DI and center ideas esp. ELL	Kacie/National	Myong (RMS)	
		Reading: execution of GR strategies and planning	Adrian/National	*Tayna Nees RMS, * Rebecca Buchanan (RLS)	
		Writing: conferencing-timing, procedures, tiered questioning	Eve/National	* Alyssa Sigala (K, RLS), Becky Owens (RMS)	
22-Oct	Differentiated Staff PD (1st year and experienced) - Lemov Format Matters, Pacing	1st Yr: ** ELL REACH Session (EKG runs), review pacing	National		
		Experienced: Time Management, ELL differentiation for centers and lesson planning, begin PLCs??	School		
29-Oct	Grade Level Collaboration/GLAD (CCD and Sentence Patterning) Focus on: 1. the flow of how to use the GLAD strategies linearly in a unit 2. Determine which strategies go where in the unit (beginning, middle, end)	Time for grade level teams to determine HOW to use GLAD strategies in all parts of the day, UBD planning, Time to Write Donors Choose Grants	School	* Claire Wernecke (RMS), * Jason Fromoltz (RSSP)	teachers can plan off-site :)
November					

Nov. 4-5	Guaranteach Session 2 (1st Yr. Math Teachers)	Day 1: Learning to make videos Day 2: Video Factory	Michelle/National		
5-Nov	Report Card Conf. Planning Time/Assessment Grading Time/Lemov Review Format Matters		School		
12-Nov	Parent Conferences/No School		School		
19-Nov	Assessment Wall Meeting/No School/GLAD-Expert Groups, Process Grids, Mind Map	Lemov- Precise Praise, planning for exhibition night	School	Becky Owens (RMS) for Lemov	
		1st Years: TPA 2 Practice (2nd years invited)- Lemov- Precise Praise (Cancelled)	National		
December					
3-Dec	Grade Level Collaboration/ RTI collaboration/GLAD-songs and chants, Paragraph		School		
10-Dec	Differentiated Staff PD- Workshops!!- Lemov- Pepper @ RSSP	LD and PITs help to plan differentiated workshops	National/PITs/LD		
January					
7-Jan	Differentiated Staff PD (1st year and experienced)/ Lemov Review- Precise Praise	1st Yr: Lemov-Pacing (review), Break it Down, REACH TPA 3 Orientation with Peggy	Peggy/National		
		Experienced: ELO work time, ELO-1:1 Feedback, planning time	Meg, Deans		
14-Jan	Content PD (Math, Reading, Writing) @ RLS	Math: Student Talk/Reaching Consensus, DI	Kacie/National		
		Reading: Conferencing	Adrian/National		
		Writing: Conferencing	Eve/National	Becky Owens (RMS)	

21-Jan	Assessment Wall Meeting/Review 100 Culture Items/No School/ GLAD - Input Charts		School		
28-Jan	Grade Level Collaboration/Report Card Planning Time/Lemov-Joy Factor		School		teachers can plan off-site :)
February					
4-Feb	Parent Conferences/No School		School		
11-Feb	Staff Appreciation/ RTI collaboration @ RMS		National/School		
18-Feb	Writing Assessment Review/Scoring/Lemov Review- Format Matters @ RMS		School/National		
25-Feb	Differentiated Staff PD (1st year and experienced)	1st Yr: TPA 4 Orientation, Lemov Review: Precise Praise, 100%	National		
		Experienced: Lemov 100% Investing Families/ Closing the Achievement Gap, Race, and Poverty?, PLCs	Deans		
March					
4-Mar	Content Meetings- CST Prep (math, reading, writing) @ RSSP	Math:CST Prep	Kacie/National		
		Reading: CST Prep	Adrian/National	*Jackie Vargas RMS	
		Writing: CST Prep	Eve/National		
11-Mar	Differentiated Staff PD (1st year and experienced)	1st Yr: Lemov-Joy Factor (review), TPA work	National		
		Experienced: ELOs, Levels of Questioning	Deans		
17-19 Mar	Staff Retreat/Assessment Wall Meeting/No School (3.19 at RSSP)	Day 1: Team Building (off-site), Review Lemov J-	School		

		Factor			
		Day 2: School Site PD (off-site)	School		
		Day 3: Workshops (@ schools) to be cont. in May	National		
25-Mar	Grade Level Collaboration/CST Prep/Lemov Review- Break it Down	5th Grade (Science CST Prep)	School		teachers can plan off-site :)
April					
1-Apr	Grade Level Collaboration/ RTI collaboration		School		
8-Apr	Content PD--Supporting ELLs (math, reading, writing) @ RLS	Math: Critical Thinking/Questioning	Kacie/National		
		Reading: Supporting ELLs	Adrian/National		
		Writing: Supporting ELLs	Eve/National		
15-Apr	Differentiated Staff PD (1st year and experienced)	1st Yr: CST culture setting, TPA 1 Orientation	Peggy/National		
		Experienced: Giving/Receiving Feedback, ELOs 1:1 feedback with Meg, PLCs	Schools/Meg		
29-Apr	Grade Level Collaboration/Lemov Review- Precise Praise		School		
May					
6-May	Differentiated Staff PD- Workshops cont. @ RMS		DITs/LD/National		
13-May	Grade Level Collaboration/Lemov Review- Pepper	1st yr: TPA 1 work	National		
		experienced: TBD	School		
20-May	Content PD (math, reading, writing) @ RMS	Math: Wishes for next grade level/ EOY assessments	Kacie/National		
		Reading: TBD	Adrian/National		
		Writing: TBD	Eve/National		

27-May	Staff Appreciation?? @ RMS		National		
June					
3-Jun	Writing Assessment Review/Scoring @ RSSP		National/School		
10-Jun	Assessment Wall Meeting/Report Card Planning		School		teachers can plan off site :)
17-Jun	Parent Conferences		School		
	PLC Topics	Workshop Topics:			
	1. Differentiation	1. Differentiation			
	3. Cooperative Learning	3. Cooperative Learning			
	4. ELA comprehension strategies	4. ELA comprehension strategies			
	5. Math strategy alignment	5. Math strategy alignment			
	6. National Board Certification	6. National Board Certification			
	how to integrate writing and ubd	how to integrate writing and ubd			
	how to integrate ell centers into guided reading time	how to integrate ell centers into guided reading time			

Appendix AC: Sample Data Analysis Forms

Math Data Analysis Form – Whole Class

DRA DATA ANALYSIS FORM

Focus Concepts/Skills:			
<p>* Use your assessment data to find trends for class weaknesses * Quantify how many students need to focus on this area, and which assessments gave you this information</p>			
<p>Area of Focus: Place Value – Tens and Ones and Expanded Form</p>	<p>Area of Focus: Skip Counting -By 5s -By 2s -By 10s</p>	<p>Area of Focus: Test Taking Skills - Solving the problem first -Finding the exact answer</p>	<p>Area of Focus:</p>
<p>Number of Students Served: (which classes)</p> <p>In all of my classes, every student needs to work on expanded form. (from the N.S. 1.2 pretest)</p> <p>Tens and ones: 60 % of students do not understand the difference between 5 tens and 50 tens (the concept of GROUP)</p>	<p>Number of Students Served: (which classes)</p> <p>55% of students need to learn counting by 2s</p> <p>65% need to learn counting by 5s</p> <p>35% need to learn counting by 10s</p>	<p>Number of Students Served: (which classes)</p> <p>All students.</p>	<p>Number of Students Served: (which classes)</p>

<p>Assessment Specifics: (kinds of wrong answers) Students don't know expanded form. Students say that 5 tens is 50 tens.</p>	<p>Assessment Specifics: (kinds of wrong answers) Blank boxes Students counting odd numbers (2,4,6,7,9,11, etc) Counting by tens (13,14,15, instead of 30,40,50 → ELD)</p>	<p>Assessment Specifics: (kinds of wrong answers) Students circle an answer without solving first. Students solve the problem but then don't circle or recognize the correct answer</p>	<p>Assessment Specifics: (kinds of wrong answers)</p>

Correlating California Standards

- List any top ten standards at your grade level that correlate with the target skills. This will help us see the bigger picture beyond the assessments.

N.S. 1.2 : I can compare and put in order numbers to 100. I can use these symbols: $>$ $<$ $=$

Complementary Standards:

N.S. 1.1: Count, read, and write whole numbers to 100.

N.S. 1.4: Count and group objects in tens and ones

Skill Goals	Targeted Assessments
<p>* SKILLS: Based on pinpointed problems and your top ten standards, what should your focus students be able to do by the time of the next DRA?</p> <p>* SUB-SKILLS: What sub-skills need to be taught for mastery of each skill?</p>	<p>* For each skill or sub-skill, list an assessment you will use to monitor student progress during this cycle.</p> <p>* What is the structure of the assessment? When will it be implemented?</p>
<p>Skill: SWBAT: break down a number into tens and ones SWBAT: write a 2 digit number in expanded form SWBAT: skip count by 2s, 5s, and 10s, (to 40, 100, and 100 respectively) SWBAT: eliminate incorrect answers on a multiple choice test</p>	<p>Interim Assessment: I will use weekly whole class quizzes to test place value concepts such as breaking a number into tens and ones and expanded form. I will also use math meeting as an informal assessment of student's learning by calling on individual students to solve problems and count by 2s, 5s, and 10s. Students will be assessed on test taking skills with the weekly assessments.</p>
<p>Sub-Skills: SWBAT: Count to 100 SWBAT: Write numbers to 100 SWBAT: Read a 2 digit number SWBAT: visually represent a number using tens and ones blocks</p>	<p>Interim Assessment: Counting to 100 will be assessed in math meeting as well as with a quiz on writing #s to 100. Reading 2 digit numbers and making them with 10s and 1s will be assessed during math meeting.</p>

	I will call on students each day to read a number and then make it using groups of tens and ones.
<p>Instructional Plan</p> <p>* Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> new / re-teaching activities <input type="checkbox"/> at least one GLAD strategy <input type="checkbox"/> timing (when during the day, or how many times per week etc.) <input type="checkbox"/> group structure (CENTERS, individual, partner, small group, whole class) <ul style="list-style-type: none"> • BE SPECIFIC 	
<p>Week 1: Sept. 20th – 24th Focus on: Skip counting by 10s and 5s. Breaking numbers into 10s and 1s.</p> <p>Math Meeting (daily)</p> <ul style="list-style-type: none"> - counting to 100 - counting by 10s – specifically noting the difference between the tricky numbers (like 18 and 80) - counting by 5s - place value cups → days in school broken into 10s and 1s. <p>Lesson (over multiple days with increasing numbers)</p> <ul style="list-style-type: none"> - students given a cup of cubes and need to show a given number by making a group of 10 and adding 1s. E.g. show me 13 cubes (students count). Now show me 13 cubes using groups of tens and ones. Students make 1 group of 10 and 3 ones. Discuss how both ways showed 13, but that in our number system we group things into 10s to make it easier for us. <p>Quiz on Thurs or Fri about 10s and 1s</p>	
<p>Week 2: Sept. 27th – Oct. 1st Focus on: Skip counting by 10s and 5s. Breaking numbers into 10s and 1s. Introduce expanded form</p> <p>Math Meeting (daily)</p> <ul style="list-style-type: none"> - counting to 100 - counting by 10s – specifically noting the difference between the tricky numbers (like 18 and 80) 	

- counting by 5s
- place value cups → days in school broken into 10s and 1s. Explain that we need a way to show how many straws there are all together if we add the cups up. → Expanded form

Lesson (over multiple days with increasing numbers)

- First review tens and ones. (a ten is a GROUP of ten ones)
- Explain that expanded form is how we write a number sentence to show how many cubes there all altogether. We can't say $1+2 = 12$ for 1 ten + 2 ones = 12 because tens and ones aren't the same thing, we can't add them. So we have to figure out how many ones there are in 1 ten. (Count them)
- *adjective-noun theme from Intel
- practice writing Expanded Form

Week 3: Oct. 4th – 8th Focus on: Skip counting by 5s and 10s. Expanded form in math meeting.

Math Meeting (daily)

- counting to 100
- counting by 10s – specifically noting the difference between the tricky numbers (like 18 and 80)
- counting by 5s
- counting by 2s
- place value cups → days in school broken into 10s and 1s. Explain that we need a way to show how many straws there are all together if we add the cups up. → Expanded form.
- number of the day: students will have to label the tens and ones and write it in expanded form.

Lesson: Race to 100 (over multiple days)

- Students will become fluent in counting tens and ones by playing race to 100 with a partner
- Student rolls a die and takes that many beans. When he/she has 10 beans he/she trades for a 10 bean stick.
- After every round the child has to say how many he/she has by counting 10s and 1s.

I will do this in small groups with students who are struggling as well.

-

Administer Unit Assessment

Week 4: Oct. 11th – 15th

Math Meeting (daily)

- counting to 100
- counting by 10s – specifically noting the difference between the tricky numbers (like 18 and 80)
- counting by 5s
- counting by 2s
- place value cups → days in school broken into 10s and 1s. Explain that we need a way to show how many straws there are all together if we add the cups up. → Expanded form.
- number of the day: students will have to label the tens and ones and write it in expanded form.

The next 3 weeks I will pull small groups of students who did not perform well on the Unit test. Our whole class lessons will be about comparing numbers, not expanded form, unless so many students perform poorly that we need to reteach.

Small group:

- Ask students how many beans are in my cup. They will guess or say they don't know. Start counting but mess up and have to keep starting over as the numbers get too big. Suggest counting by 10s. Count out 10 beans and put them in a smaller cup. Have students do this, making lots of groups of 10s. When all the beans are gone, ask them how we should count them.
- count by 10s, then by 1s for the last few beans.

Week 5: Oct. 18th – 22nd

Math Meeting (daily)

- counting to 100
- counting by 10s – specifically noting the difference between the tricky numbers (like 18 and 80)
- counting by 5s
- counting by 2s
- place value cups → days in school broken into 10s and 1s. Explain that we need a way to show how many straws there are all together if we add the cups up. → Expanded form.
- number of the day: students will have to label the tens and ones and write it in expanded form.

Small group:

Play race to 100. Play on a white board so I (and the student) can write how many tens and ones there are. Emphasize counting by 10s to figure out the expanded form (and write that on the board too)

Week 6: Oct. 25th – 29th

Math Meeting (daily)

- counting to 100
- counting by 10s – specifically noting the difference between the tricky numbers (like 18 and 80)
- counting by 5s
- counting by 2s.
- place value cups → days in school broken into 10s and 1s. Explain that we need a way to show how many straws there are all together if we add the cups up. → Expanded form.
- number of the day: students will have to label the tens and ones and write it in expanded form.

Lesson – test taking

- Discuss how test makers try to trick us by choosing the wrong answers really carefully. They know what mistakes we will make and we have to be careful and trust our brains.
- Teach students to always solve the problem first.
- Start with multiple choice pages with only 2 answers and have students explain why one of them is right, and why the other one is wrong.
- Work up to 4 answers.
- Discuss the post-it strategy of covering up the answers to solve it using what we know first.

Literacy Data Analysis Form – Focus Students

DRA DATA ANALYSIS FORM

Focus Concepts/Skills:			
* Use the students’ files to determine what is causing them to be “stuck” in this range.			
* Circle/highlight all that apply (or write in) and provide specifics.			
Student Name: Jennifer Montes	Student Name: Carlos Perez	Student Name: Paola Ramirez	Student Name: Alice Lee
Current DRA Level: 38 DRA Level Goal:	Current DRA Level: 34 DRA Level Goal:	Current DRA Level: 38 DRA Level Goal:	Current DRA Level: 38 DRA Level Goal:

40	40	40	40
<u>ORAL READING FLUENCY</u> high frequency words decoding book-handling skills expression phrasing accuracy fluency rate pacing use of cues monitoring and clarifying <u>COMPREHENSION</u> literal comprehension making predictions retelling sequence of events retelling characters retelling vocabulary writing a summary making connections interpretation / author's message retelling important information support of answers / relevant reasons metacognitive awareness	<u>ORAL READING FLUENCY</u> high frequency words decoding book-handling skills expression phrasing accuracy fluency rate use of cues monitoring and clarifying <u>COMPREHENSION</u> literal comprehension making predictions retelling sequence of events retelling characters retelling vocabulary writing a summary making connections interpretation / author's message identifying important information support of answers / relevant reasons metacognitive awareness	<u>ORAL READING FLUENCY</u> high frequency words decoding book-handling skills expression phrasing accuracy fluency rate use of cues monitoring and clarifying <u>COMPREHENSION</u> literal comprehension making predictions retelling sequence of events retelling characters retelling vocabulary writing a summary making connections interpretation / author's message identifying important information support of answers / relevant reasons metacognitive awareness	<u>ORAL READING FLUENCY</u> high frequency words decoding book-handling skills expression phrasing accuracy fluency rate use of cues monitoring and clarifying <u>COMPREHENSION</u> literal comprehension making predictions retelling sequence of events retelling characters retelling vocabulary writing a summary: Alice over loads her summaries with unnecessary details. making connections interpretation / author's message identifying important information support of answers / relevant reasons metacognitive awareness

Correlating California Standards

* List any top ten standards at your grade level that correlate with the target skills. This will help us see the bigger picture beyond the DRA.

Reading 2.4: Rocketeers choose the most important points to share when they retell a story.

<p style="text-align: center;">Skill Goals</p> <p>* SKILLS: Based on pinpointed problems and your top ten standards, what should your focus students be able to do by the time of the next DRA? * SUB-SKILLS: What sub-skills need to be taught for mastery of each skill?</p>	<p style="text-align: center;">Targeted Assessments</p> <p>* For each skill or sub-skill, list an assessment you will use to monitor student progress during this cycle. * What is the structure of the assessment? When will it be implemented?</p>
<p>Write a strong, unscaffolded summary that includes important events from the story</p> <ul style="list-style-type: none"> • Identify events in a story • Identify the main problem that fuels the plot in a narrative text • Distinguish important events from unimportant events through an understanding of plot • Recall relevant details from important events • Create a strong topic sentence that guides the summary • Appropriately use transition words to break up events in a summary 	<p>Collect guided reading work/reading packets</p>
<p>Identify the MOST important event in the story and justify rationale</p> <ul style="list-style-type: none"> • identify the problem, solution and climax of a plot • understand cause and effect relationships of events in the text • identify the author's message 	<p>Collect guided reading work/assess through discussion.</p>
<p>Infer a character's motives</p> <ul style="list-style-type: none"> • identify a character's personality traits • recall background information about a character • locate clues in the text that relate to the question • access schema about particular events related to the question • make meaningful text-to-self connections 	<p>Collect guided reading work/assess through discussion.</p>
<p style="text-align: center;">Instructional Plan</p> <p>* Include: ✓ new / re-teaching activities</p>	

- ✓ at least one GLAD strategy
- ✓ timing
- ✓ group structure (CENTERS, individual, partner, Guided Reading, whole class)

* BE SPECIFIC

Week of April 12, 2010

WHOLE CLASS:

- Squeeze small group/guided content for target students within the whole class objectives:
 - This week, review what an event is whole class. Identify events in a whole class read aloud by asking, “what event just happened?”
 - Review that narrative texts have a problem that drive the story whole class. In a read aloud, call on target students to identify the problem in the text read.

GUIDED READING:

- Meet in guided reading **twice** in this week (Monday and Tuesday).

Day One:

- Comprehension Objective: SWBAT identify the events that occur in a text
 - Mini-Lesson: Explain to students that events are things that happen in a story. Relate a story to things that happen during our day. What that have happened so far in our day? Make a list (on the list, show students how to compile smaller events that go together, eg: brush my teeth, get dressed, eat breakfast getting reading for school). Then show students a partially complete list of events in a familiar read aloud text. Using to the familiar read aloud text, model how to identify an event as you read (eg: *Jacob sits down and turns to his mother. “Mom, I’m nervous about the first day of school,” he sobs.* The event is here is that Jacob is talking to his mother. This is all one event -> the event is not Jacob sat down or that he turned to his mother, those are smaller things that happened within this event).
 - Guided Practice/Discussion: Students will be assigned a particular amount of pages to read. We will come together and discuss what events took place. When we identify an event we will record it on a list of events (attached).

Day 2:

- Comprehension Objective: SWBAT identify the problem in a text
 - Mini-Lesson: Review with students that narrative texts have a problem/conflict that drive the story. Provide examples/a list of common problems (character has a fear,

character does not get along with another character, character, etc). Using a graphic organizer and a few examples off a list of familiar read aloud texts, model identifying the problem.

- Guided Practice/Discussion: Using the rest of the list of familiar read aloud texts and the graphic organizer, have students write what they believe the problem is in each story then have a guided discussion where students discuss.

Centers

Day One:

All students go to a reading response center where they will finish reading the text individually and will identify all other events in the text and record those events on their list.

Day Two:

All students go to a reading response center where they will finish review the text individually and determine the problem in the text.

Progress Monitoring:

Students turn in guided reading work, notes taken during fluency observations, reading packets collected.

Week of April 19, 2010

WHOLE CLASS:

- Squeeze small group/guided content for target students within the whole class objectives:
 - This week, review what an event is whole class. Identify events in a whole class read aloud by asking, “what event just happened?”
 - Review that narrative texts have a problem that drive the story whole class. In a read aloud, call on target students to identify the problem in the text read.

GUIDED READING:

- Meet in guided reading **twice** in this week (Monday and Tuesday).

Day One:

- Comprehension Objective: SWBAT distinguish between which events are important and unimportant
 - Mini-Lesson: Explain to students that when we writing a summary, we only want to include events that are important. Tell students to think about if they were telling a story about the day they went to Great America and had the most fun ever! Are they going to want to tell person listening about all the minor events that happened that day: I brushed my teeth in the morning, I had to go to the bathroom at 2:00? Or are you only going to want to tell about the important stuff? We rode on survivor and then got soaking wet on the log ride! ... Summaries are the same way, you only want to tell what is important. So how do we find important events? Provide students with a list of guiding questions (linked to the elements of plot) to help them identify which events in the text are important. Model how to use the guiding questions by working through the process of selecting important events from my list of events from a realoud text used in Day 1 of the week of April 12th. As I do this, I will mark the events are important with a check and scratch out unimportant events.
 - Guided Practice/Discussion: Have students use the guiding questions identify two important events on their list from Day One, Week of April 12th about the story they read in guided reading. Have the students discuss the events they've selected and why.

Day 2:

- Comprehension Objective: SWBAT fill out Plot Mountain with Previously Selected Important Events
 - Mini-Lesson: Using the read aloud example, model for students how to take selected events and fill out the plot mountain organizer. Explain that students are required to have an exposition, climax, and resolution box filled in but must select no more than four events to go in the middle (either rising action or falling action events). The guiding questions from the previously day are tied to elements from plot, so it should be an easy transfer. (The graphic organizer for plot mountain has particular questions the students must answer, this will help guided them in writing their summaries and I will drill them to memorize these questions through the practice time).
 - Guided Practice/Discussion: Work with students to fill in a few boxes on the new plot mountain.

Centers

Day One:

All students go to a reading response center where they will finish identifying all important events from the text.

Day Two:

All students go to a reading response center where they will complete their plot mountain.

Progress Monitoring:

Students turn in guided reading work, notes taken during fluency observations, reading packets collected.

Week of April 26, 2010

WHOLE CLASS:

- None

GUIDED READING:

- Meet in guided reading **twice** in this week

Day One:

- Comprehension Objective: SWBAT transfer plot mountain information into a well written summary that incorporates transition words
 - Mini-Lesson: Provide students with list of transition words. Using list from my own plot mountain from realoud, model how to transfer into summary and select appropriate transition words.
 - Guided Practice/Discussion: Have students begin their summaries at guided reading table. Stop students at particular points to offer direct and immediate feedback.

Day 2:

Comprehension Objective: Students will be able to identify the most important event using a graphic organize with essentially predetermined justifications.

- Mini-Lesson: Explain to students, “on the DRA you will have to determine the MOST

important event in the story. There is no correct answers. You can choose any event that you want, so long as you justify why that event is important and your justification makes sense.” Model to students how many different events could be the most important and provide justifications tied to plot (eg: choose an event in the rising action, this event is the most important because it causes the problem to occur, choose the climax, this event is the most important because it is the turning point where the character learns _____ and the problem starts to go away.) Then provide student with a list generic justifications that can be adapted for specific texts (If you choose the climax, then your justification is _____. If you an event from the rising action, your justification is _____. If you choose the resolution, etc. etc.)

- Guided Practice/Discussion: Students choose the most important event in the story and discuss rationales.

Centers

Day One:

All students go to a reading response center where they complete their summaries individually.

Day Two: None.

Progress Monitoring:

Students turn in guided reading work, notes taken during fluency observations, reading packets collected.

Week of May 3, 2010

WHOLE CLASS:

None

GUIDED READING:

- Meet in guided reading **twice** in this week

Day One:

- Give students new book. Provide them with materials to run through the past three weeks on their own with a new book.

Day Two:

- Check in with students on progress. Provide direct feedback and send students back to complete/revise summaries on new book.

Centers

Day One:

All students go to a reading response center where read text, and complete work.

Day Two:

All students go to a reading response center where they complete remaining work, finish summaries.

Progress Monitoring:

Students turn in guided reading work, notes taken during fluency observations, reading packets collected.

Week of May 10, 2010

WHOLE CLASS:

Ask case study students targeted questions about why a character does something during readalouds.

GUIDED READING:

- Meet in guided reading **twice** in this week

Day One:

Comprehension Objectives: Students will be able to use a character's feelings to infer a character's motives for a particular action

- Mini-Lesson: Explain to students that many strong readers think about WHY characters do and say things as they read. Most time the author doesn't tell us why and we have to infer. One way to infer is by figuring out what the characters feel. Characters act on their emotions. If a character bullies another character, it might be because they are angry, or lonely. If a character refuses to do something, it could be because they feel afraid.
- Guided Practice: Give an action of a particular character from the book and ask a question about their motives, have students discuss the character's feelings as a motive

Day Two:

Comprehension Objective: Students will be able to use a text-to-self connection to infer a character's motives for a particular action

- Mini-Lesson: Another way to infer is by making text-to-self connections. Have you ever done something similar to what the character has done? Think about why YOU did it, and it might help you understand the character better. Model with an example from a read aloud.
- Guided Practice: Give an action of a particular character from the book and ask a question about their motives, have students discuss text to self connections about why the character may have acted the way

Centers:

Day One and Day Two:

Provide students with interpretation questions about character's motives. Have students answer using the strategies from guided reading.

Progress Monitoring:

Students turn in guided reading work, notes taken during fluency observations, reading packets collected.

Week of May 17, 2010

Reassess all students on DRA 40

Appendix AD: Teacher Professional Growth Plan

STRENGTHS

Overall Teacher Key Strengths	Next Steps to build this strength and to leverage this strength for the school
• • •	• • •
• • •	• • •
• • •	• • •

SMART GOALS

Grade Level SMART Goals for the Year:

- 1.
- 2.
- 3.
- 4.
- 5.

Goal Content Area	September	November	January	March	June
• DRA					
• Sight Words					
•					

SMART Goal(s) for 8 week cycle:

Example: *At the end of the 8 week cycle, all classes will have an average of 72% or higher (meaning a 15% or more growth for all classes).*

- 1.
- 2.

SMART Goals for Focus students:

Example: *Cesar will improve from 67% on his EOY exam to 80% or higher upon being reassessed in 4 weeks and will conclude the year at 90% or higher.*

- 1.
- 2.
- 3.

4.

Rocketeer Characteristics

This section is a discretionary decision by the manager. They may select to highlight a Rocketeer characteristic due to it being exemplified during the previous eight weeks, as a focal point for growth in the next eight weeks, or even as a key lever to accomplishing other areas of the PGP in the next eight weeks. (Managers, please do not focus on all characteristics, but focus on a maximum of two to three.)

Rocketeer Characteristics	Evidence	Strengths and/or Challenges Feedback
<p>Mission Driven Rocketeers believe that every child should go to college, and that requires both outstanding schools and thousands of them. Their language and actions with parents, educators, students and co-workers reflect their passion about closing the achievement gap through Rocketship’s unique model.</p>	<ul style="list-style-type: none"> • 	
<p>High Achiever High achieving Rocketeers continuously overcome obstacles to find better ways to build schools and support a child’s education while consistently working to improve and accomplish significant results.</p>	<ul style="list-style-type: none"> • 	
<p>Adaptable When the ground suddenly shifts Rocketeers don’t panic, they calmly assess, quickly regroup and move forward believing something better can be realized ahead. Rocketeers are open-minded, proactive, self-aware and demonstrate a positive attitude in addressing change.</p>	<ul style="list-style-type: none"> • 	
<p>Collaborative Rocketship is all about teams and Rocketeer’s trust that the collective efforts of the team will move us much faster and further than going it alone. Rocketeers value working relationships, understand how important working relationships are for the organization, and work at making their relationships function well.</p>	<ul style="list-style-type: none"> • 	
<p>Planner Rocketeers have strong organizational skills (pre-crastinator) and demonstrate them in their timeliness and focus by prioritizing effectively, managing their time, making strategic decisions, and thoroughly planning for events in the present and future.</p>	<ul style="list-style-type: none"> • 	
<p>Innovative Rocketeers bring diverse experiences, new ideas and new viewpoints to their jobs in order to question existing assumptions and push conversations in new directions.</p>	<ul style="list-style-type: none"> • 	
<p>Mature Rocketeers demonstrate maturity by keeping their eye on the Rocketship vision and conducting themselves with the bigger picture in mind. Their behaviors demonstrate the ability to</p>	<ul style="list-style-type: none"> • 	

<p>access the entire situation, the ability to make good decisions, keep an optimistic attitude despite any challenges, and understand the need to take care of one's mind and body.</p>		
<p><i>Internal Locus of Control</i> Rocketeers don't blame others, they chart their own paths and they go after them with the belief that there is no failure, only feedback. They take responsibility for their actions and find ways to directly or indirectly affect outcomes to move the organization forward.</p>	<ul style="list-style-type: none"> • 	
<p><i>Eternally Positive</i> Rocketeers take their work seriously, but not so much themselves. They display a persistent, positive attitude to problem solving and recognize that goals are achievable, even with obstacles. They constantly make positive assumptions and have a generosity of spirit.</p>	<ul style="list-style-type: none"> • 	

Section I. Planning

Planning Focus Areas	Indicators	Specific Evidence/Student Data to Support Rating	M (4)	P (3)	IP (2)	DNM (1)
TAL—Set Big Goals	Regularly makes Rocketeers aware of their progress towards these SMART goals (public data wall in classroom, etc.) and invests them in these class and individual goals (Objective) .	•				
		Next Steps:	Completion Date:			
	Consistently uses rigorous, bite-sized, measurable, standards-based objectives to drive instruction; writes objectives/agenda on the board and reviews them with Rocketeers daily. (Objective)	•				
		Next Steps:	Completion Date:			
TAL—Plan Purpose-fully	Designs daily, quality, rigorous (clear objectives), standards-based lesson plans that result in students being able to articulate the connections between prior and new knowledge as well as how the concepts relate to their own life experiences and cultural backgrounds. (Objective)	•				
		Next Steps:	Completion Date:			
	Engages in a constant cycle of modifying practice based on findings from assessing performance data, implementing strategic improvements, reassessing, analyzing, and implementing additional improvements (Data Analysis). (Objective)	•				
		Next Steps:	Completion Date:			
	Designs innovative, student-centered activities that align with the principles of effective lesson planning (e.g., activates prior knowledge, articulates key ideas, anticipates misunderstandings, infuses scaffolded student practice (assesses understanding) and effectively and efficiently leads to student mastery. (Objective)	•				
		Next Steps:	Completion Date:			

Section II. Execution

Execution Focus Areas	Indicators	Specific Evidence/Student Data to Support Rating	M (4)	P (3)	IP (2)	DNM (1)
Rocketship Top 100	Effectively implements all of the Rocketship Top 100 culture items and ensures students internalize the Rocketeer culture. (Objective)	•				
		Next Steps:	Completion Date:			
Lemov—Sweat the Details	Pays attention to even the smallest details to ensure smooth, predictable, and effective outcomes in everything that is done. (Objective)	•				
		Next Steps:	Completion Date:			
Lemov—Strong Voice	Consistently implements all components of Strong Voice (economy of language, do not talk over, do not engage, square up/stand still, quiet power, self-interrupt, and “register”) as necessary and maintains effective control of the classroom. (Objective)	•				
		Next Steps:	Completion Date:			
Lemov—100%	Ensures that all students (100%) meet 100% of the goals of the lesson, follow 100% of the directions, 100% of the way, 100% of the time, and 100% and create the expected product. (Objective)	•				
		Next Steps:	Completion Date:			
Lemov—Precise Praise	Uses positive reinforcement strategically (Acknowledgment v. Praise). (Objective)	•				
		Next Steps:	Completion Date:			
Lemov—Pacing	Ensures that every minute in class is effectively used and transitions/procedures are highly effective. (Change the Pace, Brighten Lines, All Hands, Every Minute Matters, Look Forward, and Work the Clock) (Objective)	•				
		Next Steps:	Completion Date:			
Lemov—Format Matters/	Ensures that student’s responses fully address the question. Do they ‘stretch-it’ and use whole	•				

Stretch-It/ Right is Right	sentences and prove their answers? Do they use the correct format and answer with appropriate units, grammar, etc.? Is their answer fully right, not partway? (Objective)	Next Steps:	Completion Date:				
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Section II. Execution (cont.)

Execution Focus Areas	Indicators	Specific Evidence/Student Data to Support Rating	M (4)	P (3)	IP (2)	DNM (1)
TAL—Execute Effectively	Varies instructional strategies, adapts materials and resources, and utilizes multiple sources of technology to increase active participation and facilitate learning for all students. (Objective)	•				
		Next Steps:	Completion Date:			
	Assessments probe for evidence of higher-order understanding (analyzing, synthesizing, and evaluating information), the ability to connect and process various forms of knowledge, and an awareness of the complexities of the world. (Objective)	•				
		Next Steps:	Completion Date:			
TAL—Invest Students and Families	Creates a welcoming physical and emotional environment through rational persuasion, role models, and constant reinforcement and marketing to instill Rocketship core values (respect, responsibility, empathy, and persistence) so that students feel comfortable and supported enough to take the risks of striving for the SMART goals. (Objective)	•				
		Next Steps:	Completion Date:			
	Builds trusting relationships with students’ parents/families and devotes time and energy to continuously developing those relationships throughout the year while regularly connecting with the greater community (100% home visits completed by end of first semester). (Objective)	•				
		Next Steps:	Completion Date:			

Section III. Differentiation

Differentiation Focus Areas	Indicators	Specific Evidence/Student Data to Support Rating	M (4)	P (3)	IP (2)	DNM (1)
TAL— Continuously Increase Effectiveness	Conducts effective differentiated instruction that significantly affects student achievement, such as guided reading and math workshop, in the classroom on a daily basis and group students according to their intervention level. (Objective)	•				
		Next Steps:	Completion Date:			
	Plans lessons to include necessary review or differentiation for Tier 1 & 2 students. (Objective)	•				
		Next Steps:	Completion Date:			
	Analyzes, adapts, and creates a wide range of relevant instructional materials, resources (behavior contracts, etc), and technologies to extend special needs students' understanding and provide equal access. (Objective)	•				
		Next Steps:	Completion Date:			
Lemov— No Opt Out	Ensures that a sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible (scaffolding). (Objective)	•				
		Next Steps:	Completion Date:			
ELL Instruction	Seamlessly integrates a wide variety of strategies to address the varied needs of all ELLs in the classroom at all times and offers a daily center with differentiated ELL activities and Academic Language instruction during guided reading time. (Objective)	•				
		Next Steps:	Completion Date:			

Section III. Differentiation (cont.)

Differentiation Focus Areas	Indicators	Specific Evidence/Student Data to Support Rating	M (4)	P (3)	IP (2)	DNM (1)
GLAD— CCD (Cognitive Content Dictionary)	Consistently uses this strategy and graphic organizer in introducing vocabulary and teaching word analysis skills while correctly implementing the strategy. (Objective)	•				
		Next Steps:	Completion Date:			
GLAD— Sentence Patterning Chart	Consistently uses this GLAD strategy and graphic organizer in introducing sentence structure and teaching syntax while correctly implementing the strategy. (Objective)	•				
		Next Steps:	Completion Date:			
GLAD— Input Charts	Consistently uses this GLAD strategy and includes various input charts in teaching concepts and academic vocabulary. Strategy is also correctly implemented. (Objective)	•				
		Next Steps:	Completion Date:			
GLAD— Expert Groups	Consistently uses this strategy during instruction to teach vocabulary and reading standards and it is correctly implemented. (Objective)	•				
		Next Steps:	Completion Date:			
GLAD— Songs and Chants	Consistently uses this GLAD strategy throughout the day and year to assist student’s learning in a meaningful manner. (Objective)	•				
		Next Steps:	Completion Date:			
GLAD— Process Grid/Mind Map	Consistently uses this GLAD strategy to teach advanced organizing techniques for reading and it is correctly implemented.	•				
		Next Steps:	Completion Date:			
GLAD— Paragraphs	Consistently uses this GLAD strategy to teach the writing process and in introducing writing checklists. Strategy is correctly implemented.	•				
		Next Steps:	Completion Date:			

Section IV. Leadership

Leadership Focus Areas	Indicators	Specific Evidence/Student Data to Support Rating		Met Objectives/Outcomes?		M (4)	P (3)	IP (2)	DNM (1)
				Yes	No				
Embedded Leadership Opportunities	Manages responsibilities of embedded leadership opportunities and meets outcomes in a timely manner that positively affects the grade level, school, students, and families. (Objective)	•		Yes	No				
		Next Steps:	Completion Date:	Yes	No				
Effective Time Management/Planning	Consistently demonstrates the ability to plan, prioritize effectively, manage multiple tasks, and meet deadlines. (Objective)	•							
		Next Steps:	Completion Date:						
Flexibility	Fluidly adjusts to the constantly changing start-up environment. (Objective)	•							
		Next Steps:	Completion Date:						
Effective Oral and Written Communication	Communicates effectively with diverse audiences. Written and oral communication is clear, accurate and influential. (Objective)	•							
		Next Steps:	Completion Date:						
Ability to Give Feedback	Delivers feedback in an effective manner that influences others to implement the feedback. (Objective)	•							
		Next Steps:	Completion Date:						
Ability to Receive Feedback	Seeks out feedback from others on ways to improve. He/She hears the feedback without becoming defensive and appropriately acts on it. (Objective)	•							
		Next Steps:	Completion Date:						

Teacher PGP Objectives:

These objectives are based on 4 - Mastery: Teacher consistently exceeds expectations and is an exemplar for this standard.

PLANNING:

TAL Set Big Goals:

- Following each assessment section the teacher shares data with all Rocketeers, sets SMART class and individual goals based on this data, and has a public in-class system to track their Rocketeer's progress.
- Has Agenda and Standards Driven Objectives on the board daily and ensures that 100% of lessons are driven by standards, rigorous objectives, and SMART goals.

TAL Plan Purposefully

- 100% of daily lessons are standards-based and include rigorous objectives that the teacher can ensure have been realized within the lesson. All lessons are also scaffolded based on student's prior knowledge from previous lessons.
- Teacher completes a data analysis form by the appropriate deadline and uses a thorough analysis of data to establish SMART goals for the class and focus students that provide the Principal/Dean with a thorough understanding of next steps and how progress will be assessed.
- 100% of student activities each day (centers or whole class) are scaffolded and differentiated for each group of students, but also include some type of formal or informal assessment of student learning from the lesson and assume misunderstandings within the lesson in order to address them prior to any confusion/obstacles in the lesson.

EXECUTION:

Rocketship Top 100

- 100% of culture items within Rocketship Top 100 are implemented 100% of the time and 100% of students realize these expectations.

Lemov—Sweat the Details

- Teacher notices small, minor details (un-tucked shirt, student off-task, student sitting crooked, etc.) and immediately addresses them prior to the culture of the class being affected.

Lemov—Strong Voice

- Teacher maintains effective control of the classroom 100% of the time through a calm presence that initiates all seven components of Strong Voice (economy of language, do not talk over, do not engage, square up/stand still, quiet power, self-interrupt, and 'register').

Lemov—100%

- 100% of the time students meet the goal of the lesson, follow 100% of the directions, and 100% of the students create the expected product.

Lemov—Precise Praise

- 100% of the time, teacher strategically uses positive recognition and effectively differentiates between acknowledgment and praise.

Lemov—Pacing

- All minutes in class are used effectively and all six components of Pacing are effectively implemented (change the pace, brighten lines, all hands, every minute matters, look forward, and work the clock).

Lemov—Format Matters...

- When responding to a question, students always use complete sentences, stretch their answers, and prove their work/responses.

TAL Execute Effectively

- During each lesson during the day, the teacher has a teaching strategy that is purposefully embedded (different learning styles, technology, etc.) to increase participation and facilitate better learning for all students.
- All assessments included higher order thinking questions and a majority of students are successful in responding to these questions in their entirety.

TAL Invest Students and Families

- Classroom environment embodies all of the Rocketeer core values and inside of the class, all four of these values can be visibly seen and are constantly demonstrated by the students.
- All home visits completed in a timely manner, 100% of parent/family meetings realized in a timely manner and have 80% attendance or higher, and teacher has some type of systems to keep parents regularly (at least monthly) informed of student progress.

DIFFERENTIATION:

TAL Continuously Increase Effectiveness

- Guided reading/differentiation occurs for at least 60 minutes daily and is effective, which is demonstrated by a majority of students realizing significant gains.
- All lessons include explicit, standards based differentiation plans for Tier I and Tier II students.
- During each lesson during the day, the teacher has a teaching strategy that is purposefully embedded (different learning styles, technology, etc.) to increase participation and facilitate better learning for specifically students in integrated services.

Lemov—No Opt Out

- 100% of the time that a question is asked of a student, the sequence ends with that same student responding to the question through whatever scaffolding is necessary.

ELL Instruction

- On a daily basis, teacher purposefully interweaves ELL instruction into guided reading, other sections of the day, and daily ensures that there is an ELL center provided during guided reading as well.

GLAD CCD

- This strategy is used on a consistent basis, when it is most relevant, and is executed in an incredibly effective manner that ensures all students master the vocabulary and word analysis skills.

GLAD Farmer in the Dell

- This strategy is used on a consistent basis, when it is most relevant, and is executed in an incredibly effective manner that ensures all students master sentence patterns and structures with the application of taught vocabulary.

GLAD Input Charts

- This strategy is used on a consistent basis, when it is most relevant, and is executed in an incredibly effective manner that ensures all students master the content (vocabulary and concepts) of the lesson and includes active student participation.

GLAD Expert Groups

- This strategy is used on a consistent basis, when it is most relevant, and is executed in an incredibly effective manner that ensures all students master the content by applying note taking skills through reading material while also working in a positive, collaborative group experience.

GLAD Songs and Chants

- This strategy is used on a consistent basis, when it is most relevant, in thoughtful ways with purposeful chants and songs, and is executed in an incredibly effective manner that ensures all students master the vocabulary, content, and language art skills of a lesson.

GLAD Process Grid and Mind Map

- This strategy is used on a consistent basis, when it is most relevant, and is executed in an incredibly effective manner that ensures all students master the ability to utilize advanced organizers with reading material for content and academic vocabulary.

GLAD Cooperative Strip Paragraph or Group Frame

- This strategy is used on a consistent basis, when it is most relevant, and is executed in an incredibly effective manner that ensures all students master the writing process.

LEADERSHIP:

Embedded Leadership Opportunities

- 100% of expected outcomes of ELO are realized in a timely manner that meets all deadlines.

Effective Time Management/Planning

- Meets 100% of deadlines
- Always gives appropriate advanced notice in requests from others (at least 48 hours)
- Manages schedule so that personal needs do not negatively affect professional responsibilities

Flexibility

- Always maintains a positive and proactive attitude even in the face of great change (i.e. mid-year schedule or curriculum changes)
- Moves at a fast to adopt and implement new practices
- Admits to and learns from mistakes, moves on quickly

Oral and Written Communication

- Always and connects point of view, ideas, and rationale and in a clear, concise and compelling manner

- Always demonstrates appropriate speech, tone, and visual cues (in oral communication) that convey professionalism (i.e. in communications to families and staff)
- Tailors message to the audience

Giving Feedback

- Builds strong professional relationships with others so that they are receptive and responsive to feedback
- Gives feedback consistently, directly, and in a way that motivates
- Follows through on feedback given (i.e. checks that feedback is being implemented)

Receiving Feedback

- Always listens attentively to feedback, asks questions to clarify, and seeks to understand (i.e. in 1:1s with principal or dean)
- Seeks out feedback from people in different roles within the organization and from diverse backgrounds and perspectives
- Always implements constructive appropriate feedback from manager(s) and peers.

Appendix AE:

This space intentionally left blank.

Appendix AF: Rocketship Approach to Academic Instruction

At Rocketship, we believe that students benefit from having core subjects integrated throughout the day. This allows subject areas to not be isolated areas of learning, rather, they are integrated throughout all subject areas and students are able to learn that all skill areas (reading, writing, math, science, social studies, etc.) rely upon one another in order for true learning and academic achievement to be accomplished. Consequently, we approach our instructional assignments for teachers and students in the same manner.

At Rocketship, we use a teaming approach with our instructional staff. This teaming approach means that teachers have their own instructional home-room, however, the students move to different teachers throughout the day. The students have a teacher each day that focuses primarily on literacy instruction that is integrated with science and/or social studies instruction and a teacher that is focused primarily on math instruction that is also integrated with science and/or social studies instruction. Each day a student at Rocketship receives at least three hundred minutes of instruction, of which, at least sixty to one hundred are dedicated to these science and/or social studies objectives each day.

The science & social studies instruction at Rocketship is based on the Association for Supervision and Curriculum Development's ("ASCD") Understanding by Design ("UbD") approach. This approach is a framework for creating a curriculum based on state standards. UbD has been shown to develop students' reasoning and interest in Science and Social Studies. To develop our curriculum based on the UbD framework, we started by backwards mapping of the state standards to identify the main objectives in Science and Social Studies. We then developed units and lesson plans within each unit to focus on these major objectives. As we develop these units, we focus on correlating these unit objectives with literacy and math objectives that are relevant to the core unit as well. We have been refining these units for two years and continue to do so as more teachers contribute to the richness and learning techniques of each unit and lesson.

Each classroom teacher further supplements their instruction through the use of Project GLAD's method of providing ELD instruction during all subject areas, including Science and Social Studies. The use of these strategies allows us to accelerate students Cognitive Academic Language Proficiency ("CALP") development by supporting acquisition of academic vocabulary.

Each classroom teacher is also responsible for various objectives that depending on their homeroom may include literacy objectives combined with science and social studies objectives or math objectives combined with science and social studies objectives. This accountability to multiple subjects ensures that teachers are instructing various subjects throughout the day.

The integration of science and social studies in the core literacy and math subject areas and the teaming of teachers allow students to make connections across multiple subject areas. For example, one of the most important skills a student can learn from these classes in the primary grades is how to effectively read non-fiction text in the content areas (Pressley, 2002). The integration of literacy and science and/or social studies allows students to further develop these

skills. Students will be faced with a multitude of classes throughout the rest of their lives where this skill will be central to their understanding of the content and ultimately their enjoyment and performance in the subject. The critical skills of determining the organization of a non-fiction text, identifying and understanding key vocabulary terms, and actively summarizing are skills that are not easily learned when reading fiction. Likewise, another important skill that students can learn from the integration of math and science and/or social students is the application of mathematical concepts and equations. Students are able to translate a static equation into a meaningful real time experience, which allows them to better retain and apply this knowledge in future real-life situations. This ability to apply mathematical concepts outside of a controlled classroom environment is a crucial life-skill for the success of students as they mature and grow.

Appendix AG: Outreach Initiatives

Rocketship Education and the leaders of RS7 intend to collaborate with a variety of organizations in Santa Clara County, both for student enrollment purposes and in other capacities. RS7 will put forth best efforts to ensure neighborhood families know about the school and have the opportunity to submit enrollment forms. Because Rocketship Education schools' mission is to close the achievement gap, school leaders look for ways to contact local families during the enrollment process who are in greatest need and may be least likely to hear about new educational opportunities.

Rocketship Education and local volunteers engaged in the below outreach initiatives prior to submission of this charter petition. Best efforts were put forth to translate presentations and materials, and will continue to be put forth for recruitment purposes. Rocketship values these relationships and will look to partner with these parents, leaders and organizations long-term for recruitment purposes. Such recruitment activities will include presenting at community centers and meetings, having parent ambassadors go door-to-door to speak individually with families, and advertising open enrollment in neighborhood publications.

What	Where
Spanish and English language Parent Information Sheets Distributed before and after Mass	St. John Vianey Parish
Spanish and English language Parent Information Sheets Distributed before and after Mass	Most Holy Trinity Parish
Spanish and English language Parent Information Sheets Distributed before and after Mass	Our Lady Guadalupe Parish
Met with leaders of PACT to discuss RS7 plans and recruit parents from a wider socio-economic background	PACT Offices
Left Spanish and English school descriptions with Executive Director	Mexican Heritage Plaza
Discussed RS7 with Catechism class	Our Lady Guadalupe Parish
Discussed RS7 with Director of Education Services	Catholic Charities
Discussed RS7 with Director	Hillview Branch Library
Met with pastor of St. Patrick's Church, a 90% Vietnamese parish in San Jose and left	St. Patrick's Parish

school materials for parents	
Spanish and English language Parent Information Sheets Distributed during Flea Market	Capitol Flea Market
Discussed RS7 with San Juan Bautista Executive Director and team of site directors	San Juan Bautista
Spanish and English language Parent Information Sheets Distributed at Capitol Park Community Center	Capitol Park Community Center
Spanish and English language Parent Information Sheets Distributed at SOMOS Mayfair/Met with executive director and team	SOMOS Mayfair
Discussed RS7 with staff at Vision Literacy	Vision Literacy
Discussed RS7 with Executive Director and staff at Grail Family Services	Grail Family Services
Spanish and English language Parent Information Sheets Distributed at MACSA/Met with Executive Director	MACSA
Discussed RS7 with team of site directors at HeadStart	HeadStart
Spanish and English language Parent Information Sheets Distributed at Hank Lopez Community Center	Hank Lopez Community Center
Spanish and English language Parent Information Sheets Distributed at Gardner Community Center	Gardner Community Center
Spanish and English language Parent Information Sheets Distributed at Estrella Family Services	Estrella Family Services
Spanish and English language Parent Information Sheets Distributed at Futsall Program	MACSA Futsall Program

Appendix AH: Letter from El Dorado County SELPA



**EL DORADO COUNTY CHARTER
SPECIAL EDUCATION LOCAL PLAN AREA**

VICKI L. BARBER, Ed.D., Superintendent
TAMMY WATSON, SELPA Director

July 22, 2011

John Danner
420 Florence St, Ste 300
Palo Alto, CA 94301

Dear John,

I have enjoyed working with you as an LEA member of the El Dorado County Charter SELPA. We would welcome applications from Rocketship schools planning to operate as a countywide charter schools under the Santa Clara County Office of Education. I look forward to reviewing your future applications.

Please feel free to contact me if you have any additional questions.

Sincerely,

A handwritten signature in black ink that reads "Tammy Watson". The signature is written in a cursive, flowing style.

Tammy Watson
SELPA Director

TW/pg

6767 Green Valley Road/Placerville, CA 95667-9357
Phone (530) 295-2236/FAX (530) 295-9137

Appendix AI: Financial Support Letters



Hastings/Quillin Fund

June 18, 2010

Mr. John Danner, Co-Founder and CEO
Rocketship Education
550 Kingsley Avenue
Palo Alto, CA 94301-3224

Dear Mr. Danner,

At the recommendation of Reed Hastings and Patty Quillin, we are pleased to enclose a check in the amount of \$230,000.00 to Rocketship Education from the Hastings/Quillin Fund, an advised fund of Silicon Valley Community Foundation. This payment represents the first two of nine installments toward the \$1,105,000.00 grant awarded on June 15, 2010. Please see the reporting and payment plan attached for further explanation.

This grant is to support opening and operating new schools. Please note that by accepting the enclosed check, your organization confirms that:

- all grant funds, and income earned on those funds, may be spent only for charitable, religious, scientific, literary or educational purposes;
- individuals connected with this grant recommendation will receive no benefits, goods or services in exchange for this grant;
- this grant will not be used to satisfy the payment of a pre-existing pledge or other financial obligation;
- this grant will be used solely for the purpose specified in this letter and is not for the personal benefit of an individual. If the fund advisor has recommended support for an individual, your organization retains discretion over the funds, including the right to use the gift to support a different person;
- any funds not used for the purposes specified in this letter will be returned to Silicon Valley Community Foundation.

For multi-payment grants **only**, any additional payments are contingent upon satisfactory financial market performance and available assets in the Hastings/Quillin Fund, an advised fund at Silicon Valley Community Foundation.

For information on how to recognize this grant, please refer to the guidelines on the back of this letter. We appreciate the work of your organization and are pleased to support your efforts.

Sincerely,

A handwritten signature in black ink, appearing to read "Kia Sullivan".

Kia Sullivan
Senior Director of Grants, Gifts and Compliance

Grant #: 2010-05080 (3975)

P.S. For information on how to recognize this grant, please refer to the guidelines on the back of this letter.

2440 West El Camino Real, Suite 300 | Mountain View, California 94040-1498 | tel: 650.450.5400 | fax: 650.450.5401 | www.siliconvalleycf.org



Charter School Growth Fund

Helping public education thrive

July 8, 2009

John Danner
Rocketship Education
788 Locust Street
San Jose, CA 95110

Dear John,

On behalf of the Charter School Growth Fund (the "Fund"), I am pleased to inform you that your organization has been awarded a Walton Family Foundation ("WFF") School Startup Grant of \$1,500,000 based on your recent funding applications. Enclosed please find the Grant Award Agreement (the "Grant Agreement"), Grant Expenditure Reporting Template, Loan Agreement, and Promissory Note.

The Grant Agreement establishes the grantor/grantee relationship between your organization and the Fund. The Grant Agreement outlines the responsibilities of the grantee pertaining to use of funds, expenditure reporting, and student data submission. Reporting is required on an annual basis, as detailed in the Grant Agreement. To help facilitate this process, we have attached the Grant Expenditure Reporting Template (also available at www.charterschoolgrowthfund.org/memberlogin.php). The completed template should be submitted to the Fund (i) with your year-end milestone report and (ii) when all funds provided under this grant have been expended. The Grant Expenditure Reporting Template must delineate all incurred and forecasted grant expenses. Any funds remaining 24 months after the school opens must be returned to the Fund along with a completed expenditure report.

As part of your current grant agreement with the Fund and as a WFF Startup Grant recipient, you are required to provide student achievement data as defined in section V(F) of the Grant Agreement. You may use or implement the SIS of your choice to facilitate these reporting requirements and can find more information about how to choose a SIS in the attached SIS Selection Guide (also available at www.charterschoolgrowthfund.org/memberlogin.php).

Please have two qualified officers of your organization sign four copies of the Grant Agreement, *initial all pages*, and return to the Fund. Upon receipt, the Fund will initiate the school startup grant disbursement process as well as notify WFF. If you have any questions, please contact Stephen Hinson at (303) 217-8345.

We are excited to be able to provide you this additional resource as you expand and appreciate your efforts in helping public education thrive.

Sincerely,

Stephen Hinson
Director, Quality Assessment and Data Analysis

350 Interlocken Boulevard • Suite 385 • Broomfield • Colorado • 80021 • phone 303.217.8090 • fax 303.531.7344 • www.chartergrowthfund.org

Appendix AJ: Budget Narrative & Cash Flow Statement

The RS7 financial statements include a six year pro-forma annual budget (start-up year and five years of operations) and four year (start-up year and three additional years) monthly cash flow statement.

These financials assume a K-3 school in Year 1 of operations, adding a 4th grade in Year 2 and a 5th grade in Year 3. RS7 might open in Year 1 with the same number of total students entering the school in distributions in grades K-4 or K-5, reaching the same total students and distribution by Year 3 as the example shown below. In either of those events, these projections are conservative because of the higher revenues from the General Purpose Block Grant associated with 4th and 5th grade students.

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for the school depend on the number of students enrolled and their demographics. This budget assumes 70% English Learners (EL), 50% at Federal Poverty level and 70% Free and Reduced Lunch (FRL) students. Prior to each school year, we plan to have waitlists in place of at least 10% of each class size to manage start-of-year attrition. 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. RS7 will assume a 96% attendance rate for our students, which is consistent with historical results at existing Rocketship Schools. ADA is used to calculate many of the revenue sources.

The following table shows our projected demographics as well as projections for enrollment and ADA. Enrollment in Year 3 is conservatively estimated at 555 students with 96% ADA compared to the maximum allowable enrollment of 650.

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
Projected Total Enrollment by Grade Level Group						
Grades K-3	0	416	430	430	430	430
Grades 4-6	0	0	83	125	125	125
Total Projected Enrollment	0	416	513	555	555	555
ADA %	0.0%	96.0%	96.0%	96.0%	96.0%	96.0%
Total ADA						
Grades K-3	0	399	413	413	413	413
Grades 4-6	0	0	80	120	120	120
Total ADA	0	399	492	533	533	533
Projected Student Demographics						
English Language Learner	0%	70%	67%	63%	62%	61%
Free/Reduced Meal Eligible	0%	70%	70%	70%	70%	70%
Federal Poverty Level	0%	50%	50%	50%	50%	50%

Revenues

Revenue sources for charter schools come from federal and state governments and local private funding sources. State block grants provide the largest source of funding, constituting over 90%

of charter school funding in California.¹³ Because of RS7’s reliance on this single revenue source, we will constantly monitor all components associated with state revenue throughout the year as the funding estimates are refined and recalculated.

A Summary of the projected revenues for this year and the five projected years along with the percentage components of all revenues is shown on the following two charts.

Projected Revenues, By Source

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
Summary of Revenue Programs						
State Sources	-	2,688,330	3,273,406	3,566,612	3,578,060	3,574,562
Federal Programs	150,000	546,164	445,608	318,764	318,764	318,764
Local Programs	-	311,835	74,478	85,800	85,800	85,800
Total Revenues	150,000	3,546,330	3,793,493	3,971,176	3,982,624	3,979,126

Projected Revenue Component Percentages

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
Summary of Revenue Programs						
State Sources	0%	76%	86%	90%	90%	90%
Federal Programs	100%	15%	12%	8%	8%	8%
Local Programs	0%	9%	2%	2%	2%	2%
Total Revenues	100%	100%	100%	100%	100%	100%

State Revenues

State Revenues are estimated based on specific program variables as identified below, with the majority of this funding dependent upon the annual state budget and the school’s student population.

¹³ This statistic assumes that in lieu tax payments are considered a source of state funds.

Projected State Revenues

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
State Programs						
Charter School General Purpose Block Grant Allocation	-	1,927,711	2,383,257	2,580,946	2,580,946	2,580,946
Charter School Categorical Block Grant Allocation	-	208,865	257,567	278,654	278,654	278,654
Economic Impact Aid	-	205,110	205,110	244,542	255,990	252,492
California Lottery	-	47,124	58,113	62,870	62,870	62,870
Special Education	-	-	-	-	-	-
Class Size Reduction	-	-	-	-	-	-
Supplemental Hourly Instruction	-	-	-	-	-	-
Facilities Reimbursement (SB 740)	-	299,520	369,360	399,600	399,600	399,600
Art & Music Block Grant	-	-	-	-	-	-
State Nutrition	-	-	-	-	-	-
Total State Programs	-	2,688,330	3,273,406	3,566,612	3,578,060	3,574,562

General Purpose Block Grant

The General Purpose Block Grant (GPBG) is the largest source of revenue for RS7. The GPBG is calculated based on student ADA and provides a set amount, per pupil, per grade level grouping. GPBG provides different funding levels for different blocks of grade levels. RS7 students fall into two grouping for purposes of GPBG: K–3 and 4–6.

The majority of charter schools in California receive the same amount of funds for each student, as expressed in terms of ADA, based on the grade level of the student. These block grant funding amounts, as well as other state revenues for charter schools, are set annually by the State during the legislative process and are incorporated in the State budget each summer. Funding amounts are typically changed annually based on a Cost of Living Adjustment (COLA). Given the state of California’s economy, we have adopted a conservative scenario for our revenue calculations, using 0% for all years.

In the most recent school year (2010-11) the General Purpose Block Grant rates were \$5077/ADA for Grades K-3 and \$5153/ADA for Grades 4–6. In order to be conservative, RS7our projections assume a \$250/ADA cut to both levels, with zero (0%) growth over the five year period. This results in an assumption for the General Purpose Block Grant of \$4827/ADA for Grades K–3 and \$4903/ADA for Grades 4–6 for all years.

Charter School Categorical Block Grant

Categorical funding per ADA is additional block grant funding based upon an annual State Budget funding allocation. The categorical block grant funding is in addition to the GPBG funding and is an accumulation of funding for each charter school student from multiple special purpose funds combined into one allocation.

The Categorical block grant assumptions include a base funding level of \$396/ADA which is conservative relative to historical level of \$412/ADA in 2010-11. Additionally the calculation includes \$127/ADA “supplemental” block grant to new schools to compensate for charter schools opening after 2008-09 not being eligible for certain categorical funding sources

including K-3 CSR. Should K-3 CSR return, revenues would increase by approximately \$200,000 per year.

As with the GPBG, we project zero (0%) growth in funding for the next five years.

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
Categorical Block Grant Funding Levels/ADA						
CBG	396	396	396	396	396	396
New School Supplement	127	127	127	127	127	127
Total CBG Funding / ADA	523	523	523	523	523	523
ADA	0	399	492	533	533	533
Categorical Block Grant Funding	-	208,865	257,567	278,654	278,654	278,654

Economic Impact Aid

Economic Impact Aid Funding (EIA) is based on the poverty counts of pupils enrolled and minimum funding floors. RS7's eligible pupil count is projected to generate revenues well above the minimum funding floor. As over 50% of RS7's students are projected to be eligible for this funding, RS7 is also eligible for an EIA concentration bonus. The bonus calculation weights eligibility over 50% of enrollment by an additional 50%. For fiscal year 2012, RS7 will have a sum of 645 student equivalents for EIA because of our 70% ELL population and High Federal Poverty populations.

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
Economic Impact Aid Student Counts						
A. PY Enrollment (CY in year 1)		416	416	513	555	555
B. PY Economically Disadvantaged (EDD) (CY in year 1)		208	208	257	278	278
C. PY English Language Learners (ELL) (CY in year 1)		291	291	341	351	344
D. Bonus Concentration Factor $(ED + ELL - A/2)/2$		146	146	171	176	172
Total EIA Pupil Count (B+C+D)		645	645	769	805	794

These figures are conservative relative to the historical demographics of Rocketship's existing schools.

Lottery

Lottery funding is based upon recent estimates provided by School Services of California. We project a total per student allocation of approximately \$118 per year. Funding is based on annual ADA. This estimate will be updated at the First, Second, and Third Interim Reporting periods. Lottery funds are mainly allocated for general purpose use (Unrestricted Funds) with slightly over 10% of the funds restricted for instructional materials. Based on current economic conditions, we are budgeting for flat funding over the next five years, with the unrestricted portion amounting to \$103/ADA and the Prop-20 portion amounting to \$15/ADA.

Special Education

Rocketship Education will provide special education services. By providing special education services for all schools in its network, Rocketship Education has been able to allocate resources across all schools to ensure compliant, efficient and effective delivery of services so the needs of all students are met. All revenues and expenses are with Rocketship Education, and therefore there is no revenue projection for special education at RS7. Historically, Rocketship Education has not charged an encroachment to its schools to provide special education services above the special education revenues received by each school

RS7

Facilities Reimbursement (SB 740)

The Charter School Facility Grant Program provides assistance with facilities rent and lease expenditures for charter schools that meet certain eligibility criteria. Eligible charter schools may receive reimbursement for facilities rent and lease costs in an amount of up to \$750 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.

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 70 percent of the pupil enrollment is eligible for free or reduced-price meals, or serving a pupil population that meets or exceeds 70 percent eligibility for free and reduced-price meals. RS7 will almost certainly qualify based on these eligibility requirements given the demographics of the current schools.

RS7

Federal Revenues

As a direct-funded charter school, RS7 will apply for federal funds directly through the Consolidated Application process. Federal revenues will be updated when a Federal entitlement notification is received. RS7 is aware that there are significant compliance features associated with federal funding. RS7 is conservatively projecting no increases in the federal funding rates.

Title I

Title I funding is based upon a formula for students qualifying for free and/or reduced meals. The amount per student is typically \$400–\$1,000 base. We conservatively project \$408 per identified pupil in 2013, with zero (0%) increases over the projection period.

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/guardian income levels. For this budget, we assume that 70%, of our students will be eligible to receive federal funding per meal

per day for free and reduced-price meals. For operational purposes, we project that 80% of all students receive lunch and breakfast, based on historical percentages. RS7 does not offer afternoon snack service. Additional receipts from paid student meals are included in the budget as local revenue. Food expenses for this program are shown under Books and Supplies; serving expenses are included in Classified Salaries and Benefits.

Other Federal Programs

Title II –Teacher Quality.

Participation: Yes or No or TBA based on further review

Title IV – Safe and Drug Free Schools – based upon eligibility criteria of Title I.

Participation: Yes or No or TBA based on further review

Summary Revenues per Enrollee

For the six year period through 2016-17, the projected Revenues per student enrolled at RS7 is shown below.

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
Summary of Revenue Programs						
State Sources Per Enrollee	N/A	6,462	6,381	6,426	6,447	6,441
Federal Programs Per Enrollee	N/A	1,313	869	574	574	574
Local Programs Per Enrollee	N/A	750	145	155	155	155
Total Revenues Per Enrollee	N/A	8,525	7,395	7,155	7,176	7,170

Expenditures

Summary of Projected Expenditures

The projected expenditures through 2016-2017 are shown below and are followed by the percentage distribution of costs by major expenditure item.

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
Summary of Expenditures						
Certificated Salaries	-	1,018,200	1,202,200	1,266,000	1,266,000	1,266,000
Classified Salaries	29,040	206,380	206,380	257,680	257,680	257,680
Employee Benefits	7,349	282,706	325,424	346,551	346,551	346,551
Books & Supplies	3,950	510,673	342,404	356,750	344,700	344,700
Services & Operational Expenses	7,780	1,320,211	1,343,842	1,389,603	1,392,808	1,390,061
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	54,787	53,774	53,656	51,582	49,505
Total Expenditures	48,119	3,392,958	3,474,023	3,670,239	3,659,321	3,654,496

Summary of All Expenditures by Relative Percentage

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
Percentage of Expenditures						
Certificated Salaries	0%	30%	35%	34%	35%	35%
Classified Salaries	60%	6%	6%	7%	7%	7%
Employee Benefits	15%	8%	9%	9%	9%	9%
Subtotal, Compensation	76%	44%	50%	51%	51%	51%
Books & Supplies	8%	15%	10%	10%	9%	9%
Services & Operational Expenses	16%	39%	39%	38%	38%	38%
Capital Outlay	0%	0%	0%	0%	0%	0%
Other Outgo	0%	2%	2%	1%	1%	1%
Total Expenditures	100%	100%	100%	100%	100%	100%

Salaries and Employee Benefits

Total personnel costs (salary and benefits) remain relatively constant at roughly half of total expenditures after the continued development of the school to 16 teachers at full enrollment. RS7 conducts classes with approximately 25 students on average, well below the state maximum class sizes of 33:1. Rocketship staffing is more efficient than traditional elementary schools while maintaining these ratios, resulting in significant savings in salaries and benefits. This is because students have five hours of classroom instruction per day, while teachers typically teach between six and eight hours per day. Learning Lab is provided as an Intervention program and Learning Lab minutes do not factor into annual instructional minutes calculations.

“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, unemployment insurance, Medicare, and workers’ compensation.

Staffing

RS7RS7RS7 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 RS7 teachers are specialized in a subject area, they are able to teach more than one class of students each day, similar to middle and high school teachers. With four Kindergarten classes, one class will be in Learning Lab, two in Literacy and one in Math at any given time of the day. This allows Rocketship to hire three Kindergarten teachers whereas traditional elementary schools must hire four.

Teachers at RS7 will be supported by a Principal, Assistant Principal, and Academic Dean. Additionally, schools will have support staff to assist with operations and individualized learning within the Learning Labs.

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

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
Certificated Staff						
Teachers						
Kindergarten	0.0	3.0	3.0	3.0	3.0	3.0
1st Grade	0.0	3.0	3.0	3.0	3.0	3.0
2nd Grade	0.0	3.0	3.0	3.0	3.0	3.0
3rd Grade	0.0	3.0	3.0	3.0	3.0	3.0
4th Grade	0.0	0.0	3.0	3.0	3.0	3.0
5th Grade	0.0	0.0	0.0	1.0	1.0	1.0
Total Teachers	0.0	12.0	15.0	16.0	16.0	16.0
Administrators						
Principal	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Principal	1.0	1.0	1.0	1.0	1.0	1.0
Academic Dean	1.0	1.0	1.0	1.0	1.0	1.0
Total Administrators	3.0	3.0	3.0	3.0	3.0	3.0
Total Certificated Staff	3.0	15.0	18.0	19.0	19.0	19.0
Classified Staff						
Office Manager	0.5	1.0	1.0	1.0	1.0	1.0
Individualized Learning Specialists	0.0	6.0	6.0	6.0	6.0	6.0
Other Staff	0.0	1.5	1.5	1.5	1.5	1.5
Total Classified Staff	0.5	8.5	8.5	8.5	8.5	8.5
Total Staffing	3.5	23.5	26.5	27.5	27.5	27.5

Projected Classroom Teacher Compensation

Teachers will be paid according to the RS7 pay scale, as developed by RS7’s Leadership Team, and approved by the Governing Board. Teacher pay is based on the surrounding district teacher pay scale for teachers with similar years of experience. The weighted average Teacher Compensation costs for the six year period are shown below:

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
Teacher Compensation						
Weighted Average Teacher Salaries	N/A	59,767	58,080	58,438	58,438	58,438

School Administrator Salary Cost

Certificated Management Staff include the School’s Principal, Assistant Principal and Academic Dean. These individuals will be active mentors to the staff. Each position is 1 FTE.

The projected annual salaries integrating the projected FTE and the annual salaries for the six year period follow.

Total Certificated Annual Salary Projection

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
CERTIFICATED SALARIES						
Certificated Teacher Salaries						
Teachers	0	652,000	792,000	850,000	850,000	850,000
Bonuses	0	65,200	79,200	85,000	85,000	85,000
Total Teacher Salaries	0	717,200	871,200	935,000	935,000	935,000
Other Certificated Salaries						
Academic Dean	0	80,000	85,000	85,000	85,000	85,000
Principal	0	100,000	120,000	120,000	120,000	120,000
Assistant Principal	0	85,000	85,000	85,000	85,000	85,000
Bonuses	0	36,000	41,000	41,000	41,000	41,000
Total Other Certificated Salaries	0	301,000	331,000	331,000	331,000	331,000
Total Certificated Salaries	0	1,018,200	1,202,200	1,266,000	1,266,000	1,266,000

Classified Salary Costs

Classified (non-certificated) employees include the Office Manager, Food Service Workers and Instructional Aids. The Classified Salary costs are as follows.

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
CLASSIFIED SALARIES						
Office Manager	26,400	52,800	52,800	52,800	52,800	52,800
Other (Lunch Staff, Instructional Aids, etc)	0	139,800	139,800	191,100	191,100	191,100
Bonuses	2,640	13,780	13,780	13,780	13,780	13,780
Total Classified Salaries	29,040	206,380	206,380	257,680	257,680	257,680

Employee Benefits

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
Retirement Options						
State Teachers Retirement (STRS)	-	75,653	89,265	94,050	94,050	94,050
Social Security	1,800	12,796	12,796	15,976	15,976	15,976
Other Classified Retirement	871	6,377	6,385	8,056	8,056	8,056
Total Retirement Costs	2,672	94,825	108,446	118,082	118,082	118,082
Other Mandatory Benefits						
Medicare	363	19,738	22,791	24,740	24,740	24,740
State Unemployment	250	11,750	13,250	13,750	13,750	13,750
Worker's Compensation (WC)	465	19,593	22,537	24,379	24,379	24,379
Total Mandatory Benefit Costs	1,078	51,082	58,578	62,868	62,868	62,868
Health Benefits						
Health/Dental/Vision Combined	3,600	136,800	158,400	165,600	165,600	165,600
Life Insurance	-	-	-	-	-	-
Disability Insurance	-	-	-	-	-	-
Total Health Benefit Costs	3,600	136,800	158,400	165,600	165,600	165,600
Total Benefit Costs	7,349	282,706	325,424	346,551	346,551	346,551

The above table lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. Statutory benefits are cost factors applied to the salary factor. These benefits differ by type of employee: certificated and classified and by the period of time they work: full-time, part-time and hourly. RS7's employees participate in State Teachers' Retirement, Social Security, Medicare, State Unemployment, Workers' Compensation, Disability, and Life Insurance programs. For a full-time certificated employee, the State Teachers' Retirement System¹⁴ employer contribution factor is 8.25%¹⁵. Other Employee Benefits include health care insurance to employees who work at least 0.75 FTE.

Books and Supplies

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
Approved Textbooks and Core Curricula	1,950	124,813	12,250	10,750	10,000	10,000
Books and Other Reference Materials	-	123,800	30,800	25,400	15,000	15,000
Materials and Supplies	2,000	47,280	46,960	49,400	48,500	48,500
Non-Capitalized Equipment	-	49,200	56,400	60,000	60,000	60,000
Food	-	165,581	195,994	211,200	211,200	211,200
Total Books and Supplies	3,950	510,673	342,404	356,750	344,700	344,700

RS7 will pay for Books and Supplies from the Block Grant funds that will be allocated to RS7 annually. Many of the cost projections are based upon a per pupil allotment, such as Textbooks and Instructional Supplies. Given RS7's purchases during its first three years of operations, ongoing textbook purchases will be limited. All categories of books and supplies carry forward with small annual increases pegged to the student enrollment count.

Approximately \$2.50 per student per day is budgeted for food service costs from a third party vendor with an estimated annual cost ranging from \$165,000 in 2012-13 to over \$210,000 in 2017-18.

¹⁴ Teachers in STRS do not traditionally participate in Social Security.

¹⁵ In 2005, the Governor attempted to raise the cost factor to 10.25%; this effort was unsuccessful and thus the current 8.25% rate is maintained throughout the five year period.

Services and Operational Expenses

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
Travel & Conferences	3,280	3,280	600	600	600	600
Dues and Memberships	0	1,499	1,775	1,913	1,913	1,913
Insurance	0	20,384	24,128	26,000	26,000	26,000
Total Operating and Housekeeping	0	36,667	43,333	43,333	43,333	43,333
Rentals, Leases and Repairs						
Rent	0	630,554	622,143	644,025	645,805	644,279
Copier Lease	0	20,000	20,000	20,000	20,000	20,000
Repairs	0	18,333	21,667	21,667	21,667	21,667
Total Rentals, Leases & Repairs	0	668,888	663,810	685,691	687,472	685,946
Professional/Consulting Services and Operational						
Accounting & Audit Services	0	8,000	8,000	8,000	8,000	8,000
Board Development	0	1,500	1,500	1,500	1,500	1,500
District Financial Oversight Fee	0	21,420	25,053	27,172	27,261	27,185
Fingerprinting / TB Testing	0	1,960	2,320	2,500	2,500	2,500
Legal Services	2,500	1,000	1,000	1,000	1,000	1,000
Substitutes	0	24,000	30,000	32,000	32,000	32,000
Assessment Team	0	20,000	20,000	20,000	20,000	20,000
Student Recruitment	2,000	0	0	0	0	0
Field Trips	0	6,000	6,000	6,000	6,000	6,000
Physical Education Program	0	0	0	0	0	0
Postage & Shipping (nonacademic)	0	1,250	1,479	1,594	1,594	1,594
Printing and Reproduction (nonacademic)	0	3,749	4,437	4,781	4,781	4,781
Professional Development	0	8,400	10,500	11,200	11,200	11,200
Rocketship Education Licensing Fee	0	126,111	124,429	128,805	96,871	96,642
Rocketship Education Management Fee	0	346,805	342,179	354,214	387,483	386,567
Staff Recruitment	0	14,000	28,000	28,000	28,000	28,000
Technology Consultants	0	5,000	5,000	5,000	5,000	5,000
Total Professional/Consulting Services and Operational	4,500	589,194	609,896	631,766	633,190	631,969
Communications (Internet and Telephone)	0	300	300	300	300	300
Total Services & Operational Expenses	7,780	1,320,211	1,343,842	1,389,603	1,392,808	1,390,061

Expenses in this section are primarily based on preliminary negotiations with prospective service providers although RS7 will provide its own business services. Many of these items are self-explanatory. We make note of items below as needed to explain our budgeting assumptions.

Insurance

Comprehensive insurance based on historical amounts from Rocketship's operational schools.

Rent

Rent has been projected at 20% of non-reimbursable revenue. This is a conservative assumption based on historical experience closer to 15%.

Copier Lease

This lease is for all copy and printing machines within the school. It has been budgeted based on historical experience of \$20,000 per year.

Repairs

Repairs to the school facility have been projected based on historical experience of Rocketship's existing schools.

Professional Development

Professional development includes both certification costs and costs for other professional development of administrators, teachers, and staff. It has been budgeted on a per new staff member basis of approximately \$1,500 per year.

District Financial Oversight Fee

This oversight fee, paid to the school district or other authorizer is set by law at actual costs of the oversight up to 1% of the general purpose entitlement and categorical block grant revenues of RS7.

Staff Recruitment

Fees paid primarily to Teach for America, RISE and Edjoin.

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, \$200 has been assumed for Teacher Substitute Provisions. The table below shows the projected Teacher Substitute Provisions.

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
Teacher Substitute Provisions						
Teacher FTEs	0.0	12.0	15.0	16.0	16.0	16.0
Days of Leave per FTE	10.0	10.0	10.0	10.0	10.0	10.0
Total Days of Leave	0.0	120.0	150.0	160.0	160.0	160.0
Substitute Cost per Day of Leave	200	200	200	200	200	200
Total Teacher Substitute Provisions	0	24,000	30,000	32,000	32,000	32,000

Other Outgo and Transfers

This budget is based on having received a low-interest rate working capital loan of \$250,000 from the CDE Charter School Revolving Loan fund in year 1. It also includes interest payments associated with a line of credit negotiated with a regional bank to provide liquidity in the face of state payment deferrals. Finally, it also includes a contingency line-item that represents 1% of revenues. The contingency is an additional conservative assumption to ensure that RS7 will have the resources necessary to ensure the strong academic performance of its students.

RS7 Ending Fund Balance

No state authoritative body has determined how recommended reserve levels should be set for charter schools. RS7's goal will be to maintain a minimum of 5% of current expenditures each year as its Fund Balance Reserve for Economic Uncertainty. The projected reserves will be monitored constantly 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. As can be seen, RS7 maintains a positive net Ending Fund Balance Reserve.

	Year 0 2011-12 Startup Budget	Year 1 2012-13 Projected Budget	Year 2 2013-14 Projected Budget	Year 3 2014-15 Projected Budget	Year 4 2015-16 Projected Budget	Year 5 2016-17 Projected Budget
A. Revenues						
State Sources	-	2,688,330	3,273,406	3,566,612	3,578,060	3,574,562
Federal Programs	150,000	546,164	445,608	318,764	318,764	318,764
Local Programs	-	311,835	74,478	85,800	85,800	85,800
Total Revenues	150,000	3,546,330	3,793,493	3,971,176	3,982,624	3,979,126
B. Expenditures						
Certificated Salaries	-	1,018,200	1,202,200	1,266,000	1,266,000	1,266,000
Classified Salaries	29,040	206,380	206,380	257,680	257,680	257,680
Employee Benefits	7,349	282,706	325,424	346,551	346,551	346,551
Books & Supplies	3,950	510,673	342,404	356,750	344,700	344,700
Services & Operational Expenses	7,780	1,320,211	1,343,842	1,389,603	1,392,808	1,390,061
Capital Outlay	-	-	-	-	-	-
Other Outgo	-	54,787	53,774	53,656	51,582	49,505
Total Expenditures	48,119	3,392,958	3,474,023	3,670,239	3,659,321	3,654,496
Net Operations	101,881	153,372	319,470	300,936	323,303	324,630
Beginning Balance	-	101,881	255,253	574,723	875,659	1,198,962
Ending Balance	101,881	255,253	574,723	875,659	1,198,962	1,523,591
Reserve Balance (% of Expenditures)	212%	8%	17%	24%	33%	42%

Cash Flow

Starting Cash Balance

RS7's starting cash balance of \$300,000 is comprised of grants and loans from the Walton Family Foundation and Rocketship Education.

Revenues

Because revenues are lumpy and primarily from a single source, correctly projecting cash flow is far more important than the budget for a charter school's financial health. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law identifies the percentage of a School's Block Grant funds to be paid at specified dates. This schedule is subject to legislative and regulatory change. Receipts of revenue per month were assumed to take place according to the following schedule:

First Year of Operations

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
State Aid NEW Schedule - 2010+	1.24%	0.00%	9.00%	14.00%	5.24%	12.76%	12.76%	1.47%	9.00%	6.45%	5.24%	0.00%	16.53%	6.32%
State Aid NEW Schedule (Expansion)- 20	0.00%	0.00%	0.00%	37.00%	0.00%	18.00%	0.00%	1.47%	9.00%	6.45%	5.24%	0.00%	16.53%	6.32%
LPT	0.00%	0.00%	0.00%	26.00%	8.00%	8.00%	8.00%	14.00%	7.00%	7.00%	7.00%	7.00%	7.00%	0.00%
Lobby	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
CSR	0.00%	0.00%	0.00%	0.00%	0.00%	75.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	25.00%
SB 740	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%
Fed Titles	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	40.00%	0.00%	0.00%	40.00%	0.00%	0.00%	20.00%	0.00%

Second Year of Operation & Thereafter

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
State Aid NEW Schedule - 2010+	1.24%	0.00%	9.00%	14.00%	5.24%	12.76%	12.76%	1.47%	9.00%	6.45%	5.24%	0.00%	16.53%	6.32%
State Aid NEW Schedule (Expansion)- 20	0.00%	0.00%	0.00%	37.00%	0.00%	18.00%	0.00%	1.47%	9.00%	6.45%	5.24%	0.00%	16.53%	6.32%
LPT	0.00%	0.00%	0.00%	12.00%	8.00%	8.00%	8.00%	14.00%	7.00%	7.00%	7.00%	7.00%	7.00%	0.00%
Lobby	0.00%	0.00%	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	25.00%	0.00%
CSR	0.00%	0.00%	0.00%	0.00%	0.00%	75.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	25.00%
SB 740	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%
Fed Titles	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	40.00%	0.00%	0.00%	40.00%	0.00%	0.00%	20.00%	0.00%

General Purpose Block Grant

A Charter School's Block Grant funding comes from a combination of two sources: In Lieu Property Taxes and State Aid. Amounts from these two sources flow to the Charter School monthly throughout the school year. The district where the school is located pays the Charter School an In Lieu Property Tax amount per (ADA) on or before the 15th of each month. State Aid is due from the state on or before the end of the month. In Lieu Property Taxes are paid over a twelve month period from August through July. State aid is paid monthly from July to June, except that a number of payments are deferred until the next fiscal year because of state funding constraints.

Categorical Block Grant and Economic Impact Aid

A Charter School's Categorical Block Grant Funds and its Economic Impact Aid funding schedule follow the schedule for the General Purpose Block Grant. However, funding is made solely based on the State Aid schedule, because no property taxes contribute to these programs. Changes are happening on categorical funding outside of the funding cycle based on the current state budget revisions. We have captured the current projections and will continue to monitor the changes and apply them to the RS7 budget & cash flow projections.

California Lottery

State Lottery Revenues are paid according to the prior year's ADA, paid quarterly beginning in December.

Class Size Reduction

Class Size Reduction for Primary Students payments are made in September and December. The August payment is 25% of the total projected funding and December makes up the remaining balance. If necessary, a correction is made the following July based on actual student population.

Title I Funding

We project that Title I payments will be made in January (40% of total), April (40%), and July (20%).

Free and Reduced Meals Program

We project that free and reduced meals funding will begin in December and continue monthly. Payments are made after RS7 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 two months.

Loan Proceeds and Repayment of Debt Principal

RS7 will pay down its \$250,000 balance on its loan from the California Department of Education ("CDE") Charter School Revolving Loan program over the next five years. RS7 will repay the \$50,000 portion of its starting loan from Rocketship Education at the end of Year 1 of operations.

Expenditures

RS7's cost structure is primarily staff compensation and facilities related expenses which are generally paid evenly throughout the year, with the exception of staff bonuses which are paid out in June. For other expenses, RS7 generally has proportionally greater expenses in the first several months of the school year. The State Revolving Loan will have annual debt service payments. This debt service is deducted from the School's State Aid Apportionment for those months.

Cash Flow Summary

2011-12	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	300,000	299,023	298,045	297,068	296,090	295,113	294,135	287,644	281,153	274,662	268,171	261,680
Operating Receipts	0	0	0	0	0	0	0	0	0	0	0	150,000
Operating Disbursements	978	978	978	978	978	978	6,491	6,491	6,491	6,491	6,491	9,799
Financing Cash Flow	0	0	0	0	0	0	0	0	0	0	0	250,000
Change in Cash	(978)	(978)	(978)	(978)	(978)	(978)	(6,491)	(6,491)	(6,491)	(6,491)	(6,491)	390,201
Ending Cash Balance	299,023	298,045	297,068	296,090	295,113	294,135	287,644	281,153	274,662	268,171	261,680	651,881

2012-13	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	651,881	356,193	55,386	123,020	610,415	403,218	746,880	616,434	417,795	540,877	504,474	397,654
Operating Receipts	5,119	0	368,441	760,273	65,681	616,541	142,432	74,239	395,960	219,011	148,593	190,992
Operating Disbursements	300,807	300,807	300,807	264,545	264,545	264,545	264,545	264,545	264,545	255,414	255,414	392,440
Financing Cash Flow	0	0	0	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	0	0	(50,000)
Change in Cash	(295,688)	(300,807)	67,634	487,395	(207,197)	343,662	(130,446)	(198,640)	123,082	(36,403)	(106,821)	(251,448)
Ending Cash Balance	356,193	55,386	123,020	610,415	403,218	746,880	616,434	417,795	540,877	504,474	397,654	146,205

2013-14	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	146,205	274,212	140,307	167,092	266,427	147,688	500,084	624,893	412,502	553,232	534,557	429,538
Operating Receipts	413,027	151,116	311,807	401,651	183,577	654,713	427,126	89,925	443,046	266,346	180,002	194,062
Operating Disbursements	285,021	285,021	285,021	293,983	293,983	293,983	293,983	293,983	293,983	285,021	285,021	285,021
Financing Cash Flow	0	0	0	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	0	0	0
Change in Cash	128,006	(133,905)	26,786	99,334	(118,739)	352,397	124,809	(212,391)	140,730	(18,675)	(105,019)	(90,959)
Ending Cash Balance	274,212	140,307	167,092	266,427	147,688	500,084	624,893	412,502	553,232	534,557	429,538	338,579

2014-15	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	338,579	549,733	428,784	426,969	546,731	428,390	730,073	877,184	656,590	779,349	768,221	663,284
Operating Receipts	512,535	180,433	299,567	438,420	200,317	620,341	465,769	98,064	441,416	290,254	196,446	169,786
Operating Disbursements	301,382	301,382	301,382	310,325	310,325	310,325	310,325	310,325	310,325	301,382	301,382	301,382
Financing Cash Flow	0	0	0	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	0	0	0
Change in Cash	211,153	(120,949)	(1,815)	119,762	(118,341)	301,683	147,111	(220,594)	122,758	(11,128)	(104,936)	(131,596)
Ending Cash Balance	549,733	428,784	426,969	546,731	428,390	730,073	877,184	656,590	779,349	768,221	663,284	531,689

2011 – 2012 Cash Flow

	Jul 2011	Aug 2011	Sep 2011	Oct 2011	Nov 2011	Dec 2011	Jan 2012	Feb 2012	Mar 2012	Apr 2012	May 2012	Jun 2012	Total 2011-12	Receivables
Beginning Cash Balance	300,000	299,023	298,045	297,068	296,090	295,113	294,135	287,644	281,153	274,662	268,171	261,680	300,000	
REVENUES														
State Programs														
Charter School General Purpose Block Gi	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Categorical Block Grant A	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PCSGP (Title Vb Start-up / Implementatio	-	-	-	-	-	-	-	-	-	-	-	150,000	150,000	-
Other Federal Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Programs	-	-	-	-	-	-	-	-	-	-	-	150,000	150,000	-
Local Programs														
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	-	-	-	-	-	-	-	-	-	-	-	150,000	150,000	-
EXPENSES														
Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Salaries	-	-	-	-	-	-	4,400	4,400	4,400	4,400	4,400	7,040	29,040	-
Employee Benefits	-	-	-	-	-	-	1,114	1,114	1,114	1,114	1,114	1,782	7,349	-
Books & Supplies	329	329	329	329	329	329	329	329	329	329	329	329	3,950	-
Services & Operational Expenses	648	648	648	648	648	648	648	648	648	648	648	648	7,780	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	978	978	978	978	978	978	6,491	6,491	6,491	6,491	6,491	9,799	48,119	-
OTHER FINANCING SOURCES/USES														
Changes in Financing	-	-	-	-	-	-	-	-	-	-	-	250,000	250,000	-
Total Financing Cash Flow	-	-	-	-	-	-	-	-	-	-	-	250,000	250,000	-
Cumulative Cash Position	299,023	298,045	297,068	296,090	295,113	294,135	287,644	281,153	274,662	268,171	261,680	651,881		

2012-2013 Cash Flow

	Jul 2012	Aug 2012	Sep 2012	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	Jun 2013	Total 2012-13	Receivables
Beginning Cash Balance	651,881	356,193	55,386	123,020	610,415	403,218	746,880	616,434	417,795	540,877	504,474	397,654	651,881	
REVENUES														
State Programs														
Charter School General Purpose Block Gr	-	-	-	681,446	23,133	318,072	23,133	47,270	187,952	125,863	106,044	20,241	1,533,153	
State Aid	-	-	-	606,265	-	294,940	-	24,137	147,470	105,622	85,804	-	1,264,238	374,316
In Lieu of Property Taxes	-	-	-	75,181	23,133	23,133	23,133	23,133	40,482	20,241	20,241	20,241	268,916	20,241
Charter School Categorical Block Grant A	2,583	-	18,798	29,241	10,937	26,658	26,658	3,077	18,798	13,464	10,937	-	161,151	47,714
Economic Impact Aid	2,536	-	18,460	28,715	10,741	26,179	26,179	3,021	18,460	13,222	10,741	-	158,254	46,856
California Lottery	-	-	-	-	-	-	-	-	-	-	-	-	-	47,124
Total State Programs	5,119	-	37,258	739,402	44,811	370,910	75,970	53,368	225,210	152,549	127,722	20,241	1,852,559	536,252
Other State Programs														
Facilities Reimbursement (SB 740)	-	-	-	-	-	149,760	-	-	74,880	-	-	74,880	299,520	-
Art & Music Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other State Programs	-	-	-	-	-	149,760	-	-	74,880	-	-	74,880	299,520	-
Federal Programs														
Title I - Compensatory Education	-	-	-	-	-	-	45,592	-	-	45,592	-	-	91,183	22,796
Free and Reduced Meal Program	-	-	-	14,687	14,687	14,687	14,687	14,687	14,687	14,687	14,687	14,687	132,186	-
PCSGP (Title Vb Start-up / Implementatio	-	-	75,000	-	-	75,000	-	-	75,000	-	-	75,000	300,000	-
Other Federal Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Programs	-	-	75,000	14,687	14,687	89,687	60,279	14,687	89,687	60,279	14,687	89,687	523,369	22,796
Local Programs														
Other Local Revenue	-	-	6,184	6,184	6,184	6,184	6,184	6,184	6,184	6,184	6,184	6,184	61,835	-
Other Local Grants	-	-	250,000	-	-	-	-	-	-	-	-	-	250,000	-
Total Local Programs	-	-	256,184	6,184	6,184	6,184	6,184	6,184	6,184	6,184	6,184	6,184	311,835	-
PY Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	5,119	-	368,441	760,273	65,681	616,541	142,432	74,239	395,960	219,011	148,593	190,992	2,987,283	559,047
EXPENSES														
Certificated Salaries	77,136	77,136	77,136	77,136	77,136	77,136	77,136	77,136	77,136	77,136	77,136	169,700	1,018,200	
Classified Salaries	15,635	15,635	15,635	15,635	15,635	15,635	15,635	15,635	15,635	15,635	15,635	34,397	206,380	
Employee Benefits	21,417	21,417	21,417	21,417	21,417	21,417	21,417	21,417	21,417	21,417	21,417	47,118	282,706	
Books & Supplies	76,601	76,601	76,601	31,208	31,208	31,208	31,208	31,208	31,208	31,208	31,208	31,208	510,673	
Services & Operational Expenses	110,018	110,018	110,018	110,018	110,018	110,018	110,018	110,018	110,018	110,018	110,018	110,018	1,320,211	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Outgo	-	-	-	9,131	9,131	9,131	9,131	9,131	9,131	-	-	-	54,787	
TOTAL EXPENSES	300,807	300,807	300,807	264,545	264,545	264,545	264,545	264,545	264,545	255,414	255,414	392,440	3,392,958	
OTHER FINANCING SOURCES/USES														
Changes in Financing	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	(50,000)	(100,000)	
Total Financing Cash Flow	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	(50,000)	(50,000)	
Cumulative Cash Position	356,193	55,386	123,020	610,415	403,218	746,880	616,434	417,795	540,877	504,474	397,654	146,205		

2013-2014 Cash Flow

	Jul 2013	Aug 2013	Sep 2013	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	Jun 2014	Total 2013-14	Receivables
Beginning Cash Balance	146,205	274,212	140,307	167,092	266,427	147,688	500,084	624,893	412,502	553,232	534,557	429,538	146,205	
REVENUES														
State Programs														
Charter School General Purpose Block Grant	25,049	21,449	225,218	312,207	134,679	287,157	287,157	58,440	232,368	155,607	131,104	25,024	1,895,460	
State Aid	25,049	-	182,319	283,608	106,080	258,558	258,558	29,841	182,319	130,583	106,080	-	1,562,995	462,773
In Lieu of Property Taxes	-	21,449	42,899	28,599	28,599	28,599	28,599	28,599	50,048	25,024	25,024	25,024	332,464	25,024
Charter School Categorical Block Grant A	3,185	-	23,181	36,059	13,488	32,874	32,874	3,794	23,181	16,603	13,488	-	198,728	58,839
Economic Impact Aid	2,536	-	18,460	28,715	10,741	26,179	26,179	3,021	18,460	13,222	10,741	-	158,254	46,856
California Lottery	-	-	-	-	-	14,528	-	-	14,528	-	-	-	43,584	14,528
Total State Programs	30,771	21,449	266,859	376,981	158,907	360,739	346,211	65,256	288,537	185,431	155,333	39,552	2,296,026	608,020
Other State Programs														
Facilities Reimbursement (SB 740)	-	-	-	-	-	184,680	-	-	92,340	-	-	92,340	369,360	-
State Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other State Programs	-	-	-	-	-	184,680	-	-	92,340	-	-	92,340	369,360	-
Federal Programs														
Title I - Compensatory Education	-	-	-	-	-	-	56,245	-	-	56,245	-	-	112,490	28,123
Free and Reduced Meal Program	-	-	-	17,222	17,222	17,222	17,222	17,222	17,222	17,222	17,222	17,222	154,995	-
PCSGP (Title Vb Start-up / Implementation)	-	-	37,500	-	-	37,500	-	-	37,500	-	-	37,500	150,000	-
Other Federal Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Programs	-	-	37,500	17,222	17,222	54,722	73,467	17,222	54,722	73,467	17,222	54,722	417,486	28,123
Local Programs														
Other Local Revenue	-	-	7,448	7,448	7,448	7,448	7,448	7,448	7,448	7,448	7,448	7,448	74,478	-
Other Local Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	7,448	7,448	7,448	7,448	7,448	7,448	7,448	7,448	7,448	7,448	74,478	-
PY Receivables	382,257	129,666	-	-	-	47,124	-	-	-	-	-	-	559,047	-
TOTAL REVENUES	413,027	151,116	311,807	401,651	183,577	654,713	427,126	89,925	443,046	266,346	180,002	194,062	3,157,350	636,143
EXPENSES														
Certificated Salaries	100,183	100,183	100,183	100,183	100,183	100,183	100,183	100,183	100,183	100,183	100,183	100,183	1,202,200	
Classified Salaries	17,198	17,198	17,198	17,198	17,198	17,198	17,198	17,198	17,198	17,198	17,198	17,198	206,380	
Employee Benefits	27,119	27,119	27,119	27,119	27,119	27,119	27,119	27,119	27,119	27,119	27,119	27,119	325,424	
Books & Supplies	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	342,404	
Services & Operational Expenses	111,987	111,987	111,987	111,987	111,987	111,987	111,987	111,987	111,987	111,987	111,987	111,987	1,343,842	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	-	-	-	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	8,962	53,774	
TOTAL EXPENSES	285,021	285,021	285,021	293,983	293,983	293,983	293,983	293,983	293,983	285,021	285,021	285,021	3,474,023	
OTHER FINANCING SOURCES/USES														
Changes in Financing	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	(50,000)	
Total Financing Cash Flow	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	(50,000)	
Cumulative Cash Position	274,212	140,307	167,092	266,427	147,688	500,084	624,893	412,502	553,232	534,557	429,538	338,579		

2014-2015 Cash Flow

	Jul 2014	Aug 2014	Sep 2014	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	Mar 2015	Apr 2015	May 2015	Jun 2015	Total 2014-15	Receivables
Beginning Cash Balance	338,579	549,733	428,784	426,969	546,731	428,390	730,073	877,184	656,590	779,349	768,221	663,284	338,579	
REVENUES														
State Programs														
Charter School General Purpose Block Grant	27,127	23,229	243,899	338,104	145,851	310,977	310,977	63,288	251,642	168,514	141,979	27,100	2,052,686	
State Aid	27,127	-	197,442	307,133	114,879	280,005	280,005	32,316	197,442	141,414	114,879	-	1,692,644	501,159
In Lieu of Property Taxes	-	23,229	46,457	30,971	30,971	30,971	30,971	30,971	54,200	27,100	27,100	27,100	360,042	27,100
Charter School Categorical Block Grant A	3,446	-	25,079	39,012	14,592	35,566	35,566	4,105	25,079	17,962	14,592	-	214,998	63,657
Economic Impact Aid	3,024	-	22,009	34,236	12,806	31,212	31,212	3,602	22,009	15,763	12,806	-	188,678	55,864
California Lottery	-	-	-	-	-	15,718	-	-	15,718	-	-	15,718	47,153	15,718
Total State Programs	33,597	23,229	290,987	411,351	173,248	393,472	377,755	70,995	314,447	202,240	169,377	42,818	2,503,515	663,497
Other State Programs														
Facilities Reimbursement (SB 740)	-	-	-	-	-	199,800	-	-	99,900	-	-	99,900	399,600	-
State Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other State Programs	-	-	-	-	-	199,800	-	-	99,900	-	-	99,900	399,600	-
Federal Programs														
Title I - Compensatory Education	-	-	-	-	-	-	60,945	-	-	60,945	-	-	121,891	30,473
Free and Reduced Meal Program	-	-	-	18,489	18,489	18,489	18,489	18,489	18,489	18,489	18,489	18,489	166,400	-
Other Federal Grants (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Federal Programs (Identify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Programs	-	-	-	18,489	18,489	18,489	79,434	18,489	18,489	79,434	18,489	18,489	288,291	30,473
Local Programs														
Other Local Revenue	-	-	8,580	8,580	8,580	8,580	8,580	8,580	8,580	8,580	8,580	8,580	85,800	-
Other Local Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	8,580	8,580	8,580	8,580	8,580	8,580	8,580	8,580	8,580	8,580	85,800	-
PY Receivables	478,938	157,205	-	-	-	-	-	-	-	-	-	-	636,143	
TOTAL REVENUES	512,535	180,433	299,567	438,420	200,317	620,341	465,769	98,064	441,416	290,254	196,446	169,786	3,277,206	693,970
EXPENSES														
Certificated Salaries	105,500	105,500	105,500	105,500	105,500	105,500	105,500	105,500	105,500	105,500	105,500	105,500	1,266,000	
Classified Salaries	21,473	21,473	21,473	21,473	21,473	21,473	21,473	21,473	21,473	21,473	21,473	21,473	257,680	
Employee Benefits	28,879	28,879	28,879	28,879	28,879	28,879	28,879	28,879	28,879	28,879	28,879	28,879	346,551	
Books & Supplies	29,729	29,729	29,729	29,729	29,729	29,729	29,729	29,729	29,729	29,729	29,729	29,729	356,750	
Services & Operational Expenses	115,800	115,800	115,800	115,800	115,800	115,800	115,800	115,800	115,800	115,800	115,800	115,800	1,389,603	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	-	-	-	8,943	8,943	8,943	8,943	8,943	8,943	-	-	-	53,656	
TOTAL EXPENSES	301,382	301,382	301,382	310,325	310,325	310,325	310,325	310,325	310,325	301,382	301,382	301,382	3,670,239	
OTHER FINANCING SOURCES/USES														
Changes in Financing	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	(50,000)	
Total Financing Cash Flow	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	(50,000)	
Cumulative Cash Position	549,733	428,784	426,969	546,731	428,390	730,073	877,184	656,590	779,349	768,221	663,284	531,689		

Appendix AK: Teacher Dashboard

Both educators and students benefit in multiple ways from the Teacher Dashboard/API. First, since all educators are using the same consistent interface to assess, prioritize, monitor and manage student learning, teachers can make collaborative, more fully informed decisions about each student's individual learning needs. In addition, use of the Teacher Dashboard as the repository for a student's Individual Learning Plan ensures that each student's out-of-class time is maximized to address his / her own individual learning needs. Finally, the students benefit from having the perspective and collaboration from multiple educators to boost their academic progress. Key benefits of the Dashboard / API include:

- Real-time feedback on student progress. Real-time assessments – from tutors, Learning Lab, from online curricula and external online assessments – are available for teachers to track and prioritize each student's progress.
- More effective lesson planning. Dashboard information gives teachers useful content and context for planning lessons based on students' current levels, enabling teachers to re-allocate instruction time for key topics, and regroup students based on mastery, as appropriate.
- More targeted, individualized instruction. Teachers have a larger, deeper "basket" of resources to deploy for individualized instruction and student achievement. Having more resources at hand (without adding complexity) gives teachers more options to help students succeed.
- Data-driven assessments of teacher effectiveness. Teachers and administrators have access to more assessment data. With more ways to assess students, teachers gain more insights into the effectiveness of their teaching methods and practices.

Teacher Dashboard: Navigation and User Interface

The Teacher Dashboard is an online application, and is accessible via any browser. Educators log into the system, using their ID and a user-generated password.

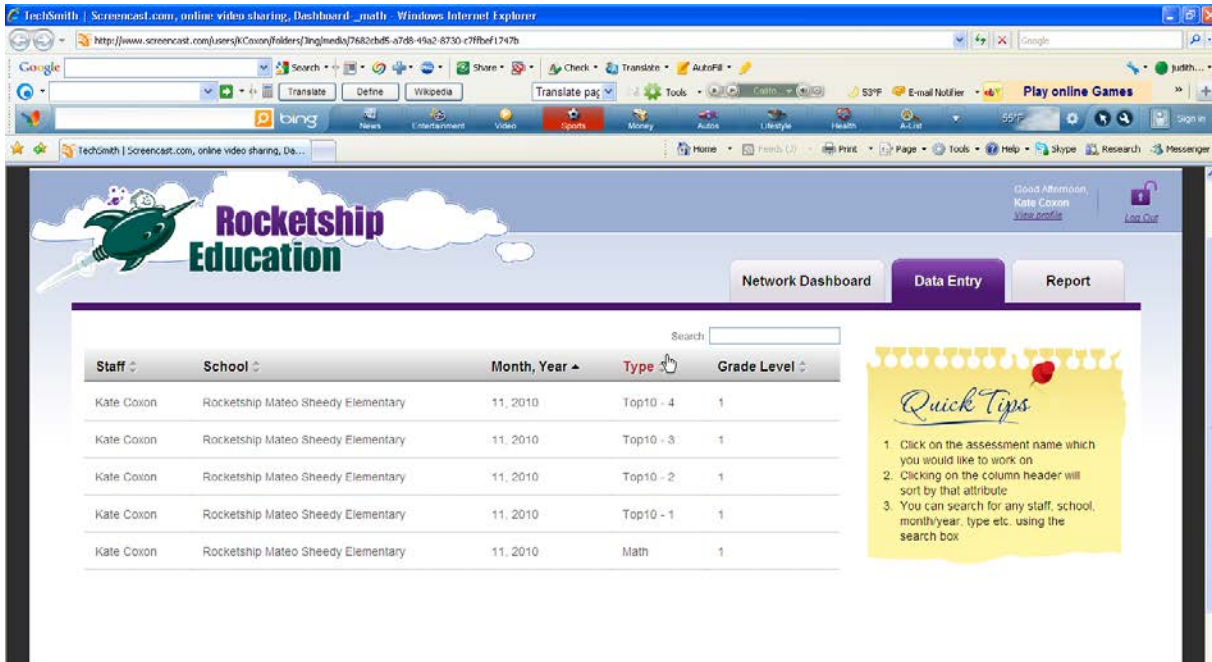


Figure 1: Data Entry Tab

Student Assessment Data

Our objective is for the Dashboard to be a continually-updated repository of student assessment data which is sourced from online learning programs, tests given by teachers, and state assessments. Assessment data is automatically integrated into each student's Individualized Learning Plan (ILP), and forms an important basis from which teachers can assess students' learning proficiencies and remediate their deficits.

From the Data Entry tab (see Figure 1), teachers can search by school, by date, by standard type, and by grade level, by entering a term in the search box. In Figure 2, the teacher has selected Class 1A (see below), to begin entering assessments for her class, 1A. Note that assessments from online learning programs will be automatically added to the Teacher Dashboard, and then integrated into each student's ILP.

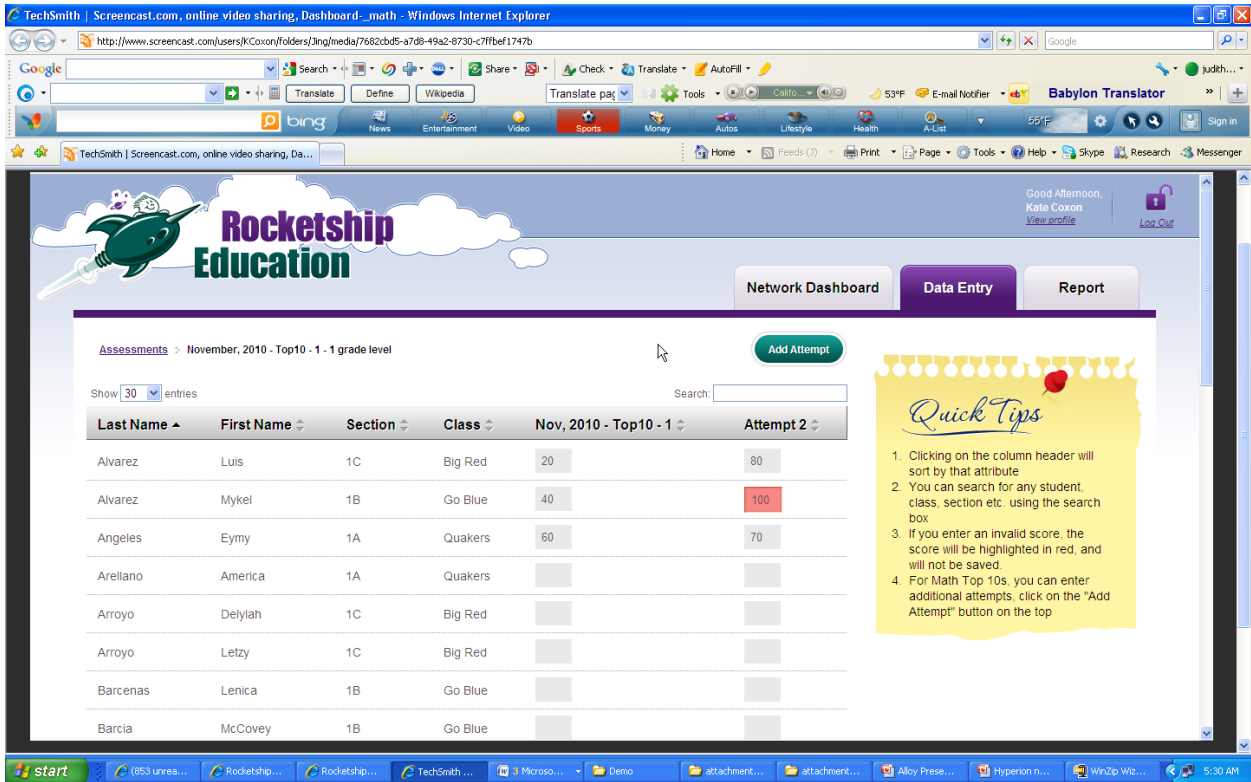


Figure 2: Entering Assessment Data

Note that in Figure 2 above, the teacher has created two columns of assessments, or “attempts”. This enables the teacher to record a pre-test assessment, and a post-test, to gauge student learning for each standard.

In addition to Data Entry, the Dashboard tab provides educators with both high-level and detailed comparisons of student achievement. Comparisons can be made by school, by grade, by standard, and by month (see Figure 3, below). The assessment data will be automatically integrated into the student’s Individualized Learning Plan, discussed below (see Figure 6).

Appendix AL: Teacher Signature Pages

Please find attached the original signature forms as well as a file of all scanned petition pages.

Appendix AM: Countywide Requirements

(a) (1) In addition to the authority provided by Section 47605.5, a county board of education may also approve a petition for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education. A county board of education may only approve a countywide charter if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

Please see Introduction: RS7 Countywide Charter School and its Benefits

A petition for the establishment of a countywide charter school pursuant to this subdivision may be circulated throughout the county by any one or more persons seeking to establish the charter school. The petition may be submitted to the county board of education for review after either of the following conditions are met:

(A) The petition has been signed by a number of parents or guardians of pupils residing within the county that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation and each of the school districts where the charter school petitioner proposes to operate a facility has received at least 30 days notice of the petitioner's intent to operate a school pursuant to this section.

RS7 has chosen (B)

(B) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation and each of the school districts where the charter school petitioner proposes to operate a facility has received at least 30 days notice of the petitioner's intent to operate a school pursuant to this section.

Please see Appendix AL for teacher signatures. Rocketship sent a district notification to Superintendent Vincent Matthews at San Jose Unified School District on September 8, 2011 along with courtesy notices to all superintendents in Santa Clara County. Copies of these notifications were sent electronically to Dr. Lucretia Peebles.

(2) An existing public school may not be converted to a charter school in accordance with this section.

RS7 is not proposing this.

(3) After receiving approval of its petition, a charter school that proposes to establish operations at additional sites within the

geographic boundaries of the county board of education shall notify the school districts where those sites will be located. The charter school shall also request a material revision of its charter by the county board of education that approved its charter and the county board shall consider whether to approve those additional locations at an open, public meeting, held no sooner than 30 days following notification of the school districts where the sites will be located. If approved, the location of the approved sites shall be a material revision of the school's approved charter.

Please see Section VII: Facilities

(4) A petition shall include a prominent statement indicating that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

Please see teacher signature pages in Appendix AL. The signature pages include this statement.

(b) No later than 60 days after receiving a petition, in accordance with subdivision (a), the county board of education shall hold a public hearing on the provisions of the charter, at which time the county board of education shall consider the level of support for the petition by teachers, parents or guardians, and the school districts where the charter school petitioner proposes to place school facilities. Following review of the petition and the public hearing, the county board of education shall either grant or deny the charter within 90 days of receipt of the petition. However, this date may be extended by an additional 30 days if both parties agree to the extension. A county board of education may impose any additional requirements beyond those required by this section that it considers necessary for the sound operation of a countywide charter school. A county board of education may grant a charter for the operation of a school under this part only if the board is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. The county board of education shall deny a petition for the establishment of a charter school if the board finds, one or more of the following:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the

conditions described in subdivision (d).

(5) The petition does not contain reasonably comprehensive descriptions of all of the following:

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

Please see Section II: Education Program

(ii) If the proposed charter school will enroll high school pupils, a description of the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools.

Not applicable.

(iii) If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause.

Not applicable.

(B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

Please see Section III: Measurable Student Outcomes

(C) The method by which pupil progress in meeting those pupil outcomes is to be measured.

Please see Section III: Measurable Student Outcomes

(D) The location of each charter school facility that the petitioner proposes to operate.

Please see Section VII: Facilities

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

Please see Section VIII: Governance Structure

(F) The qualifications to be met by individuals to be employed by the school.

Please see Section V: Human Resources

(G) The procedures that the school will follow to ensure the

health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

Please see Section V: Health and Safety

(H) The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Please see Section VI: Non-discrimination

(I) The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved.

Please see Section VII: Reporting and Accountability

(J) The procedures by which pupils can be suspended or expelled.

Please see Section VI: Student Admission, Attendance, and Suspension/Expulsion

(K) 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.

Please see Section V: Retirement Benefits

(L) The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.

Please see Section V: Dispute Resolution

(M) A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

Please see Affirmations and Assurances

(N) Admission requirements, of the charter school, if applicable.

Please see Section VI: Student Admission, Attendance, and Suspension/Expulsion

(O) The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.

Please see Section VI: Public School Attendance Alternatives

(P) A description of the rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and a description of any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.

Please see Section V: Rights of County and District Employees

(Q) A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets

and for the maintenance and transfer of public records.

Please see Section VII: Closure Protocol

(6) Any other basis that the board finds justifies the denial of the petition.

(c) A county board of education that approves a petition for the operation of a countywide charter may, as a condition of charter approval, enter into an agreement with a third party, at the expense of the charter school, to oversee, monitor, and report to the county board of education on the operations of the charter school. The county board of education may prescribe the aspects of the charter school's operations to be monitored by the third party and may prescribe appropriate requirements regarding the reporting of information concerning the operations of the charter school to the county board of education.

(d) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

(2) Charter schools shall on a regular basis consult with their parents and teachers regarding the school's educational programs.

(e) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state.

(2) (A) A charter school shall admit all pupils who wish to attend the school.

(B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the county except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

(C) In the event of a drawing, the county board of education shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

(f) No county board of education shall require any employee of the county or a school district to be employed in a charter school.

(g) No county board of education shall require any pupil enrolled

in a county program to attend a charter school.

(h) The county board of education shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

Please see Section VIII: Impact on the County, Section VII: Facilities, Appendix AE: Sample Management Services Contract, Section VIII: Civil Liability, and Appendix AJ: Budget and Cash Flow Narrative

(i) In reviewing petitions for the establishment of charter schools within the county, the county board of education shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low-achieving pursuant to the standards established by the State Department of Education under Section 54032.

Please see Section II: Target School Population

(j) Upon the approval of the petition by the county board of education, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the school districts within the county, the Superintendent of Public Instruction and to the State Board of Education.

(k) If a county board of education denies a petition, the petitioner may not elect to submit the petition for the establishment of the charter school to the State Board of Education.

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

(m) A charter school shall transmit a copy of its annual, independent, financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to the County Office of Education, State Controller and the State Department of Education by December 15 of each year. This subdivision shall not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020.

Appendix 1: Budget Narrative & Cash Flow Statement

The Rocketship Alma Academy Charter Renewal (“RSA”) financial statements include a five year pro-forma annual budget and monthly cash flow statement including 2016/17 to 2020/21.

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for RSA will depend on the number of students enrolled and their demographics. Based on historical data this budget assumes 47.5% English Learners (EL), 88.5% Free and Reduced Lunch (FRL), and an unduplicated population of 94.0%. 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. For conservatism, we assume ADA percentage of 93.0%. Projecting more conservative assumptions prepares the school for financial situations of any potential economic downturn in the future.

The following table shows our projected enrollment and ADA.

Table A: Enrollment & ADA

	2016-17	2017-18	2018-19	2019-20	2020-21
	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>
Enrollment & ADA					
Projected Enrollment by Grade					
Transitional Kindergarten	-	25	25	25	25
Kindergarten	103	112	112	112	112
1st Grade	58	112	112	112	112
2nd Grade	89	60	112	112	112
3rd Grade	85	85	60	90	90
4th Grade	141	60	72	51	77
5th Grade	50	90	33	40	28
Total	525	544	526	542	556
Average Daily Attendance					
ADA %	93%	93%	93%	93%	93%
Total	489	506	489	504	517

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 30-50% 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 \$11,800/ADA at RSA. Revenues are higher in 2016-17 due to one-time funding increases. State revenue streams provide the largest source of funding, constituting close to 90% of charter school funding in California. All revenues are monitored throughout the year as the funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2016-17	2017-18	2018-19	2019-20	2020-21
	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>
Summary of Revenue Programs (Thousands)					
State Revenue	\$5,193	\$5,345	\$5,174	\$5,323	\$5,456
Federal Revenue	\$563	\$572	\$557	\$570	\$584
Local Revenue	\$16	\$11	\$11	\$11	\$11
Philanthropy	\$36	\$38	\$38	\$38	\$38
Total Revenues	\$5,807	\$5,965	\$5,780	\$5,941	\$6,089
<i>% of State Revenues</i>	<i>89.4%</i>	<i>89.6%</i>	<i>89.5%</i>	<i>89.6%</i>	<i>89.6%</i>
<i>Revenues per ADA</i>	<i>\$11,886</i>	<i>\$11,790</i>	<i>\$11,811</i>	<i>\$11,792</i>	<i>\$11,785</i>

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of this funding dependent upon the annual state budget and the school’s student population.

Table C: Projected State Revenues

	2016-17	2017-18	2018-19	2019-20	2020-21
	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>
State Revenues (Thousands)					
LCFF - State Aide	\$3,485	\$3,736	\$3,914	\$4,317	\$4,432
In Lieu of Property Tax	\$123	\$137	\$133	\$132	\$131
Prop 30 EPA	\$624	\$594	\$275	-	-
Mandate Block Grant	\$8	\$7	\$7	\$7	\$7
California Lottery	\$88	\$92	\$89	\$91	\$94
State Lunch Reimbursements	\$33	\$34	\$33	\$34	\$35
After School Education and Safety Prog	\$113	\$113	\$113	\$113	\$113
SB740 Facilities Subsidy	\$366	\$379	\$367	\$378	\$387
One-time Funding	\$108	-	-	-	-
SPED State Revenue	\$244	\$253	\$245	\$252	\$258
Total State Revenue	\$5,193	\$5,345	\$5,174	\$5,323	\$5,456

Principal Apportionment

The LCFF FCMAT calculator is used to determine the LCFF projections for each year of the pro-forma. Per the California Department of Finance (DOF) guidance, the 2016-17 LCFF estimate assumes a 54.18% gap closure in 2016-17, and 36.5%, and 0% for each year thereafter. For conservatism, no COLA increases are assumed in 2016-17 and beyond. Projecting more conservative revenue assumptions prepares the schools financial situation for any potential economic downturn in the future.

The supplemental and concentration grant components of LCFF are calculated based on the unduplicated population of the school and district the school is located. Rocketship Alma Academy is located in the San Jose Unified School District, which does not have an unduplicated percentage of above 55%. Therefore, RSA does not qualify for concentration grant funding.

Based on historical disbursements, these projections assume only 3% of the principal apportionment to be disbursed through property taxes, and 16% via the Education Protection Account.

Lottery & Mandate Block Grant

Lottery funding is based upon recent estimates provided by School Services of California. We project a total per student allocation of approximately \$181 per year. Funding is based on annual ADA. Lottery funds are mainly allocated for general purpose use with slightly over 20% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at \$14/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. Eligible charter schools may receive reimbursement for facilities rent and lease costs in an amount of up to \$750 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.

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 pupil population that meets or exceeds 55 percent eligibility for free and reduced-price meals. RSA has far exceeded this percentage each year and thus qualified and received this funding in the past.

ASES & One-Time Funding

RSA has partnered with YMCA to run an after school program. This program has been funded by the After School Education and Safety Program for the last several years, and is assumed to continue to fund this program in the future. In 2016-17, the state provided one-time funding at approximately \$200 per prior year ADA.

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. RSA's state special education funding includes general state aid of \$500/ADA. In addition to state special education funding, the revenue projection for RSA also assumes \$125/ADA of federal special education funding. Federal funding is based off of previous year's ADA.

Federal Revenues

As a direct-funded charter school, RSA 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

	2016-17	2017-18	2018-19	2019-20	2020-21
	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>
Federal Revenues (Thousands)					
Title I	\$167	\$173	\$167	\$172	\$177
Title II	\$4	\$4	\$4	\$4	\$4
Title III	\$22	\$23	\$22	\$23	\$23
IDEA	\$70	\$61	\$63	\$61	\$63
National School Lunch Program	\$300	\$311	\$301	\$310	\$317
Total Federal Revenue	\$563	\$572	\$557	\$570	\$584

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/guardian income levels. RSA provides universal breakfast to all its students. For this budget, we assume that 85.5% of our students will be eligible to receive federal funding reimbursements per meal per day for lunch meals. For operational purposes, we project that 70% 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 \$400 per identified pupil. Title II funding is used to improve the quality of teaching and principal leadership. These projections assume \$3,800/school each year. Finally, Title III funding is used for language instruction for limited English proficient and immigrant students. With a large portion of English Language Learner (ELL) students Title III funding is based off \$95 per ELL ADA.

Expenditures

The projected expenditures through 2020-2021 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table E: Summary of Projected Expenses

	2016-17	2017-18	2018-19	2019-20	2020-21
	Year 5	Year 6	Year 7	Year 8	Year 9
Summary of Projected Expenses (Thousands)					
Certificated Salaries	\$1,592	\$1,592	\$1,525	\$1,525	\$1,592
Classified Salaries	\$552	\$590	\$627	\$665	\$627
Employee Benefits	\$525	\$577	\$616	\$655	\$669
Total Compensation	\$2,670	\$2,759	\$2,768	\$2,845	\$2,888
Books & Supplies	\$324	\$343	\$329	\$328	\$328
Food Service	\$364	\$356	\$345	\$355	\$363
Other Operating Expenses	\$974	\$1,028	\$1,037	\$1,039	\$1,040
Professional Services	\$1,361	\$1,351	\$1,321	\$1,351	\$1,380
Interest & Capital Outlay	\$23	\$26	\$27	\$27	\$27
Total Non-Comp	\$3,046	\$3,103	\$3,059	\$3,100	\$3,139
Total Expenses	\$5,715	\$5,863	\$5,827	\$5,945	\$6,027

Salaries and Employee Benefits

Total compensation costs (salary and benefits) remain relatively constant at just under half 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.

RSA’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 RSA 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 35:1, while maintaining an actual classroom ratio of certificated teachers to students at approximately 28:1.

As explained in the “Instructional Minutes and Rotational Model” section of Element A, Rocketship’s unique rotational model and approach to instruction, which includes students spending a portion of their day in the Learning Lab, allows for students to receive instruction in core academic subjects at student/teacher ratios of about 28:1. Using our Kindergarten class, we can explain how those ratios are achieved. Table A of the Financial Narrative (Appendix 1) shows we will enroll 112 Kindergarten students in 2017-18. At any given time throughout the day, 28 of those students will be in the Learning Lab receiving additional practice in Math and Literacy at their current level of instruction through online learning, active reading, tutoring, and enrichment. Appendix 1, Table G, shows that we will hire a total of three certificated Kindergarten teachers in 2017-18. The remaining 84 students will be split between those three teachers, receiving instruction in core academic subjects. This results in a classroom student/teacher ratio of 28:1.

In order to further understand the instructional and student: teacher ratios in the classroom (and overall), it is helpful to better understand the bell schedule and overall enrollment at RSA. Initially, one may assume that with 112 students in a grade level (Appendix 1, Table A) and three credentialed teachers (Appendix 1, Table I) that the ratio is 37:1 or more during instructional time; however, that is incorrect. To understand the correct ratio of instruction, it is helpful to further focus on this one specific grade level.

As described above, in Kindergarten in 2017-18, RSA plans to enroll 112 students. This grade level will then be divided into four homerooms or cohorts of students ($112/4=28$). These cohorts of students will then rotate to their separate classes and remain with the same homeroom of 28 students throughout the entire day. The first cohort of students will begin their day in their humanities class with their homeroom and are provided instruction at a 28:1 ratio with a credentialed teacher. This cohort of Rocketeers spends approximately 170 minutes in this classroom every day. At the same time, the second cohort of Rocketeers is also receiving instruction from a second credentialed teacher in a separate humanities classroom, again at a 28:1 ratio, and similar to the first cohort of students, they will spend 170 minutes in this classroom. The third cohort of students is in the Math/Science class with the third credentialed teacher (Appendix 1, Table G) within this grade level, again at a 28:1 ratio. This cohort of students will spend 85 minutes in this class. The final cohort of students are in the Learning Lab at a 28:1 ratio as well with an Individualized Learning Specialist, a highly qualified tutor, that guides this class through online learning, tutoring, active reading.

After 85 minutes, the third and fourth cohort of kindergarten students will then switch classroom spaces (third homeroom of students goes to the Learning Lab with the ILS and fourth homeroom of students goes to Math/Science). Again, they will remain in their same homerooms and maintain the ratio of 28:1. This completes the first half of the school day for these students.

After completing these classes and 170 minutes of instruction, the entire grade level will then rotate. After this total of 170 minutes across the grade level, the first and second cohorts will then remain in their homerooms, but each will move to either Math/Science and the other cohort will go to Learning Lab for their separate 85 minute blocks. The third and fourth homeroom classes will at that same time then rotate to their humanities classes and spend 170 minutes in these spaces with the same credentialed teachers that instructed the first and second homerooms of students at the beginning of the day.

It is through this 'rotational model' that RSA will be able to ensure that student: teacher ratios remain at a level of 28:1 throughout the school day as well as ensuring that students, teachers, and families are able to build deep relationships and learning communities by remaining with the same homeroom of students throughout the day and year.

The Rocketship instructional model employs a mix of qualified instructional staff including teachers and tutors (Individualized Learning Specialists or "ILS") in each school. All of these positions are engaged in full-time student instruction, some providing group instruction in the classroom, and others providing personalized instruction, with students rotating to different subject areas during the day. This unique structure means that while instruction is being delivered, there are never more than 30 students working with a certificated teacher. As students matriculate to older grades RSA allows for some natural attrition to bring these class sizes down to around 28:1. In terms of ratios, as shown below in Table F, the ratio of instructional staff to students is approximately 23:1. 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

	2016-17	2017-18	2018-19	2019-20	2020-21
	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>
<i>Instructional Staff Ratio</i>					
Total Enrollment	525	544	526	542	556
Teachers	17	17	16	16	17
Tutors	2	3	4	5	4
Special Education Teachers	2	2	2	2	2
Para-Professionals	2	2	2	2	2
Total Instructional Staff	23	24	24	25	25
<i>Student : Instructional Staff Ratio</i>	<i>23</i>	<i>23</i>	<i>22</i>	<i>22</i>	<i>22</i>

Teachers at RSA will be supported by a Principal and two Assistant Principals. Additionally, RSA will have support staff to assist with operations and personalized learning within the Learning Lab. Special Education staffing is the schools special education population. As of 2016-17 at RSA we have approximately 6 percent of the student that qualifies for special education.

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

Table G: Staffing Model

	2016-17	2017-18	2018-19	2019-20	2020-21
	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>
Staffing Model					
Instructional Staff					
Teachers					
Transitional Kindergarten	-	1.0	1.0	1.0	1.0
Kindergarten	3.0	3.0	3.0	3.0	3.0
1st Grade	2.0	3.0	3.0	3.0	3.0
2nd Grade	3.0	2.0	3.0	3.0	3.0
3rd Grade	3.0	3.0	2.0	3.0	3.0
4th Grade	4.0	2.0	3.0	2.0	3.0
5th Grade	2.0	3.0	1.0	1.0	1.0
Special Education Specialists	2.0	2.0	2.0	2.0	2.0
Total Teachers	19.0	19.0	18.0	18.0	19.0
Tutors/Para-Professionals					
Transitional Kindergarten	-	1.0	1.0	1.0	1.0
Kindergarten	-	1.0	1.0	1.0	1.0
1st Grade	1.0	1.0	1.0	1.0	1.0
2nd Grade	-	-	1.0	1.0	1.0
3rd Grade	-	-	-	-	-
4th Grade	1.0	-	-	1.0	-
5th Grade	-	-	-	-	-
Para-Professional	2.0	2.0	2.0	2.0	2.0
Total Tutors/Para-Professionals	4.0	5.0	6.0	7.0	6.0
Total Instructional Staff	23.0	24.0	24.0	25.0	25.0
Non-Instructional Staff					
School Leaders					
Principal	1.0	1.0	1.0	1.0	1.0
Assistant Principal	2.0	2.0	2.0	2.0	2.0
Total School Leaders	3.0	3.0	3.0	3.0	3.0
Other Non-Instructional Staff					
Office Manager	1.0	1.0	1.0	1.0	1.0
Business Operations Manager	1.0	1.0	1.0	1.0	1.0
Enrichment Coordinators	3.0	3.0	3.0	3.0	3.0
Part-time Support Staff (Est. as FTE)	5.4	5.0	4.9	4.9	4.9
Total Other Non-Instructional Staff	10.4	10.0	9.9	9.9	9.9
Total Non-Instructional Staff	13.4	13.0	12.9	12.9	12.9
Total Staffing	36.4	37.0	36.9	37.9	37.9

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

Table H: Average Budgeted Salary by Position

	2016-17	2017-18	2018-19	2019-20	2020-21
	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>
Average Budgeted Salary by Position					
Instructional Positions					
Teachers (incl. Special Ed Teachers)	\$67,575	\$67,575	\$67,575	\$67,575	\$67,575
Tutors/Para-Professionals	\$34,560	\$34,560	\$34,560	\$34,560	\$34,560
Non-Instructional Positions					
Principal	\$124,500	\$124,500	\$124,500	\$124,500	\$124,500
Assistant Principal	\$92,000	\$92,000	\$92,000	\$92,000	\$92,000
Office Manager	\$65,500	\$65,500	\$65,500	\$65,500	\$65,500
Business Operations Manager	\$82,500	\$82,500	\$82,500	\$82,500	\$82,500

Table I: Employee Benefits

	2016-17	2017-18	2018-19	2019-20	2020-21
	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>
Employee Benefits (Thousands)					
Medical / Dental / Vision	\$216	\$223	\$231	\$238	\$238
Workers Compensation	\$30	\$34	\$35	\$36	\$36
Medicare	\$28	\$29	\$29	\$30	\$30
Social Security / FICS	\$33	\$32	\$34	\$36	\$36
STRS Retirement	\$180	\$210	\$237	\$264	\$278
403(b) Match	\$20	\$20	\$20	\$20	\$20
PTO Payout	\$19	\$29	\$30	\$31	\$31
Total Benefits	\$525	\$577	\$616	\$655	\$669

The above table lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. RSA's employees participate in some combination of State Teachers' Retirement, Social Security, Medicare, and workers' compensation depending on position. For full-time certificated employee who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), the employer contribution is expected to increase to 19.1% starting in 2019-20. 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

	2016-17	2017-18	2018-19	2019-20	2020-21
	Year 5	Year 6	Year 7	Year 8	Year 9
Books & Supplies (Thousands)					
Curriculum	\$81	\$111	\$111	\$111	\$111
Instructional Supplies	\$86	\$98	\$95	\$93	\$93
Non-Instructional Supplies	\$66	\$22	\$25	\$26	\$26
Software Programs (Admin & Assessment)	\$25	\$39	\$39	\$38	\$38
Student Computer Equipment	\$31	\$28	\$26	\$26	\$25
Other Non-Cap. Equipment & Furniture	\$34	\$44	\$34	\$33	\$33
Total Books & Supplies	\$324	\$343	\$329	\$328	\$328
Food Service (Thousands)					
Student Food Services	\$364	\$356	\$345	\$355	\$363
Total Food Service	\$364	\$356	\$345	\$355	\$363

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 \$40,000 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

	2016-17	2017-18	2018-19	2019-20	2020-21
	Year 5	Year 6	Year 7	Year 8	Year 9
Other Operating Expenses (Thousands)					
Travel & Conferences	\$12	\$68	\$77	\$79	\$80
Dues & Memberships	\$4	\$8	\$8	\$8	\$8
Communications	\$16	\$28	\$29	\$29	\$29
Insurance	\$15	\$14	\$14	\$14	\$14
Utilities	\$78	\$69	\$69	\$69	\$69
Copier Leases	\$60	\$52	\$51	\$51	\$51
Facility Maintenance & Repairs	\$73	\$73	\$73	\$73	\$73
Facility Lease Expense	\$716	\$716	\$716	\$716	\$716
Total Other Operating Expenses	\$974	\$1,028	\$1,037	\$1,039	\$1,040

Many of the operating cost projections are based upon historical averages experienced at RSA, 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 RSA. Costs for insurance are an enrollment-based allocation of Rocketship's overall schools commercial insurance package.

Facility Lease Expense

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 RSA include a lease cost of approximately \$716K. SB740 is a restricted revenue source and only used to cover RSA’s lease expense. As shown in Table L this revenue stream relieves close to 54% of this cost for the school.

Table L: SB740 Impact

	2016-17	2017-18	2018-19	2019-20	2020-21
	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>
SB740 Impact (Thousands)					
SB740 Revenue	\$366	\$379	\$367	\$378	\$387
Lease Expense	\$716	\$716	\$716	\$716	\$716
<i>SB740 Relief</i>	<i>51%</i>	<i>53%</i>	<i>51%</i>	<i>53%</i>	<i>54%</i>
<i>Actual Lease Burden to School</i>	<i>\$349</i>	<i>\$336</i>	<i>\$349</i>	<i>\$338</i>	<i>\$328</i>

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

Table M: Professional Services

	2016-17	2017-18	2018-19	2019-20	2020-21
	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>
Professional Services (Thousands)					
Professional Development	\$67	\$68	\$69	\$70	\$70
SPED Consultants	\$29	\$29	\$24	\$28	\$34
Other Consultants	\$28	\$13	\$13	\$13	\$13
IT Support	\$28	\$30	\$30	\$30	\$30
Custodial Services	\$71	\$62	\$62	\$62	\$62
Health & Testing	\$2	\$3	\$3	\$3	\$3
After School Program	\$150	\$150	\$150	\$150	\$150
Substitutes	\$68	\$44	\$45	\$46	\$46
Field Trips	\$42	\$39	\$39	\$39	\$39
Other Services	\$38	\$38	\$39	\$39	\$39
Authorizer Oversight	\$42	\$45	\$43	\$44	\$46
SPED Admin Fee	\$13	\$13	\$12	\$13	\$13
Central Office Allocation Fee	\$783	\$819	\$793	\$815	\$836
Total Professional Services	\$1,361	\$1,351	\$1,321	\$1,351	\$1,380

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 all service provider costs. This includes psychological, speech language and occupational therapy services to RSA’s students with IEPs. These costs are based on historical experience at RSA.

After School Program

The After School Program and Safety Grant covers the majority of RSA’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. Projections estimate substitutes will be needed for 60% of paid time off. 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 RSA.

Field Trips

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

Other Services

The budget line item for “Other Services” includes the following external expenses: audit fees, security services, relocation costs, parent and staff appreciation.

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, RSA 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% revenue which is transferred to the central office (Note some reimbursed revenues are not included, i.e. Lunch revenues).

Other Outgo

RSA will invest in capital upgrades and investments in each year. The proposed budget for these capital upgrades is assumed at approximately \$100,000/year. Should other needs arise at RSA this budget may be shifted to address new initiatives. The engagement through our LCAP process will help to identify such initiatives and/or facility improvements.

Ending Cash Balance

RSA will accumulate cash reserves in the 2016-17 school year for approximately 14.5%, and targeted to reach about 18.8% of cash reserves by the end of 2020-21. 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

	2016-17	2017-18	2018-19	2019-20	2020-21
	Year 5	Year 6	Year 7	Year 8	Year 9
Statement of Activities (Thousands)					
Revenues					
State Revenue	\$5,193	\$5,345	\$5,174	\$5,323	\$5,456
Federal Revenue	\$563	\$572	\$557	\$570	\$584
Local Revenue	\$16	\$11	\$11	\$11	\$11
Grants & Fundraising	\$36	\$38	\$38	\$38	\$38
Total Revenues	\$5,807	\$5,965	\$5,780	\$5,941	\$6,089
Expenses					
Certificated Salaries	\$1,592	\$1,592	\$1,525	\$1,525	\$1,592
Classified Salaries	\$552	\$590	\$627	\$665	\$627
Employee Benefits	\$525	\$577	\$616	\$655	\$669
Books & Supplies	\$324	\$343	\$329	\$328	\$328
Food Service	\$364	\$356	\$345	\$355	\$363
Other Operating Expenses	\$974	\$1,028	\$1,037	\$1,039	\$1,040
Professional Services	\$1,361	\$1,351	\$1,321	\$1,351	\$1,380
Interest & Capital Outlay	\$23	\$26	\$27	\$27	\$27
Total Expenses	\$5,715	\$5,863	\$5,827	\$5,945	\$6,027
Increase/Decrease of Net Assets	\$92	\$102	(\$47)	(\$4)	\$62
Beginning Balance	\$1,036	\$829	\$883	\$930	\$1,020
Ending Balance	\$829	\$883	\$930	\$1,020	\$1,131
Reserve Balance (% of Expenditures)	14.5%	15.1%	16.0%	17.2%	18.8%

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. Rocketship will invoice county offices at the end of the year for the property tax revenues owed to RSA.

California Lottery

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

Title Funding

Title payments are projected to be paid in September (25%), December (25%), and March (50%).

Free and Reduced Meals Program

Payments are made after RSA 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.

Loan Proceeds and Repayment of Debt Principal

RSA will finish repaying CSFA Revolving Loan of \$62.5K by the end of 2016-17.

Expenditure

The most significant areas of RSA'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 Alma Academy — Summary Cash Flow Projections												
2016-17	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	1,036,357	879,489	544,172	720,375	635,060	516,695	640,495	874,521	806,545	878,805	1,047,198	917,008
Total Receipts	337,252	218,348	665,747	417,148	494,418	602,033	705,836	393,417	536,861	629,787	330,734	329,531
Total Disbursements	(494,121)	(543,248)	(350,316)	(491,796)	(585,023)	(467,817)	(461,394)	(461,394)	(464,601)	(461,394)	(460,925)	(417,466)
Total Other Disbursement & Financing	-	(10,416)	(139,228)	(10,666)	(27,760)	(10,416)	(10,416)	-	-	-	-	-
Change in Cash	(156,869)	(335,316)	176,203	(85,315)	(118,365)	123,800	234,026	(67,977)	72,260	168,393	(130,190)	(87,936)
Ending Cash Balance	879,489	544,172	720,375	635,060	516,695	640,495	874,521	806,545	878,805	1,047,198	917,008	829,072
2017-18	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	829,072	815,645	489,096	530,965	573,370	571,163	663,865	832,969	739,548	822,874	1,058,019	964,597
Total Receipts	555,113	238,014	539,949	527,153	482,541	577,449	659,853	391,326	568,074	719,893	391,326	341,121
Total Disbursements	(518,540)	(514,563)	(498,080)	(484,748)	(484,748)	(484,748)	(484,748)	(484,748)	(484,748)	(484,748)	(484,748)	(423,109)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-
Change in Cash	(13,427)	(326,549)	41,869	42,405	(2,206)	92,701	169,105	(93,422)	83,326	235,145	(93,422)	(81,987)
Ending Cash Balance	815,645	489,096	530,965	573,370	571,163	663,865	832,969	739,548	822,874	1,058,019	964,597	882,610
2018-19	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	882,610	1,026,138	713,833	693,653	758,136	773,432	803,531	981,361	905,198	925,922	1,171,859	1,095,697
Total Receipts	713,844	247,843	474,348	546,232	497,044	511,848	659,578	405,587	502,473	727,685	391,587	255,193
Total Disbursements	(520,316)	(510,148)	(494,528)	(481,749)	(481,749)	(481,749)	(481,749)	(481,749)	(481,749)	(481,749)	(481,749)	(421,193)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-
Change in Cash	143,528	(312,305)	(20,180)	64,484	15,296	30,099	177,829	(76,162)	20,724	245,936	(76,162)	(166,000)
Ending Cash Balance	1,026,138	713,833	693,653	758,136	773,432	803,531	981,361	905,198	925,922	1,171,859	1,095,697	929,697
2019-20	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	929,697	1,096,002	793,535	732,431	820,128	862,995	852,135	1,065,213	1,016,853	996,618	1,275,828	1,227,468
Total Receipts	745,059	267,085	443,408	579,465	534,635	480,908	704,847	443,408	471,533	770,977	443,408	187,009
Total Disbursements	(528,753)	(519,552)	(504,512)	(491,768)	(491,768)	(491,768)	(491,768)	(491,768)	(491,768)	(491,768)	(491,768)	(394,410)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-
Change in Cash	166,305	(302,468)	(61,104)	87,697	42,867	(10,860)	213,079	(48,360)	(20,235)	279,210	(48,360)	(207,401)
Ending Cash Balance	1,096,002	793,535	732,431	820,128	862,995	852,135	1,065,213	1,016,853	996,618	1,275,828	1,227,468	1,020,067
2020-21	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	1,020,067	1,186,237	884,415	828,046	924,479	972,281	966,154	1,190,607	1,146,980	1,131,478	1,423,940	1,380,313
Total Receipts	787,339	274,264	455,114	595,175	546,543	492,614	723,195	455,114	483,239	791,204	455,114	186,942
Total Disbursements	(571,169)	(526,086)	(511,484)	(498,742)	(498,742)	(498,742)	(498,742)	(498,742)	(498,742)	(498,742)	(498,742)	(436,234)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-
Change in Cash	166,170	(301,822)	(56,369)	96,434	47,801	(6,127)	224,453	(43,627)	(15,502)	292,462	(43,627)	(249,292)
Ending Cash Balance	1,186,237	884,415	828,046	924,479	972,281	966,154	1,190,607	1,146,980	1,131,478	1,423,940	1,380,313	1,131,021

2016 – 2017 Cash Flow

	Jul 2016	Aug 2016	Sep 2016	Oct 2016	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	Jun 2017	Total 2016-17
Beginning Cash Balance	1,036,357	879,489	544,172	720,376	635,061	516,696	640,496	874,522	806,545	878,805	1,047,198	917,008	
REVENUES													
State Programs													
CSGPB - Base	191,351	191,351	344,431	344,431	344,431	344,431	344,431	276,055	276,055	276,055	276,055	-	3,209,075
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	123,430	123,430
Prop 30 EPA	-	-	167,256	-	-	167,256	-	-	151,421	-	-	151,421	637,354
Mandate Block Grant	-	-	-	-	7,812	-	-	-	-	-	-	-	7,812
California Lottery	-	-	-	-	-	-	22,108	-	-	22,108	-	-	44,217
Total State Programs	191,351	191,351	511,687	344,431	352,243	511,687	366,539	276,055	427,476	298,163	276,055	274,851	4,021,888
Other State Programs													
State Lunch Reimbursements	-	-	-	1,937	3,410	3,410	3,410	3,410	3,410	3,410	3,410	3,410	29,218
After School Education & Safety Program Grant	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500
Common Core & Prop 39	-	1,505	-	-	-	-	53,161	-	26,581	26,581	-	-	107,827
SB740 Facilities Subsidy	-	-	-	-	-	-	183,219	-	-	91,610	-	-	274,829
State SPED	-	25,492	22,943	22,943	21,986	18,866	18,866	18,866	18,866	18,866	18,866	18,866	225,427
Total Other State Programs	-	26,997	22,943	24,880	109,771	22,276	258,657	22,276	76,982	140,466	22,276	22,276	749,800
Federal Programs													
Title I	-	-	55,704	-	-	-	41,774	-	-	69,618	-	-	167,096
Title II	-	-	-	-	-	-	950	-	-	2,850	-	-	3,800
Title III	-	-	-	-	-	-	5,512	-	-	16,536	-	-	22,047
IDEA	-	-	-	-	-	-	-	-	-	69,750	-	-	69,750
National School Lunch Program	-	-	-	21,948	30,922	30,922	30,922	30,922	30,922	30,922	30,922	30,922	269,323
Total Federal Programs	-	-	55,704	21,948	30,922	30,922	79,158	30,922	30,922	189,676	30,922	30,922	532,017
Local Programs													
Local Food Service Revenue	-	-	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	14,817
Total Local Programs	-	-	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	14,817
Fundraising & Grants													
Fundraising	-	-	-	-	-	35,666	-	-	-	-	-	-	35,666
Total Local Programs	-	-	-	-	-	35,666	-	-	-	-	-	-	35,666
PY Receivables	145,901	-	73,932	24,407	-	-	-	62,683	-	-	-	-	306,922
TOTAL REVENUES	337,252	218,348	665,747	417,148	494,418	602,033	705,836	393,417	536,861	629,787	330,734	329,531	5,661,110
EXPENSES													
Certificated Salaries	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	1,592,425
Classified Salaries	45,996	45,996	45,996	45,996	45,996	45,996	45,996	45,996	45,996	45,996	45,996	45,996	551,955
Employee Benefits	43,774	43,774	43,774	43,774	43,774	43,774	43,774	43,774	43,774	43,774	43,774	43,774	525,285
Books & Supplies	124,403	49,532	33,371	12,569	24,719	17,104	10,681	10,681	13,888	10,681	10,212	5,672	323,513
Food Service	755	29,381	36,083	28,863	33,638	33,638	33,638	33,638	33,638	33,638	33,638	33,638	364,187
Other Operating Services	81,208	81,208	81,208	81,208	81,208	81,208	81,208	81,208	81,208	81,208	81,208	81,208	958,253
Professional Services	113,384	113,384	113,384	113,384	113,384	113,384	113,384	113,384	113,384	113,384	113,384	90,708	1,337,937
Interest	-	-	105	13	10	10	10	10	10	10	10	10	198
Other Disbursements/Non Expenditures	(302,143)	47,271	(136,307)	33,287	109,591	-	-	-	-	-	-	-	(248,301)
PY Payables	254,041	-	-	-	-	-	-	-	-	-	-	-	254,041
TOTAL EXPENSES	494,121	543,248	350,316	491,796	585,023	467,817	461,394	461,394	464,601	461,394	460,925	417,466	5,907,795
OTHER DISBURSEMENTS/FINANCING SOURCES													
CSFA - Revolving Loan	-	(10,416)	(10,416)	(10,416)	(10,416)	(10,416)	(10,416)	-	-	-	-	-	(62,496)
Capital Improvements	-	-	(128,812)	(250)	(17,344)	-	-	-	-	-	-	-	(146,406)
Total Other Disbursement & Financing	-	(10,416)	(139,228)	(10,666)	(27,760)	(10,416)	(10,416)	-	-	-	-	-	(62,496)
Cumulative Cash Position	879,489	544,172	720,376	635,061	516,696	640,496	874,522	806,545	878,805	1,047,198	917,008	829,072	

2017-2018 Cash Flow

	Jul 2017	Aug 2017	Sep 2017	Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	Mar 2018	Apr 2018	May 2018	Jun 2018	Total 2017-18
Beginning Cash Balance	829,072	815,645	489,096	530,965	573,370	571,164	663,865	832,970	739,548	822,874	1,058,019	964,598	
REVENUES													
State Programs													
CSGPB - Base	186,777	186,777	336,199	336,199	336,199	336,199	336,199	336,199	336,199	336,199	336,199	-	3,399,350
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	137,372	137,372
Prop 30 EPA	-	-	148,623	-	-	148,623	-	-	148,623	-	-	148,623	594,491
Mandate Block Grant	-	-	-	-	6,840	-	-	-	-	-	-	-	6,840
California Lottery	-	-	-	-	-	-	22,893	-	-	22,893	-	-	45,786
Total State Programs	186,777	186,777	484,822	336,199	343,040	484,822	359,092	336,199	484,822	359,092	336,199	285,995	4,183,840
Other State Programs													
State Lunch Reimbursements	-	-	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	30,711
After School Education & Safety Program Grant	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500
Common Core & Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-
SB740 Facilities Subsidy	-	-	-	-	-	-	189,720	-	-	94,860	-	-	284,580
State SPED	12,648	12,648	22,766	22,766	22,766	22,766	22,766	22,766	22,766	22,766	22,766	22,766	252,960
Total Other State Programs	12,648	12,648	25,837	25,837	110,212	25,837	215,557	25,837	53,962	120,697	25,837	25,837	680,751
Federal Programs													
Title I	-	-	-	-	-	-	43,256	-	-	129,768	-	-	173,025
Title II	-	-	-	-	-	-	950	-	-	2,850	-	-	3,800
Title III	-	-	-	-	-	-	5,707	-	-	17,122	-	-	22,830
IDEA	-	-	-	-	-	-	-	-	-	61,073	-	-	61,073
National School Lunch Program	-	-	28,261	28,261	28,261	28,261	28,261	28,261	28,261	28,261	28,261	28,261	282,606
Total Federal Programs	-	-	28,261	28,261	28,261	28,261	78,174	28,261	28,261	239,074	28,261	28,261	543,334
Local Programs													
Local Food Service Revenue	-	-	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	10,285
Total Local Programs	-	-	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	10,285
Fundraising & Grants													
Fundraising	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
Total Local Programs	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
PY Receivables	355,687	38,589	-	135,827	-	-	-	-	-	-	-	-	530,103
TOTAL REVENUES	555,113	238,014	539,949	527,153	482,541	577,449	653,853	391,326	568,074	719,893	391,326	341,121	5,985,812
	216,899	17,295	(125,959)	110,655	(24,219)	(42,858)	(39,861)	(24,733)	8,571	75,212	37,949	72,920	
EXPENSES													
Certificated Salaries	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	1,592,425
Classified Salaries	49,139	49,139	49,139	49,139	49,139	49,139	49,139	49,139	49,139	49,139	49,139	49,139	589,668
Employee Benefits	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	577,321
Books & Supplies	51,424	68,566	34,283	20,951	20,951	20,951	20,951	20,951	20,951	20,951	20,951	16,761	338,639
Food Service	-	17,800	35,600	35,600	35,600	35,600	35,600	35,600	35,600	35,600	35,600	17,800	355,998
Other Operating Services	85,629	85,629	85,629	85,629	85,629	85,629	85,629	85,629	85,629	85,629	85,629	85,629	1,010,425
Professional Services	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	90,094	1,328,880
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	38,918	-	-	-	-	-	-	-	-	-	-	-	38,918
TOTAL EXPENSES	518,540	514,563	498,080	484,748	484,748	484,748	484,748	484,748	484,748	484,748	484,748	423,109	5,793,355
OTHER DISBURSEMENTS/FINANCING SOURCES													
CSFA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	(100,000)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	-
Cumulative Cash Position	815,645	489,096	530,965	573,370	571,164	663,865	832,970	739,548	822,874	1,058,019	964,598	882,610	

2018-2019 Cash Flow

	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	882,610	1,026,138	713,833	693,653	758,137	773,432	803,532	981,361	905,199	925,923	1,171,859	1,095,697	
REVENUES													
State Programs													
CSGPB - Base	195,677	195,677	352,219	352,219	352,219	352,219	352,219	352,219	352,219	352,219	352,219	-	3,561,322
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	133,064	133,064
Prop 30 EPA	-	-	68,761	-	-	68,761	-	-	68,761	-	-	68,761	275,045
Mandate Block Grant	-	-	-	-	7,083	-	-	-	-	-	-	-	7,083
California Lottery	-	-	-	-	-	-	22,146	-	-	22,146	-	-	44,292
Total State Programs	195,677	195,677	420,980	352,219	359,302	420,980	374,365	352,219	420,980	374,365	352,219	201,825	4,020,805
Other State Programs													
State Lunch Reimbursements	-	-	2,971	2,971	2,971	2,971	2,971	2,971	2,971	2,971	2,971	2,971	29,709
After School Education & Safety Program Grant	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500
Common Core & Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-
SB740 Facilities Subsidy	-	-	-	-	-	-	183,530	-	-	91,765	-	-	275,295
State SPED	12,235	12,235	22,024	22,024	22,024	22,024	22,024	22,024	22,024	22,024	22,024	22,024	244,706
Total Other State Programs	12,235	12,235	24,994	24,994	109,369	24,994	208,524	24,994	53,119	116,759	24,994	24,994	662,210
Federal Programs													
Title I	-	-	-	-	-	-	41,845	-	-	125,534	-	-	167,379
Title II	-	-	-	-	-	-	950	-	-	2,850	-	-	3,800
Title III	-	-	-	-	-	-	5,521	-	-	16,564	-	-	22,085
IDEA	-	-	-	-	-	-	-	-	-	63,240	-	-	63,240
National School Lunch Program	-	-	27,339	27,339	27,339	27,339	27,339	27,339	27,339	27,339	27,339	27,339	273,385
Total Federal Programs	-	-	27,339	27,339	27,339	27,339	75,654	27,339	27,339	235,526	27,339	27,339	529,889
Local Programs													
Local Food Service Revenue	-	-	1,035	1,035	1,035	1,035	1,035	1,035	1,035	1,035	1,035	1,035	10,350
Total Local Programs	-	-	1,035	1,035	1,035	1,035	1,035	1,035	1,035	1,035	1,035	1,035	10,350
Fundraising & Grants													
Fundraising	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
Total Local Programs	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
PY Receivables	505,931	39,931	-	140,646	-	-	-	-	-	-	-	-	686,508
TOTAL REVENUES	713,844	247,843	474,348	546,232	497,044	511,848	659,578	405,587	502,473	727,685	405,587	255,193	5,947,262
	375,630	27,124	(191,560)	129,734	(9,716)	(108,459)	(34,136)	(10,473)	(57,031)	83,005	52,210	(13,008)	
EXPENSES													
Certificated Salaries	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	1,524,850
Classified Salaries	52,270	52,270	52,270	52,270	52,270	52,270	52,270	52,270	52,270	52,270	52,270	52,270	627,241
Employee Benefits	51,353	51,353	51,353	51,353	51,353	51,353	51,353	51,353	51,353	51,353	51,353	51,353	616,234
Books & Supplies	49,292	65,722	32,861	20,082	20,082	20,082	20,082	20,082	20,082	20,082	20,082	16,065	324,596
Food Service	-	17,241	34,482	34,482	34,482	34,482	34,482	34,482	34,482	34,482	34,482	17,241	344,822
Other Operating Services	86,394	86,394	86,394	86,394	86,394	86,394	86,394	86,394	86,394	86,394	86,394	69,115	1,019,450
Professional Services	110,097	110,097	110,097	110,097	110,097	110,097	110,097	110,097	110,097	110,097	110,097	88,077	1,299,142
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	43,839	-	-	-	-	-	-	-	-	-	-	-	43,839
TOTAL EXPENSES	520,316	510,148	494,528	481,749	481,749	481,749	481,749	481,749	481,749	481,749	481,749	421,193	5,756,335
OTHER DISBURSEMENTS/FINANCING SOURCES													
CSFA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	(100,000)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	-
Cumulative Cash Position	1,026,138	713,833	693,653	758,137	773,432	803,532	981,361	905,199	925,923	1,171,859	1,095,697	929,697	

2019-2020 Cash Flow

	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	929,697	1,096,003	793,535	732,431	820,128	862,995	852,135	1,065,214	1,016,854	996,619	1,275,828	1,227,468	
REVENUES													
State Programs													
CSGPB - Base	215,836	215,836	388,506	388,506	388,506	388,506	388,506	388,506	388,506	388,506	388,506	-	3,928,223
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	132,107	132,107
Prop 30 EPA	-	-	-	-	-	-	-	-	-	-	-	-	-
Mandate Block Grant	-	-	-	-	6,852	-	-	-	-	-	-	-	6,852
California Lottery	-	-	-	-	-	-	22,798	-	-	22,798	-	-	45,595
Total State Programs	215,836	215,836	388,506	388,506	395,357	388,506	411,303	388,506	388,506	411,303	388,506	132,107	4,112,776
Other State Programs													
State Lunch Reimbursements	-	-	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058	30,583
After School Education & Safety Program Grant	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500
Common Core & Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-
SB740 Facilities Subsidy	-	-	-	-	-	-	188,931	-	-	94,465	-	-	283,396
State SPED	12,595	12,595	22,672	22,672	22,672	22,672	22,672	22,672	22,672	22,672	22,672	22,672	251,908
Total Other State Programs	12,595	12,595	25,730	25,730	110,105	25,730	214,661	25,730	53,855	120,196	25,730	25,730	678,388
Federal Programs													
Title I	-	-	-	-	-	-	43,076	-	-	129,229	-	-	172,305
Title II	-	-	-	-	-	-	950	-	-	2,850	-	-	3,800
Title III	-	-	-	-	-	-	5,684	-	-	17,051	-	-	22,735
IDEA	-	-	-	-	-	-	-	-	-	61,177	-	-	61,177
National School Lunch Program	-	-	28,143	28,143	28,143	28,143	28,143	28,143	28,143	28,143	28,143	28,143	281,431
Total Federal Programs	-	-	28,143	28,143	28,143	28,143	77,853	28,143	28,143	238,449	28,143	28,143	541,447
Local Programs													
Local Food Service Revenue	-	-	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	10,293
Total Local Programs	-	-	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	10,293
Fundraising & Grants													
Fundraising	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
Total Local Programs	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
PY Receivables	516,627	38,653	-	136,057	-	-	-	-	-	-	-	-	691,336
TOTAL REVENUES	745,059	267,085	443,408	579,465	534,635	480,908	704,847	443,408	471,533	770,977	443,408	187,009	6,071,740
	406,845	46,365	(222,500)	162,967	27,874	(139,399)	11,133	27,348	(87,970)	126,297	90,031	(81,192)	
EXPENSES													
Certificated Salaries	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	1,524,850
Classified Salaries	55,428	55,428	55,428	55,428	55,428	55,428	55,428	55,428	55,428	55,428	55,428	55,428	665,139
Employee Benefits	54,601	54,601	54,601	54,601	54,601	54,601	54,601	54,601	54,601	54,601	54,601	54,601	655,216
Books & Supplies	49,154	65,539	32,769	20,026	20,026	20,026	20,026	20,026	20,026	20,026	20,026	14,018	321,685
Food Service	-	17,729	35,457	35,457	35,457	35,457	35,457	35,457	35,457	35,457	35,457	17,729	354,573
Other Operating Services	86,568	86,568	86,568	86,568	86,568	86,568	86,568	86,568	86,568	86,568	86,568	69,254	1,021,499
Professional Services	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	56,308	1,295,093
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	43,315	-	-	-	-	-	-	-	-	-	-	-	43,315
TOTAL EXPENSES	528,753	519,552	504,512	491,768	491,768	491,768	491,768	491,768	491,768	491,768	491,768	394,410	5,838,055
OTHER DISBURSEMENTS/FINANCING SOURCES													
CSFA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	(100,000)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	-
Cumulative Cash Position	1,096,003	793,535	732,431	820,128	862,995	852,135	1,065,214	1,016,854	996,619	1,275,828	1,227,468	1,020,068	

2020-2021 Cash Flow

	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	1,020,068	1,186,238	884,416	828,046	924,480	972,281	966,154	1,190,607	1,146,980	1,131,478	1,423,940	1,380,313	
REVENUES													
State Programs													
CSGPB - Base	221,580	221,580	398,843	398,843	398,843	398,843	398,843	398,843	398,843	398,843	398,843	-	4,032,751
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	130,671	130,671
Prop 30 EPA	-	-	-	-	-	-	-	-	-	-	-	-	-
Mandate Block Grant	-	-	-	-	7,053	-	-	-	-	-	-	-	7,053
California Lottery	-	-	-	-	-	-	23,379	-	-	23,379	-	-	46,758
Total State Programs	221,580	221,580	398,843	398,843	405,897	398,843	422,222	398,843	398,843	422,222	398,843	130,671	4,217,233
Other State Programs													
State Lunch Reimbursements	-	-	3,136	3,136	3,136	3,136	3,136	3,136	3,136	3,136	3,136	3,136	31,363
After School Education & Safety Program Grant	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500
Common Core & Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-
SB740 Facilities Subsidy	-	-	-	-	-	-	193,748	-	-	96,874	-	-	290,622
State SPED	12,917	12,917	23,250	23,250	23,250	23,250	23,250	23,250	23,250	23,250	23,250	23,250	258,331
Total Other State Programs	12,917	12,917	26,386	26,386	110,761	26,386	220,134	26,386	54,511	123,260	26,386	26,386	692,816
Federal Programs													
Title I	-	-	-	-	-	-	44,175	-	-	132,524	-	-	176,698
Title II	-	-	-	-	-	-	950	-	-	2,850	-	-	3,800
Title III	-	-	-	-	-	-	5,829	-	-	17,486	-	-	23,314
IDEA	-	-	-	-	-	-	-	-	-	62,977	-	-	62,977
National School Lunch Program	-	-	28,861	28,861	28,861	28,861	28,861	28,861	28,861	28,861	28,861	28,861	288,606
Total Federal Programs	-	-	28,861	28,861	28,861	28,861	79,814	28,861	28,861	244,697	28,861	28,861	555,396
Local Programs													
Local Food Service Revenue	-	-	1,024	1,024	1,024	1,024	1,024	1,024	1,024	1,024	1,024	1,024	10,243
Total Local Programs	-	-	1,024	1,024	1,024	1,024	1,024	1,024	1,024	1,024	1,024	1,024	10,243
Fundraising & Grants													
Fundraising	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
Total Local Programs	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
PY Receivables	552,843	39,768	-	140,061	-	-	-	-	-	-	-	-	732,672
TOTAL REVENUES	787,339	274,264	455,114	595,175	546,543	492,614	723,195	455,114	483,239	791,204	455,114	186,942	6,245,859
	449,125	53,545	(210,794)	178,677	39,782	(127,692)	29,481	39,055	(76,264)	146,523	101,738	(81,260)	
EXPENSES													
Certificated Salaries	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	1,592,425
Classified Salaries	52,211	52,211	52,211	52,211	52,211	52,211	52,211	52,211	52,211	52,211	52,211	52,211	626,529
Employee Benefits	55,779	55,779	55,779	55,779	55,779	55,779	55,779	55,779	55,779	55,779	55,779	55,779	669,352
Books & Supplies	49,149	65,532	32,766	20,024	20,024	20,024	20,024	20,024	20,024	20,024	20,024	16,019	323,654
Food Service	-	18,163	36,327	36,327	36,327	36,327	36,327	36,327	36,327	36,327	36,327	18,163	363,270
Other Operating Services	86,699	86,699	86,699	86,699	86,699	86,699	86,699	86,699	86,699	86,699	86,699	86,699	1,023,049
Professional Services	115,000	115,000	115,000	115,000	115,000	115,000	115,000	115,000	115,000	115,000	115,000	92,000	1,356,998
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	79,630	-	-	-	-	-	-	-	-	-	-	-	79,630
TOTAL EXPENSES	571,169	526,086	511,484	498,742	498,742	498,742	498,742	498,742	498,742	498,742	498,742	436,234	5,955,276
OTHER DISBURSEMENTS/FINANCING SOURCES													
CSFA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	(100,000)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	-
Cumulative Cash Position	1,186,238	884,416	828,046	924,480	972,281	966,154	1,190,607	1,146,980	1,131,478	1,423,940	1,380,313	1,131,021	

Rocketship Alma Academy	Year of School Operation				
	2016-17	2017-18	2018-19	2019-20	2020-21

ENROLLMENT AND ATTENDANCE ASSUMPTIONS

Enrollment						
TK		-	25	25	25	25
Kindergarten		103	112	112	112	112
1st Grade		58	112	112	112	112
2nd Grade		89	60	112	112	112
3rd Grade		85	85	60	90	90
4th Grade		141	60	72	51	77
5th Grade		50	90	33	40	28
Total Enrollment		525	544	526	542	556
Average Daily Attendance (%) - TK - 5th		93.0%	93.0%	93.0%	93.0%	93.0%
Average Daily Attendance (Total)	558	489	506	489	504	517
Free and Reduced Meals Students (%)		85.5%	85.5%	85.5%	85.5%	85.5%
Free and Reduced Meals Students (Enrollment)		449	465	450	463	475
Free and Reduced Meals Students (ADA)		418	433	418	431	442
English Language Learners (%)		47.5%	47.5%	47.5%	47.5%	47.5%
English Language Learners (Enrollment)		250	258	250	257	264
English Language Learners (ADA)		232	240	232	239	245
Number of School Days		180	180	180	180	180

REVENUE ASSUMPTIONS

State Funding						
General Purpose Block Grant		\$8,663	\$8,830	\$8,830	\$8,830	\$8,830
In Lieu of Property Tax		2.9%	2.9%	2.9%	2.9%	2.9%
Prop30 EPA		\$1,188	\$1,093	\$523	-	-
Mandate Block Grant		\$14	\$14	\$14	\$14	\$14
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
After School Education and Safety Program Grant		\$112,500	\$112,500	\$112,500	\$112,500	\$112,500
SB740 Facilities Subsidy (ADA)		\$750	\$750	\$750	\$750	\$750
SPED Revenue		\$500	\$500	\$500	\$500	\$500
Federal Funding						
Title I Compensatory Education		\$400	\$400	\$400	\$400	\$400
Title II		\$3,800	\$3,800	\$3,800	\$3,800	\$3,800
Title III		\$95	\$95	\$95	\$95	\$95
IDEA		\$125	\$125	\$125	\$125	\$125
National School Lunch Program	70%	\$2.7	\$2.72	\$2.72	\$2.72	\$2.72
National School Lunch Program - Bre	100%	\$1.5	\$1.51	\$1.51	\$1.51	\$1.51
Fundraising / Other						
CSP Title V				-	-	-

STAFFING & COMPENSATION ASSUMPTIONS

Rocketship Alma Academy	Year of School Operation				
	2016-17	2017-18	2018-19	2019-20	2020-21

School Staffing

	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers per Grade					
TK	-	1.00	1.00	1.00	1.00
K	3.00	3.00	3.00	3.00	3.00
1	2.00	3.00	3.00	3.00	3.00
2	3.00	2.00	3.00	3.00	3.00
3	3.00	3.00	2.00	3.00	3.00
4	4.00	2.00	3.00	2.00	3.00
5	2.00	3.00	1.00	1.00	1.00
ISE	2.00	2.00	2.00	2.00	2.00
Required Teachers	19.00	19.00	18.00	18.00	19.00
Certificated Administrator FTEs					
Principal	1.00	1.00	1.00	1.00	1.00
Assistant Principal	2.00	2.00	2.00	2.00	2.00
Total Certificated Administrator FTEs	3.00	3.00	3.00	3.00	3.00
Classified Staff FTEs					
Office Manager	1.00	1.00	1.00	1.00	1.00
BOM	1.00	1.00	1.00	1.00	1.00
Enrichment Staff Coordinator	3.00	3.00	3.00	3.00	3.00
Tutors/ILSs	2.00	3.00	4.00	5.00	4.00
Para-Professionals	2.00	2.00	2.00	2.00	2.00
Lunch Workers	1.00	1.00	1.00	1.00	1.00
Total Classified Staff FTEs	10.00	11.00	12.00	13.00	12.00

Rocketship Alma Academy		Year of School Operation				
		2016-17	2017-18	2018-19	2019-20	2020-21
Total Certificated FTEs		22.00	22.00	21.00	21.00	22.00
Total Classified FTEs		10.00	11.00	12.00	13.00	12.00
Total FTEs		32.00	33.00	33.00	34.00	34.00
Salaries		Base Salary				
Principal		\$124,500	\$124,500	\$124,500	\$124,500	\$124,500
Assistant Principal		\$92,000	\$92,000	\$92,000	\$92,000	\$92,000
Teacher		\$67,575	\$67,575	\$67,575	\$67,575	\$67,575
ISE Teacher		\$67,575	\$67,575	\$67,575	\$67,575	\$67,575
Office Manager		\$65,500	\$65,500	\$65,500	\$65,500	\$65,500
BOM		\$82,500	\$82,500	\$82,500	\$82,500	\$82,500
Enrichment Staff Coordinator		\$34,560	\$34,560	\$34,560	\$34,560	\$34,560
Tutors/ILSs		\$38,610	\$38,610	\$38,610	\$38,610	\$38,610
Para-Professional		\$38,610	\$38,610	\$38,610	\$38,610	\$38,610
Lunch Workers		\$27,840	\$27,840	\$27,840	\$27,840	\$27,840
COLA		No	-	-	-	-
Benefits						
Health Benefits Cost Per Employee		\$7,100	\$7,100	\$7,100	\$7,100	\$7,100
Workers Compensation		1.5%	1.5%	1.5%	1.5%	1.5%
Medicare		1.5%	1.5%	1.5%	1.5%	1.5%
Social Security / FICS - Classified Staff		6.2%	6.2%	6.2%	6.2%	6.2%
Retirement - Certificated Staff (STRS)		12.6%	14.4%	16.3%	19.1%	19.1%
403(b) Match		1.0%	1.0%	1.0%	1.0%	1.0%
PTO Payout - Teachers	40%	\$1,040	\$1,040	\$1,040	\$1,040	\$1,040
PTO Payout - ILSs	40%	\$594	\$594	\$594	\$594	\$594

STATEMENT OF ACTIVITIES		2016-17	2017-18	2018-19	2019-20	2020-21
State Revenue						
General Purpose Block Grant		3,485,130	3,735,550	3,913,541	4,316,728	4,431,594
In Lieu of Property Tax		123,430	137,372	133,064	132,107	130,671
Prop 30 EPA		624,046	594,491	275,045	-	-
Mandate Block Grant		7,812	6,840	7,083	6,852	7,053
Lottery		88,434	91,572	88,584	91,191	93,516
State Lunch Reimbursements		32,628	33,785	32,683	33,645	34,503
After School Education and Safety Program Grant		112,500	112,500	112,500	112,500	112,500
SB740 Facilities Subsidy		366,439	379,440	367,059	377,862	387,496
Common Core & Prop 39		107,827	-	-	-	-
SPED Revenue		244,293	252,960	244,706	251,908	258,331
Total State Revenue		5,192,537	5,344,510	5,174,265	5,322,792	5,455,664
Federal Revenue						
Title I		167,096	173,025	167,379	172,305	176,698
Title II		3,800	3,800	3,800	3,800	3,800
Title III		22,047	22,830	22,085	22,735	23,314
IDEA		69,750	61,073	63,240	61,177	62,977
National School Lunch Program		167,448	173,389	167,731	172,668	177,070
National School Lunch Program - Breakfast		132,797	137,509	133,022	136,937	140,429
Total Federal Revenue		562,939	571,625	557,258	569,621	584,288

Rocketship Alma Academy	Year of School Operation				
	2016-17	2017-18	2018-19	2019-20	2020-21
Other Grants & Fundraising					
Other Fundraising and Donations	35,666	37,500	37,500	37,500	37,500
Total Grants and Fundraising	35,666	37,500	37,500	37,500	37,500
Other Revenue					
Local Food Service Revenue	16,300	11,314	11,386	11,324	11,268
Total Other Revenue	16,300	11,314	11,386	11,324	11,268
<i>Eligible Revenue for Management Fee</i>	5,310,103	5,458,952	5,285,585	5,436,663	5,575,451
Total Revenues	5,807,442	5,964,950	5,780,408	5,941,237	6,088,720
	11,054	10,965	10,984	10,967	10,960

Rocketship Alma Academy	Year of School Operation				
	2016-17	2017-18	2018-19	2019-20	2020-21
Expenses					
Salaries					
Certificated Salaries					
Principal	124,500	124,500	124,500	124,500	124,500
Assistant Principal	184,000	184,000	184,000	184,000	184,000
Teachers	1,148,775	1,148,775	1,081,200	1,081,200	1,148,775
ISE Teachers	135,150	135,150	135,150	135,150	135,150
Total Certificated Salaries	1,592,425	1,592,425	1,524,850	1,524,850	1,592,425
Classified Salaries					
Office Manager	62,202	65,500	65,500	65,500	65,500
BOM	75,000	82,500	82,500	82,500	82,500
Enrichment Staff Coordinator	103,680	103,680	103,680	103,680	103,680
Tutors/ILSs	77,220	115,830	154,440	193,050	154,440
Para-Professionals	77,220	77,220	77,220	77,220	77,220
Support Staff (Incl. Hourly Staff & Lur	156,633	144,938	143,901	143,189	143,189
Total Classified Salaries	551,955	589,668	627,241	665,139	626,529
Total Salaries	2,144,380	2,182,093	2,152,091	2,189,989	2,218,954
Benefits					
Health Benefits Cost Per Employee	215,810	223,434	230,616	237,833	237,833
Workers Compensation	30,320	34,470	35,128	35,791	35,791
Medicare	27,763	28,561	29,106	29,655	29,655
Social Security / FICS - Classified Staff	32,551	31,772	34,101	36,451	36,451
Retirement - Certificated Staff (STRS)	179,988	210,285	237,244	264,204	278,340
403(b) Match	20,124	19,697	20,073	20,452	20,452
PTO Payout - Teachers	16,137	26,510	26,510	26,510	26,510
PTO Payout - ILSs	2,592	2,592	3,456	4,320	4,320
Total Benefits	525,285	577,321	616,234	655,216	669,352
Total Comp	2,669,665	2,759,414	2,768,325	2,845,205	2,888,305
Books & Supplies					
Curriculum	81,437	110,910	110,688	110,977	111,155
Instructional Supplies	85,808	97,625	94,681	93,286	93,411
Non-Instructional Supplies	65,778	22,248	25,091	26,416	26,291
Software Programs (Administrative & Assessments)	25,492	39,499	38,565	38,266	38,356
Student Computer Equipment	30,839	28,301	26,087	25,615	25,291
Other Non-Capitalized Equipment & Furniture	34,159	44,245	33,501	33,133	33,153
Total Books & Supplies	323,513	342,829	328,612	327,693	327,658
Food Service					
Student Food Services	364,187	355,998	344,822	354,573	363,270
Total Food Service	364,187	355,998	344,822	354,573	363,270
Other Operating Expenses					
Travel & Conferences	12,283	67,937	77,049	78,900	80,477
Dues & Memberships	3,961	7,547	7,547	7,547	7,547

Rocketship Alma Academy	Year of School Operation				
	2016-17	2017-18	2018-19	2019-20	2020-21
Communications	16,413	28,262	28,783	29,328	29,328
Insurance	15,187	13,975	13,723	13,549	13,549
Utilities	77,984	69,302	69,302	69,302	69,302
Copier Leases	59,690	51,568	51,366	51,227	51,227
Facility Maintenance & Repairs	73,392	73,370	73,370	73,370	73,370
Facility Lease Expense	715,585	715,590	715,590	715,590	715,590
Total Other Operating Expenses	974,495	1,027,550	1,036,729	1,038,813	1,040,389
Professional Services					
Professional Development	66,908	68,222	68,969	69,555	69,555
SPED Consultants	28,815	28,807	24,133	28,079	34,394
Other Consultants	27,531	13,000	13,000	13,000	13,000
IT Support	27,650	29,700	29,700	29,700	29,700
Custodial Services	71,210	61,800	61,800	61,800	61,800
Health & Testing	2,250	3,000	3,000	3,000	3,000
After School Program	150,000	150,000	150,000	150,000	150,000
Substitutes	68,232	43,825	44,962	46,251	46,251
Field Trips	42,239	38,500	38,500	38,500	38,500
Other Services	37,766	38,471	38,725	39,005	39,005
Authorizer Oversight	42,326	44,674	43,216	44,488	45,623
SPED Admin Fee	12,562	12,561	12,318	12,523	12,852
Central Office Allocation Fee	783,125	818,843	792,838	815,499	836,318
Total Professional Services	1,360,614	1,351,403	1,321,161	1,351,401	1,379,998
Capital Outlay	22,744	25,501	27,459	27,459	27,459
Interest	198	-	-	-	-
TOTAL EXPENSES	5,715,416	5,862,695	5,827,109	5,945,144	6,027,080
INCREASE/DECREASE OF NET ASSETS	92,026	102,255	(46,702)	(3,908)	61,640

Unit	1000			
	2016-17	2017-18	2018-19	2019-20
	Year 5	Year 6	Year 7	Year 8
a	Enrollment & ADA			
	Projected Enrollment by Grade			
	Transitional Kindergarten	-	25	25
	Kindergarten	103	112	112
	1st Grade	58	112	112
	2nd Grade	89	60	112
	3rd Grade	85	85	60
	4th Grade	141	60	72
	5th Grade	50	90	33
	Total	525	544	526
	Average Daily Attendance			
	ADA %	93%	93%	93%
	Total	489	506	489

	2016-17	2017-18	2018-19	2019-20
	Year 5	Year 6	Year 7	Year 8
b	Summary of Revenue Programs (Thousands)			
	State Revenue	\$5,193	\$5,345	\$5,174
	Federal Revenue	\$563	\$572	\$557
	Local Revenue	\$16	\$11	\$11
	Philanthropy	\$36	\$38	\$38
	Total Revenues	\$5,807	\$5,965	\$5,780
	<i>% of State Revenues</i>	<i>89.4%</i>	<i>89.6%</i>	<i>89.5%</i>
	<i>Revenues per ADA</i>	<i>\$11,886</i>	<i>\$11,790</i>	<i>\$11,811</i>

	2016-17	2017-18	2018-19	2019-20
	Year 5	Year 6	Year 7	Year 8
c	State Revenues (Thousands)			
	LCFF - State Aide	\$3,485	\$3,736	\$3,914
	In Lieu of Property Tax	\$123	\$137	\$133
	Prop 30 EPA	\$624	\$594	\$275
	Mandate Block Grant	\$8	\$7	\$7
	California Lottery	\$88	\$92	\$89
	State Lunch Reimbursements	\$33	\$34	\$33
	After School Education and Safety Progr	\$113	\$113	\$113
	SB740 Facilities Subsidy	\$366	\$379	\$367
	One-time Funding	\$108	-	-
	SPED State Revenue	\$244	\$253	\$245
	Total State Revenue	\$5,193	\$5,345	\$5,174

	2016-17	2017-18	2018-19	2019-20	
	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	
d	Federal Revenues (Thousands)				
	Title I	\$167	\$173	\$167	\$172
	Title II	\$4	\$4	\$4	\$4
	Title III	\$22	\$23	\$22	\$23
	IDEA	\$70	\$61	\$63	\$61
	National School Lunch Program	\$300	\$311	\$301	\$310
	Total Federal Revenue	\$563	\$572	\$557	\$570

	2016-17	2017-18	2018-19	2019-20	
	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	
e	Summary of Projected Expenses (Thousands)				
	Certificated Salaries	\$1,592	\$1,592	\$1,525	\$1,525
	Classified Salaries	\$552	\$590	\$627	\$665
	Employee Benefits	\$525	\$577	\$616	\$655
	Total Compensation	\$2,670	\$2,759	\$2,768	\$2,845
	Books & Supplies	\$324	\$343	\$329	\$328
	Food Service	\$364	\$356	\$345	\$355
	Other Operating Expenses	\$974	\$1,028	\$1,037	\$1,039
	Professional Services	\$1,361	\$1,351	\$1,321	\$1,351
	Interest & Capital Outlay	\$23	\$26	\$27	\$27
	Total Non-Comp	\$3,046	\$3,103	\$3,059	\$3,100
	Total Expenses	\$5,715	\$5,863	\$5,827	\$5,945

% Compensation 47% 47% 48% 48%

	2016-17	2017-18	2018-19	2019-20	
	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	
f	Instructional Staff Ratio				
	Total Enrollment	525	544	526	542
	Teachers	17	17	16	16
	Tutors	2	3	4	5
	Special Education Teachers	2	2	2	2
	Para-Professionals	2	2	2	2
	Total Instructional Staff	23	24	24	25
	<i>Student : Instructional Staff Ratio</i>	23	23	22	22

	2016-17	2017-18	2018-19	2019-20
	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>
g	Staffing Model			
	Instructional Staff			
	Teachers			

Transitional Kindergarten	-	1.0	1.0	1.0
Kindergarten	3.0	3.0	3.0	3.0
1st Grade	2.0	3.0	3.0	3.0
2nd Grade	3.0	2.0	3.0	3.0
3rd Grade	3.0	3.0	2.0	3.0
4th Grade	4.0	2.0	3.0	2.0
5th Grade	2.0	3.0	1.0	1.0
Special Education Specialists	2.0	2.0	2.0	2.0
Total Teachers	19.0	19.0	18.0	18.0
Tutors/Para-Professionals				
Transitional Kindergarten	-	1.0	1.0	1.0
Kindergarten	-	1.0	1.0	1.0
1st Grade	1.0	1.0	1.0	1.0
2nd Grade	-	-	1.0	1.0
3rd Grade	-	-	-	-
4th Grade	1.0	-	-	1.0
5th Grade	-	-	-	-
Para-Professional	2.0	2.0	2.0	2.0
Total Tutors/Para-Professionals	4.0	5.0	6.0	7.0
Total Instructional Staff	23.0	24.0	24.0	25.0
Non-Instructional Staff				
School Leaders				
Principal	1.0	1.0	1.0	1.0
Assistant Principal	2.0	2.0	2.0	2.0
Total School Leaders	3.0	3.0	3.0	3.0
Other Non-Instructional Staff				
Office Manager	1.0	1.0	1.0	1.0
Business Operations Manager	1.0	1.0	1.0	1.0
Enrichment Coordinators	3.0	3.0	3.0	3.0
Part-time Support Staff (Est. as FTE)	5.4	5.0	4.9	4.9
Total Other Non-Instructional Staff	10.4	10.0	9.9	9.9
Total Non-Instructional Staff	13.4	13.0	12.9	12.9
Total Staffing	36.4	37.0	36.9	37.9

	2016-17	2017-18	2018-19	2019-20
	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>
Average Budgeted Salary by Position				
Instructional Positions				
Teachers (incl. Special Ed Teachers)	\$67,575	\$67,575	\$67,575	\$67,575
Tutors/Para-Professionals	\$34,560	\$34,560	\$34,560	\$34,560

Non-Instructional Positions

Principal	\$124,500	\$124,500	\$124,500	\$124,500
Assistant Principal	\$92,000	\$92,000	\$92,000	\$92,000
Office Manager	\$65,500	\$65,500	\$65,500	\$65,500
Business Operations Manager	\$82,500	\$82,500	\$82,500	\$82,500

	2016-17 Year 5	2017-18 Year 6	2018-19 Year 7	2019-20 Year 8
Employee Benefits (Thousands)				
Medical / Dental / Vision	\$216	\$223	\$231	\$238
Workers Compensation	\$30	\$34	\$35	\$36
Medicare	\$28	\$29	\$29	\$30
Social Security / FICS	\$33	\$32	\$34	\$36
STRS Retirement	\$180	\$210	\$237	\$264
403(b) Match	\$20	\$20	\$20	\$20
PTO Payout	\$19	\$29	\$30	\$31
Total Benefits	\$525	\$577	\$616	\$655

	2016-17 Year 5	2017-18 Year 6	2018-19 Year 7	2019-20 Year 8
Books & Supplies (Thousands)				
Curriculum	\$81	\$111	\$111	\$111
Instructional Supplies	\$86	\$98	\$95	\$93
Non-Instructional Supplies	\$66	\$22	\$25	\$26
Software Programs (Admin & Assessmen	\$25	\$39	\$39	\$38
Student Computer Equipment	\$31	\$28	\$26	\$26
Other Non-Cap. Equipment & Furniture	\$34	\$44	\$34	\$33
Total Books & Supplies	\$324	\$343	\$329	\$328
Food Service (Thousands)				
Student Food Services	\$364	\$356	\$345	\$355
Total Food Service	\$364	\$356	\$345	\$355

	2016-17 Year 5	2017-18 Year 6	2018-19 Year 7	2019-20 Year 8
Other Operating Expenses (Thousands)				
Travel & Conferences	\$12	\$68	\$77	\$79
Dues & Memberships	\$4	\$8	\$8	\$8
Communications	\$16	\$28	\$29	\$29
Insurance	\$15	\$14	\$14	\$14
Utilities	\$78	\$69	\$69	\$69
Copier Leases	\$60	\$52	\$51	\$51
Facility Maintenance & Repairs	\$73	\$73	\$73	\$73

Facility Lease Expense	\$716	\$716	\$716	\$716
Total Other Operating Expenses	\$974	\$1,028	\$1,037	\$1,039

	2016-17 Year 5	2017-18 Year 6	2018-19 Year 7	2019-20 Year 8
SB740 Impact (Thousands)				
SB740 Revenue	\$366	\$379	\$367	\$378
Lease Expense	\$716	\$716	\$716	\$716
<i>SB740 Relief</i>	51%	53%	51%	53%
<i>Actual Lease Burden to School</i>	\$349	\$336	\$349	\$338

	2016-17 Year 5	2017-18 Year 6	2018-19 Year 7	2019-20 Year 8
Professional Services (Thousands)				
Professional Development	\$67	\$68	\$69	\$70
SPED Consultants	\$29	\$29	\$24	\$28
Other Consultants	\$28	\$13	\$13	\$13
IT Support	\$28	\$30	\$30	\$30
Custodial Services	\$71	\$62	\$62	\$62
Health & Testing	\$2	\$3	\$3	\$3
After School Program	\$150	\$150	\$150	\$150
Substitutes	\$68	\$44	\$45	\$46
Field Trips	\$42	\$39	\$39	\$39
Other Services	\$38	\$38	\$39	\$39
Authorizer Oversight	\$42	\$45	\$43	\$44
SPED Admin Fee	\$13	\$13	\$12	\$13
Central Office Allocation Fee	\$783	\$819	\$793	\$815
Total Professional Services	\$1,361	\$1,351	\$1,321	\$1,351

	2016-17 Year 5	2017-18 Year 6	2018-19 Year 7	2019-20 Year 8
Statement of Activities (Thousands)				
Revenues				
State Revenue	\$5,193	\$5,345	\$5,174	\$5,323
Federal Revenue	\$563	\$572	\$557	\$570
Local Revenue	\$16	\$11	\$11	\$11
Grants & Fundraising	\$36	\$38	\$38	\$38
Total Revenues	\$5,807	\$5,965	\$5,780	\$5,941
Expenses				
Certificated Salaries	\$1,592	\$1,592	\$1,525	\$1,525
Classified Salaries	\$552	\$590	\$627	\$665
Employee Benefits	\$525	\$577	\$616	\$655
Books & Supplies	\$324	\$343	\$329	\$328
Food Service	\$364	\$356	\$345	\$355

Other Operating Expenses	\$974	\$1,028	\$1,037	\$1,039
Professional Services	\$1,361	\$1,351	\$1,321	\$1,351
Interest & Capital Outlay	\$23	\$26	\$27	\$27
Total Expenses	\$5,715	\$5,863	\$5,827	\$5,945
Increase/Decrease of Net Assets	\$92	\$102	(\$47)	(\$4)
Beginning Balance	\$1,036	\$829	\$883	\$930
Ending Balance	\$829	\$883	\$930	\$1,020
Reserve Balance (% of Expenditures)	14.5%	15.1%	16.0%	17.2%

2020-21
<i>Year 9</i>
25
112
112
112
90
77
28
556
93%
517
2020-21
<i>Year 9</i>
\$5,456
\$584
\$11
\$38
\$6,089
89.6%
\$11,785
2020-21
<i>Year 9</i>
\$4,432
\$131
-
\$7
\$94
\$35
\$113
\$387
-
\$258
\$5,456

2020-21
<i>Year 9</i>
\$177
\$4
\$23
\$63
\$317
\$584
2020-21
<i>Year 9</i>
\$1,592
\$627
\$669
\$2,888
\$328
\$363
\$1,040
\$1,380
\$27
\$3,139
\$6,027
48%
2020-21
<i>Year 9</i>
556
17
4
2
2
25
22
2020-21
<i>Year 9</i>

1.0
3.0
3.0
3.0
3.0
3.0
1.0
2.0

19.0

1.0
1.0
1.0
1.0
-
-
-
2.0
6.0

25.0

1.0
2.0

3.0

1.0
1.0
3.0
4.9

9.9

12.9

37.9

2020-21

Year 9

\$67,575
\$34,560

\$124,500
\$92,000
\$65,500
\$82,500

2020-21

Year 9

\$238
\$36
\$30
\$36
\$278
\$20
\$31

\$669

2020-21

Year 9

\$111
\$93
\$26
\$38
\$25
\$33
\$328

\$363

\$363

2020-21

Year 9

\$80
\$8
\$29
\$14
\$69
\$51
\$73

\$716
\$1,040
2020-21
<i>Year 9</i>
\$387
\$716
54%
\$328
2020-21
<i>Year 9</i>
\$70
\$34
\$13
\$30
\$62
\$3
\$150
\$46
\$39
\$39
\$46
\$13
\$836
\$1,380
2020-21
<i>Year 9</i>
\$5,456
\$584
\$11
\$38
\$6,089
\$1,592
\$627
\$669
\$328
\$363

\$1,040

\$1,380

\$27

\$6,027

\$62

\$1,020

\$1,131

18.8%

Rocketship Alma Academy — Summary Cash Flow Projections												
2016-17	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	1,036,357	879,489	544,172	720,375	635,060	516,695	640,495	874,521	806,545	878,805	1,047,198	917,008
Total Receipts	337,252	218,348	665,747	417,148	494,418	602,033	705,836	393,417	536,861	629,787	330,734	329,531
Total Disbursements	(494,121)	(543,248)	(350,316)	(491,796)	(585,023)	(467,817)	(461,394)	(461,394)	(464,601)	(461,394)	(460,925)	(417,466)
Total Other Disbursement & Financing	-	(10,416)	(139,228)	(10,666)	(27,760)	(10,416)	(10,416)	-	-	-	-	-
Change in Cash	(156,869)	(335,316)	176,203	(85,315)	(118,365)	123,800	234,026	(67,977)	72,260	168,393	(130,190)	(87,936)
Ending Cash Balance	879,489	544,172	720,375	635,060	516,695	640,495	874,521	806,545	878,805	1,047,198	917,008	829,072
2017-18	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	829,072	815,645	489,096	530,965	573,370	571,163	663,865	832,969	739,548	822,874	1,058,019	964,597
Total Receipts	555,113	238,014	539,949	527,153	482,541	577,449	653,853	391,326	568,074	719,893	391,326	341,121
Total Disbursements	(518,540)	(514,563)	(498,080)	(484,748)	(484,748)	(484,748)	(484,748)	(484,748)	(484,748)	(484,748)	(484,748)	(423,109)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-
Change in Cash	(13,427)	(326,549)	41,869	42,405	(2,206)	92,701	169,105	(93,422)	83,326	235,145	(93,422)	(81,987)
Ending Cash Balance	815,645	489,096	530,965	573,370	571,163	663,865	832,969	739,548	822,874	1,058,019	964,597	882,610
2018-19	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	882,610	1,026,138	713,833	693,653	758,136	773,432	803,531	981,361	905,198	925,922	1,171,859	1,095,697
Total Receipts	713,844	247,843	474,348	546,232	497,044	511,848	659,578	405,587	502,473	727,685	405,587	255,193
Total Disbursements	(520,316)	(510,148)	(494,528)	(481,749)	(481,749)	(481,749)	(481,749)	(481,749)	(481,749)	(481,749)	(481,749)	(421,193)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-
Change in Cash	143,528	(312,305)	(20,180)	64,484	15,296	30,099	177,829	(76,162)	20,724	245,936	(76,162)	(166,000)
Ending Cash Balance	1,026,138	713,833	693,653	758,136	773,432	803,531	981,361	905,198	925,922	1,171,859	1,095,697	929,697
2019-20	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	929,697	1,096,002	793,535	732,431	820,128	862,995	852,135	1,065,213	1,016,853	996,618	1,275,828	1,227,468
Total Receipts	745,059	267,085	443,408	579,465	534,635	480,908	704,847	443,408	471,533	770,977	443,408	187,009
Total Disbursements	(528,753)	(519,552)	(504,512)	(491,768)	(491,768)	(491,768)	(491,768)	(491,768)	(491,768)	(491,768)	(491,768)	(394,410)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-
Change in Cash	166,305	(302,468)	(61,104)	87,697	42,867	(10,860)	213,079	(48,360)	(20,235)	279,210	(48,360)	(207,401)
Ending Cash Balance	1,096,002	793,535	732,431	820,128	862,995	852,135	1,065,213	1,016,853	996,618	1,275,828	1,227,468	1,020,067
2020-21	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	1,020,067	1,186,237	884,415	828,046	924,479	972,281	966,154	1,190,607	1,146,980	1,131,478	1,423,940	1,380,313
Total Receipts	787,339	274,264	455,114	595,175	546,543	492,614	723,195	455,114	483,239	791,204	455,114	186,942
Total Disbursements	(571,169)	(526,086)	(511,484)	(498,742)	(498,742)	(498,742)	(498,742)	(498,742)	(498,742)	(498,742)	(498,742)	(436,234)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-
Change in Cash	166,170	(301,822)	(56,369)	96,434	47,801	(6,127)	224,453	(43,627)	(15,502)	292,462	(43,627)	(249,292)
Ending Cash Balance	1,186,237	884,415	828,046	924,479	972,281	966,154	1,190,607	1,146,980	1,131,478	1,423,940	1,380,313	1,131,021

Rocketship Alma Academy — 2016-17 Cash Flow Worksheet

	Jul 2016	Aug 2016	Sep 2016	Oct 2016	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	Jun 2017	Total 2016-17
Beginning Cash Balance	1,036,357	879,489	544,172	720,376	635,061	516,696	640,496	874,522	806,545	878,805	1,047,198	917,008	
REVENUES													
State Programs													
CSGPB - Base	191,351	191,351	344,431	344,431	344,431	344,431	344,431	276,055	276,055	276,055	276,055	-	3,209,075
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	123,430	123,430
Prop 30 EPA	-	-	167,256	-	-	167,256	-	-	151,421	-	-	151,421	637,354
Mandate Block Grant	-	-	-	-	7,812	-	-	-	-	-	-	-	7,812
California Lottery	-	-	-	-	-	-	22,108	-	-	22,108	-	-	44,217
Total State Programs	191,351	191,351	511,687	344,431	352,243	511,687	366,539	276,055	427,476	298,163	276,055	274,851	4,021,888
Other State Programs													
State Lunch Reimbursements	-	-	-	1,937	3,410	3,410	3,410	3,410	3,410	3,410	3,410	3,410	29,218
After School Education & Safety Program Grant	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500
Common Core & Prop 39	-	1,505	-	-	-	-	53,161	-	26,581	26,581	-	-	107,827
SB740 Facilities Subsidy	-	-	-	-	-	-	183,219	-	-	91,610	-	-	274,829
State SPED	-	25,492	22,943	22,943	21,986	18,866	18,866	18,866	18,866	18,866	18,866	18,866	225,427
Total Other State Programs	-	26,997	22,943	24,880	109,771	22,276	258,657	22,276	76,982	140,466	22,276	22,276	749,800
Federal Programs													
Title I	-	-	55,704	-	-	-	41,774	-	-	69,618	-	-	167,096
Title II	-	-	-	-	-	-	950	-	-	2,850	-	-	3,800
Title III	-	-	-	-	-	-	5,512	-	-	16,536	-	-	22,047
IDEA	-	-	-	-	-	-	-	-	-	69,750	-	-	69,750
National School Lunch Program	-	-	-	21,948	30,922	30,922	30,922	30,922	30,922	30,922	30,922	30,922	269,323
Total Federal Programs	-	-	55,704	21,948	30,922	30,922	79,158	30,922	30,922	189,676	30,922	30,922	532,017
Local Programs													
Local Food Service Revenue	-	-	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	14,817
Total Local Programs	-	-	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	1,482	14,817
Fundraising & Grants													
Fundraising	-	-	-	-	-	35,666	-	-	-	-	-	-	35,666
Total Local Programs	-	-	-	-	-	35,666	-	-	-	-	-	-	35,666
PY Receivables	145,901	-	73,932	24,407	-	-	-	62,683	-	-	-	-	306,922
TOTAL REVENUES	337,252	218,348	665,747	417,148	494,418	602,033	705,836	393,417	536,861	629,787	330,734	329,531	5,661,110
EXPENSES													
Certificated Salaries	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	1,592,425
Classified Salaries	45,996	45,996	45,996	45,996	45,996	45,996	45,996	45,996	45,996	45,996	45,996	45,996	551,955
Employee Benefits	43,774	43,774	43,774	43,774	43,774	43,774	43,774	43,774	43,774	43,774	43,774	43,774	525,285
Books & Supplies	124,403	49,532	33,371	12,569	24,719	17,104	10,681	10,681	13,888	10,681	10,212	5,672	323,513
Food Service	755	29,381	36,083	28,863	33,638	33,638	33,638	33,638	33,638	33,638	33,638	33,638	364,187
Other Operating Services	81,208	81,208	81,208	81,208	81,208	81,208	81,208	81,208	81,208	81,208	81,208	64,966	958,253
Professional Services	113,384	113,384	113,384	113,384	113,384	113,384	113,384	113,384	113,384	113,384	113,384	90,708	1,337,937
Interest	-	-	105	13	10	10	10	10	10	10	10	10	198
Other Disbursements/Non Expenditures	(302,143)	47,271	(136,307)	33,287	109,591	-	-	-	-	-	-	-	(248,301)
PY Payables	254,041	-	-	-	-	-	-	-	-	-	-	-	254,041
TOTAL EXPENSES	494,121	543,248	350,316	491,796	585,023	467,817	461,394	461,394	464,601	461,394	460,925	417,466	5,907,795
OTHER DISBURSEMENTS/FINANCING SOURCES													
CSFA - Revolving Loan	-	(10,416)	(10,416)	(10,416)	(10,416)	(10,416)	(10,416)	-	-	-	-	-	(62,496)
Capital Improvements	-	-	(128,812)	(250)	(17,344)	-	-	-	-	-	-	-	(146,406)
Total Other Disbursement & Financing	-	(10,416)	(139,228)	(10,666)	(27,760)	(10,416)	(10,416)	-	-	-	-	-	(62,496)
Cumulative Cash Position	879,489	544,172	720,376	635,061	516,696	640,496	874,522	806,545	878,805	1,047,198	917,008	829,072	

Rocketship Alma Academy — 2017-18 Cash Flow Worksheet

	Jul 2017	Aug 2017	Sep 2017	Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	Mar 2018	Apr 2018	May 2018	Jun 2018	Total 2017-18
Beginning Cash Balance	829,072	815,645	489,096	530,965	573,370	571,164	663,865	832,970	739,548	822,874	1,058,019	964,598	
REVENUES													
State Programs													
CSGPB - Base	186,777	186,777	336,199	336,199	336,199	336,199	336,199	336,199	336,199	336,199	336,199	-	3,399,350
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	137,372	137,372
Prop 30 EPA	-	-	148,623	-	-	148,623	-	-	148,623	-	-	148,623	594,491
Mandate Block Grant	-	-	-	-	6,840	-	-	-	-	-	-	-	6,840
California Lottery	-	-	-	-	-	-	22,893	-	-	22,893	-	-	45,786
Total State Programs	186,777	186,777	484,822	336,199	343,040	484,822	359,092	336,199	484,822	359,092	336,199	285,995	4,183,840
Other State Programs													
State Lunch Reimbursements	-	-	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	3,071	30,711
After School Education & Safety Program Grant	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500
Common Core & Prop 39	-	-	-	-	-	-	189,720	-	-	-	-	-	284,580
SB740 Facilities Subsidy	-	-	-	-	-	-	-	-	-	94,860	-	-	252,960
State SPED	12,648	12,648	22,766	22,766	22,766	22,766	22,766	22,766	22,766	22,766	22,766	22,766	252,960
Total Other State Programs	12,648	12,648	25,837	25,837	110,212	25,837	215,557	25,837	53,962	120,697	25,837	25,837	680,751
Federal Programs													
Title I	-	-	-	-	-	-	43,256	-	-	129,768	-	-	173,025
Title II	-	-	-	-	-	-	950	-	-	2,850	-	-	3,800
Title III	-	-	-	-	-	-	5,707	-	-	17,122	-	-	22,830
IDEA	-	-	-	-	-	-	-	-	-	61,073	-	-	61,073
National School Lunch Program	-	-	28,261	28,261	28,261	28,261	28,261	28,261	28,261	28,261	28,261	28,261	282,606
Total Federal Programs	-	-	28,261	28,261	28,261	28,261	78,174	28,261	28,261	239,074	28,261	28,261	543,334
Local Programs													
Local Food Service Revenue	-	-	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	10,285
Total Local Programs	-	-	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	1,028	10,285
Fundraising & Grants													
Fundraising	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
Total Local Programs	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
PY Receivables	355,687	38,589	-	135,827	-	-	-	-	-	-	-	-	530,103
TOTAL REVENUES	555,113	238,014	539,949	527,153	482,541	577,449	653,853	391,326	568,074	719,893	391,326	341,121	5,985,812
	216,899	17,295	(125,959)	110,655	(24,219)	(42,858)	(39,861)	(24,733)	8,571	75,212	37,949	72,920	
EXPENSES													
Certificated Salaries	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	1,592,425
Classified Salaries	49,139	49,139	49,139	49,139	49,139	49,139	49,139	49,139	49,139	49,139	49,139	49,139	589,668
Employee Benefits	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	577,321
Books & Supplies	51,424	68,566	34,283	20,951	20,951	20,951	20,951	20,951	20,951	20,951	20,951	16,761	338,639
Food Service	-	17,800	35,600	35,600	35,600	35,600	35,600	35,600	35,600	35,600	35,600	17,800	355,998
Other Operating Services	85,629	85,629	85,629	85,629	85,629	85,629	85,629	85,629	85,629	85,629	85,629	85,629	1,010,425
Professional Services	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	90,094	1,328,880
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	38,918	-	-	-	-	-	-	-	-	-	-	-	38,918
TOTAL EXPENSES	518,540	514,563	498,080	484,748	484,748	484,748	484,748	484,748	484,748	484,748	484,748	423,109	5,793,355
OTHER DISBURSEMENTS/FINANCING SOURCES													
CSFA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	(100,000)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	-
Cumulative Cash Position	815,645	489,096	530,965	573,370	571,164	663,865	832,970	739,548	822,874	1,058,019	964,598	882,610	

Rocketship Alma Academy — 2018-19 Cash Flow Worksheet

	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	882,610	1,026,138	713,833	693,653	758,137	773,432	803,532	981,361	905,199	925,923	1,171,859	1,095,697	
REVENUES													
State Programs													
CSGPB - Base	195,677	195,677	352,219	352,219	352,219	352,219	352,219	352,219	352,219	352,219	352,219	-	3,561,322
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	133,064	133,064
Prop 30 EPA	-	-	68,761	-	-	68,761	-	-	68,761	-	-	68,761	275,045
Mandate Block Grant	-	-	-	-	7,083	-	-	-	-	-	-	-	7,083
California Lottery	-	-	-	-	-	-	22,146	-	-	22,146	-	-	44,292
Total State Programs	195,677	195,677	420,980	352,219	359,302	420,980	374,365	352,219	420,980	374,365	352,219	201,825	4,020,805
Other State Programs													
State Lunch Reimbursements	-	-	2,971	2,971	2,971	2,971	2,971	2,971	2,971	2,971	2,971	2,971	29,709
After School Education & Safety Program Grant	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500
Common Core & Prop 39	-	-	-	-	-	-	183,530	-	-	91,765	-	-	275,295
SB740 Facilities Subsidy	-	-	-	-	-	-	-	-	-	-	-	-	-
State SPED	12,235	12,235	22,024	22,024	22,024	22,024	22,024	22,024	22,024	22,024	22,024	22,024	244,706
Total Other State Programs	12,235	12,235	24,994	24,994	109,369	24,994	208,524	24,994	53,119	116,759	24,994	24,994	662,210
Federal Programs													
Title I	-	-	-	-	-	-	41,845	-	-	125,534	-	-	167,379
Title II	-	-	-	-	-	-	950	-	-	2,850	-	-	3,800
Title III	-	-	-	-	-	-	5,521	-	-	16,564	-	-	22,085
IDEA	-	-	-	-	-	-	-	-	-	63,240	-	-	63,240
National School Lunch Program	-	-	27,339	27,339	27,339	27,339	27,339	27,339	27,339	27,339	27,339	27,339	273,385
Total Federal Programs	-	-	27,339	27,339	27,339	27,339	75,654	27,339	27,339	235,526	27,339	27,339	529,889
Local Programs													
Local Food Service Revenue	-	-	1,035	1,035	1,035	1,035	1,035	1,035	1,035	1,035	1,035	1,035	10,350
Total Local Programs	-	-	1,035	1,035	1,035	1,035	1,035	1,035	1,035	1,035	1,035	1,035	10,350
Fundraising & Grants													
Fundraising	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
Total Local Programs	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
PY Receivables	505,931	39,931	-	140,646	-	-	-	-	-	-	-	-	686,508
TOTAL REVENUES	713,844	247,843	474,348	546,232	497,044	511,848	659,578	405,587	502,473	727,685	405,587	255,193	5,947,262
	375,630	27,124	(191,560)	129,734	(9,716)	(108,459)	(34,136)	(10,473)	(57,031)	83,005	52,210	(13,008)	
EXPENSES													
Certificated Salaries	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	1,524,850
Classified Salaries	52,270	52,270	52,270	52,270	52,270	52,270	52,270	52,270	52,270	52,270	52,270	52,270	627,241
Employee Benefits	51,353	51,353	51,353	51,353	51,353	51,353	51,353	51,353	51,353	51,353	51,353	51,353	616,234
Books & Supplies	49,292	65,722	32,861	20,082	20,082	20,082	20,082	20,082	20,082	20,082	20,082	16,065	324,596
Food Service	-	17,241	34,482	34,482	34,482	34,482	34,482	34,482	34,482	34,482	34,482	17,241	344,822
Other Operating Services	86,394	86,394	86,394	86,394	86,394	86,394	86,394	86,394	86,394	86,394	86,394	69,115	1,019,450
Professional Services	110,097	110,097	110,097	110,097	110,097	110,097	110,097	110,097	110,097	110,097	110,097	88,077	1,299,142
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	43,839	-	-	-	-	-	-	-	-	-	-	-	43,839
TOTAL EXPENSES	520,316	510,148	494,528	481,749	481,749	481,749	481,749	481,749	481,749	481,749	481,749	421,193	5,756,335
OTHER DISBURSEMENTS/FINANCING SOURCES													
CSFA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	(100,000)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	-
Cumulative Cash Position	1,026,138	713,833	693,653	758,137	773,432	803,532	981,361	905,199	925,923	1,171,859	1,095,697	929,697	

Rocketship Alma Academy — 2019-20 Cash Flow Worksheet

	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	929,697	1,096,003	793,535	732,431	820,128	862,995	852,135	1,065,214	1,016,854	996,619	1,275,828	1,227,468	
REVENUES													
State Programs													
CSGPB - Base	215,836	215,836	388,506	388,506	388,506	388,506	388,506	388,506	388,506	388,506	388,506	-	3,928,223
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	132,107	132,107
Prop 30 EPA	-	-	-	-	-	-	-	-	-	-	-	-	-
Mandate Block Grant	-	-	-	-	6,852	-	-	-	-	-	-	-	6,852
California Lottery	-	-	-	-	-	-	22,798	-	-	22,798	-	-	45,595
Total State Programs	215,836	215,836	388,506	388,506	395,357	388,506	411,303	388,506	388,506	411,303	388,506	132,107	4,112,776
Other State Programs													
State Lunch Reimbursements	-	-	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058	30,583
After School Education & Safety Program Grant	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500
Common Core & Prop 39	-	-	-	-	-	-	188,931	-	-	94,465	-	-	283,396
SB740 Facilities Subsidy	-	-	-	-	-	-	-	-	-	-	-	-	-
State SPED	12,595	12,595	22,672	22,672	22,672	22,672	22,672	22,672	22,672	22,672	22,672	22,672	251,908
Total Other State Programs	12,595	12,595	25,730	25,730	110,105	25,730	214,661	25,730	53,855	120,196	25,730	25,730	678,388
Federal Programs													
Title I	-	-	-	-	-	-	43,076	-	-	129,229	-	-	172,305
Title II	-	-	-	-	-	-	950	-	-	2,850	-	-	3,800
Title III	-	-	-	-	-	-	5,684	-	-	17,051	-	-	22,735
IDEA	-	-	-	-	-	-	-	-	-	61,177	-	-	61,177
National School Lunch Program	-	-	28,143	28,143	28,143	28,143	28,143	28,143	28,143	28,143	28,143	28,143	281,431
Total Federal Programs	-	-	28,143	28,143	28,143	28,143	77,853	28,143	28,143	238,449	28,143	28,143	541,447
Local Programs													
Local Food Service Revenue	-	-	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	10,293
Total Local Programs	-	-	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	10,293
Fundraising & Grants													
Fundraising	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
Total Local Programs	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
PY Receivables	516,627	38,653	-	136,057	-	-	-	-	-	-	-	-	691,336
TOTAL REVENUES	745,059	267,085	443,408	579,465	534,635	480,908	704,847	443,408	471,533	770,977	443,408	187,009	6,071,740
	406,845	46,365	(222,500)	162,967	27,874	(139,399)	11,133	27,348	(87,970)	126,297	90,031	(81,192)	
EXPENSES													
Certificated Salaries	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	127,071	1,524,850
Classified Salaries	55,428	55,428	55,428	55,428	55,428	55,428	55,428	55,428	55,428	55,428	55,428	55,428	665,139
Employee Benefits	54,601	54,601	54,601	54,601	54,601	54,601	54,601	54,601	54,601	54,601	54,601	54,601	655,216
Books & Supplies	49,154	65,539	32,769	20,026	20,026	20,026	20,026	20,026	20,026	20,026	20,026	14,018	321,685
Food Service	-	17,729	35,457	35,457	35,457	35,457	35,457	35,457	35,457	35,457	35,457	17,729	354,573
Other Operating Services	86,568	86,568	86,568	86,568	86,568	86,568	86,568	86,568	86,568	86,568	86,568	69,254	1,021,499
Professional Services	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	112,617	56,308	1,295,093
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	43,315	-	-	-	-	-	-	-	-	-	-	-	43,315
TOTAL EXPENSES	528,753	519,552	504,512	491,768	491,768	491,768	491,768	491,768	491,768	491,768	491,768	394,410	5,838,055
OTHER DISBURSEMENTS/FINANCING SOURCES													
CSFA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	(100,000)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	-
Cumulative Cash Position	1,096,003	793,535	732,431	820,128	862,995	852,135	1,065,214	1,016,854	996,619	1,275,828	1,227,468	1,020,068	

Rocketship Alma Academy — 2020-21 Cash Flow Worksheet

	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	1,020,068	1,186,238	884,416	828,046	924,480	972,281	966,154	1,190,607	1,146,980	1,131,478	1,423,940	1,380,313	
REVENUES													
State Programs													
CSGPB - Base	221,580	221,580	398,843	398,843	398,843	398,843	398,843	398,843	398,843	398,843	398,843	-	4,032,751
In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	130,671	130,671
Prop 30 EPA	-	-	-	-	-	-	-	-	-	-	-	-	-
Mandate Block Grant	-	-	-	-	7,053	-	-	-	-	-	-	-	7,053
California Lottery	-	-	-	-	-	-	23,379	-	-	23,379	-	-	46,758
Total State Programs	221,580	221,580	398,843	398,843	405,897	398,843	422,222	398,843	398,843	422,222	398,843	130,671	4,217,233
Other State Programs													
State Lunch Reimbursements	-	-	3,136	3,136	3,136	3,136	3,136	3,136	3,136	3,136	3,136	3,136	31,363
After School Education & Safety Program Grant	-	-	-	-	84,375	-	-	-	28,125	-	-	-	112,500
Common Core & Prop 39	-	-	-	-	-	-	193,748	-	-	96,874	-	-	290,622
SB740 Facilities Subsidy	-	-	-	-	-	-	-	-	-	-	-	-	-
State SPED	12,917	12,917	23,250	23,250	23,250	23,250	23,250	23,250	23,250	23,250	23,250	23,250	258,331
Total Other State Programs	12,917	12,917	26,386	26,386	110,761	26,386	220,134	26,386	54,511	123,260	26,386	26,386	692,816
Federal Programs													
Title I	-	-	-	-	-	-	44,175	-	-	132,524	-	-	176,698
Title II	-	-	-	-	-	-	950	-	-	2,850	-	-	3,800
Title III	-	-	-	-	-	-	5,829	-	-	17,486	-	-	23,314
IDEA	-	-	-	-	-	-	-	-	-	62,977	-	-	62,977
National School Lunch Program	-	-	28,861	28,861	28,861	28,861	28,861	28,861	28,861	28,861	28,861	28,861	288,606
Total Federal Programs	-	-	28,861	28,861	28,861	28,861	79,814	28,861	28,861	244,697	28,861	28,861	555,396
Local Programs													
Local Food Service Revenue	-	-	1,024	1,024	1,024	1,024	1,024	1,024	1,024	1,024	1,024	1,024	10,243
Total Local Programs	-	-	1,024	1,024	1,024	1,024	1,024	1,024	1,024	1,024	1,024	1,024	10,243
Fundraising & Grants													
Fundraising	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
Total Local Programs	-	-	-	-	-	37,500	-	-	-	-	-	-	37,500
PY Receivables	552,843	39,768	-	140,061	-	-	-	-	-	-	-	-	732,672
TOTAL REVENUES	787,339	274,264	455,114	595,175	546,543	492,614	723,195	455,114	483,239	791,204	455,114	186,942	6,245,859
	449,125	53,545	(210,794)	178,677	39,782	(127,692)	29,481	39,055	(76,264)	146,523	101,738	(81,260)	
EXPENSES													
Certificated Salaries	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	132,702	1,592,425
Classified Salaries	52,211	52,211	52,211	52,211	52,211	52,211	52,211	52,211	52,211	52,211	52,211	52,211	626,529
Employee Benefits	55,779	55,779	55,779	55,779	55,779	55,779	55,779	55,779	55,779	55,779	55,779	55,779	669,352
Books & Supplies	49,149	65,532	32,766	20,024	20,024	20,024	20,024	20,024	20,024	20,024	20,024	16,019	323,654
Food Service	-	18,163	36,327	36,327	36,327	36,327	36,327	36,327	36,327	36,327	36,327	18,163	363,270
Other Operating Services	86,699	86,699	86,699	86,699	86,699	86,699	86,699	86,699	86,699	86,699	86,699	86,699	1,023,049
Professional Services	115,000	115,000	115,000	115,000	115,000	115,000	115,000	115,000	115,000	115,000	115,000	92,000	1,356,998
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Disbursements/Non Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	79,630	-	-	-	-	-	-	-	-	-	-	-	79,630
TOTAL EXPENSES	571,169	526,086	511,484	498,742	498,742	498,742	498,742	498,742	498,742	498,742	498,742	436,234	5,955,276
OTHER DISBURSEMENTS/FINANCING SOURCES													
CSFA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Improvements	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	(100,000)
Total Other Disbursement & Financing	(50,000)	(50,000)	-	-	-	-	-	-	-	-	-	-	-
Cumulative Cash Position	1,186,238	884,416	828,046	924,480	972,281	966,154	1,190,607	1,146,980	1,131,478	1,423,940	1,380,313	1,131,021	

First Grade Reading and Writing Scope and Sequence Map - 2015-2016

	August		September					October			November				December			January					February					March				April					May				June			
Total Days	10		20					15			16				10			17					17					18				20					20				12			
Week	1	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	37	38	39	40				
Instructional Days	5	5	5	4	3	5	3	5	5	5*	5	4	5	2	5	5	5*	3	5	4	5	3	5	4	5	5	3	5*	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	3
Read Aloud			Unit 1: Readers Build Good Habits (8 days)		Unit 2: Tackling Trouble (14 days)			Unit 3: Narrative Elements (19 days)				Unit 4: Readers Work Hard (13 days)			Unit 5: Meeting Characters (19 days)					Unit 6: Traditional Literature (19 days)					Unit 7: Expository Text: Nonfiction Text Features (24 days)				Unit 8: Biography (15 days)			Unit 9: Poetry (11 days)		Unit 10: Types of Conflict /Mystery (16 days)										
Reading Comprehension																																												
Writing			Small Moments: Writing with Focus, Detail, and Dialogue				Music In Our Hearts: Writing Songs and Poetry (S)			Writing Reviews					Writing How to Books (S)					Nonfiction Chapter Books				From Scenes to Series: Writing Fiction																				

* School break follows
 For Reading Units, see RA/RC LTP for exact timing
 (S) denotes supplemental writing unit found in If Then booklet

Reading	Writing
Narrative	Narrative
NonFiction	Opinion
	Informational

Calkins At A Glance: Fifth Grade

Unit 1 Narrative Craft - Bend 1

BEND 1 GOALS	BEND 1 LEARNING TARGETS
<ul style="list-style-type: none"> • Good writers write personal narratives by telling the story from the inside. • Good writers assess their own growth. • Good writers describe people, places, things, and events. 	<ul style="list-style-type: none"> • I can think of turning point moments to come up with ideas for personal narratives. • I can generate story ideas by thinking of places that matter to me and the episodes that occurred in those places. • I can write effective narratives by re-experiencing episodes before writing. • I can allow another author's words to spark ideas of my own. • I can tell the story from inside it. • I can assess my own growth and set new goals by using a checklist. • I can conjugate both regular and irregular verbs in the past tense. • I can use precise adjectives to describe details. • I can use prepositional phrases to describe where or when things happen.
BEND 1 ACADEMIC VOCABULARY	BEND 1 LINKED STANDARDS
<ul style="list-style-type: none"> • Narrative • Turning Points • Episode • Re-experience 	W.5.3a,b,d, W.5.4, W.5.5, W.5.8, W.5.10, RL.5.2, RL.5.4, RL.5.1, RL.5.6 SL.5.1, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3

Unit 1 Narrative Craft - Bend 2

BEND 2 GOALS	BEND 2 LEARNING TARGETS
<ul style="list-style-type: none"> • Good writers develop the elements of their story through revision. • Good writers draw on all they know about editing. • Good writers use different verb tenses correctly. 	<ul style="list-style-type: none"> • I can draft by writing fast and furious. • I can engage in large-scale, whole-new-draft revisions, by asking myself that the story is really about. • I can revise my narrative by bringing out the story structure. • I can elaborate on parts of my story that show meaning by using writing techniques. • I can bring out the internal story by using scenes from the past and future. • I can end my stories so that they tie back to the big meaning of the story. • I can put the final touches on my writing by using checklists and charts while I edit. • I can use the past perfect tense. • I can use the past progressive tense. • I can use transition words and phrases to connect elements of my story.
BEND 2 ACADEMIC VOCABULARY	BEND 2 LINKED STANDARDS
<ul style="list-style-type: none"> • Flash Drafting • Story Arc • Internal • Scenes • Techniques 	W.5.3a,e, W.5.4, W.5.5, W.5.8, W.5.10, RL.5.1, RL.5.2, RL.5.5, RL.5.6, SL.5.1, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3

Unit 1 Narrative Craft - Bend 3

BEND 3 GOALS	BEND 3 LEARNING TARGETS
<ul style="list-style-type: none"> • Good writers learn from mentor texts and apply it to their own writing. • Good writers use mentor texts to improve their punctuation and make their writing more exact. • Good writers celebrate their writing and apply it to other genres. • Good writers develop their writing by describing people, place, things, and events. 	<ul style="list-style-type: none"> • I can make my writing powerful by emulating narrative writing I admire. • I can use my writers' notebook as a place to try new things and work hard at the writing goals I've set for myself. • I can structure my stories by stretching out the problem, telling it bit by bit. • I can think about which actions or images happened before I felt or thought something. • I can write those exact actions or images to evoke the same emotions or thoughts in readers. • I can further the larger meaning of the story by making sure every character has a role that connects to it. • I can make my writing more exact by learning about punctuation, especially commas, from writing I admire. • The teacher can create mini-lesson by assessing students writing needs. • I can celebrate my writing by reading it aloud. • I can apply everything I've learned about narrative writing and apply it to other genres and tasks. • I can use precise adjectives to describe details.
BEND 3 ACADEMIC VOCABULARY	BEND 3 LINKED STANDARDS
<ul style="list-style-type: none"> • Emulate • Genre • Evoke 	W.5.3,b,d, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9a, RL.5.1, RL.5.2,RL.5.3, RL.5.4, RL.5.5, RL.5.10, RFS.5.4, RL.6, SL.5.1, SL.5.2s, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3a, L.5.5a

Unit 1 - Daily Objectives

BEND 1			
DAY	SESSION	TOPIC	OBJECTIVES
1	1	Starting with Turning Points	<ul style="list-style-type: none"> I can think of turning point moments to come up with ideas for personal narratives.
2	1	Continue: Starting with Turning Points	<ul style="list-style-type: none"> I can think of turning point moments to come up with ideas for personal narratives.
3	2	Dreaming the Dream of the Story	<ul style="list-style-type: none"> I can generate story ideas by thinking of places that matter to me and the episodes that occurred in those places.
4	2	Continue: Dreaming the Dream of the Story	<ul style="list-style-type: none"> I can write effective narratives by re-experiences episodes before writing.
5	3	Letting Other Authors' Words Awaken Our Own	<ul style="list-style-type: none"> I can allow another author's words to spark ideas of my own.
6	3	Continue: Letting Other Authors' Words Awaken Our Own	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use precise adjectives to describe details.
7	4	Telling the Story from Inside It	<ul style="list-style-type: none"> I can tell the story from inside it.
8	4	Continue: Telling the Story from Inside It	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use prepositional phrases to describe where or when things happen.
9	5	Taking Stock and Setting Goals	<ul style="list-style-type: none"> I can assess my own growth and set new goals by using a checklist.

BEND 2			
DAY	SESSION	TOPIC	OBJECTIVES
10	6	Flash-Drafting	<ul style="list-style-type: none"> I can draft by writing fast and furious.
11	7	What's this Story Really About?	<ul style="list-style-type: none"> I can engage in large-scale, whole-new-draft revisions, by asking myself that the story is really about.
12	8	Bringing Forth the Story Arc	<ul style="list-style-type: none"> I can revise my narrative by bringing out the story structure.
13	8	Continue: Bringing Forth the Story Arc	<ul style="list-style-type: none"> I can revise my narrative by bringing out the story structure.
14	9	Elaborating on Important Parts	<ul style="list-style-type: none"> I can elaborate on parts of my story that show meaning by using writing techniques.
15	9	Continue: Elaborating on Important	<ul style="list-style-type: none"> <i>Language target:</i> I can use transition words and phrases to connect elements of my story.
16	10	Adding Scenes from the Past and Future	<ul style="list-style-type: none"> I can bring out the internal story by using scenes from the past and future.
17	10	Continue: Adding Scenes from the Past and Future	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use the past progressive tense.
18	11	Ending Stories	<ul style="list-style-type: none"> I can end my stories so that they tie back to the big meaning of the story.
19	12	Putting On the Final Touches	<ul style="list-style-type: none"> I can put the final touches on my writing by using checklists and charts while I edit.
20	12	Continue: Putting On the Final Touches	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can conjugate both regular and irregular verbs in the past tense.

BEND 3			
DAY	SESSION	TOPIC	OBJECTIVES
21	13	Reading with a Writer’s Eye	<ul style="list-style-type: none"> I can make my writing powerful by emulating narrative writing I admire.
22	14	Taking Writing to the Workbench	<ul style="list-style-type: none"> I can use my writers’ notebook as a place to try new things and work hard at the writing goals I’ve set for myself.
23	15	Stretching out the Tension	<ul style="list-style-type: none"> I can structure my stories by stretching out the problem, telling it bit by bit.
24	15	Continue: Stretching out the Tension	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use transition words and phrases to connect elements of my story.
25	16	Catching the Action or Image that Produced the Emotion	<ul style="list-style-type: none"> I can think about which actions or images happened before I felt or thought something.
26	16	Continue: Catching the Action or Image that Produced the Emotion	<ul style="list-style-type: none"> I can write those exact actions or images to evoke the same emotions or thoughts in readers.
27	17	Every Character Plays a Role	<ul style="list-style-type: none"> I can further the larger meaning of the story by making sure every character has a role that connects to it.
28	17	Continue: Every Character Plays a Role	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use precise adjectives to describe details.
29	18	Editing	<ul style="list-style-type: none"> I can make my writing more exact by learning about punctuation, especially commas from writing I admire.
30	18	Continue: Editing	<ul style="list-style-type: none"> I can make my writing more exact by learning about punctuation, especially commas from writing I admire.
31	19	Mechanics	<ul style="list-style-type: none"> The teacher can create mini-lesson by assessing students writing needs.
32	20	Reading Aloud Your Writing	<ul style="list-style-type: none"> I can celebrate my writing by reading it aloud.
33	21	Transferring Learning: Applying Narrative Writing Skills across the Curriculum	<ul style="list-style-type: none"> I can apply everything I’ve learned about narrative writing and apply it to other genres and tasks.

Unit 2 The Lens of History - Bend 1

BEND 1 GOALS	BEND 1 LEARNING TARGETS
<ul style="list-style-type: none"> • Good writers take careful notes by reflecting about what they've read and how it will contribute to their writing. • Good writers look back over their research and fill in gaps. • Good writers celebrate their accomplishments and set new goals. • Good writers summarize, draw conclusions, and make generalizations. 	<ul style="list-style-type: none"> • I can write about my topic by organizing the information I know about my topic. • I can recall all I know about the type of writing I'm about to do. • I can shift between reading to collect and record information, and writing to grow ideas. • I can reflect by thinking, talking, and jotting about patterns, surprises, and points of comparison or contrast, and ask questions. • I can keep in mind the qualities of good history by being mindful of geography. • I can think about the information I'm learning by asking questions and figuring out the answers to those questions. • I can keep in mind the qualities of good history by keeping in mind the relationship between events and history. • I can make a plan to fill in any gaps by talking stock of all the information I've collected so far. • I can come up with an image of what I hope to write by sketching an outline and then writing fast off of my outline. • I can celebrate my accomplishment so far and set new goals for future work. • I can use transition words to connect my research and ideas.
BEND 1 ACADEMIC VOCABULARY	BEND 1 LINKED STANDARDS
<ul style="list-style-type: none"> • Flash Drafts • Westward Expansion • Fact Checking • Outline • Sketch • Geography • History • Relevant Facts • Timeline 	<p>W.5.2a,b,c,d,e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9b, W.5.10, W.6.2b,c,e, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.7, RI.5.9, RI.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6</p>

Unit 2 The Lens of History - Bend 2

BEND 2 GOALS	BEND 2 LEARNING TARGETS
<ul style="list-style-type: none"> • Good writers collect facts from various sources. • Good writers analyze the structure of their writing to make it more accessible for their audience. • Good writers have things to teach their audience through their writing. • Good writers can summarize, draw conclusions, and make generalizations. 	<ul style="list-style-type: none"> • I can write in a way that draws readers in by angling my research appropriately. • I can make sense of primary source documents by careful, close reading. • I can organize my research by categorizing facts and analysis I've collected. • I can make the structure of my writing the best it can be by studying mentor authors. • I can understand that every single story and fact have multiple points of view by asking myself what are some other ways to see this. • I can make my writing accessible and easier for readers to take in by relying on patterning in words, structures and meanings. • I can support a reader's navigation through the text by using text features. • I can explain the structure of my writing and lure readers in by crafting introductions. • I can use mentor texts for strategies and techniques and for revision ideas. • I can use punctuation to pack facts and information into my sentences. • I can teach my audience all I've learned by sharing my writing. • I can use transition phrases to organize and present my ideas and research. • I can compare and contrast documents to help me understand different points of view.
BEND 2 ACADEMIC VOCABULARY	BEND 2 LINKED STANDARDS
<ul style="list-style-type: none"> • Drafting • Structure • Cause and Effect • Perspectives • Interesting Facts • Research • Primary Source • Secondary Source 	<p>W.5.2a,b,c,d,e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9.b, W.6.2a,e, RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.9, RI.5.10, RI.6.7, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6, L.6.2a</p>

Unit 2 - Daily Objectives

BEND 1			
DAY	SESSION	TOPIC	OBJECTIVES
1	1	Organizing for the Journey Ahead	<ul style="list-style-type: none"> I can write about my topic by organizing the information I know about my topic.
2	1	Continue: Organizing for the Journey Ahead	<ul style="list-style-type: none"> I can write about my topic by organizing the information I know about my topic.
3	2	Writing Flash-Drafts	<ul style="list-style-type: none"> I can recall all I know about the type of writing I'm about to do.
4	2	Continue: Writing Flash-Draft	<ul style="list-style-type: none"> I can recall all I know about the type of writing I'm about to do.
5	3	Note-Taking and Idea-Making for Revision	<ul style="list-style-type: none"> I can shift between reading to collect and record information, and writing to grow ideas.
6	3	Continue: Note-Taking and Idea-Making for Revision	<ul style="list-style-type: none"> I can reflect by thinking, talking, and jotting about patterns, surprises, and points of comparison or contrast, and ask questions.
7	4	Writers of History Pay Attention to Geography	<ul style="list-style-type: none"> I can keep in mind the qualities of good history by being mindful of geography.
8	4	Continue: Writers of History Pay Attention to Geography	<ul style="list-style-type: none"> I can use transitions words to connect my research and ideas.
9	5	Writing to Think	<ul style="list-style-type: none"> I can think about the information I'm learning by asking questions and figuring out the answers to those questions.
10	5	Continue: Writing to Think	<ul style="list-style-type: none"> I can use transitions words to connect my research and ideas.
11	6	Writers of History Draw on an Awareness of Timelines	<ul style="list-style-type: none"> I can keep in mind the qualities of good history by keeping in mind the relationship between events and history.
12	7	Assembling and Thinking about Information	<ul style="list-style-type: none"> I can make a plan to fill in any gaps by talking stock of all the information I've collected so far.
13	8	Redrafting Our Research Reports	<ul style="list-style-type: none"> I can come up with an image of what I hope to write by sketching an outline and then writing fast off of my outline.
14	9	Celebrating and Reaching Toward New Goals	<ul style="list-style-type: none"> I can celebrate my accomplishment so far and set new goals for future work.

BEND 2			
DAY	SESSION	TOPIC	OBJECTIVES
15	10	Drawing Inspiration from Mentor Texts	<ul style="list-style-type: none"> I can write in a way that draws readers in by angling my research appropriately.
16	11	Primary Source Documents	<ul style="list-style-type: none"> I can make sense of primary source documents by careful, close reading.
17	11	Continue: Primary Source Documents	<ul style="list-style-type: none"> I can make sense of primary source documents by careful, close reading.
18	11	Continue: Primary Source Documents	<ul style="list-style-type: none"> I can make sense of primary source documents by careful, close reading.
19	12	Organizing Information for Drafting	<ul style="list-style-type: none"> I can organize my research by categorizing facts and analysis I've collected.
20	12	Continue: Organizing Information for Drafting	<ul style="list-style-type: none"> I can organize my research by categorizing facts and analysis I've collected.
21	13	Finding a Structure to Let Writing Grow Into	<ul style="list-style-type: none"> I can make the structure of my writing the best it can be by studying mentor authors.
22	14	Finding Multiple Points of View	<ul style="list-style-type: none"> I can understand that every single story and fact have multiple points of view by asking myself what are some other ways to see this.
23	14	Continue: Finding Multiple Points of View	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can compare and contrast documents to help me understand different points of view.
24	15	Creating Cohesion	<ul style="list-style-type: none"> I can make my writing accessible and easier for readers to taken by relying on patterning in words, structures and meanings.
25	15	Continue: Creating Cohesion	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use transitions words to connect my research and ideas.
26	16	Using Text Features to Write Well	<ul style="list-style-type: none"> I can support a reader's navigation through the text by using text features.
27	16	Continue: Using Text Features to Write Well	<ul style="list-style-type: none"> I can support a reader's navigation through the text by using text features.
28	17	Crafting Introductions and Conclusions	<ul style="list-style-type: none"> I can explain the structure of my writing and lure readers in by crafting introductions.

29	17	Continue: Crafting Introductions and Conclusions	<ul style="list-style-type: none"> I can explain the structure of my writing and lure readers in by crafting introductions.
30	18	Mentor Texts Help Writers Revise	<ul style="list-style-type: none"> I can use mentor text for strategies and techniques and for revision ideas.
31	18	Continue: Mentor Texts Help Writers Revise	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use transition phrases to organize and present my ideas and research.
32	19	Adding Information Inside Sentences	<ul style="list-style-type: none"> I can use punctuation to pack facts and information into my sentences.
33	19	Continue: Adding Information Inside Sentences	<ul style="list-style-type: none"> I can use punctuation to pack facts and information into my sentences.
34	Extra	Additional Session: Polishing Drafts for Tomorrow's Celebration	<ul style="list-style-type: none"> I can polish my draft so that it is ready for an audience.
35	20	Celebration	<ul style="list-style-type: none"> I can teach my audience all I've learned by sharing my writing.

Unit 3 Shaping Texts - Bend 1

BEND 1 GOALS	BEND 1 LEARNING TARGETS
<ul style="list-style-type: none"> • Good writers understand what makes a memoir. • Good writers examine their own writing for themes and connections. • Good writers use literature and good mentor texts to grow a seed idea. • Good writers use precise language when they write. 	<ul style="list-style-type: none"> • I can study the qualities of Memoir by noticing not only their specific elements, but the ways by which they draw on personal and persuasive essays and narratives. • I can uncover issues or themes that surface in my writing again and again by re-reading my notebook, looking for connects and asking what this is really about. • I can write small about big topics. • I can let literature influence my own writing. • I can choose a seed idea to devise a writing process that works for me. • I can dive deep into my memoir by studying how other authors write with depth. • I can compare and contrast in my writing to add depth to what I say. • I can use prepositional phrases to describe where or when things happened. • I can use transition words and phrases to push my thinking further.

BEND 1 ACADEMIC VOCABULARY	BEND 1 LINKED STANDARDS
<ul style="list-style-type: none"> • Memoir • Memories • Themes • Issues • Depth • Qualities • Elements • Persuasive • Potent topics • Seed Ideas 	<p>W.5.1, W.5.3, W.5.4, W.5.5, W.5.7, W.5.10, RL.5.2, RL 5.9, RL.5.10, SL.5.1, SL.5.3, L.5.1, L.5.2, L.5.3</p>

Unit 3 Shaping Texts - Bend 2

BEND 2 GOALS	BEND 2 LEARNING TARGETS
<ul style="list-style-type: none"> • Good writers can structure their memoir like an essay. • Good writers inspire themselves by drafting and revising the meaningful stories they want to tell. • Good writers make sure their voice is heard. • Good writers use cause and effect to link events. 	<ul style="list-style-type: none"> • I can study published texts to get ideas for ways to structure my own text. • I can inspire myself to write better than ever as a way to improve drafting. • I can confer with myself as I revise. • I can remember that if my memoir contains narrative, those stories need to have meaning. • I can edit and write in a way to allow my voice to come through. • I can use cause and effect to link events in my writing.

BEND 2 ACADEMIC VOCABULARY	BEND 2 LINKED STANDARDS
<ul style="list-style-type: none"> • Memoir • Memories • Themes • Internal Story • Issues • Depth • Qualities • Elements • Potent topics • Seed Ideas • Draft • Structure 	<p>W.5.2, W.5.3b,d, W.5.4, W.5.5, W.5.10, RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, SL.5.1, SL.5.2, SL.5.4, L.5.1, L.5.2, L.5.3, L.5.6</p>

Unit 3 Shaping Texts - Bend 3

BEND 3 GOALS	BEND 3 LEARNING TARGETS
<ul style="list-style-type: none"> • Good writers grow theories about themselves. • Good writers use structure to allow them to say what they want to say. • Good writers understand that details convey meaning. • Good writers listen to their writing to bring out their voice. • Good writers celebrate their writing. • Good writers compare themselves to characters in literature. 	<ul style="list-style-type: none"> • I can discover new memoir ideas by studying myself like a character in a book. • I can draft my second memoir in one sitting by imagining how the piece will be structured, then writing quickly. • I can write about ideas by finding or creating a structure that will allow me to say what I want to say. • I can understand that the best details are the truest. • I can revise by re-reading my writing intently. • I can let one tiny detail represent the whole big message of my writing. • I can choose word, structures, and punctuation to convey content, mood, tone, and feeling by listening to my writing carefully. • I can celebrate my writing success by placing my writing in the company of others. • I can compare my ideas about character in literature to ideas about myself. • I can use transition words and phrases to link the narrative and narrative sections of my memoir.

BEND 3 ACADEMIC VOCABULARY	BEND 3 LINKED STANDARDS
<ul style="list-style-type: none"> • Memoir • Memories • Themes • Internal Story • Issues • Depth • Metaphor • Interpret • Persistence 	<p>W.5.3b,d, W.5.4, W.5.5, W.5.6, W.5.10, W.6.1d, W.6.3d, RL.5.1, RL.5.2, RL.5.4, RL.5.5, RL.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5a</p>

Unit 3 - Daily Objectives

BEND 1			
DAY	SESSION	TOPIC	OBJECTIVES
1	1	What Makes a Memoir?	<ul style="list-style-type: none"> I can study the qualities of Memoir by noticing not only their specific elements, but the ways by which they draw on personal and persuasive essays and narratives.
2	2	Interpreting the Comings and Goings of Life	<ul style="list-style-type: none"> I can uncover issues or themes that surface in my writing again and again by re-reading my notebook, looking for connects and asking what this is really about.
3	3	Writing Small about Big Topics	<ul style="list-style-type: none"> I can write small about big topics.
4	3	Continue: Writing Small about Big Topics	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use prepositional phrases to describe where or when things happened.
5	4	Reading Literature to Inspire Writing	<ul style="list-style-type: none"> I can let literature influence my own writing.
6	5	Choosing a Seed Idea	<ul style="list-style-type: none"> I can choose a seed idea to devise a writing process that works for me.
7	5	Continue: Choosing a Seed Idea	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use transition words and phrases to push my thinking further. (Page 45)
8	6	Expecting Depth from Your Writing	<ul style="list-style-type: none"> I can dive deep into my memoir by studying how other authors write with depth.
9	6	Continue: Expecting Depth from Your Writing	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can compare and contrast in my writing to add depth to what I say.

BEND 2			
DAY	SESSION	TOPIC	OBJECTIVES
10	7	Studying and Planning Structures	<ul style="list-style-type: none"> I can study published texts to get ideas for ways to structure my own text.
11	8	The Inspiration to Draft	<ul style="list-style-type: none"> I can inspire myself to write better than ever as a way to improve drafting.
12	8	Continue: The Inspiration to Draft	<ul style="list-style-type: none"> I can inspire myself to write better than ever as a way to improve drafting.
13	9	Becoming Your Own Teacher	<ul style="list-style-type: none"> I can confer with myself as I revise.
14	10	Revising the Narrative Portion of a Memoir	<ul style="list-style-type: none"> I can remember that if my memoir contains narrative, those stories need to have meaning.
15	10	Continue: Revising the Narrative Portion of a Memoir	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use cause and effect to link events in my writing.
16	11	Editing for Voice	<ul style="list-style-type: none"> I can edit and write in a way to allow my voice to come through.
17	11	Continue: Editing for Voice	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use correct verb/subject agreements and verb tenses. (Page 92)

BEND 3			
DAY	SESSION	TOPIC	OBJECTIVES
18	Extra	Additional Session: Mini-Celebration/Reflection/Sharing (Page 94)	<ul style="list-style-type: none"> I can reflect on what I've learned and set new goals for myself.
19	12	Seeing Again, with New Lenses: Interpreting Your Own Story	<ul style="list-style-type: none"> I can discover new memoir ideas by studying myself like a character in a book.
20	12	Continue: Seeing Again, with New Lenses: Interpreting Your Own Story	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can compare my ideas about character in literature to ideas about myself.
21	13	Flash-Drafting	<ul style="list-style-type: none"> I can draft my second memoir in one sitting by imagining how the piece will be structured, then writing quickly.
22	14	Revising the Expository Portions of a Memoir	<ul style="list-style-type: none"> I can write about ideas by finding or creating a structure that will allow me to say what I want to say.
23	14	Continue: Revising the Expository Portions of a Memoir	<ul style="list-style-type: none"> I can write about ideas by finding or creating a structure that will allow me to say what I want to say.
24	15	Reconsidering the Finer Points	<ul style="list-style-type: none"> I can understand that the best details are the truest.
25	15	Continue: Reconsidering the Finer Points	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use transition words and phrases to link the narrative and narrative sections of my memoir.
26	16	Rereading Your Draft and Drawing on All You Know to Revise	<ul style="list-style-type: none"> I can revise by re-reading my writing intently.
27	16	Continue: Rereading Your Draft and Drawing on All You Know to Revise	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> All previously taught Language Goals.
28	17	Metaphors Can Convey Big Ideas	<ul style="list-style-type: none"> I can let one tiny detail represent the whole big message of my writing.
29	17	Continue: Metaphors Can Convey Big Ideas	<ul style="list-style-type: none"> I can let one tiny detail represent the whole big message of my writing.
30	18	Editing to Match Sound to Meaning	<ul style="list-style-type: none"> I can choose word, structures, and punctuation to convey content, mood, tone, and feeling by listening to my writing carefully.

31	18	Continue: Editing to Match Sound to Meaning	<ul style="list-style-type: none">I can choose word, structures, and punctuation to convey content, mood, tone, and feeling by listening to my writing carefully.
32	Extra	Additional Session: Final Copy	<ul style="list-style-type: none">I can prepare my memoir to share with others.
33	19	An Author's Final Celebration	<ul style="list-style-type: none">I can celebrate my writing success by placing my writing in the company of others.

Unit 4 The Research-Based Argument Essay - Bend 1

BEND 1 GOALS	BEND 1 LEARNING TARGETS
<ul style="list-style-type: none"> • Good writers investigate to understand an argument. • Good writers flash draft arguments. • Good writers carefully consider a variety of formats for their argument. • Good writers use persuasive language to justify their argument. 	<ul style="list-style-type: none"> • I can investigate and collect information about both sides on an issue. • I can use what I know about structuring an essay to quickly write a full rough draft. • I can conduct research and provide evidence that supports my claim. • I can add relevant quotes to make my arguments more powerful. • I can conduct an inquiry of what makes a quote powerful. • I can re-draft to incorporate additional evidence and thinking. • I can make my voice powerful by analyzing evidence and explaining my thinking. • I can choose the best format that will effectively convey my message. • I can use modals and conjunctions to express my opinion. • I can use transition words and phrases to link my arguments. • I can use if then clauses to link claims and evidence.
BEND 1 ACADEMIC VOCABULARY	BEND 1 LINKED STANDARDS
<ul style="list-style-type: none"> • Argument • Support • Bolster • Evidence • Position • Relative • Incorporate • Analyze • Explain 	<p>W.5.1c, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9b, W.5.10, W.6.1a,d, RI.5.1, RI.5.2, RI.5.7, RI.6.1, SL.5.1, SL.5.3, SL.5.4, L.5.1, L.5.2d, L.5.3, L.6.3b</p>

Unit 4 The Research-Based Argument Essay - Bend 2

BEND 2 GOALS	BEND 2 LEARNING TARGETS
<ul style="list-style-type: none"> • Good writers collect and organize information pertinent to their argument. • Good writers bring a critical perspective to their writing. • Good writers analyze their writing to make sure there are no weaknesses. • Good writers write with a target audience in mind. • Good writers use persuasive language to justify their argument. 	<ul style="list-style-type: none"> • I can think about how to capture the information I need when starting a research project. • I can set up systems to collect my knowledge and research. • I can write critically by bringing everything I know about reading critically. • I can plan for and rehearse my entire draft. • I can choose a tricky place to focus on as I work. • I can strengthen my claims by including evidence, supporting the opposing viewpoint and offering a rebuttal. • I can ensure my own arguments are solid by evaluating evidence. • I can tailor my arguments to appeal to a particular audience. • I can share my arguments in a panel. • I can use argument skills in a variety of ways and contents. • I can use modals and conjunctions to express my opinion. • I can use transitional phrases to acknowledge and rebut counterclaims.

BEND 2 ACADEMIC VOCABULARY	BEND 2 LINKED STANDARDS
<ul style="list-style-type: none"> • Argument • Support • Evidence • Position • Relative • Incorporate • Analyze • Explain • Rebuttal • View Point • Counter Claims • Claims 	<p>W.5.1, W.5.5, W.5.7, W.5.8, W.5.9b, W.5.10, W.6.1, RI.5.1, RI.5.2, RI.5.7, RI.5.8, RI.6.1, RL.5.1, RL.6.1, SL.5.1, SL.5.3, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6</p>

Unit 4 The Research-Based Argument Essay - Bend 3

BEND 3 GOALS	BEND 3 LEARNING TARGETS
<ul style="list-style-type: none"> • Good writers stand and be counted. • Good writers evaluate the validity of their argument. • Good writers make paragraphing choices. • Good writers find a place to share their writing in the world. • Good writers use persuasive language to justify their argument. 	<ul style="list-style-type: none"> • I can stand up for what I believe in and build a strong case. • I can find persuasive evidence in everyday life. • I can take stock of my progress, set goals, and move forward. • I can strengthen my argument by using everything I know about other types of writing. • I can strengthen my claims by making sure my evidence doesn't depend on flawed reasoning. • I can use editing strategies I know and make decision about non-fiction paragraphs. • I can share and discuss my writing for plan how and where it will live in the world. • I can use modals and conjunctions to express my opinion. • I can use if...then... statements to increase the validity of an argument.
BEND 3 ACADEMIC VOCABULARY	BEND 3 LINKED STANDARDS
<ul style="list-style-type: none"> • Previously taught language from Bends 1 and 2 • Often • Sometime, • Usually • Frequently • In many cases • In many instances • On many occasions • Commonly • Ordinarily • Countless • Innumerable • Scores of • Diverse 	<p>W.5.1a, W.5.3, W.5.5, W.5.7, W.5.8, W.5.9b, W.5.10, W.6.1a, RI.5.1, RI.5.2, RI.5.4, RI.5.7, RI.5.8, RI.6.1, RL.5.1, RL.6.1, SL.5.1, SL.5.3, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6</p>

Unit 4 - Daily Objectives

BEND 1			
DAY	SESSION	TOPIC	OBJECTIVES
1	1	Investigating to Understand an Argument	<ul style="list-style-type: none"> I can investigate and collect information about both sides on an issue.
2	2	Flash-Drafting Arguments	<ul style="list-style-type: none"> I can use what I know about structuring an essay to quickly write a full rough draft.
3	2	Continue: Flash-Drafting Arguments	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use modals and conjunctions to express my opinion. (Page 21)
4	3	Using Evidence to Build Argument	<ul style="list-style-type: none"> I can conduct research and provide evidence that supports my claim.
5	3	Continue: Using Evidence to Build Argument	<ul style="list-style-type: none"> I can use the Opinion Writing Checklist to set goals. (Page 36) <i>Language target:</i> I can use transition words and phrases to link my arguments.
6	4	Using Quotations to Arguments	<ul style="list-style-type: none"> I can add relevant quotes to make my arguments more powerful.
7	4	Continue: Using Quotations to Arguments	<ul style="list-style-type: none"> I can conduct an inquiry of what makes a quote powerful. <i>Language target:</i> I can use transition words and phrases that set up quotations.
8	5	Re-drafting to Add More Evidence	<ul style="list-style-type: none"> I can re-draft to incorporate additional evidence and thinking.
9	6	Balancing Evidence with Analysis	<ul style="list-style-type: none"> I can make my voice powerful by analyzing evidence and explaining my thinking.
10	6	Continue: Balancing Evidence with Analysis	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use if then clauses to link claims and evidence. (Page 58).
11	7	Signed, Sealed, Delivered	<ul style="list-style-type: none"> I can choose the best format that will effectively convey my message.

BEND 2			
DAY	SESSION	TOPIC	OBJECTIVES
12	8	Taking Arguments Up a Notch	<ul style="list-style-type: none"> I can think about how to capture the information I need when starting a research project.
13	8	Continue: Taking Arguments Up a Notch	<ul style="list-style-type: none"> I can set up systems to collect my knowledge and research.
14	9	Bringing a Critical Perspective to Writing	<ul style="list-style-type: none"> I can write critically by bringing everything I know about reading critically.
15	10	Rehearsing the Whole, Refining a Part	<ul style="list-style-type: none"> I can plan for and rehearse my entire draft.
16	10	Continue: Rehearsing the Whole, Refining a Part	<ul style="list-style-type: none"> I can choose a tricky place to focus on as I work.
17	11	Rebuttals, Responses, and Counterclaims	<ul style="list-style-type: none"> I can strengthen my claims by including evidence, supporting the opposing viewpoint and offering a rebuttal.
18	11	Continue: Rebuttals, Responses, and Counterclaims	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use transitional phrases to acknowledge and rebut counterclaims. (Page 108)
19	12	Evaluating Evidence	<ul style="list-style-type: none"> I can ensure my own arguments are solid by evaluating evidence.
20	12	Continue: Evaluating Evidence	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use transitional phrases to acknowledge and rebut counterclaims. (Page 108)
21	13	Appealing to the Audience	<ul style="list-style-type: none"> I can tailor my arguments to appeal to a particular audience.
22	13	Continue: Appealing to the Audience	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use modals and conjunctions to express my opinion.
23	Extra	Additional Session: Final Copy	<ul style="list-style-type: none"> I can polish my writing for an audience.
24	14	A Mini-Celebration	<ul style="list-style-type: none"> I can share my arguments in a panel.
25	15	Argument across the Curriculum	<ul style="list-style-type: none"> I can use argument skills in a variety of ways and contents.

BEND 3			
DAY	SESSION	TOPIC	OBJECTIVES
26	16	Taking Opportunities to Stand and Be Counted	<ul style="list-style-type: none"> I can stand up for what I believe in and build a strong case.
27	17	Everyday Research	<ul style="list-style-type: none"> I can find persuasive evidence in everyday life.
28	17	Continue: Everyday Research	<ul style="list-style-type: none"> I can find persuasive evidence in everyday life.
29	18	Taking Stock and Setting Writing Tasks	<ul style="list-style-type: none"> I can take stock of my progress, set goals, and move forward.
30	19	Using All You Know from Other Types of Writing to Make Your Arguments More Powerful	<ul style="list-style-type: none"> I can strengthen my argument by using everything I know about other types of writing.
31	19	Continue: Using All You Know from Other Types of Writing to Make Your Arguments More Powerful	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use modals and conjunctions to express my opinion.
32	20	Evaluating the Validity of Your Argument	<ul style="list-style-type: none"> I can strengthen my claims by making sure my evidence doesn't depend on flawed reasoning.
33	20	Continue: Evaluating the Validity of Your Argument	<ul style="list-style-type: none"> <i>Language target:</i> <ul style="list-style-type: none"> I can use if...then... statements to increase the validity of an argument. (Page 187)
34	21	Paragraphing Choices	<ul style="list-style-type: none"> I can use editing strategies I know and make decision about non-fiction paragraphs.
35	21	Continue: Paragraphing Choices	<ul style="list-style-type: none"> I can use editing strategies I know and make decision about non-fiction paragraphs.
36	Extra	Additional Session: Final Copy	<ul style="list-style-type: none"> I can publish my writing to present to an audience.
37	22	Celebration: Taking Positions, Developing Stances	<ul style="list-style-type: none"> I can share and discuss my writing for plan how and where it will live in the world.

THIRD GRADE BOTTOM LINES - NARRATIVE

STEP 9	STEP 10	STEP 11	STEP 12
<p>Multiple plots, events (3.5)</p> <ul style="list-style-type: none"> Trace characters across multiple episodes, elaborating own understanding as the story progresses Relate earlier and later parts of a text, figuring out how they make sense together <p>Cross-book themes (RL 2.9)</p> <ul style="list-style-type: none"> Connect general themes among books, discussing some similarities and differences <p>Deep retell (3.2)</p> <ul style="list-style-type: none"> Retell stories using some synthesis and interpretation of events - going beyond factual recall and sequencing and including character motivation, feelings/actions/thoughts <p>Types of conflict (4.6)</p> <ul style="list-style-type: none"> Recognize the difference between internal and external conflict, and can identify types of conflict (person vs. person, vs. nature, vs. self) <p><u>*Written comprehension questions begin</u></p>	<p>Genre I (RL 2.5)</p> <ul style="list-style-type: none"> Use knowledge of literary genre to support comprehension. <p>Search Text (RL 3.1)</p> <ul style="list-style-type: none"> Identify pertinent information in a text when searching for answers <p>Connect Within Text (RL 3.5)</p> <ul style="list-style-type: none"> Connect different parts of a text to build understanding of overall meaning <p>Character Perspective (RL 4.3)</p> <ul style="list-style-type: none"> Understand that characters and perspectives revealed by what they say, think, and do and what others say/think. Characters change over time. <p>Citing Evidence V</p> <ul style="list-style-type: none"> Evaluate the use of evidence by another reader in order to push inferential and critical thinking 	<p>New Info (RL 3.2, RI 3.2)</p> <ul style="list-style-type: none"> Incorporate new information into own understanding of narrative topic <p>Figurative (RL 3.4, RL 5.4)</p> <ul style="list-style-type: none"> Recognize some figurative language and make attempts to understand beyond a literal interpretation <p>Skim</p> <ul style="list-style-type: none"> Skim text independently to find information and clarify meaning <p>Revise predictions</p> <ul style="list-style-type: none"> Revise understanding of a text while reading when initial ideas no longer fit the story <p>Paraphrase</p> <ul style="list-style-type: none"> Test own understanding of a text by summarizing, paraphrasing, or self-questioning 	<p>Genre II (RL 3.5, RL 3.10)</p> <ul style="list-style-type: none"> Use knowledge of literary genre and text structure (chapter, scene, stanza) to support comprehension. Engage in reading different genres <p>Evaluate Interpretations (SL 4.3)</p> <ul style="list-style-type: none"> Entertain and evaluate differing interpretations of a story: Use comparison and analogy to explain ideas

THIRD GRADE BOTTOM LINES - NON-FICTION

STEP 9	STEP 10	STEP 11	STEP 12
<p>Definitions II - Single Section (RI 1.4, 1.5)</p> <ul style="list-style-type: none"> Define the characteristics/behavior of a topic that appears in a single section but is not explicitly stated in the text <p>Organizing Information (RI 2.3, 3.3, 3.8)</p> <ul style="list-style-type: none"> Organize information in a text on a given topic in a logical order based on size, time, distance, etc. <p>Citing Evidence II (RI 1.1, 2.1)</p> <ul style="list-style-type: none"> Use details and events in a story to support answers to inferential and critical thinking questions <p>Compare & Contrast IV - Ideas Across Text (RI 3.9)</p> <ul style="list-style-type: none"> Able to compare and contrast the most important key details for a key point presented in two texts on the same topic. 	<p>Main Idea II - Overall Text (RI 2.5, 3.2)</p> <ul style="list-style-type: none"> Identify the primary idea of an informational text that has one main idea and sections that follow a logical order <p>Author's Purpose II - Point of View (RI 3.6)</p> <ul style="list-style-type: none"> Able to distinguish their own point of view from that of the author of a text. <p>Citing Evidence IV (RI 2.7, RI 4.1)</p> <ul style="list-style-type: none"> Cites the best evidence from a story to support answers to inferential and critical thinking questions <p>Background Knowledge II - Other Sources</p> <ul style="list-style-type: none"> Acquire background knowledge from other sources to support comprehension of new concepts <p>Explain Processes (RI 3.3, 3.8)</p> <ul style="list-style-type: none"> Explain processes by defining sequential steps and their relationship to one another <p>Text Features II - Subsections (RI 2.5)</p> <ul style="list-style-type: none"> Use headings and tables of contents to find the right subsection to answer a specific question 	<p>Main Idea III - Subsections (RI 1.2, 2.2, 2.5)</p> <ul style="list-style-type: none"> Identify the primary idea of a section of informational text with one main idea <p>Text Features III - Captions (RI 2.5)</p> <ul style="list-style-type: none"> Use captions and their corresponding images to understand a core detail or concept from the text <p>Citing Evidence V</p> <ul style="list-style-type: none"> Evaluate the use of evidence by another reader in order to push inferential and critical thinking 	<p>Main Idea IV - Overall Text (RI 2.5, 3.2)</p> <ul style="list-style-type: none"> Identify the primary idea of an informational text for which you have to deduce the connections between multiple sections <p>Retell (RI 3.4, 4.2)</p> <ul style="list-style-type: none"> Retell informational texts using main ideas, text features and key vocabulary <p>Definitions III - Cross-Section (RI 3.4, 4.3)</p> <ul style="list-style-type: none"> Define the characteristics/behavior of the key topic that gets defined across multiple sections <p>Text Features IV - Stand-Alone Visuals (RI 1.7, 2.7, 3.7)</p> <ul style="list-style-type: none"> Utilize stand-alone (don't require text to be understood) charts, diagrams, or pictures to understand text

THIRD GRADE

Day	RC (N) Objective	RC (N) Text	Day	RA (NF) Objective	RC (NF) Text
Unit 1 6	<ul style="list-style-type: none"> • SWBAT classify literary text as a story (RL 3.5) • SWBAT make inferences based on a title • SWBAT make predictions about what will happen next in a story 	Henry and the Buccaneer Bunnies by Carolyn Crimi	Unit 1 6	<ul style="list-style-type: none"> • SWBAT identify characteristics of an informational text. (RI.3.5) • SWBAT identify facts in an informational text. 	Everything Dolphin by Marty Crisp
7	<ul style="list-style-type: none"> • SWBAT classify literary text as a story • SWBAT make predictions about what will happen next in a story (RL 3.1) 	Henry and the Buccaneer Bunnies by Carolyn Crimi	7	<ul style="list-style-type: none"> • SWBAT identify the author's purpose as: to entertain, to inform, or to persuade. (RI 3.7) • SWBAT identify text evidence that supports the author's purpose. 	Summer Olympics Events (Reading A-Z, Level Q)
8	<ul style="list-style-type: none"> • SWBAT classify literary text as a story • SWBAT make inferences based on a title (RL 3.1) • SWBAT make predictions about what will happen next in a story (RL 3.1) 	Class Clown by Johanna Hurwitz	8	<ul style="list-style-type: none"> • SWBAT identify the author's purpose as: to entertain, to inform, or to persuade. • SWBAT identify text evidence that supports the author's purpose. (RI 3.8) • SWBAT determine the intended audience of informational text 	Summer Olympics Events (Reading A-Z, Level Q)
9	<ul style="list-style-type: none"> • SWBAT define the connecting reading strategy • SWBAT make a personal connection to the text 	Class Clown by Johanna Hurwitz	9	<ul style="list-style-type: none"> • SWBAT identify the author's purpose as: to entertain, to inform, or to persuade. • SWBAT identify text evidence that supports the author's purpose. • SWBAT determine the intended audience of informational text (RI 3.6) 	<p>"Smoking Hurts the Lungs and Heart" (persuade)</p> <p>"Hispanic Population Soars" (inform)</p> <p>"Casey Saves the Play" (entertain)</p>
10	<ul style="list-style-type: none"> • SWBAT define the connecting reading strategy • SWBAT make a personal connection to the text 	Class Clown by Johanna Hurwitz	10	<ul style="list-style-type: none"> • SWBAT identify the author's purpose as: to entertain, to inform, or to persuade. • SWBAT identify text evidence that supports the author's purpose. (RI 3.8) • SWBAT determine the intended audience of informational text 	<p>"Fit For Life" (inform)</p> <p>"A Tricky Monkey" (entertain)</p> <p>"Ice City" for independent text</p>
11	<ul style="list-style-type: none"> • SWBAT identify the components of a good summary • SWBAT summarize text using their own words (RL 3.2) 	Class Clown by Johanna Hurwitz	11	<ul style="list-style-type: none"> • SWBAT determine the author's point of view on a given topic (RI 3.6) • SWBAT generate own point of view (independent of author's) 	Everest: Reaching for the Sky by Joy Masoff

12	<ul style="list-style-type: none"> SWBAT identify the components of a good summary SWBAT summarize text using their own words (RL 3.2) 	Class Clown by Johanna Hurwitz	12	<ul style="list-style-type: none"> SWBAT determine the author's point of view on a given topic (RI 3.6) SWBAT identify important facts from the text. SWBAT select facts from a text to prove ideas from the text. 	Everest: Reaching for the Sky by Joy Masoff
13	<ul style="list-style-type: none"> SWBAT identify the components of a good summary SWBAT summarize text using their own words (RL 3.2) 	Class Clown by Johanna Hurwitz	13	<ul style="list-style-type: none"> SWBAT identify important facts in a text. (RI 3.1) SWBAT select facts from a text to prove ideas from the text. SWBAT make predictions based on factual evidence. SWBAT predict a scenario based on facts from the text. 	Everest: Reaching for the Sky by Joy Masoff
14	<ul style="list-style-type: none"> SWBAT classify literary text as a story SWBAT make inferences based on a title SWBAT define author's purpose (RL 3.5) SWBAT identify the author's purpose of a paragraph (RL 3.5) SWBAT identify the author's purpose of a passage 	The Girl Who Hated Books by Manjusha Pawagi	14	<ul style="list-style-type: none"> SWBAT determine the author's point of view on a given topic (RI 3.6) SWBAT identify important facts from the text. SWBAT select facts from a text to prove ideas from the text. SWBAT generate own point of view (independent of author's) 	Coral Reefs (Reading A-Z, Level Q)
15	<ul style="list-style-type: none"> SWBAT define author's purpose (RL 3.5) SWBAT identify the author's purpose of a paragraph SWBAT identify the author's purpose of a passage (RL 3.5) 	The Girl Who Hated Books by Manjusha Pawagi	15	<ul style="list-style-type: none"> SWBAT determine the author's point of view on a given topic SWBAT identify important facts from the text. (RI 3.1) SWBAT select facts from a text to prove ideas from the text. SWBAT generate own point of view (independent of author's) 	Extreme Animals (Reading A-Z, Level Q)
16	<ul style="list-style-type: none"> SWBAT classify literary text as a story SWBAT make inferences based on a title SWBAT define author's purpose (RL 3.5) SWBAT identify the author's purpose of a paragraph (RL 3.5) SWBAT identify the author's purpose of a passage 	The Ugly Duckling by Jerry Pinkney - G2	16	<ul style="list-style-type: none"> SWBAT define inference. SWBAT identify how to make an inference. SWBAT infer meaning from a specific line in an informational text. (RI 3.1) 	Salmon: A Link in the Food Chain (Reading A-Z, Level Q)
17	<ul style="list-style-type: none"> SWBAT define author's purpose (RL 3.5) SWBAT identify the author's purpose of a paragraph SWBAT identify the author's purpose of a passage (RL 3.5) 	The Ugly Duckling by Jerry Pinkney	17	<ul style="list-style-type: none"> SWBAT define inference. SWBAT identify how to make an inference. SWBAT infer meaning from a specific line in a text or a graph/diagram (RI 3.1) 	"Saving the Animals"
18	<ul style="list-style-type: none"> SWBAT classify literary text as a story SWBAT make inferences based on a title SWBAT define author's purpose (RL 3.5) SWBAT identify the author's purpose of a paragraph SWBAT identify the author's purpose of a passage (RL 3.5) 	Miss Brooks Loves Books! (and I Don't) by Barbara Bottner	18	<ul style="list-style-type: none"> SWBAT identify facts in a text using supporting details. SWBAT identify opinions in a text using clue words. SWBAT distinguish between facts and opinions in a text. (RI 3.1) 	A Butterfly Is Patient by Dianna Hutts Aston and Sylvia Long
19	<ul style="list-style-type: none"> SWBAT identify explicit information in a text (RL 3.1) SWBAT identify the difference between explicit information and drawing conclusions 	King of the Playground by Phyllis Reynolds Naylor	19	<ul style="list-style-type: none"> SWBAT identify facts in a text using supporting details. 	A Butterfly Is Patient by Dianna Hutts Aston and Sylvia Long

	<ul style="list-style-type: none"> SWBAT draw reasonable conclusions in a text by using prior knowledge (schema) and textual evidence 			<ul style="list-style-type: none"> SWBAT identify opinions in a text using clue words. SWBAT distinguish between facts and opinions in a text. (RI 3.1) 	
20	<ul style="list-style-type: none"> SWBAT identify explicit information in a text SWBAT identify the difference between explicit information and drawing conclusions SWBAT draw reasonable conclusions in a text by using prior knowledge (schema) and textual evidence (RL 3.1) 	Mirette on the High Wire by Emily Arnold McCully	20	<ul style="list-style-type: none"> SWBAT identify facts in a text using supporting details. SWBAT identify opinions in a text using clue words. SWBAT determine opinions in charts. SWBAT distinguish between facts and opinions in a text. 	A Visit to Kitt Peak (Reading A-Z, Level Q)
21	<ul style="list-style-type: none"> SWBAT determines the topic in literary text SWBAT identify an additional title that reflects the main idea in a story (RL 3.2) 	Mirette on the High Wire by Emily Arnold McCully	21	<ul style="list-style-type: none"> SWBAT identify facts in a text using supporting details. SWBAT identify opinions in a text using clue words. SWBAT determine opinions in charts. SWBAT distinguish between facts and opinions in a text. (RI 3.1) 	Fireworks (Reading A-Z, Level Q)
22	<ul style="list-style-type: none"> End of unit assessment 		22	<ul style="list-style-type: none"> SWBAT identify facts in a text using supporting details. SWBAT identify opinions in a text using clue words. SWBAT distinguish between facts and opinions in a text. (RI.3.1) 	Play Review: You Can't Have My Golden Charms & Finding Nemo Movie Review
Unit 2 23	<ul style="list-style-type: none"> SWBAT identify characteristics of the realistic fiction genre (RL 3.5) SWBAT make inferences based on the title SWBAT identify the elements of a realistic fiction story (setting, characters, problem, attempts to resolve the problem, and solution) 	My Rotten Red-headed Older Brother by Patricia Polacco	23	<ul style="list-style-type: none"> End of unit assessment 	
24	<ul style="list-style-type: none"> SWBAT identify first person or third person points of view in a narrative (RL 3.6) SWBAT to identify the narrator in the story (RL 3.6) 	Super-completely and Totally the Messiest! By Judith Viorst	Unit 2 24	<ul style="list-style-type: none"> SWBAT identify the title SWBAT understand the purpose of a title SWBAT identify some text features of an informational text (table of contents, headings and subheadings) (RI 3.5) SWBAT use text features to find information in a text 	Volcano: The Eruption and Healing of Mount St. Helens by Patricia Lauber
25	<ul style="list-style-type: none"> SWBAT identify first person or third person points of view in a narrative (RL 3.6) SWBAT to identify the narrator in the story (RL 3.6) 	Tony's Bread by Tomie dePaola	25	<ul style="list-style-type: none"> SWBAT identify some text features of an informational text (varied typeface such as bold and italicized text and glossary) (RI 3.5) SWBAT analyze how text features help readers comprehend an information 	Volcano: The Eruption and Healing of Mount St. Helens by Patricia Lauber

26	<ul style="list-style-type: none"> • SWBAT identify main and secondary characters (RL 3.3) • SWBAT figure out the personality trait of the main and secondary characters by drawing on specific details from the text 	Tony's Bread by Tomie dePaola	26	<ul style="list-style-type: none"> • SWBAT identify some text features of an informational text (photographs, labels, captions) • SWBAT identifies specific purpose of a graphic • SWBAT analyze how text features help readers comprehend an information (RI 3.5) 	<p>Volcano: The Eruption and Healing of Mount St. Helens by Patricia Lauber</p> <p>Mighty Glaciers by Ned Jensen (Reading A to Z, Level L) for independent text</p>
27	<ul style="list-style-type: none"> • SWBAT identify first person or third person points of view in a narrative (RL.3.6) • SWBAT to identify the narrator in the story 	Cool Zone with the Pain & the Great One by Judy Blume (Ch 1-2)	27	<ul style="list-style-type: none"> • SWBAT identify text features in an informational text (index, charts/graphs) (RI 3.5; RI 3.7) • SWBAT analyze information on a chart or graph • SWBAT analyze how text features help readers comprehend information. 	<p>Volcano: The Eruption and Healing of Mount St. Helens by Patricia Lauber</p>
28	<ul style="list-style-type: none"> • SWBAT identify main and secondary characters • SWBAT figure out the personality trait of the main and secondary characters by drawing on specific details from the text (RL 3.3) • SWBAT determines the topic in literary text • SWBAT identify an additional title that reflects the main idea in a story 	Cool Zone with the Pain & the Great One by Judy Blume (Ch 3-4)	28	<ul style="list-style-type: none"> • SWBAT identify text features in an informational text (maps) (RI 3.7) • SWBAT analyze how text features help readers comprehend information. 	Expedition 40: The Secret of the Seasons (Reading A-Z, Level R)
29	<ul style="list-style-type: none"> • SWBAT figure out the personality trait of the main and secondary characters by drawing on specific details from the text (RL.3.3) • SWBAT determines the topic in literary text • SWBAT identify an additional title that reflects the main idea in a story 	Silver Packages by Cynthia Rylant	29	<ul style="list-style-type: none"> • SWBAT identify text features in an informational text (diagrams) (RI 3.7) • SWBAT analyze how text features help readers comprehend information. 	Expedition 40: The Secret of the Seasons (Reading A-Z, Level R)
30	<ul style="list-style-type: none"> • SWBAT prove the personality trait of the secondary character by drawing on specific details from the text (RL.3.3) • SWBAT determines the topic in literary text • SWBAT identify an additional title that reflects the main idea in a story 	Chili Pepper Powder Surprise, Reading A-Z, Level Q	30	<ul style="list-style-type: none"> • SWBAT identify text features in an informational text (diagrams) (RI 3.7) • SWBAT analyze how text features help readers comprehend information. 	Earthquakes, Volcanoes, and Tsunamis (Reading A-Z, Level Q)
31	<ul style="list-style-type: none"> • SWBAT analyze character relationships of the main and secondary characters. (RL.3.3) • SWBAT determines the topic in literary text • SWBAT identify an additional title that reflects the main idea in a story 	Worst Friends (Spotlight on...Plot) by Agnes Gardner	31	<ul style="list-style-type: none"> • SWBAT identify text features in an informational text (parentheses and white space) (RI 3.5) • SWBAT analyze how text features help readers comprehend information. 	Earthquakes, Volcanoes, and Tsunamis (Reading A-Z, Level Q)
32	<ul style="list-style-type: none"> • SWBAT define conflict. (RL.3.3) • SWBAT identify and describe an external (man against man) conflict. (RL.3.3) • SWBAT analyze character relationships of the main and 	The Mystery in the Backyard (Spotlight on...Plot) by Tom Conklin	32	<ul style="list-style-type: none"> • SWBAT understand characteristics of a dictionary (RI 3.5) • SWBAT look up words in the glossary in a dictionary (RI 3.5; L.3.4.a; L.3.4.d) 	Tsunamis (Reading A-Z; level S)

	secondary characters.				
33	<ul style="list-style-type: none"> • SWBAT identify and describe an internal (man against self) conflict (RL.3.3) 	The Memory String by Eve Bunting	33	<ul style="list-style-type: none"> • SWBAT understand characteristics of thesauruses • SWBAT look up words in the informational text in a thesaurus and find synonyms (L.3.4.a; L.3.4.d) 	Tsunamis (Reading A-Z; level S)
34	<ul style="list-style-type: none"> • SWBAT identify and describe an external (man against man) conflict. (RL.3.3) • SWBAT identify and describe an internal (man against self) conflict (RL.3.3) 	The Memory String by Eve Bunting	34	<ul style="list-style-type: none"> • SWBAT utilize both a dictionary and a thesaurus to look up either the meaning or a synonym of a word using previously read text in this unit. (L.3.4.a; L.3.4.d) 	Previously used text
35	<ul style="list-style-type: none"> • SWBAT identify the plot of a story. (RL.3.1) • SWBAT identify and describe an external (man against man) conflict. • SWBAT identify and describe an internal (man against self) conflict 	Morty and Suitcase Caper, Reading A-Z, Level Q	35	<ul style="list-style-type: none"> • End of unit assessment 	
36	<ul style="list-style-type: none"> • SWBAT identify main characters • SWBAT figure out the personality trait of the main characters by drawing on specific details from the text (RL.3.3) • SWBAT identify and describe an external (man against man) conflict. • SWBAT identify and describe an internal (man against self) conflict 	Stone Fox by John Reynolds Gardiner Ch. 1	Unit 3 36	<ul style="list-style-type: none"> • SWBAT identify characteristics of a descriptive text (RI 3.4) • SWBAT identify another name for the topic of a section • SWBAT discuss facts learned about a topic 	...If You Lived 100 Years Ago by Ann McGovern
37	<ul style="list-style-type: none"> • SWBAT identify secondary characters • SWBAT figure out the personality trait of the secondary characters by drawing on specific details from the text (RL.3.3) • SWBAT identify and describe an external (man against man) conflict. • SWBAT identify and describe an internal (man against self) conflict 	Stone Fox by John Reynolds Gardiner Ch. 2	37	<ul style="list-style-type: none"> • SWBAT identify characteristics of a descriptive text • SWBAT identify another name for the topic of a section (RI 3.2) • SWBAT discuss facts learned about a topic 	...If You Lived 100 Years Ago by Ann McGovern
38	<ul style="list-style-type: none"> • SWBAT figure out the personality trait of the secondary characters by drawing on specific details from the text • SWBAT identify and describe an external (man against man) conflict. • SWBAT identify and describe an external (man against nature) conflict) (RL.3.3) • SWBAT identify and describe an internal (man against self) conflict 	Stone Fox by John Reynolds Gardiner Ch. 3-4	38	<ul style="list-style-type: none"> • SWBAT identify characteristics of a descriptive text • SWBAT identify another name for the topic of a section • SWBAT discuss facts learned about a topic (RI 3.1) 	...If You Lived 100 Years Ago by Ann McGovern
39	<ul style="list-style-type: none"> • SWBAT identify a character's perspective (RL.3.6) 	Stone Fox by John Reynolds	39	<ul style="list-style-type: none"> • SWBAT identify problem/solution text structure of 	The Great Chicago Fire by

	<ul style="list-style-type: none"> SWBAT figure out the personality trait of the secondary characters by drawing on specific details from the text SWBAT identify and describe an external (man against man) conflict. SWBAT identify and describe an external (man against nature) conflict) SWBAT identify and describe an internal (man against self) conflict 	Gardiner Ch. 5-6		<p>information in a text</p> <ul style="list-style-type: none"> SWBAT determine the problem of a situation in an informational text (RI.3.2) SWBAT determine the solution of a situation in an informational text (RI.3.2) 	Janet McHugh
40	<ul style="list-style-type: none"> SWBAT figure out why a character says or does something (character motivation) (RL.3.3) SWBAT compare and contrast the personality traits of Willy and Stone Fox SWBAT identify and describe an external (man against man) conflict. SWBAT identify and describe an external (man against nature) conflict) SWBAT identify and describe an internal (man against self) conflict 	Stone Fox by John Reynolds Gardiner Ch. 7-8	40	<ul style="list-style-type: none"> SWBAT determine the problem of a situation in an informational text (RI.3.2) SWBAT determine the solution of a situation in an informational text (RI.3.2) 	The Great Chicago Fire by Janet McHugh
41	<ul style="list-style-type: none"> SWBAT determines the topic in literary text (RL 3.2) SWBAT identify an additional title that reflects the main idea in a story (RL 3.2) SWBAT determine the theme, or the big idea, of the story SWBAT identify and describe an external (man against man) conflict. SWBAT identify and describe an external (man against nature) conflict) SWBAT identify and describe an internal (man against self) conflict 	Stone Fox by John Reynolds Gardiner Ch. 9-10	41	<ul style="list-style-type: none"> SWBAT define cause and effect. (RI.3.3) SWBAT use signal words (if, then, because, since, so, before, after) to show cause and effect relationships. SWBAT analyze information and present it in a timelines 	Old Penn Station by William Low
42	<ul style="list-style-type: none"> End of unit assessment 		42	<ul style="list-style-type: none"> SWBAT define cause and effect. SWBAT use signal words (if, then, because, since, so, before, after) to show cause and effect relationships. SWBAT to determine the cause and effect (RI 3.3) 	Old Penn Station by William Low
Unit 3 43	<ul style="list-style-type: none"> SWBAT identify the plot of a story SWBAT identify the lesson learned by a character (RL 3.2) SWBAT identify the moral of a story (RL 3.2) . 	The Bee Tree by Patricia Polacco	43	<ul style="list-style-type: none"> SWBAT define cause and effect. SWBAT use signal words (if, then, because, since, so, before, after) to show cause and effect relationships. SWBAT analyze information and present it in a timeline (RI 3.7) 	Titanic (Reading A-Z, Level S)
44	<ul style="list-style-type: none"> SWBAT identify characteristics of fables (RL 3.5) SWBAT identify the plot of a story. 	Wolf and Lean Dog (EL article)	44	<ul style="list-style-type: none"> SWBAT define cause and effect. SWBAT use signal words (if, then, because, since, 	Titanic (Reading A-Z, Level S)

	<ul style="list-style-type: none"> SWBAT identify make-believe statements in a fable SWBAT identify the moral of a fable. (RL 3.2) 	Fox and Wolf (EL article)		<p>so, before, after) to show cause and effect relationships.</p> <ul style="list-style-type: none"> SWBAT to determine the cause and effect (RI 3.3) 	
45	<ul style="list-style-type: none"> SWBAT identify the plot of a story. SWBAT determine characteristics about the characters of a story. SWBAT identify make-believe statements in a fable SWBAT identify the moral of a fable. (RL 3.2) 	The Wolf in Sheep's Clothing (EL article)	45	<ul style="list-style-type: none"> SWBAT identify characteristics of the sequential/time order text structure SWBAT analyze information presented in timelines (RI.3.7) 	Inventions (Reading A-Z, Level R)
46	<ul style="list-style-type: none"> SWBAT identify the plot of a story. SWBAT determine characteristics about the characters of a story. SWBAT identify make-believe statements in a fable SWBAT identify examples of figurative language (similes and metaphors) (RL.3.4) SWBAT identify the moral of a fable (RL.3.2) 	Lon Po Po by Ed Young	46	<ul style="list-style-type: none"> SWBAT identify characteristics of the sequential/time order text structure SWBAT determine the cause and effect of sequential events (RI.3.3) 	Inventions (Reading A-Z, Level R)
47	<ul style="list-style-type: none"> SWBAT identify the plot of a story. SWBAT determine characteristics about the characters of a story. SWBAT identify make-believe statements in a fable SWBAT identify examples of figurative language (similes and metaphors) (RL.3.4) SWBAT identify the moral of a fable (RL.3.2) 	Lon Po Po by Ed Young A Golden Tragedy by Reading A-Z (Level P; F&P Level N) for independent text	47	<ul style="list-style-type: none"> End of unit assessment 	
48	<ul style="list-style-type: none"> SWBAT identify the plot of a story. SWBAT determine characteristics about the characters of a story. SWBAT determine the theme of the story by using clues from the plot and character development. SWBAT identify examples of figurative language (similes and metaphors) SWBAT use supporting details about the plot and characters to support the theme. (RL.3.2; RL.3.3) 	Great Joy, the Self-Respecting Ox (Spotlight On...) The Golden Flute, Reading A-Z, Level Q for independent text	Unit 4 48	<ul style="list-style-type: none"> SWBAT identify the author's point of view about wolves SWBAT identify the main idea of a paragraph using the first or last sentence (RI 3.2) 	"Face to Face" in Face to Face with Wolves by Jim and Judy Brandenburg
49	<ul style="list-style-type: none"> SWBAT determine the characteristics of multiple characters in a story SWBAT identify the plot of a story. SWBAT determine the theme of the story by using clues from the plot and character development. (RL.3.2; RL.3.3) SWBAT identify examples of figurative language 	Mufaro's Beautiful Daughters Chinzaemon the Silent, Reading A-Z, Level Q for independent text	49	<ul style="list-style-type: none"> SWBAT identify the main idea of a paragraph using the first or last sentence SWBAT use the clues in a paragraph to figure out the main idea of a paragraph (RI 3.2) SWBAT use the main idea of a passage to create a title for a passage. 	"Face to Face" in Face to Face with Wolves by Jim and Judy Brandenburg

	<p>(similes and metaphors)</p> <ul style="list-style-type: none"> SWBAT use supporting details about the plot and characters to support the theme. 				
50	<ul style="list-style-type: none"> SWBAT identify characteristics of legends (RL.3.5) SWBAT identify the plot of a story. SWBAT identify make-believe statements in a legend SWBAT identify examples of figurative language (alliteration, onomatopoeia, hyperbole) SWBAT determine the theme of the story by using clues from the plot and character development. 	Johnny Appleseed by Jane Yolen	50	<ul style="list-style-type: none"> SWBAT identify specific facts and details about the appearance and behaviors of wolves SWBAT identify the main idea of a paragraph using the supporting details in a paragraph. (RI 3.2) 	"Meet the Wolf" in Face to Face with Wolves by Jim and Judy Brandenburg
51	<ul style="list-style-type: none"> SWBAT identify characteristics of tall tales (RL.3.5) SWBAT identify the plot of a story. SWBAT identify make-believe statements in a tall tale SWBAT identify examples of figurative language (alliteration, onomatopoeia, hyperbole) SWBAT determine the theme of the story by using clues from the plot and character development. 	John Henry by Julius Lester	51	<ul style="list-style-type: none"> SWBAT identify the main idea of a section of a text using the main idea of each paragraph. (RI 3.2) 	"Meet the Wolf" in Face to Face with Wolves by Jim and Judy Brandenburg
52	<ul style="list-style-type: none"> SWBAT recognize terms commonly used in drama (RL.3.5) Classify literary text as a play (based on a tall tale) SWBAT identify examples of figurative language (alliteration, onomatopoeia, hyperbole) 	Master Man	52	<ul style="list-style-type: none"> SWBAT identify the main idea of a section of a text using the main idea of each paragraph. SWBAT figure out the main idea of a text using the chapter headings. (RI 3.2) 	"Making A Comeback" in Face to Face with Wolves by Jim and Judy Brandenburg
53	<ul style="list-style-type: none"> SWBAT recognize terms commonly used in drama (RL.3.5) Classify literary text as a play (based on a tall tale) SWBAT identify examples of figurative language (alliteration, onomatopoeia, hyperbole) . 	Master Man	53	<ul style="list-style-type: none"> SWBAT distinguish main details from secondary details in a paragraph (RI 3.2) 	"Making A Comeback" in Face to Face with Wolves by Jim and Judy Brandenburg
54	<ul style="list-style-type: none"> SWBAT recognize terms commonly used in drama (RL.3.5) Classify literary text as a play (based on a tall tale) SWBAT identify examples of figurative language (alliteration, onomatopoeia, hyperbole) SWBAT determine the theme of the story by using clues from the plot and character development. 	Master Man	54	<ul style="list-style-type: none"> SWBAT identify the steps for textual analysis SWBAT use the steps of textual analysis to extract information from a passage (RI 3.1) 	" Ghosts in the Twilight " pgs. 21 - 26
55	<ul style="list-style-type: none"> SWBAT identify characteristics of myths (RL.3.5) SWBAT identify the plot of a story. SWBAT identify make-believe statements in a myth SWBAT identify examples of figurative language (similes, metaphors, alliteration, onomatopoeia, hyperbole) 	World Mythology: Athena by B.A. Hoena	55	<ul style="list-style-type: none"> SWBAT distinguish main details from secondary details in a text (RI 3.1; RI 3.2) 	" Ghosts in the Twilight " pgs. 21 - 26

	<ul style="list-style-type: none"> SWBAT determine the theme of the story by using clues from the plot and character development. 				
56	<ul style="list-style-type: none"> SWBAT identify characteristics of myths SWBAT identify the plot of a story. SWBAT identify make-believe statements in a myth (RL.3.5) SWBAT identify examples of figurative language (similes, metaphors, alliteration, onomatopoeia, hyperbole) SWBAT determine the theme of the story by using clues from the plot and character development. 	World Mythology: Athena by B.A. Hoena	56	<ul style="list-style-type: none"> SWBAT identify the steps for textual analysis SWBAT use the steps of textual analysis to extract information from a passage (RI 3.1) 	Humans Have Killed off Plants and Animals article
57	<ul style="list-style-type: none"> SWBAT identify characteristics of myths SWBAT identify the plot of a story. (RL.3.1) SWBAT identify make-believe statements in a myth SWBAT identify examples of figurative language (similes, metaphors, alliteration, onomatopoeia, hyperbole) SWBAT determine the theme of the story by using clues from the plot and character development. 	World Mythology: Zeus by B.A. Hoena	57	<ul style="list-style-type: none"> SWBAT identify the components of an informational text retell SWBAT retell an informational text passage (RI 3.2) 	The White Wolf article
58	<ul style="list-style-type: none"> SWBAT identify characteristics of myths SWBAT identify the plot of a story. (RL.3.1) SWBAT identify make-believe statements in a myth SWBAT identify examples of figurative language (similes, metaphors, alliteration, onomatopoeia, hyperbole) SWBAT determine the theme of the story by using clues from the plot and character development. 	World Mythology: Zeus by B.A. Hoena	58	<ul style="list-style-type: none"> SWBAT identify the components of an informational text retell SWBAT retell an informational text passage (RI 3.2) 	Catching Wolves Catching Yawns article
59	<ul style="list-style-type: none"> SWBAT identify characteristics of myths SWBAT identify the plot of a story. (RL.3.1) SWBAT identify make-believe statements in a myth SWBAT identify examples of figurative language (similes, metaphors, alliteration, onomatopoeia, hyperbole) SWBAT determine the theme of the story by using clues from the plot and character development. 	World Mythology: Poseidon by B.A. Hoena	59	<ul style="list-style-type: none"> SWBAT distinguish main details from secondary details in a text SWBAT identify the main idea of a text using the main idea of each section of text (RI 3.2) 	A Plan To Protect Wolves article
60	<ul style="list-style-type: none"> SWBAT identify characteristics of myths SWBAT identify the plot of a story. (RL.3.1) SWBAT identify make-believe statements in a myth SWBAT identify examples of figurative language (similes, metaphors, alliteration, onomatopoeia, hyperbole) SWBAT determine the theme of the story by using clues 	World Mythology: Poseidon by B.A. Hoena	60	<ul style="list-style-type: none"> SWBAT identify the steps for textual analysis SWBAT use the steps of textual analysis to extract information from a passage. (RI 3.1) SWBAT answer questions that require thinking beyond the text. 	Dogs and Wolves article

	from the plot and character development.				
61	<ul style="list-style-type: none"> • SWBAT identify examples of figurative language (similes, metaphors, alliteration, onomatopoeia, hyperbole) (RL.4.4) • SWBAT determine the theme of the story by using clues from the plot and character development. 	Sugar Cane: A Caribbean Rapunzel	61	<ul style="list-style-type: none"> • End of unit assessment 	
62	<ul style="list-style-type: none"> • End of unit assessment 		Unit 5 62	<ul style="list-style-type: none"> • SWBAT identify steps in a "how-to" everyday text • SWBAT draw conclusions about information in a "how-to" everyday text (RI 3.1) 	How to Write Secret Messages, Text 4 in Non Fiction Text Passages
Unit 4 63	<ul style="list-style-type: none"> • SWBAT identify characteristics of the magical fantasy genre. (RL.3.5) 	Jumanji by Chris Van Allsburg	63	<ul style="list-style-type: none"> • SWBAT identify steps in a "how-to" everyday text • SWBAT draw conclusions about information in a "how-to" everyday text (RI 3.2) 	How To Make a Swan, Text 13 in Non Fiction Text Passages
64	<ul style="list-style-type: none"> • SWBAT determine the setting changes in a magical fantasy text. (RL.3.3; RL.3.5) • SWBAT determine how the setting impacted the story. 	Golem by David Wisniewski	64	<ul style="list-style-type: none"> • SWBAT identify characteristics of newspaper articles • SWBAT determine the main idea of a newspaper article (RI 3.2) 	Choice of NewsELA article
65	<ul style="list-style-type: none"> • SWBAT analyze the impact secondary characters make on main characters (their thoughts, actions, and mood/feelings). (RL.3.3) 	The Dragon's Child by Jenny Nimmo	65	<ul style="list-style-type: none"> • SWBAT identify characteristics of magazine articles • SWBAT determine the main idea of a magazine article • SWBAT identify the author's purpose of a magazine article (RI 3.1) 	Choice of magazine article
66	<ul style="list-style-type: none"> • SWBAT analyze the impact secondary characters make on main characters (their thoughts, actions, and mood/feelings). (RL.3.3) 	The Dragon's Child by Jenny Nimmo	66	<ul style="list-style-type: none"> • SWBAT determine the main idea of a poster (RI 3.2) 	Talent Show, Text 6 in Non Fiction Text Passages Text 6 in Non Fiction Text Passages (G2-3)
67	<ul style="list-style-type: none"> • SWBAT figure out why a character says or does something (character motivation) (RL.3.3) • SWBAT go beyond a character's dialogue to figure out the non-literal meaning of what a character says. 	The Dragon's Child by Jenny Nimmo	67	<ul style="list-style-type: none"> • SWBAT determine fact and opinion in advertising (RI 3.1) • SWBAT locate details in advertisement • SWBAT recognize an assumption made in advertisement 	Text 12 and 23 in Non Fiction Text Passages (G2-3)
68	<ul style="list-style-type: none"> • SWBAT figure out why a character says or does something (character motivation) • SWBAT go beyond a character's dialogue to figure out the non-literal meaning of what a character says. (RL.3.3) 	The Dragon's Child by Jenny Nimmo	68	<ul style="list-style-type: none"> • SWBAT determine fact and opinion in advertising • SWBAT locate details in advertisement (RI 3.1) • SWBAT recognize an assumption made in advertisement 	Crockett Travel Agency, Text 21 in Non Fiction Text Passages
69	<ul style="list-style-type: none"> • SWBAT make logical predictions about a character's thoughts, actions and mood/feelings (RL.3.3) 	The Wretched Stone by Chris Van Allsburg	69	<ul style="list-style-type: none"> • End of unit assessment 	

70	<ul style="list-style-type: none"> • SWBAT make logical predictions about a character's thoughts, actions and mood/feelings (RL.3.3) 	The Wretched Stone by Chris Van Allsburg	Unit 6 70	<ul style="list-style-type: none"> • SWBAT identify the main idea and supporting details (RI 3.1; RI 3.2) • SWBAT define the scientific concept of "adaptation." 	Bullfrog at Magnolia Circle: Bullfrog Habitat Pgs. 4-7 and 12-15
71	<ul style="list-style-type: none"> • Identifies make-believe statements in literary text (RL.3.1) • Identifies onomatopoeia (Charlotte's Web) (RL.3.4) • Interprets onomatopoeia in literary text 	Charlotte's Web Ch 1-2	71	<ul style="list-style-type: none"> • SWBAT identify the main idea and supporting details (RI 3.1; RI 3.2) • SWBAT define the scientific concept of habitat. • SWBAT explain what helps a bullfrog survive. 	Bullfrog at Magnolia Circle: Bullfrog Habitat Pgs. 4-7 and 12-15
72	<ul style="list-style-type: none"> • Identifies imagery or description (RL.3.4) • Identifies a literal description that supports a given idea • Identifies onomatopoeia (Charlotte's Web) • Interprets onomatopoeia in literary text • Identifies the tone or mood of the text (RL.3.4) 	Charlotte's Web Ch 3-4	72	<ul style="list-style-type: none"> • SWBAT identify the main idea and supporting details (RI 3.1; RI 3.2) 	Bullfrog at Magnolia Circle: Bullfrog Habitat Pgs. 8-11 and 16-25
73	<ul style="list-style-type: none"> • Identifies imagery or description (RL.3.4) • Identifies a literal description that supports a given idea • Identifies onomatopoeia (Charlotte's Web) • Interprets onomatopoeia in literary text • Identifies the tone or mood of the text (RL.3.4) 	Charlotte's Web Ch 5-6	73	<ul style="list-style-type: none"> • SWBAT identify the main idea and supporting details (RI 3.1; RI 3.2) • SWBAT define the scientific concepts of predator and prey. • SWBAT explain what adaptations help bullfrogs survive. 	Bullfrog at Magnolia Circle: Bullfrog Habitat Pgs. 8-11 and 16-25
74	<ul style="list-style-type: none"> • Infers the meaning of a phrase in a literary text (RL.3.4) • Uses context to determine the meaning of a phrase • Identifies the tone or mood of the text (RL.3.4) 	Charlotte's Web Ch 7-8	74	<ul style="list-style-type: none"> • SWBAT identify the main idea and supporting details (RI 3.1; RI 3.2) • SWBAT explain what adaptations help bullfrogs survive. 	Bullfrog at Magnolia Circle: Bullfrog Life Cycle Pgs. 26-31
75	<ul style="list-style-type: none"> • Infers the meaning of a phrase in a literary text (RL.3.4) • Uses context to determine the meaning of a phrase • Identifies the tone or mood of the text (RL.3.4) 	Charlotte's Web Ch 9-10	75	<ul style="list-style-type: none"> • SWBAT identify the main idea and supporting details (RI 3.1; RI 3.2) • SWBAT define the scientific concept of amphibian. 	Bullfrog at Magnolia Circle: Bullfrog Life Cycle Pg. 32
76	<ul style="list-style-type: none"> • Infers the meaning of a phrase in a literary text (RL.3.4) • Uses context to determine the meaning of a phrase • Identifies the tone or mood of the text (RL.3.4) 	Charlotte's Web Ch 11-12	76	<ul style="list-style-type: none"> • SWBAT identify the main idea and supporting details (RI 3.1; RI 3.2) • SWBAT describe the different kinds of animal adaptations. 	"Staying Alive: Animal Adaptations"

77	<ul style="list-style-type: none"> • Infers the meaning of a phrase in a literary text (RL.3.4) • Uses context to determine the meaning of a phrase • Identifies the tone or mood of the text (RL.3.4) 	Charlotte's Web Ch 13-14	77	<ul style="list-style-type: none"> • SWBAT use text features to find information (RI 3.5) • SWBAT determine the meaning of key words about freaky frogs. 	Everything You Need to Know about Frogs and Other Slippery Creatures
78	<ul style="list-style-type: none"> • Analyzes dialogue to understand characters (RL.3.3) • Analyzes the effect of word choice in literary text • Identifies dialogue as the primary structure of a literary text • Identifies the tone or mood of the text (RL.3.4) 	Charlotte's Web Ch. 15-16	78	<ul style="list-style-type: none"> • SWBAT ask and answer questions about frogs' skin (RI 3.1) • SWBAT describe how frogs shed their skin 	Everything You Need to Know about Frogs and Other Slippery Creatures
79	<ul style="list-style-type: none"> • Analyzes dialogue to understand characters (RL.3.3) • Analyzes the effect of word choice in literary text • Identifies dialogue as the primary structure of a literary text • Identifies the tone or mood of the text (RL.3.4) 	Charlotte's Web Ch 17-18	79	<ul style="list-style-type: none"> • SWBAT ask and answer questions about frogs' habitat (RI 3.1) • SWBAT describe an adaptation that helps a frog survive in a particular habitat. 	Everything You Need to Know about Frogs and Other Slippery Creatures
80	<ul style="list-style-type: none"> • Analyzes dialogue to understand characters • Analyzes the effect of word choice in literary text (RL.3.3) • Identifies dialogue as the primary structure of a literary text • Identifies the tone or mood of the text (RL.3.4) 	Charlotte's Web Ch 19-20	80	<ul style="list-style-type: none"> • SWBAT identify the main idea of an excerpt from by reading the text closely (RI 3.2) 	"The Spadefoot Toad"
81	<ul style="list-style-type: none"> • Analyzes dialogue to understand characters • Analyzes the effect of word choice in literary text (RL.3.3) • Identifies dialogue as the primary structure of a literary text • Identifies the tone or mood of the text (RL.3.4) 	Charlotte's Web Ch 21-22	81	<ul style="list-style-type: none"> • SWBAT ask and answer questions about glass frogs (RI 3.1) 	Everything You Need to Know about Frogs and Other Slippery Creatures "The Glass Frog" Pgs. 32-33
82	<ul style="list-style-type: none"> • End of unit assessment 		82	<ul style="list-style-type: none"> • SWBAT ask and answer questions about water-holding frogs (RI 3.1) 	Everything You Need to Know about Frogs and Other Slippery Creatures "The Water Holding Frog" Pgs. 36-37
Unit 5 83	<ul style="list-style-type: none"> • SWBAT define the genre historical fiction (RL 3.5) • SWBAT identify historical terms in historical fiction • SWBAT distinguish between historical fact and fiction in a historical fiction text (RL 3.5) 	Short piece about Internment Camps during WW2 The Bracelet by Yoshiko Uchida	83	<ul style="list-style-type: none"> • SWBAT ask and answer questions about the Amazon horned frog (RI 3.1) 	Everything You Need to Know about Frogs and Other Slippery Creatures "Amazon Horned Frog" Pgs. 20-21

84	<ul style="list-style-type: none"> SWBAT apply knowledge learned from an informational article to understand a narrative text SWBAT explain how the character's lives are affected by the historical setting of the story (RL 3.5) 	Short article about the Jewish experience during WW2	84	<ul style="list-style-type: none"> SWBAT identify the main idea and details in two texts: Deadly Poison Dart Frogs and Poison Dart Frogs Up Clos SWBAT compare and contrast the main ideas and key details of sections of Deadly Poison Dart Frogs and Poison Dart Frogs Up Close (RI.3.9) 	Deadly Poison Dart Frogs Pgs. 14-15 Poison Dart Frogs Up Close Pgs. 8-9
85	<ul style="list-style-type: none"> SWBAT build their schema of a historical time period using an informational article (RI 3.9; RL 3.9) SWBAT identify some causes and effects of WW2 SWBAT predict the historical terms/facts that will be encountered in a historical fiction text (WW2 time period) 	WW2 Informational Text article Sadako Pre-reading	85	<ul style="list-style-type: none"> End of unit assessment 	
86	<ul style="list-style-type: none"> SWBAT explain how the historical setting impacts the characters' actions, thoughts, feelings, and motivations. (RL 3.3) SWBAT determine cause and effect in text 	Sadako by Eleanor Coerr Ch 1-2	Unit 7 86	<ul style="list-style-type: none"> SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Japan (RI 3.8) 	Exploring Countries: Japan
87	<ul style="list-style-type: none"> SWBAT explain how the historical setting impacts the characters' actions, thoughts, feelings, and motivations. SWBAT determine cause and effect in text (RL 3.1) 	Sadako by Eleanor Coerr Ch 3-4	87	<ul style="list-style-type: none"> SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Japan (RI 3.8) 	Exploring Countries: Japan
88	<ul style="list-style-type: none"> SWBAT apply knowledge of a time period to understand the character's feelings/mental state (RL 3.3; RL 3.9) 	Sadako by Eleanor Coerr Ch 5-6	88	<ul style="list-style-type: none"> SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Japan (RI 3.8) 	Exploring Countries: Japan
89	<ul style="list-style-type: none"> SWBAT determines the topic in literary text SWBAT identify an additional title that reflects the main idea in a story SWBAT determine the theme, or the big idea, of the story (RL 3.2) SWBAT analyze evaluate text for evidence of bias or stereotypes SWBAT connect a theme in historical fiction to today's world. 	Sadako by Eleanor Coerr 7-9	89	<ul style="list-style-type: none"> SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Italy (RI 3.8) 	Exploring Countries: Italy
90	<ul style="list-style-type: none"> SWBAT analyze different perspectives on the same historical time period in a historical fiction text (RL 3.9) 	Informational Article about the Civil War (needs to be selected) Pink and Say by Patricia Polacco	90	<ul style="list-style-type: none"> SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Italy (RI 3.8) 	Exploring Countries: Italy

91	<ul style="list-style-type: none"> • SWBAT determine and explain character change as a result of a historical event (RL 3.3) • SWBAT determine the theme of a historical fiction text • SWBAT analyze evaluate text for evidence of bias or stereotypes 	Pink and Say by Patricia Polacco	91	<ul style="list-style-type: none"> • SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Italy (RI 3.8) 	Exploring Countries: Italy
92	<ul style="list-style-type: none"> • End of unit assessment 		92	<ul style="list-style-type: none"> • SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Iraq (RI 3.8) 	Exploring Countries: Iraq
Unit 6 93	<ul style="list-style-type: none"> • SWBAT identify common themes in literature. (RL 3.9) • SWBAT determine the lesson learned by a character in a story. (RL 3.2) • SWBAT figure out the theme of a story by using knowledge of the lesson the character learned. • SWBAT use supporting details about the plot and characters to support the theme. 	The Honest-to-Goodness Truth by Patricia C. McKissack	93	<ul style="list-style-type: none"> • SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Iraq (RI 3.8) 	Exploring Countries: Iraq
94	<ul style="list-style-type: none"> • SWBAT determine the lesson learned by a character in a story. • SWBAT figure out the theme of a story by using knowledge of the lesson the character learned. • SWBAT use supporting details about the plot and characters to support the theme. (RL 3.1; RL 3.2) 	Wings by Christopher Myers	94	<ul style="list-style-type: none"> • SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of Iraq (RI 3.8) 	Exploring Countries: Iraq
95	<ul style="list-style-type: none"> • SWBAT figure out the internal conflict of a character. (RL 3.3) • SWBAT determine the theme of the story by using clues from the plot and character development. • SWBAT use supporting details about the plot and characters to support the theme. 	Grandma's Purple Flowers by Adjoa J. Burrowes	95	<ul style="list-style-type: none"> • SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of India (RI 3.8) 	Exploring Countries: India
96	<ul style="list-style-type: none"> • SWBAT compare and contrast the themes of two texts (RL 3.9) 	Grandma's Purple Flowers by Adjoa J. Burrowes and The Memory String by Eve Bunting	96	<ul style="list-style-type: none"> • SWBAT cites text evidence to answer questions to important factual, inferential, and critical thinking questions about the country of India (RI 3.8) 	Exploring Countries: India
97	<ul style="list-style-type: none"> • SWBAT determine the big idea of a section of text. • SWBAT use supporting details about the plot and characters to support the big idea of a chapter. (RL 3.1; RL 3.2) • SWBAT use the big idea of a chapter to create a title 	Sarah, Plain and Tall by Patricia MacLachlan (Ch 1)	97	<ul style="list-style-type: none"> • SWBAT compare and contrast information presented in previously read texts (RI 3.9; RL 3.9) 	Previously read texts

98	<ul style="list-style-type: none"> SWBAT determine the big idea of a section of text. SWBAT use supporting details about the plot and characters to support the big idea of a chapter. (RL 3.1; RL 3.2) SWBAT use the big idea of a chapter to create a title 	Sarah, Plain and Tall (Ch 2 and 3)	98	<ul style="list-style-type: none"> End of unit assessment 	
99	<ul style="list-style-type: none"> SWBAT determine the causes that affected a character's actions, dialogue, or feelings. (RL 3.1; RL 3.3) SWBAT predict the theme of a story using what they know about the events and characters in a story 	Sarah, Plain and Tall (Ch 4 -6)	Unit 8 99	<ul style="list-style-type: none"> SWBAT identify compare and contrast key words. SWBAT use compare and contrast key words to compare two animals. (RL 3.4) 	Alligators and Crocodiles by Trudi Strain Trueit
100	<ul style="list-style-type: none"> SWBAT determine the theme of a story. (RL 3.2) SWBAT use supporting details about the plot and characters to support the big idea of a text. 	Sarah, Plain and Tall (Ch 7-9)	100	<ul style="list-style-type: none"> SWBAT compare and contrast a subject in an informational text (RI 3.9) 	Colonial Life by Brendan January Trouble in Amazon
101	<ul style="list-style-type: none"> SWBAT determine the big idea of a section of text. SWBAT use supporting details about the plot and characters to support the big idea of a chapter. (RL 3.1; RL 3.2) SWBAT use the big idea of a chapter to create a title 	The BFG by Roald Dahl Ch. 1-2	101	<ul style="list-style-type: none"> SWBAT define compare and contrast. (RI 3.9) SWBAT identify compare and contrast as a text structure. SWBAT determine the main idea of a text SWBAT identify details used to support the main idea 	"How do Animals Adapt?" by Bobbie Kalman Desert People (Reading A-Z Level P)
102	<ul style="list-style-type: none"> SWBAT determine the big idea of a section of text. SWBAT use supporting details about the plot and characters to support the big idea of a chapter. (RL 3.2) SWBAT use the big idea of a chapter to create a title. 	The BFG by Roald Dahl Ch. 3-4	102	<ul style="list-style-type: none"> SWBAT compare and contrast information presented in two texts on the same topic (adaptation) (RI 3.9) 	"How do Animals Adapt?" by Bobbie Kalman Desert People (Reading A-Z Level P)
103	<ul style="list-style-type: none"> SWBAT determine the big idea of a section of text. SWBAT use supporting details about the plot and characters to support the big idea of a chapter. (RL 3.2) SWBAT use the big idea of a chapter to create a title. 	The BFG by Roald Dahl Ch. 5-6	103	<ul style="list-style-type: none"> SWBAT compare and contrast information presented in two texts on the same topic (solar system) (RI 3.9) SWBAT determine the main idea of a text SWBAT identify details used to support the main idea 	Our Solar System by Seymour Simon Our Solar System (Reading A-Z, Level S)
104	<ul style="list-style-type: none"> SWBAT determine the causes that affected a character's actions, dialogue, or feelings. (RL 3.1; RL 3.3) SWBAT predict the theme of a story using what they 	The BFG by Roald Dahl Ch. 7-8	104	<ul style="list-style-type: none"> SWBAT compare and contrast information presented in two texts on the same topic SWBAT evaluate which text was more useful for giving information on the topic (RI 3.1; RI 3.9) 	Our Solar System by Seymour Simon Our Solar System

	know about the events and characters in a story				(Reading A-Z, Level S)
105	<ul style="list-style-type: none"> • SWBAT determine the causes that affected a character's actions, dialogue, or feelings. (RL 3.1; RL 3.3) • SWBAT predict the theme of a story using what they know about the events and characters in a story 	The BFG by Roald Dahl Ch. 9-10	105	<ul style="list-style-type: none"> • End of unit assessment 	
106	<ul style="list-style-type: none"> • SWBAT determine the causes that affected a character's actions, dialogue, or feelings. (RL 3.1; RL 3.3) • SWBAT predict the theme of a story using what they know about the events and characters in a story 	The BFG by Roald Dahl Ch. 11-12	Unit 9 106	<ul style="list-style-type: none"> • SWBAT identify characteristics of a persuasive text • SWBAT identify the author's purpose in an informative text • SWBAT distinguish between informative and persuasive texts (RL 3.9) 	<p>Are Organized Sports Better for Kids Than Pickup Games? Pgs. 20-21</p> <p>Should We Drill for Oil in Protected Areas? Pgs. 9-10</p>
107	<ul style="list-style-type: none"> • SWBAT determine the causes that affected a character's actions, dialogue, or feelings. (RL 3.1; RL 3.3) • SWBAT predict the theme of a story using what they know about the events and characters in a story 	The BFG by Roald Dahl Ch. 13-14	107	<ul style="list-style-type: none"> • SWBAT determine the main idea of a persuasive text • SWBAT determine the author's opinion about a topic in a persuasive text (RL 3.6) 	<p>Should Kids Play Video Games? Pgs. 8-9</p> <p>Should There Be Space Exploration? Pgs. 7-9</p>
108	<ul style="list-style-type: none"> • SWBAT use supporting details about the plot and characters to support the big idea of a text. (RL 3.1; RL 3.2) 	The BFG by Roald Dahl Ch. 15-16	108	<ul style="list-style-type: none"> • SWBAT distinguish between fact and opinion in a persuasive text (RL 3.1) 	<p>Should There Be Space Exploration? Pgs. 7-9</p> <p>Summer: 15 Days or 2 ½ Months?</p>
109	<ul style="list-style-type: none"> • SWBAT use supporting details about the plot and characters to support the big idea of a text. (RL 3.1; RL 3.2) 	The BFG by Roald Dahl Ch. 17-18	109	<ul style="list-style-type: none"> • SWBAT determine the main idea of a persuasive text • SWBAT determine the author's opinion about a topic in a persuasive text (RL 3.6) 	<p>Should There Be Space Exploration? Pgs. 26-2</p>
110	<ul style="list-style-type: none"> • SWBAT determine the causes that affected a character's actions, dialogue, or feelings. (RL 3.1; RL 3.3) • SWBAT predict the theme of a story using what they know about the events and characters in a story 	The BFG by Roald Dahl Ch. 19-20	110	<ul style="list-style-type: none"> • SWBAT identify the facts used to support argument in a persuasive text (RL 3.8) 	<p>Is It Better to Be Judged by a Jury of Your Peers Than by a Judge? Pgs. 7-8</p> <p>Should There Be Zoos? Pgs. 23-24</p>
111	<ul style="list-style-type: none"> • SWBAT determine the causes that affected a character's actions, dialogue, or feelings. (RL 3.1; RL 3.3) • SWBAT predict the theme of a story using what they 	The BFG by Roald Dahl Ch. 21	111	<ul style="list-style-type: none"> • SWBAT identify the facts used to support argument in a persuasive text (RL 3.8) 	<p>Should We Drill for Oil in Protected Areas? Pgs. 11-12</p>

	know about the events and characters in a story				Should Kids Play Video Games? Pgs. 16-17 Should There Be Zoos? Pgs. 7-10
112	<ul style="list-style-type: none"> • SWBAT determine the theme of a story. (RL 3.2) • SWBAT use supporting details about the plot and characters to support the big idea of a text. 	The BFG by Roald Dahl Ch. 22	112	<ul style="list-style-type: none"> • SWBAT identify the steps for textual analysis • SWBAT use the steps of textual analysis to extract information from a passage • SWBAT figure out cause and effect relationships in a passage. (RI 3.1; RI 3.3) 	Should We Use Green Energy Sources That Could Endanger Animals?
113	<ul style="list-style-type: none"> • End of unit assessment 		113	<ul style="list-style-type: none"> • SWBAT distinguish their own opinion from that of the author in a persuasive text (RI 3.6) 	Should There Be Presidential Term Limits? Pg. 20 Should There Be Space Exploration? Pgs. 31-32
Unit 7 114	<ul style="list-style-type: none"> • SWBAT classify a nursery rhyme vs. a poem (RL 3.5) • SWBAT identify elements of poetry (rhyme, rhythm, and repetition) 	Select nursery rhymes Every Second Something Happens by Christine San Jose and Bill Johnson Reading, Rhyming, and 'Rithmetic by Dave Crawley	114	<ul style="list-style-type: none"> • End of unit assessment 	
115	<ul style="list-style-type: none"> • SWBAT identify elements of poetry (rhyme, rhythm, and repetition) (RL 3.5) 	A Light in the Attic by Shel Silverstein <i>"How Not to Have to Dry the Dishes"</i> <i>"Strange Wind"</i> <i>"Bear in There"</i> <i>"Standing is Stupid"</i> Words With Wings: A Treasury of African American Poetry by Belinda Rochelle <i>"This Morning"</i>	Unit 10 115	<ul style="list-style-type: none"> • SWBAT identify the main idea and key details (RI 3.1; RI 3.2) 	One Well: The Story of Water on Earth—Where Is Water on Earth? Pgs. 4-7
116	<ul style="list-style-type: none"> • SWBAT identify sensory details in poems (RI 3.4) 	The Hound Dog's Haiku and Other Poems for Dog Lovers by Michael J. Rosen	116	<ul style="list-style-type: none"> • SWBAT identify the main idea and key details (RI 3.1; RI 3.2) 	"Where in the World Is Water?"

117	<ul style="list-style-type: none"> SWBAT identify and describe figurative language (similes and metaphors) in poetry - Read Works: Grade 3, Lesson 3 SWBAT distinguish between a simile and a metaphor (RL 3.4) 	"The Pilot" poem and "My Favorite Day" poem (provided by Read Works)	117	<ul style="list-style-type: none"> SWBAT identify the main idea and key details (RI 3.1; RI 3.2) 	"Rivers and Streams"
118	<ul style="list-style-type: none"> SWBAT identify and describe the main idea of a poem (RL 3.2) - Read Works: Grade 5, Lesson 1 	Words With Wings: A Treasury of African American Poetry by Belinda Rochelle <i>"John, Who is Poor"</i> by Gwendolyn Brooks <i>"Primer"</i> by Rita Dove <i>"Happy Family"</i> by Dr. Maya Angelou	118	<ul style="list-style-type: none"> SWBAT identify the main idea and key details (RI 3.1; RI 3.2) 	"Rivers and Streams"
119	<ul style="list-style-type: none"> SWBAT identify and describe the theme of a poem (RL 3.2) SWBAT describe the emotion or tone of a poem 	Random House Book of Poetry for Children -Edited by Jack Prelutsky <i>"Cockpit in the Clouds"</i> - pg 99 <i>"City"</i> - pg 98 <i>"Two People"</i> - pg 143 <i>"The Reason I Like Chocolate"</i> - pg 119 <i>"Keziah"</i> - pg 120	119	<ul style="list-style-type: none"> SWBAT identify the main idea and key details (RI 3.1; RI 3.2) 	"River to the Sea"
120	<ul style="list-style-type: none"> SWBAT identify and describe the theme of a poem SWBAT describe the emotion or tone of a poem (RL.3.4) 	Random House Book of Poetry for Children -Edited by Jack Prelutsky <i>"Homework"</i> - pg 141 <i>"The Crocodile"</i> - pg 81 <i>"Don't Worry if Your Job is Small"</i> - pg 186 <i>"Foul Shot"</i> - pg 220	120	<ul style="list-style-type: none"> SWBAT compare and contrast the similarities and differences between the two texts about rivers and streams (RI 3.9) 	Two texts about rivers and streams
121	<ul style="list-style-type: none"> SWBAT analyze how poems are constructed by identifying lines, stanzas, and the use of punctuation in poetry (line breaks and white space) (RL.3.5) SWBAT understand the author's purpose for writing a poem 	The Underwear Salesman by J. Patrick Lewis	121	<ul style="list-style-type: none"> SWBAT identify the main idea and key details (RI 3.1; RI 3.2) 	One Well: "Recycling Water in the Well" Pg. 8
122	<ul style="list-style-type: none"> End of unit assessment 		122	<ul style="list-style-type: none"> SWBAT identify the main idea and key details (RI 3.1; RI 3.2) 	"The Water Cycle" (from the USGS)
Unit 8	<ul style="list-style-type: none"> SWBAT identify biographical facts about Patricia Polacco's life (RI 3.1) 	Article about Patricia Polacco	123	<ul style="list-style-type: none"> SWBAT compare and contrast the similarities and differences between the two texts about the water cycle (RI 3.9) 	One Well: "Recycling Water in the Well"

123					Pg. 8 "The Water Cycle" (from the USGS)
124	<ul style="list-style-type: none"> • SWBAT examine how the author's life influenced her writing (RI 3.9; RL 3.9) 	The Keeping Quilt by Patricia Polacco	124	<ul style="list-style-type: none"> • SWBAT ask and answer questions about informational text (RI 3.1) 	One Well, "People at the Well" Pgs. 16-17
125	<ul style="list-style-type: none"> • SWBAT examine how Patricia Polacco's background influenced the characters in her story. (RL 3.9; RI 3.9) 	Rechenka's Eggs by Patricia Polacco	125	<ul style="list-style-type: none"> • SWBAT ask and answer questions about informational text (RI 3.1) 	One Well, "People at the Well" Pgs. 20-21
126	<ul style="list-style-type: none"> • SWBAT examine how Patricia Polacco's background influenced the characters in her story. (RL 3.9; RI 3.9) 	Mrs. Katz and Tush by Patricia Polacco	126	<ul style="list-style-type: none"> • SWBAT ask and answer questions about informational text (RI 3.1) 	One Well, "People at the Well" Pgs. 24-25
127	<ul style="list-style-type: none"> • SWBAT examine how Patricia Polacco's background influenced the characters in her story. (RL 3.9; RI 3.9) 	Mrs. Mack by Patricia Polacco	127	<ul style="list-style-type: none"> • SWBAT identify the main idea and key details (RI 3.1; RI 3.2) 	"Dry Days in Australia"
128	<ul style="list-style-type: none"> • SWBAT compare and contrast the main characters in 2 of Patricia Polacco's books (RL 3.3; RL 3.9) 	Thank You, Mr. Falkner and other Polacco texts	128	<ul style="list-style-type: none"> • SWBAT identify the main idea and key details (RI 3.1; RI 3.2) 	"Tackling the Trash"
129	<ul style="list-style-type: none"> • SWBAT analyze the theme/message that Patricia Polacco wanted to voice in one of her stories (RL 3.2) 	Chicken Sunday by Patricia Polacco	129	<ul style="list-style-type: none"> • SWBAT identify the main idea and key details (RI 3.1; RI 3.2) 	"Ryan Hreljac: The Boy Who Built a Well"
130	<ul style="list-style-type: none"> • SWBAT analyze the theme/message that Patricia Polacco wanted to voice in one of her stories 	The Butterfly by Patricia Polacco	130	<ul style="list-style-type: none"> • End of unit assessment 	
131	<ul style="list-style-type: none"> • SWBAT compare/contrast the themes in 2 of Patricia Polacco's books (RL 3.9) 	Various Patricia Polacco text	Unit 11 131	<ul style="list-style-type: none"> • SWBAT define biography • SWBAT define autobiography • SWBAT distinguish biography and autobiography using a story's point of view. (RI 3.6) 	Bessie Coleman (Reading A-Z)
132	<ul style="list-style-type: none"> • SWBAT examine the characteristics of Patricia Polacco's style of writing (RL 3.9) 	Various Patricia Polacco text	132	<ul style="list-style-type: none"> • SWBAT distinguish main details from secondary details in a biography. (RI 3.1; RI 3.2) • SWBAT retell events of a biography in order. (RI 3.1; RI 3.3) 	Bessie Coleman (Reading A-Z)

133	<ul style="list-style-type: none"> • End of unit assessment 		133	<ul style="list-style-type: none"> • SWBAT infer an author's unstated opinion about a subject using facts from the text. (RI 3.6) 	The Story of Jackie Robinson, Bravest Man in Baseball by Margaret Davidson Ch. 1 & 2
134			134	<ul style="list-style-type: none"> • SWBAT identify important events of a biography in order. (RI 3.1; RI 3.3) 	The Story of Jackie Robinson, Bravest Man in Baseball by Margaret Davidson Ch. 3 & 4
135			135	<ul style="list-style-type: none"> • SWBAT determine the motivations of a secondary character/person in a biography (RI 3.1) • SWBAT explain the effect of a significant secondary person on another person's life 	The Story of Jackie Robinson, Bravest Man in Baseball by Margaret Davidson Ch. 5
136			136	<ul style="list-style-type: none"> • SWBAT explain the impact of a significant event on a person's life. (RI 3.3) 	The Story of Jackie Robinson, Bravest Man in Baseball by Margaret Davidson Ch. 6 & 7
137			137	<ul style="list-style-type: none"> • SWBAT use a text feature to find and explain facts in a text. (RI 3.5) 	The Story of Jackie Robinson, Bravest Man in Baseball by Margaret Davidson Ch. 8 & 9
138			138	<ul style="list-style-type: none"> • SWBAT explain the significant impacts of a person in history. (RI 3.3) 	The Story of Jackie Robinson, Bravest Man in Baseball by Margaret Davidson Ch. 10
139			139	<ul style="list-style-type: none"> • End of unit assessment 	

Third Grade Standards Overview

Standard	Description	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		Strengthening Good Habits	I Can't Believe It's Not Real!	The Moral of the Story Is...	Spells & Magic	Going Back in Time!	Common Themes in Literature	Poetry	Author's Study
Unit Title									
Reading Standards for Literature: Third Grade		RC - N	RC - N	RC - N	RC - N	RC - N	RC - N	RC - N	RC - N
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.	X	X	X	X	X	X		
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.	X	X	X		X	X	X	X
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		X		X	X	X	X	X
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.			X	X				
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.	X	X	X	X	X			
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.		X						
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)						X		X

Third Grade Standards Overview

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.											
Standard	Description	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
		What Does It Mean to be a Reader of Informational Text?	Volca-noes, Earth- quakes, Tsunamis! (Text Features)	Com- munities of the Past (Text Structures)	Wolves - Main Idea I	Common Text Struc- tures II	Frogs - Main Idea II	Compa- ring Main Ideas	Yes or No? Can You Be Per- suaded?	Yes or No? Can You Be Per- suaded?	Fresh- water	Biograph- ies
Unit Title												
Reading Standards for Information: Third Grade		RC - NF	RC - NF	RC - NF	RC - NF	RC - NF	RC - NF	RC - NF	RC - NF	RC - NF	RC - NF	RC - NF
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.	X		X	X	X	X		X	X	X	X
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.			X	X	X	X				X	X
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.			X						X		X
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.			X								
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	X	X	X				X				X
RI.3.6	Distinguish their own point of view from that of the author of a text.	X										X
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).	X	X									X
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).	X						X		X		

Third Grade Standards Overview

Third Grade Standards Overview

Third Grade Standards Overview

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4th Grade Non-Fiction Unit 1: Nonfiction Overview

Vision of Excellence

ENDURING UNDERSTANDINGS

- When reading any kind of text, fiction or non-fiction, good readers always consider their own schema, or background knowledge, about the topic of the text, and ask questions about what they might read about. While reading, good readers continue to ask questions, while also looking for answers to the questions they've already asked. By doing this, good readers stay actively engaged in their text, which aids comprehension.
- Good readers always self-monitor to ensure they are comprehending what they are reading.
- Good readers always use text features to help them better access information and, thus, better understand the text. Text features help readers to clarify and expand upon what is written in the text itself.

UNIT STANDARDS

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.

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.4.7 - 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.4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

KNOWLEDGE	SKILLS
<p>Ask Questions - a strategy good readers use to better understand and enjoy the text, good readers generate questions before, during, and after reading and then look for the answers as they read.</p> <p>Clicking - the story is making sense</p> <p>Clunking - comprehension is breaking down</p> <p>Literary Non- Fiction - a genre of text that uses literary styles and techniques to create factually accurate narratives</p> <p>Fix Up Strategies - ways good readers problem-solve to find the meaning of unknown words and phrases</p> <ul style="list-style-type: none"> - Context clues - word, phrases, or ideas that can be used to help the reader determine the meaning of other, unknown words or phrases. Generally, context clues surround the unknown word or phrase, coming both before and after - Background knowledge / Schema - everything that you already know - Knowledge of common word parts - ex. Affixes (prefixes/suffixes) and roots - use the meanings of these to determine the general meaning of the word itself - Glossary - located at the very back of a book, Lists words specific to the text (usually the ones bolded / italicized) along with their definitions, in alphabetical order. Like a mini-dictionary just for that book. <p>Non-Fiction Text Features - text structures most commonly seen in non-fiction text (but also often present in fiction texts) that enable the reader to more easily access and understand key information</p>	<p>Ask and answer questions</p> <ul style="list-style-type: none"> - "What does my schema make me wonder about this topic?" - "What questions pop into my head?" - "What questions do I have about the text that might be answered as I keep reading?" - Look for answers to these questions as you read <p>Self-monitor for understanding (clicking / clunking)</p> <ul style="list-style-type: none"> - Pause while reading and think, "Does this make sense?" - Re-read when comprehension has broken down (clunking) <p>Use non-fiction text features</p> <ul style="list-style-type: none"> - Determine what information you're looking for, and use the appropriate text feature to quickly find that information, OR - Identify the type of text feature, then determine what it is telling you about the text <p>Determine sequence of events (from a timeline)</p> <ul style="list-style-type: none"> - Far left = earliest / first in chronological order - Far right = latest / last in chronological order - The title of the timeline tells what these events are part of <p>Synthesize information from two texts on the same topic</p> <ul style="list-style-type: none"> - Gather important details from each text - Put the details from both texts together to generate big ideas <p>Compare and contrast information</p>

Text Feature	Location	Purpose
Table of Contents	Inside front cover (very beginning of book)	Lists the chapters or main headings in the book in order with the page that each starts on; allows the reader to quickly flip to one main part of the text
Heading / Subheading	At the top of a section of text	Tells what that section of text is mostly about (like a title for a small section); related to the section's main idea
Stylized Text (bold, italics)	Throughout the text	Used to indicate vocabulary words that are usually defined within the text itself. Also used to highlight important points in the text.
Index	The very back of a book (last pages)	Lists all the topics covered in the text in alphabetical order, along with the page numbers where that topic is mentioned.
Glossary	The very back of a book (last pages, usually before the index)	Lists words specific to the text (usually the ones bolded / italicized) along with their definitions, in alphabetical order. Like a mini-dictionary just for that book.
Captions	Underneath or near a picture or illustration	Explain what the picture / illustration is about and help connect the picture / illustration to the text
Labels	On a diagram or illustration	Show the reader exactly what each part of a diagram or illustration is
Photographs	Throughout the text	Used to enhance and support information found in the written text
Parentheses	Throughout the text	Usually used to show pronunciations of tricky words (sometimes the same ones that are bolded / italicized). Also used to give a

- How is information presented? (ex. text structure, text features)
- What information is the same?
- What information is different?
- Does one have more facts or opinions than the other? Why?
- What is the author's purpose of each text?

		brief definition of a word, or brief background information, in the body of the text itself.	
Timeline	Throughout the text	Used to show the order of events from earliest to latest or beginning to end. Events are listed in chronological (time) order.	
Sequence - the order of events			

CORRELATING GLAD STRATEGIES

Cognitive Content Dictionary - for Tier III, content-specific vocabulary words, and words that students are supposed to use context clues to determine meaning. Pre-populate the CCD chart (lamineate one for your classroom so you can erase it) with the words you'll encounter that day, and then as you come to those words in the text, stop and have students predict the meaning. Then, model how you'd use the word itself AND the context it's in (context clues) to determine the actual meaning. This needs to be heavily modeled in the beginning of the year, and then students can be more independent with this later on (even getting to do this independently). Note that sometimes, there will be no context that might help students generate their own definition. In this case, still have students predict meaning (some may have schema for the words), but spend more time on the actual meaning and oral sentences.

Inquiry Chart (KWL) - as a way to activate students' schema and reinforce the idea that good readers actively use schema to make predictions and inferences during reading. Rather than only doing this at the very beginning of a text, you can do separate inquiry charts before, during, and after reading - this will help students catalogue the things that they learn as they go through a text, as well as illustrate how good readers can use what they integrate into their schema as they read about a topic.

Narrative input chart - Although typically used to show the arc of narrative stories, you can modify this to illustrate a sequence of events, as through a timeline.

Observation Chart - as introductory activity for any non-fiction text - put a photo (or several photos) of the topic(s) of the text on a blank piece of paper, without labeling them, and ask students to make observations and ask questions about each. This strategy is also useful before engaging in any new topic or content to get students thinking about what they already know and what they wonder. Can also be used before reading a second text on the same topic, to have students activate their prior learnings.

Big Book - for all the different non-fiction text features

Chant - Non-Fiction Text Features

Nonfiction, nonfiction, nonfiction text features (2x)

First, table of contents, where to find information (2x)

Second, photograph, what it looks like (2x)

Third, labels, parts of a picture (2x)

Fourth, caption, explains the picture (2x)

Fifth, glossary, defines the words (2x)

You can also add these:

(number), heading, describes the section (2x)
(number), index, names and page numbers (2x)
(number), diagram, picture with labels (2x)

Comparative Input Chart - to help students compare and contrast information. Draw pictures of the topics/texts being compared with information about each surrounding the outside. Place these side by side to visually facilitate comparisons.

POTENTIAL PITFALLS

Students may not realize when they are not actually comprehending. Students may have a particularly hard time with this if their fluency is good and they can physically read all or most of the words on the page - they may not realize that although they can read the words, they don't actually understand what those words are saying. Help students build their awareness of their own comprehension by stopping frequently, or training them to stop frequently, while reading to synthesize or determine the main idea. If students have a hard time with this, it probably means they were "clunking" and need to go back to re-read.

Students may get too wrapped up in using fix-it strategies to determine the meaning of unknown words. Often as readers, we see unknown words and are able to maintain comprehension with a general understanding of the word or phrase, rather than an exact definition. Make sure students know that in most cases, they do not need a dictionary definition in order to continue reading! (The exception would be for Tier III content-specific words, which usually are defined within the text itself).

Standards Matrix

Standard	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
RL.4.1										
RL.4.2										
RL.4.3										
RL.4.4										
RL.4.5										
RL.4.6										
RL.4.7										
RL.4.8										
RL.4.9										
RL.4.10										
RI.4.1										
RI.4.2										
RI.4.3										
RI.4.4							X	X		
RI.4.5		X	X		X	X				
RI.4.6										
RI.4.7				X						
RI.4.8										
RI.4.9						X			X	
RI.4.10										

Assessment Connection

ASSESSMENT	SKILLS
STEP bottom lines	STEP 12 - Text Features IV - Stand Alone Visuals STEP 13 - Text Features IV - Dependent Visuals STEP 14 - Compare and Contrast
NWEA: 50th percentile	RI.4.5 Classifies text as informational (1) RI.4.5 Understands characteristics of a dictionary (1) RI.4.5 Text Features (subheadings, etc.) (2) RI.4.5 Timelines (1) RI.4.9 Synthesizing between two texts (2)

Long Term Plan

DAY	OBJECTIVES	TEXT SELECTION	LINK
1	<ul style="list-style-type: none"> • SWBAT follow a step-by-step process to activate their prior knowledge, generate questions, and locate answers to build content understanding. 	Gorillas (Living in the Wild: Primates) by Lori McManus	
2	<ul style="list-style-type: none"> • SWBAT identify when they are clicking (the story is making sense) and when they are clunking (comprehension is breaking down). • SWBAT use the click vs. clunk strategy to re-read when comprehension has broken down (RI.4.1) • SWBAT identify characteristics of literary nonfiction. (RI.4.5) 	Article: Gorilla Rescue	Resource Link
3	<ul style="list-style-type: none"> • SWBAT use fix up strategies to enhance their understanding of a subject and learn new information. (RI.4.4) (Context Clues and Background Knowledge) 	Africa True book by Mel Freidman	Sample Anchor Chart NF Text Features Organizer
4	<ul style="list-style-type: none"> • SWBAT use fix up strategies to enhance their understanding of a subject and learn new information. (RI.4.4) (Knowledge of Common Word Parts and Glossary) 	Africa True book by Mel Freidman	
5	<ul style="list-style-type: none"> • SWBAT identify nonfiction text features and use them to sort and deepen their understanding of content. (RI.4.5) 	Looking at the Congo by Kathleen Pohl (650L)	Sample Anchor Chart NF Text Features Organizer

6	<ul style="list-style-type: none"> • SWBAT identify stand-alone visuals (nonfiction text features) and use them to sort and deepen their understanding of content. (RI.4.7) 		Text Structure PPT
7	<ul style="list-style-type: none"> • SWBAT identify nonfiction text features and use them to sort and deepen their understanding of content. (RI.4.5) 	Gorillas (Living in the Wild: Primates) by Lori McManus	Graphic Organizer
8	<ul style="list-style-type: none"> • SWBAT identify nonfiction text features to understand a timeline of events. (RI.4.5) • SWBAT determine sequence of events from a timeline. (RI.4.1) • SWBAT compare and contrast information from two text (article and video). (RI.4.9) 	Article - Zoo Atlanta Printable Text from Website	
9	<ul style="list-style-type: none"> • SWBAT accurately synthesize information from two texts on the same topic. (RI 4.9) 	Ivan: The Remarkable True Story of the Shopping Mall Gorilla by Katherine Applegate Article: Gorilla Rescue	
10	<ul style="list-style-type: none"> • Assessment 		

Additional Resources

ANCHOR CHART IDEAS

Integrating Information from Multiple Sources

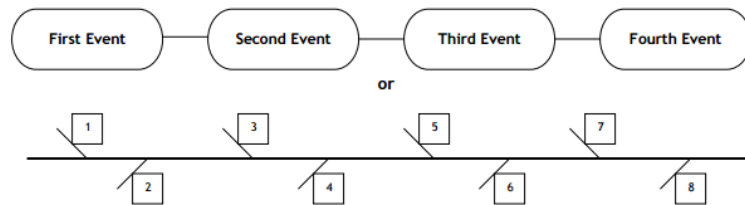
Topic:

Source	Information Learned

Big Ideas:

Sequence

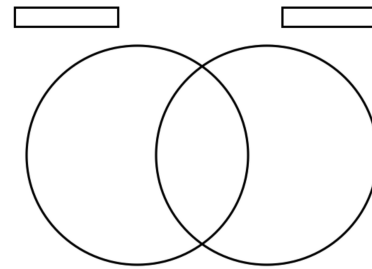
Chronological/Sequence:



Inquiry Chart (KWL)

What I know	What I want to know	What I've learned

Compare and Contrast



NARRATIVE CONNECTION

Unit 1: Metacognitive Strategies

Just as students are practicing being metacognitive in this non-fiction unit, self-monitoring for meaning, they are practicing similar strategies in their narrative unit. Remind students that being metacognitive while reading is something good readers do all the time, no matter what type of text they are reading.

Unit Reflections

PRE UNIT REFLECTIONS

Read Aloud

- What text lists did you omit, add, etc.? Why?
- What objectives did you omit, add, etc.? Why?
- What anchor charts did you omit, add, etc.? Why?

Reading Comprehension

- What text lists did you omit, add, etc.? Why?
- What objectives did you omit, add, etc.? Why?
- What anchor charts did you omit, add, etc.? Why?

MID UNIT REFLECTIONS

Read Aloud

- How far did you get along?
- What skills were students strongest in?
- Weakest in?
- Why?

Reading Comprehension

- How far did you get along?
- What skills were students strongest in?
- Weakest in?
- Why?

POST UNIT REFLECTIONS

Read Aloud

- How far did you get along?
- What skills were students strongest in?
- Weakest in?
- Why?

Reading Comprehension

- How far did you get along?
- What skills were students strongest in?
- Weakest in?
- Why?

Grade & unit #	G2 ELA Unit 4 Fairy Tales and Tall Tales (Traditional Literature)	Created by	
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UNIT SUMMARY

# of Days	Standard	Objectives Primary = bolded, secondary = not bolded
5	RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<ul style="list-style-type: none"> ● SWBAT identify the moral in both texts (RL.2.2) ● SWBAT compare and contrast the morals of both texts (RL.2.2; RL.2.9) ● SWBAT identify the theme, lesson, or moral, in “The Fisherman and His Wife” (RL.2.2) ● SWBAT identify the theme, lesson, or moral, in “The Emperor’s New Clothes” (RL.2.2) ● SWBAT identify the theme, lesson, or moral, in two Cinderella stories from around the world (RL.2.2; RL.2.9) ● SWBAT identify the theme, lesson, or moral, in the folk tale (RL.2.2) ●
4	RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> ● SWBAT compare and contrast characteristics of fairy tales in “The Fisherman and His Wife” with the characteristics of fairy tales in “The Emperor’s New Clothes” (RL.2.5; RL.2.9) ● SWBAT define tall tales as stories with things that could not happen in real life (RL.2.5) ● SWBAT define tall tales as stories with things that could not happen in real life (RL.2.5) ● SWBAT compare and contrast other characteristics of tall tales in “John Henry” with the characteristics of tall tales in “Pecos Bill” (RL.2.5; RL.2.9) ● SWBAT compare and contrast orally the characteristics of tall tales in “Paul Bunyan,” “John Henry,” and “Casey Jones” (RL.2.5; RL.2.9)
2	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	<ul style="list-style-type: none"> ● SWBAT compare and contrast the morals of both texts (RL.2.2; RL.2.9) ● SWBAT compare and contrast characteristics of fairy tales in “The Fisherman and His Wife” with the characteristics of fairy tales in “The Emperor’s New Clothes” (RL.2.5; RL.2.9) SWBAT identify the theme, lesson, or moral, in two Cinderella stories from around the world (RL.2.2; RL.2.9) ● SWBAT compare and contrast other characteristics of tall tales in “John Henry” with the characteristics of tall tales in “Pecos Bill” (RL.2.5; RL.2.9) ● SWBAT compare and contrast orally the characteristics of tall tales in “Paul Bunyan,” “John Henry,” and “Casey Jones” (RL.2.5; RL.2.9)

Guiding Qs	Answers
What is this unit mostly about?	
Which standards will be heavily prioritized?	
Which standards are not as heavily prioritized?	

VISION OF EXCELLENCE (VoE)

Standard Summary

<Copy and paste the following tables for each standard in the unit>

Standard Name:	RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Aligned Objectives	<ul style="list-style-type: none"> • SWBAT identify the moral in both texts (RL.2.2) • SWBAT compare and contrast the morals of both texts (RL.2.2; RL.2.9) • SWBAT identify the theme, lesson, or moral, in “The Fisherman and His Wife” (RL.2.2) • SWBAT identify the theme, lesson, or moral, in “The Emperor’s New Clothes” (RL.2.2) • SWBAT identify the theme, lesson, or moral, in two Cinderella stories from around the world (RL.2.2; RL.2.9) • SWBAT identify the theme, lesson, or moral, in the folk tale (RL.2.2)
Aligned Knowledge	<ul style="list-style-type: none"> • People have always created stories to explain the world around them and to teach lessons about things, traits, and actions

(glossary)

that they value. Certain stories have been passed on for generations, sometimes taking slightly different forms, but always maintaining the original lesson, moral, or theme valued by that group of people.

- Authors of literary texts include details that help readers make sense of stories.
- Good readers create an effective recounting or retelling of literary text(s) that includes key ideas and details (e.g., characters, settings, problem/solution)

- Authors add lessons to their stories to help us learn about our own lives

- Folktales = a story originating in popular culture, typically passed on by word of mouth
- fables = a narrative short story, typically with animals as characters, conveying a moral.
- fairy tales = a children's story about magical and imaginary beings and lands
- Central message, moral, lesson = the lesson or message the author wants to teach us about our lives using this story
- central ideas = main ideas that lead to the moral or lesson
- key ideas are important ideas about the main topic of the story

- retell = to tell a story again (using main details from the original text)

- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- the lesson and moral and theme is the what the author is trying to teach us in the story
- problem is what the character wants or needs but cannot have
- solution is how the problem gets fixed

- sequence is the order in which the story takes place

- summary is a only the most important information in a story; usually STORY elements and theme / moral / lesson
 - to summarize:
 - Identify and restate only the key parts and ideas of a text, using STORY elements as a guide
 - Explain how the theme / moral / lesson of the story was revealed (ex. Through character actions throughout a story, through how the problem was resolved, etc)

- main idea is The central, “big” idea of a given piece of text; what all the details are about ; in a paragraph, usually the first or last paragraphs; in a text, usually related to the title and/or theme; is the lesson the author wants o you learn about the main topic

- What the author is trying to teach us in the story
 - usually what the main character learns in the story, or what is revealed as the character changes throughout a story
 - reflects what the author values
 - usually very generalizable across a variety of texts / many texts share the same general theme
- Determine Theme:
 - Infer – use text evidence + schema
 - Think about how the main character changes in the story
 - Think about how the problem was resolved

	<ul style="list-style-type: none"> • In stories with clear antagonists and protagonists, think about the contrast between these two characters – the author is usually trying to tell us to act like the protagonist, or to NOT act like the antagonist • the moral of a story is what the author is trying to teach us in the story • the lesson or moral can show what the main character learns in the story, or what is revealed as the character changes throughout a story
Aligned Skills	<ul style="list-style-type: none"> • Recount/retell (or graphically represent) key details from literary texts, including fables and folktales from diverse cultures • Determine central message, lesson or moral • Describe how key details show a central message, lesson or moral • Recount stories, Identify details of a story (e.g., characters, setting, conflict, plot). • Recount stories by summarizing key events. • Explain the key details of a story (e.g., characters, setting, conflict, plot). • Identify key details to determine the central message, lesson, or moral of a literary text. <ul style="list-style-type: none"> • Determine the lesson/message/moral of the story including fables and folktales from diverse cultures, and determine their central message, lesson, or moral
Aligned STEP Bottom lines	STEP 8 – Theme STEP 9 – Cross-book Themes STEP 7 – Character Motive
Aligned NWEA Skills	<ul style="list-style-type: none"> • Identifies the moral of a fable • Identifies the moral of a story • Identifies theme in literary text • Summarizes literary text • Determines main idea in literary text • Determines the topic in literary text • Identifies a title that reflects main idea in literary text
What’s not covered in this standard? What’s not covered in this standard?	This is the final unit for this standard. Teach to mastery.
Aligned Assessment Stems	Recount the key events in the story. What happens in the story?

Which of the following statements recounts the plot of the story?
 How does X...? Why does X...?
 Which detail from the text shows that X learns Y?
 Which details from the text show the central message/lesson/moral of the story?
 In this passage, X learns Y. What key details in the story help the reader understand this lesson?
 Where/when/what/who/ does X...?
 What lesson is this story teaching you?
 What did X and Y learn at the end of both stories?

Standard Name:

RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Aligned Objectives

- SWBAT compare and contrast characteristics of fairy tales in “The Fisherman and His Wife” with the characteristics of fairy tales in “The Emperor’s New Clothes” (RL.2.5; RL.2.9)
- SWBAT define tall tales as stories with things that could not happen in real life (RL.2.5)
- SWBAT define tall tales as stories with things that could not happen in real life (RL.2.5)
- SWBAT compare and contrast other characteristics of tall tales in “John Henry” with the characteristics of tall tales in “Pecos Bill” (RL.2.5; RL.2.9)
- SWBAT compare and contrast orally the characteristics of tall tales in “Paul Bunyan,” “John Henry,” and “Casey Jones” (RL.2.5; RL.2.9)

Aligned Knowledge
[\(glossary\)](#)

- All texts of a particular genre follow a similar, predictable structure; understanding this common structure helps good readers better understand and enjoy the text.
- Characters, like people in real life, have feelings that change in response to events that occur. These feelings are predictable based on what we know about the character’s personality, motivation, and from our own personal experience (schema).
- Story Structure: beginning, rising action, middle, falling action, end
 - beginning: where the story starts
 - middle: where the events that lead to the solution occur
 - end: when the story is over and the problem has been solved.
- sequence: events that happen in the story, happen in order
- stories are structured with story elements: setting, character, plot, problem, events, attempts to resolve the solution, solution
- stories have a beginning, middle and end
- setting is where and when the story takes place
- characters are people or animals or objects that are talking in the story
- problem is something the character wants or needs but cannot have
- attempts to resolve the problem are when they try and try to solve the problem through different events in the story

	<ul style="list-style-type: none"> • solution is how the problem gets fixed • an inference is when you use evidence from the text plus schema to draw a conclusion • the cause of an event is why something happens • effect is what happens as a result • conflict is the same as problem • resolution is the same as solution • setting can have an impact on characters • Characters' actions can impact the setting • Characters actions can impact the plot
Aligned Skills	<ul style="list-style-type: none"> • Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the story • Identify the different parts of the story (Beginning, middle, end) • go back to find the middle of the text • locate key information from the question within the text • sequencing events • identify a specific event from the sequence of the story • know that when you are asked to look at a the beginning or end of the text you go to the very beginning or the very end.
Aligned STEP Bottom lines	<p>STEP 6 – STORY Elements III STEP 7 – Character Motive</p>
Aligned NWEA Skills	<ul style="list-style-type: none"> • Identifies use of repetition in poetry • Identifies use of rhyme in poetry • Understands characteristics of fiction • Classifies literary text as a nursery rhyme • Classifies literary text as a story • Classifies literary text as a tall tale • Classifies literary text as fantasy • Classifies literary text as historical fiction • Classifies literary text as poetry • Identifies make-believe statements in literary text

What's not covered in this standard?	
Aligned Assessment Stems	<p>What happens in the beginning/middle/end of this story? What is the beginning/middle/end of this story about? Explain how the story is organized. What is the overall structure of the passage? What do you find out from the beginning of the "(text)X"? What happens in the MIDDLE of the story? What does the beginning of "(text)X" tell the reader? Describe the parts of a story (beginning and end)? Why does X want to Y?</p>

Standard Name:	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
Aligned Objectives	<ul style="list-style-type: none"> ● SWBAT compare and contrast the morals of both texts (RL.2.2; RL.2.9) ● SWBAT compare and contrast characteristics of fairy tales in “The Fisherman and His Wife” with the characteristics of fairy tales in “The Emperor’s New Clothes” (RL.2.5; RL.2.9) SWBAT identify the theme, lesson, or moral, in two Cinderella stories from around the world (RL.2.2; RL.2.9) ● SWBAT compare and contrast other characteristics of tall tales in “John Henry” with the characteristics of tall tales in “Pecos Bill” (RL.2.5; RL.2.9) ● SWBAT compare and contrast orally the characteristics of tall tales in “Paul Bunyan,” “John Henry,” and “Casey Jones” (RL.2.5; RL.2.9)
Aligned Knowledge (glossary)	<ul style="list-style-type: none"> ● compare is to finding out how things are the same ● contrast is to find out how things are different ● Author(s): the person or people who wrote the story ● Culture: a way of life of a group of people ● Setting is where and when the story takes place. ● Plot (main events, problem/solution) ● Retell is telling the story in your own words, telling all the details of the story elements. ● Character/character traits are who the character is on the inside based on their actions, ● • The plot is the problem, the attempts to resolve the problem and solution in a story ● • The plot is the juicy part of the story ● • Plot consists of: <ul style="list-style-type: none"> ○ • Exposition <ul style="list-style-type: none"> ▪ The beginning of the story ▪ Introduction to the characters and setting

- Gives us background information
- • Rising Action
 - When the main events in the story take place that build towards the problem/conflict
 - Helps to move the plot along
 - Includes suspense
- • Climax
 - The exciting part where we find the problem/conflict, and something has to be done to resolve it
 - Conflicts can be internal or external
 - Internal conflict
 - Person vs. self
 - External conflict
 - Person vs. nature
 - Person vs. person
 - The part the reader is waiting for •
- Falling Action
 - When the problems begin to be wrapped up and solve •
- Resolution
 - The end of the story, when a decision is made and the problem/conflict is solve
 - When all loose ends are tied up for the reader
 - When we figure out the theme

Central message is:

- What the author is trying to teach us in the story
 - usually what the main character learns in the story, or what is revealed as the character changes throughout a story
 - reflects what the author values
 - usually very generalizable across a variety of texts / many texts share the same general theme
 - To determine theme:
 - Use “figuring out” strategy (inferring)
 - Think about how the main character changes in the story
 - Think about how the problem was resolved
 - in stories with clear antagonists and protagonists, think about the contrast between these two characters
 - the author is usually trying to tell us to act like the protagonist, or to NOT act like the antagonist
-
- the moral of a story is What the author is trying to teach us in the story
 - the lesson or moral can show what the main character learns in the story, or what is revealed as the character changes throughout a story
 - the point of view reflects what the author values

Aligned Skills	<ul style="list-style-type: none"> • Identify and describe the settings of two or more texts • Identify and describe character(s') traits in two or more texts • Retell the plots of two or more texts • Identify the central message/lesson of two or more texts • Infer – use text evidence + schema • Think about how the main character changes in the story • Compare and contrast two or more versions of the same story by different authors or from different cultures • Compare and contrast the plot • Compare and contrast the parts of a story.
Aligned STEP Bottom lines	STEP 6 – STORY Elements III
Aligned NWEA Skills	Compares and contrasts ideas presented in two or more literary texts
What's not covered in this standard?	
Aligned Assessment Stems	<p>What is the main idea of both passages? What is the _____ in both stories? What is different about ____ instead of ____? What do both passages say about ____? How was ___ different from ___ in the stories ____ and ____? Which of the following statements identifies the most important details presented in the two texts? In what way is story X similar to/different from story Y? Which of the following statements identifies the similarities/differences between the two stories? How is Text A's detail/description of X similar to/different than Text B's detail/description of X? Why is detail/description X in Text A similar to/different than detail/description X in Text B?</p>

Teacher Pre-Work

Guiding Qs	Answers
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Which knowledge/skills from this standard do you already feel comfortable teaching?	
Which knowledge/skills might be new or are you less comfortable teaching?	
What do you notice about alignment between STEP, NWEA, and knowledge and skills for this standard?	
In your own words, what is this standard mostly about?	

Assessment Cover Page

Skill	Aligned Questions/question stems	Misconceptions/Error Analysis	KPs: Knowledge	KPs: Skills
<i>Name micro-skill that is part of larger standard</i> Comparing and contrasting character motivation <i>(part of larger compare and contrast standard)</i>	<i>Some of these will be from unit assessment, others will be from SBAC released Qs.</i> #1 from unit assessment What did character x and character y both do when z happened? #4 from unit assessment Why did character x say ___ but character y say ___?	<i>These should be based on error analysis of questions from unit assessment and other anticipated errors.</i>		

Text: Look! by Marilyn Kratz

<p>·SWBAT define fable as a type of story that involves talking animals.</p>	<p>From unit assessment 1. Is <u>Look!</u> a fairy tale or a fable? Use RACCE to support your answer.</p>			
<p>RL.2.2 Identify moral</p>	<p>From the unit assessment 2. What is the moral of the story? a. Bears are wise animals. b. Don't run too fast, otherwise other animals will stop you. c. Take time to appreciate the beauty around you. d. It's better to sit than run.</p>			
<p>RL.2.2 Central message/lesson SWBAT respond to open ended questions with RACCE</p>	<p>From the unit assessment 3. Use RACCE to support your answer for Question #2.</p>			

<p>RL.2.5</p> <p>SWBAT describe illustrations of the sea in "The Fisherman and His Wife"</p>	<p>From the unit assessment</p> <p>4. Why did the author include the picture at the beginning of the passage?</p> <p>a. To show what the flower looked like</p> <p>b. To show how much bigger a rabbit is than a frog</p> <p>c. To show a meadow</p> <p>d. To show the rabbit rushing past the frog</p>			
<p>RL.2.5</p> <p>· SWBAT describe how the fisherman feels about asking for more wishes and how the flounder feels about granting each wish in "The Fisherman and His Wife"</p>	<p>From the unit assessment</p> <p>5. How do the animals feel at the end of the story?</p> <p>a. The animals feel calm and enjoy what is around them</p> <p>b. The animals feel tired from running so quickly</p> <p>c. The animals feel rushed because they have to start running again</p> <p>d. The animals feel bored of looking out into the land</p>			
<p>Text: The Golden Touch</p>				

<p>· SWBAT define fantasy</p>	<p>From the unit assessment 6. What is the genre of <u>The Golden Touch</u>?</p> <p>a. legend</p> <p>b. myth</p> <p>c. tall tale</p> <p>d. fantasy</p>			
<p>RL.2.5</p> <p>· SWBAT describe how the fisherman feels about asking for more wishes and how the flounder feels about granting each wish in "The Fisherman and His Wife"</p>	<p>From the unit assessment 7. How does King Midas feel when Marygold's lips turn to gold? Why?</p> <p>a. He feels upset because he is the fondest of his daughter, Marygold, than anything else in the world.</p> <p>b. He feels delighted because his wish for more gold came true.</p> <p>c. He feels furious at the stranger for not telling him that Marygold would turn into gold.</p> <p>d. He feels wise that he has made the right decision to turn Marygold into gold.</p>			

<p>RL.2.5</p> <p>SWBAT describe the characters, plot, and setting</p>	<p>From the unit assessment</p> <p>8. What sentence from the text demonstrates how King Midas’s problem is solved?</p> <p>a. “You are wiser now,” said the stranger.</p> <p>b. “So you’ve made a discovery,” observed the stranger. “Which is of more value: the Golden Touch or your own loving daughter?”</p> <p>c. “Take a vase of the water and sprinkle it over any object you desire to change into its former condition.”</p> <p>d. “Oh, my child,” answered Midas.</p>			
<p>RL.2.2</p> <p>Theme</p> <p>· SWBAT identify the theme, lesson, or moral, in “The Fisherman and His Wife” (RL.2.2)</p>	<p>From the unit assessment</p> <p>9. The theme of <u>The Golden Touch</u> is...</p> <p>a. It’s okay to be greedy, as long as you don’t hurt your family.</p> <p>b. Good fathers don’t turn their daughters into gold.</p> <p>c. Family is more important than having more things. Kings can be silly.</p>			

<p>RL.2.2</p> <p>SWBAT respond to open ended questions with RACCE</p>	<p>From the unit assessment</p> <p>10. Use RACCE to support your answer for Question #9.</p>			
<p>SWBAT identify make-believe statements in literary text</p>	<p>11. Identify a make-believe statement found in either texts.</p> <p>a. A bedpost turned into gold.</p> <p>b. A spotted green frog jumped—rush, rush, rush—on his way to the pond.</p> <p>c. The rabbit sat down beside the frog and looked. He dipped the pitcher into the water.</p>			
<p>2.9</p> <p>SWBAT compare and contrast the morals of both texts</p>	<p>12. How are the themes in <u>Look!</u> and <u>The Golden Touch</u> similar or different to one another? Choose all that apply.</p> <p>a. Both stories' themes are about appreciating what is in front of you.</p> <p>b. Both stories' themes are about how make-believe characters make great stories.</p> <p>c. The theme in <u>Look!</u> is</p>			

<p>about not being in a rush to enjoy what you have, while the theme in <u>The Golden Touch</u> is about needing to rush.</p> <p>d. The theme in <u>Look!</u> is remembering not to be so busy so that you can enjoy the little things in life, while the theme in <u>The Golden Touch</u> is not to be so greedy.</p>			
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Guiding Qs	Answers
In your own words, what does this standard ask students to do?	
What does this standard look like at its most basic level?	
What does this standard look like at the highest level?	

Teacher Complexity - Assessments

Text Feature	Complexity Notes
Word usage/syntax	

Vocabulary	
Structure	
Length	

UNIT PLANNING

Teacher Pre-Work

Guiding Qs	Answers
What do you notice about the word usage/syntax of the texts in the unit?	
What do you notice about the vocabulary of the texts in the unit?	
What do you notice about the text structure of the texts in the unit?	

What do you notice about the length of the texts in the unit?	
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Action Plan from Previous Unit's DAM

Next Steps	How we'll address it in this unit	Focus students

	Objective & Text	Aligned Question Stems (from above) + Unit assessment questions covered	Sticky KPs (refer to VoE above)	Chants & Anchor Charts <i>Options: link or copy chants/anchor charts here, OR print for meeting and tag which ones you'll use for which days</i>	Intellectual Prep		
1	<p>Text: The Fox and the Stork The Crow and the Pitcher More fables for independent text</p> <ul style="list-style-type: none"> SWBAT define fable as a type of 	<p>From the unit assessment 4. What lesson is the author trying to teach us in the story?</p> <p>From the unit assessment 7. How did ___ solve his problem?</p> <p>Recount the key events in the story. Which detail from the text shows that X learns Y? Which details from the text show the central message/lesson/moral of the</p>	<p>What:</p> <ul style="list-style-type: none"> fables as a type of story that involves talking animals and end with a moral the moral of a story is what the author is trying to teach us in the story the lesson or moral can show what the main character 	<p style="text-align: center;">Theme / Message / Moral / Lesson</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Theme:</td> </tr> <tr> <td style="padding: 2px;">Specific lines in the text that reveal theme:</td> </tr> </table>	Theme:	Specific lines in the text that reveal theme:	<p>Oral Drill:</p> <p>Example for application of KPs:</p> <p>Think Aloud applying KPs to this day's text:</p>
Theme:							
Specific lines in the text that reveal theme:							

	<p>story that involves talking animals.</p> <ul style="list-style-type: none"> ● SWBAT moral as the lesson of the story ● SWBAT identify the moral in both texts (RL.2.2) ● SWBAT compare and contrast the morals of both texts <p>SWBAT respond to open ended questions with RACCE</p>	<p>story?</p> <p>In this passage, X learns Y. What key details in the story help the reader understand this lesson?</p> <p>What lesson is this story teaching you?</p> <p>What did X and Y learn at the end of both stories?</p>	<p>learns in the story, or what is revealed as the character changes throughout a story</p> <p>How:</p> <ul style="list-style-type: none"> ● you can find the moral by thinking through what the character learns as they attempt to resolve the problem ● determine the character lesson ● relate/apply the character lesson to real life <p>Why:</p> <ul style="list-style-type: none"> ● we find the moral of a story to see what the author wanted us to learn ● this helps us learn from the characters in our books 	<table border="1"> <tr> <td>Problem:</td> <td>Attempts to resolve:</td> <td>Solution:</td> </tr> <tr> <td colspan="3">Character lesson:</td> </tr> <tr> <td colspan="3">Moral</td> </tr> </table>	Problem:	Attempts to resolve:	Solution:	Character lesson:			Moral					
Problem:	Attempts to resolve:	Solution:														
Character lesson:																
Moral																
2	<p>Text: The Fox and the Crow</p> <p>The Lion and the Mouse</p> <ul style="list-style-type: none"> ● SWBAT define fable as a type of story that involves talking animals. ● SWBAT moral as the lesson of the story 	<p>From the unit assessment</p> <p>4. What lesson is the author trying to teach us in the story?</p> <p>From the unit assessment</p> <p>7. How did ___ solve his problem?</p> <p>From the unit assessment</p> <p>10. What happens at the ___ of both stories?</p> <p>From the unit assessment</p> <p>9 How were X from Y and W from Z similar?</p>	<p>What:</p> <ul style="list-style-type: none"> ● fables as a type of story that involves talking animals and end with a moral ● compare is to finding out how things are the same ● contrast is to find out how things are different ● the moral of a story is what the author is 	<p>Theme / Message / Moral / Lesson</p> <table border="1"> <tr> <td>Theme:</td> </tr> <tr> <td>Specific lines in the text that reveal theme:</td> </tr> </table> <table border="1"> <tr> <td>Problem:</td> <td>Attempts to resolve:</td> <td>Solution:</td> </tr> <tr> <td colspan="3">Character lesson:</td> </tr> <tr> <td colspan="3">Moral</td> </tr> </table>	Theme:	Specific lines in the text that reveal theme:	Problem:	Attempts to resolve:	Solution:	Character lesson:			Moral			<p>Oral Drill:</p> <p>Example for application of KPs:</p> <p>Think Aloud applying KPs to this day's text:</p>
Theme:																
Specific lines in the text that reveal theme:																
Problem:	Attempts to resolve:	Solution:														
Character lesson:																
Moral																

- SWBAT identify the moral in both texts
- **SWBAT compare and contrast the morals of both texts (RL.2.2; RL.2.9)**

SWBAT respond to open ended questions with RACCE

Recount the key events in the story.
Which detail from the text shows that X learns Y?
Which details from the text show the central message/lesson/moral of the story?
In this passage, X learns Y. What key details in the story help the reader understand this lesson?
What lesson is this story teaching you?
What did X and Y learn at the end of both stories?

What is the morale of both passages?
What is the _____ in both stories?
What is different about ____ instead of ____?
What do both passages say about ____?
How was ____ different from ____ in the stories ____ and ____?
Which of the following statements identifies the most important details presented in the two texts?
In what way is story X similar to/different from story Y?
Which of the following statements identifies the similarities/differences between the two stories?
How is Text A's detail/description of X similar to/different than Text B's detail/description of X?
Why is detail/description X in Text A similar to/different than detail/description X in Text B?

trying to teach us in the story

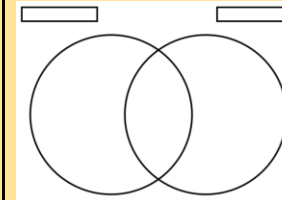
- the lesson or moral can show what the main character learns in the story, or what is revealed as the character changes throughout a story

How:

- read two texts to find the moral
- you can find the moral by thinking through what the character learns as they attempt to resolve the problem
- determine the character lesson
- relate/apply the character lesson to real life
- determine if the moral of two stories is the same or different by identifying it similarities and differences

Why:

- We do this to see if different stories can teach us the same or different things about the read world



Comparing / Contrasting Texts (can do this as a Venn diagram also)

	Text 1	Text 2
Genre		
S		
T		
O		
R		
Y		
Theme		

3

Text:
The Fisherman and His Wife
(Engage NY, Domain 1)

[Lesson Plan on Box](#)

- SWBAT fairy tales and fairy tale elements
 - SWBAT describe the characters, plot, and setting
 - **SWBAT identify the theme, lesson, or moral, in “The Fisherman and His Wife” (RL.2.2)**
 - SWBAT describe how the fisherman feels about asking for more wishes and how the flounder feels about granting each wish in “The Fisherman and His Wife”
 - SWBAT describe illustrations of the sea in “The Fisherman and His Wife”
- SWBAT respond to open ended questions with RACCE

From the unit assessment
4. What lesson is the author trying to teach us in the story?

From the unit assessment
7. How did ___ solve his problem?

From the unit assessment
4. What lesson is the author trying to teach us in the story?

Recount the key events in the story. Which detail from the text shows that X learns Y?
Which details from the text show the central message/lesson/moral of the story?
In this passage, X learns Y. What key details in the story help the reader understand this lesson?
What lesson is this story teaching you?
What did X and Y learn at the end of both stories?
What did X and Y learn at the end of both stories?

- What:**
- Fairy tales are fairy tales = a children's story about magical and imaginary beings and lands
 - Fairy tales have the same story elements as a narrative fiction story
 - the theme of a story is what the author is trying to teach us in the story
 - sometimes more than one theme can occur in a story
 - theme can show what the main character learns in the story, or what is revealed as the character changes throughout a story

- How:**
- you can find the theme by thinking through what the character learns as they attempt to resolve the problem
 - determine the character lesson
 - relate/apply the character lesson to real life

- Why:**
- we find the theme of a story to see what

Theme / Message / Moral / Lesson

Theme:

Specific lines in the text that reveal theme:

Elements of Fairy Tales:

Element of Fairy Tale	Evidence from Text
Tale	
Special beginning or ending	
Good vs. Evil	
Elements of Magic	
Royalty	
Things happen in Threes	

Problem:	Attempts to resolve:	Solution:

Character lesson:

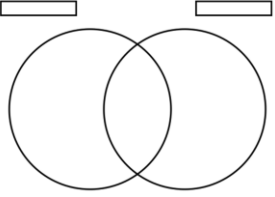
Moral

Oral Drill:

Example for application of KPs:

Think Aloud applying KPs to this day's text:

			<p>the author wanted us to learn</p> <ul style="list-style-type: none"> • this helps us learn from the characters in our books 											
4	<p>Text: The Emperor’s New Clothes (Engage NY, Domain 1)</p> <p>Lesson Plan on Box</p> <ul style="list-style-type: none"> • SWBAT identify the theme, lesson, or moral, in “The Emperor’s New Clothes” (RL.2.2) • SWBAT describe how the people feel upon seeing the Emperor in his underwear in “The Emperor’s New Clothes” • SWBAT describe the illustration of the spinners, weavers, and tailors in “The Emperor’s New Clothes” <p>SWBAT respond to open ended questions with RACCE</p>	<p>From the unit assessment 8. The theme of ___ is</p> <p>From the unit assessment 7. How did ___ solve his problem?</p> <p>Recount the key events in the story. Which detail from the text shows that X learns Y? Which details from the text show the central message/lesson/moral of the story? In this passage, X learns Y. What key details in the story help the reader understand this lesson? What lesson is this story teaching you? What did X and Y learn at the end of both stories?</p>	<p>What:</p> <ul style="list-style-type: none"> • Characters feel a certain way as a reaction to an event or action of another character. • the theme of a story is what the author is trying to teach us in the story • sometimes more than one theme can occur in a story • theme can show what the main character learns in the story, or what is revealed as the character changes throughout a story <p>How:</p> <ul style="list-style-type: none"> • you can find the theme by thinking through what the character learns as they attempt to resolve the problem • determine the character lesson • relate/apply the character lesson to real life 	<p>Using Illustrations:</p> <table border="1"> <thead> <tr> <th>Part in text</th> <th>Illustration</th> <th>Enhanced Understanding / WHY did the illustrator choose this part?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Part in text	Illustration	Enhanced Understanding / WHY did the illustrator choose this part?							
Part in text	Illustration	Enhanced Understanding / WHY did the illustrator choose this part?												

			<p>Why:</p> <ul style="list-style-type: none"> • we find the theme of a story to see what the author wanted us to learn • this helps us learn from the characters in our books • illustrations help us create a more accurate image in our minds, building our schema 																				
5	<p>Text:</p> <ul style="list-style-type: none"> • SWBAT compare and contrast characteristics of fairy tales in “The Fisherman and His Wife” with the characteristics of fairy tales in “The Emperor’s New Clothes” (RL.2.5; RL.2.9) • SWBAT describe how the beast feels when the merchant takes his rose in “Beauty and the Beast, Part I” • SWBAT describe an illustration of the beast in “Beauty and the 	<p>From unit assessment</p> <p>1. What does the ___ paragraph of the passage tell the reader?</p> <p>From the unit assessment</p> <p>10. What happens at the ___ of both stories?</p> <p>From the unit assessment</p> <p>9 How were X from Y and W from Z similar?</p> <p>From the unit assessment</p> <p>5. What does the ___ paragraph tell the reader?</p> <p>From the unit assessment</p> <p>6. Why did the author include the ___ paragraph of the passage? Select all that apply.</p> <p>From the unit assessment</p> <p>2. Why did the author include the picture at the _____ of the passage?</p> <p>From unit assessment</p>	<p>What:</p> <ul style="list-style-type: none"> • fables as a type of story that involves talking animals and end with a moral • compare is to finding out how things are the same • contrast is to find out how things are different • the moral of a story is what the author is trying to teach us in the story • the lesson or moral can show what the main character learns in the story, or what is revealed as the character changes throughout a story 	 <p>Using Illustrations:</p> <table border="1" data-bbox="1325 927 1629 1036"> <tr> <td>Part in text</td> <td>Illustration</td> <td>Enhanced Understanding / WHY did the illustrator choose this part?</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Elements of Fairy Tales:</p> <table border="1" data-bbox="1325 1101 1629 1268"> <thead> <tr> <th>Element of Fairy Tale</th> <th>Evidence from Text</th> </tr> </thead> <tbody> <tr> <td>Special beginning or ending</td> <td></td> </tr> <tr> <td>Good vs. Evil</td> <td></td> </tr> <tr> <td>Elements of Magic</td> <td></td> </tr> <tr> <td>Royalty</td> <td></td> </tr> <tr> <td>Things happen in Threes</td> <td></td> </tr> </tbody> </table>	Part in text	Illustration	Enhanced Understanding / WHY did the illustrator choose this part?				Element of Fairy Tale	Evidence from Text	Special beginning or ending		Good vs. Evil		Elements of Magic		Royalty		Things happen in Threes		
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Beast, Part I”
SWBAT respond to
open ended questions
with RACCE

1. What does the ___ paragraph of
the passage tell the reader?

What happens in the
beginning/middle/end of this story?
What is the beginning/middle/end of
this story about?
Explain how the story is organized.
What is the overall structure of the
passage?
What do you find out from the
beginning of the "(text)X"?
What happens in the MIDDLE of the
story?
What does the beginning of "(text)X"
tell the reader?
Describe the parts of a story (beginning
and end)?
Why does X want to Y?
What is the _____ in both stories?
What is different about ___ instead of
___?
How was ___ different from ___ in
the stories ___ and ___?
In what way is story X similar
to/different from story Y?
Which of the following statements
identifies the similarities/differences
between the two stories?
How is Text A's detail/description of X
similar to/different than Text B's
detail/description of X?
Why is detail/description X in Text A
similar to/different than
detail/description X in Text B?

How:

- read two texts to find
the moral
- you can find the
moral by thinking
through what the
character learns as
they attempt to
resolve the problem
- determine the
character lesson
- relate/apply the
character lesson to
real life
- determine if the
moral of two stories
is the same or
different by
identifying it
similarities and
differences
-

Why:

We do this to see if different
stories can teach us the same
or different things about the
read world
We can learn about diverse
cultures by looking at their
stories that are passed down
through centuries

STORY:

S	
T	
O	
R	
Y	
What's the theme or big idea?	

6

Text:
[Two Cinderella versions](#)

Other Cinderella versions found [here](#)

- SWBAT define fantasy
- **SWBAT identify the theme, lesson, or moral, in two Cinderella stories from around the world (RL.2.2; RL.2.9)**
- SWBAT compare and contrast the two different Cinderella versions

SWBAT respond to open ended questions with RACCE

Recount the key events in the story.
Which detail from the text shows that X learns Y?
Which details from the text show the central message/lesson/moral of the story?
In this passage, X learns Y. What key details in the story help the reader understand this lesson?
What lesson is this story teaching you?
What did X and Y learn at the end of both stories?
What is the _____ in both stories?
What is different about ____ instead of ____?
How was ___ different from ____ in the stories ____ and ____?
In what way is story X similar to/different from story Y?
Which of the following statements identifies the similarities/differences between the two stories?
How is Text A's detail/description of X similar to/different than Text B's detail/description of X?
Why is detail/description X in Text A similar to/different than detail/description X in Text B?

What:

- compare is to finding out how things are the same
- contrast is to find out how things are different
- the moral of a story is what the author is trying to teach us in the story
- the lesson or moral c
- an show what the main character learns in the story, or what is revealed as the character changes throughout a story

How:

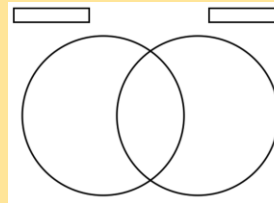
- read two texts to find the moral
- you can find the moral by thinking through what the character learns as they attempt to resolve the problem
- determine the character lesson
- relate/apply the character lesson to real life
- determine if the moral of two stories is the same or different by identifying it

STORY:

S	
T	
O	
R	
Y	
What's the theme or big idea?	

Comparing / Contrasting Texts (can do this as Venn diagram also)

	Text 1	Text 2
Genre		
S		
T		
O		
R		
Y		
Theme		



			<p>similarities and differences</p> <ul style="list-style-type: none"> • <p>Why: We do this to see if different stories can teach us the same or different things about the read world We can learn about diverse cultures by looking at their stories that are passed down through centuries</p>		
7	<p>Text: Paul Bunyan (Engage NY, Domain 1) Lesson Plan on Box</p> <ul style="list-style-type: none"> • SWBAT define tall tales as stories with things that could not happen in real life (RL.2.5) • SWBAT identify make-believe statements in literary text <p>SWBAT respond to open ended questions with RACCE</p>	<p>From unit assessment 2. What does the ___ paragraph of the passage tell the reader? From the unit assessment 2. Why did the author include the picture at the ___ of the passage? From the unit assessment 5. What does the ___ paragraph tell the reader? From the unit assessment 6. Why did the author include the ___ paragraph of the passage? Select all that apply.</p> <p>What happens in the beginning/middle/end of this story? What is the beginning/middle/end of this story about? Explain how the story is organized. What is the overall structure of the passage? What do you find out from the beginning of the "(text)X"? What happens in the MIDDLE of the story? What does the beginning of "(text)X" tell the reader?</p>	<p>What:</p> <ul style="list-style-type: none"> • A tall tale is a story with elements that can happen in real life. • Tall tales are often make-believe; not real • Tall tales have the elements of a narrative text <p>How:</p> <ul style="list-style-type: none"> • When you read a narrative text you can ask yourself "could this really happen in real life" <p>Why:</p> <ul style="list-style-type: none"> • Tall tales allow us to use our imagination and visualize a life much different from our own. 		

		Describe the parts of a story (beginning and end)? Why does X want to Y?			
8	<p>Text: Pecos Bill (Engage NY, Domain 1) Lesson Plan on Box</p> <ul style="list-style-type: none"> • SWBAT define tall tales as stories with things that could not happen in real life (RL.2.5) • SWBAT identify make-believe statements in literary text • SWBAT compare and contrast other characteristics of tall tales in “Paul Bunyan” with the characteristics of tall tales in “Pecos Bill” <p>SWBAT respond to open ended questions with RACCE</p>	<p>From unit assessment 3. What does the ___ paragraph of the passage tell the reader?</p> <p>From the unit assessment 3. Why did the author include the picture at the ____ of the passage?</p> <p>From the unit assessment 5. What does the ___ paragraph tell the reader?</p> <p>From the unit assessment 6. Why did the author include the ___ paragraph of the passage? Select all that apply.</p> <p>What happens in the beginning/middle/end of this story? What is the beginning/middle/end of this story about? Explain how the story is organized. What is the overall structure of the passage? What do you find out from the beginning of the "(text)X"? What happens in the MIDDLE of the story? What does the beginning of "(text)X" tell the reader? Describe the parts of a story (beginning and end)? Why does X want to Y?</p>	<p>What:</p> <ul style="list-style-type: none"> • A tall tale is a story with elements that can happen in real life. • Tall tales are often make-believe; not real • Tall tales have the elements of a narrative text • compare is to finding out how things are the same • contrast is to find out how things are different <p>How:</p> <ul style="list-style-type: none"> • When you read a narrative text you can ask yourself “could this really happen in real life” • Determine if the elements of the two texts are the same or different and how <p>Why: Tall tales allow us to use our imagination and visualize a life much different from our own</p>		

<p>9</p>	<p>Text: John Henry (Engage NY, Domain 1) Lesson Plan on Box</p> <ul style="list-style-type: none"> • SWBAT define tall tales as stories with things that could not happen in real life • SWBAT identify make-believe statements in literary text • SWBAT compare and contrast other characteristics of tall tales in “John Henry” with the characteristics of tall tales in “Pecos Bill” (RL.2.5; RL.2.9) <p>SWBAT respond to open ended questions with RACCE</p>	<p>From unit assessment 4. What does the ___ paragraph of the passage tell the reader?</p> <p>From the unit assessment 4. Why did the author include the picture at the _____ of the passage?</p> <p>From the unit assessment 5. What does the ___ paragraph tell the reader?</p> <p>From the unit assessment 6. Why did the author include the ___ paragraph of the passage? Select all that apply.</p> <p>What happens in the beginning/middle/end of this story? What is the beginning/middle/end of this story about? Explain how the story is organized. What is the overall structure of the passage? What do you find out from the beginning of the "(text)X"? What happens in the MIDDLE of the story? What does the beginning of "(text)X" tell the reader? Describe the parts of a story (beginning and end)? Why does X want to Y? What is the _____ in both stories? What is different about _____ instead of _____? How was _____ different from _____ in the stories _____ and _____? In what way is story X similar to/different from story Y? Which of the following statements</p>	<p>What:</p> <ul style="list-style-type: none"> • A tall tale is a story with elements that can happen in real life. • Tall tales are often make-believe; not real • Tall tales have the elements of a narrative text • compare is to finding out how things are the same • contrast is to find out how things are different <p>How:</p> <ul style="list-style-type: none"> • When you read a narrative text you can ask yourself “could this really happen in real life” • Determine if the elements of the two texts are the same or different and how <p>Why: Tall tales allow us to use our imagination and visualize a life much different from our own</p>		
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10	<p>Text: Casey Jones (Engage NY, Domain 1) Lesson Plan on Box</p> <ul style="list-style-type: none"> SWBAT define tall tales as stories with things that could not happen in real life SWBAT identify make-believe statements in literary text Describe how the words from the “Ballad of Casey Jones” tell the story about Casey Jones SWBAT compare and contrast orally the characteristics of tall tales in “Paul Bunyan,” “John Henry,” and “Casey Jones” (RL.2.5; RL.2.9) 	<p>From unit assessment 5. What does the ___ paragraph of the passage tell the reader? From the unit assessment 5. Why did the author include the picture at the _____ of the passage? From the unit assessment 5. What does the ___ paragraph tell the reader? From the unit assessment 6. Why did the author include the ___ paragraph of the passage? Select all that apply.</p> <p>What is the _____ in both stories? What is different about _____ instead of _____? How was ___ different from _____ in the stories _____ and _____? In what way is story X similar to/different from story Y? Which of the following statements identifies the similarities/differences between the two stories? How is Text A's detail/description of X similar to/different than Text B's detail/description of X? Why is detail/description X in Text A</p>	<p>What:</p> <ul style="list-style-type: none"> A tall tale is a story with elements that can happen in real life. Tall tales are often make-believe; not real Tall tales have the elements of a narrative text compare is to finding out how things are the same contrast is to find out how things are different <p>How:</p> <ul style="list-style-type: none"> When you read a narrative text you can ask yourself “could this really happen in real life” Determine if the elements of the two texts are the same or different and how <p>Why: Tall tales allow us to use our</p>	<p>Comparing / Contrasting Texts (can do this as Venn diagram also)</p> <table border="1"> <thead> <tr> <th></th> <th>Text 1</th> <th>Text 2</th> </tr> </thead> <tbody> <tr> <td>Genre</td> <td></td> <td></td> </tr> <tr> <td>S</td> <td></td> <td></td> </tr> <tr> <td>T</td> <td></td> <td></td> </tr> <tr> <td>O</td> <td></td> <td></td> </tr> <tr> <td>R</td> <td></td> <td></td> </tr> <tr> <td>Y</td> <td></td> <td></td> </tr> <tr> <td>Theme</td> <td></td> <td></td> </tr> </tbody> </table>		Text 1	Text 2	Genre			S			T			O			R			Y			Theme			
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	<p>SWBAT respond to open ended questions with RACCE</p>	<p>similar to/different than detail/description X in Text B? What happens in the beginning/middle/end of this story? What is the beginning/middle/end of this story about? Explain how the story is organized. What is the overall structure of the passage? What do you find out from the beginning of the "(text)X"? What happens in the MIDDLE of the story? What does the beginning of "(text)X" tell the reader? Describe the parts of a story (beginning and end)? Why does X want to Y?</p>	<p>imagination and visualize a life much different from our own</p>																		
<p>11</p>	<p>Text: Seven Chinese Sisters by Kathy Tucker</p> <ul style="list-style-type: none"> SWBAT define folk tales SWBAT identify the theme, lesson, or moral, in the folk tale (RL.2.2) <p>SWBAT respond to open ended questions with RACCE</p>	<p>From the unit assessment 3. What were the X Y? From the unit assessment 4. What lesson is the author trying to teach us in the story? From the unit assessment 7. How did ___ solve his problem? From the unit assessment 8. The theme of ___ is</p> <p>Which character is telling the story? Who is telling the story? What is X's point of view about Y? How does character X speak differently from character Y?</p> <p>Which character is telling the story? Who is telling the story? What is X's point of view about Y? How does character X speak</p>	<p>What:</p> <ul style="list-style-type: none"> Folktales are stories originating in popular culture, typically passed on by word of mouth. the moral of a story is what the author is trying to teach us in the story the lesson or moral can show what the main character learns in the story, or what is revealed as the character changes throughout a story <p>How:</p> <ul style="list-style-type: none"> you can find the moral by thinking 	<p>Theme / Message / Moral / Lesson</p> <p>Theme:</p> <table border="1" data-bbox="1325 829 1619 938"> <tr> <td colspan="3">Specific lines in the text that reveal theme:</td> </tr> </table> <table border="1" data-bbox="1325 954 1629 1040"> <tr> <td>Problem:</td> <td>Attempts to resolve:</td> <td>Solution:</td> </tr> </table> <p>Character lesson:</p> <p>Moral</p> <hr/> <p>STORY:</p> <table border="1" data-bbox="1325 1230 1619 1419"> <tr> <td>S</td> <td></td> </tr> <tr> <td>T</td> <td></td> </tr> <tr> <td>O</td> <td></td> </tr> <tr> <td>R</td> <td></td> </tr> <tr> <td>Y</td> <td></td> </tr> </table> <p>What's the theme or big idea?</p>	Specific lines in the text that reveal theme:			Problem:	Attempts to resolve:	Solution:	S		T		O		R		Y		
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13	<p>Text: The Legend of the Bluebonnet by Tommie dePaola</p> <ul style="list-style-type: none"> SWBAT define legends SWBAT identify the theme, lesson, or moral, in the legend (RL.2.2) <p>SWBAT respond to open ended questions with RACCE</p>	<p>Recount the key events in the story. Which detail from the text shows that X learns Y? Which details from the text show the central message/lesson/moral of the story? In this passage, X learns Y. What key details in the story help the reader understand this lesson? What lesson is this story teaching you? What did X and Y learn at the end of both stories?</p>	<p>What:</p> <ul style="list-style-type: none"> Folktales are stories originating in popular culture, typically passed on by word of mouth. the moral of a story is what the author is trying to teach us in the story the lesson or moral can show what the main character learns in the story, or what is revealed as the character changes throughout a story <p>How:</p> <ul style="list-style-type: none"> you can find the moral by thinking through what the 	<p>Theme / Message / Moral / Lesson</p> <table border="1"> <tr> <td>Theme:</td> </tr> <tr> <td>Specific lines in the text that reveal theme:</td> </tr> </table> <table border="1"> <tr> <td>Problem:</td> <td>Attempts to resolve:</td> <td>Solution:</td> </tr> <tr> <td colspan="3">Character lesson:</td> </tr> <tr> <td colspan="3">Moral</td> </tr> </table>	Theme:	Specific lines in the text that reveal theme:	Problem:	Attempts to resolve:	Solution:	Character lesson:			Moral			
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15	Unit assessment				Unit celebration

Unit Processing:

Does your unit cover all the content from your unit assessment? Does it cover all the content from your VoE?

Did you make changes to the unit from it's original composition? Why?

Rocketship Education – 3rd Grade Math Scope & Sequence Map – 2015-2016

Third grade mathematics is about...

- 1) developing understanding of multiplication and division and strategies for multiplication and division within 100
- 2) developing understanding of fractions, especially unit fractions (fractions with numerator 1)
- 3) developing understanding of the structure of rectangular arrays and of area
- 4) describing and analyzing two-dimensional shapes

Required Fluencies by the End of Third Grade

- 3.OA.7 - Single-digit products and quotients (products from memory by end of Grade 3)
3.NBT.2: Add and subtract within 1,000

Summary of Units in Grade 3

Unit 1: Place Value with Addition and Subtraction - 5 weeks

In Unit 1, students will increase their sophistication with computation strategies for addition and subtraction that will be finalized by the end of the year. This unit introduces the concept of rounding, which provides students with another strategy to judge the reasonableness of their answers in addition and subtraction situations.

Unit 2: Exploring Multiplication and Division - 4 weeks

Unit 2 builds upon the multiplication foundation started in Grade 2. First students concentrate on the meaning of multiplication and division and begin developing fluency for learning products. Students begin developing these concepts by working with numbers with which they are more familiar such as 2's, 5's and 10's in addition to numbers that are easily skip counted, such as 3's and 4's. Since multiplication is a critical area for Grade 3, students will build on these concepts throughout this year working towards fluency by the end of the year.

Unit 3: Multiplication and Area of Plane Figures - 4 weeks

By Unit 3, students are ready to investigate area and the formula for the area of a rectangle. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps. When that shape is a rectangle with whole number side lengths, it is easy to partition the rectangle into squares with equal areas. The students reason with shapes and their attributes, including area.

Unit 4: Developing Multiplication and Division Strategies - 8 weeks

The focus of Unit 4 is the connection between multiplication and division. Students learn the remaining multiplication and division facts as they continue to develop their understanding of multiplication and division strategies within 100 and use those strategies to solve two-step word problems.

Unit 5: Understanding Fractions as Numbers - 3 weeks

In Unit 5, the goal is for students to transition from thinking of fractions as area or parts of a figure to points on a number line. Students learn to understand that every fraction is a combination of unit fractions. Students develop a conceptual understanding of equivalent fractions using a multiple of visual models. They build on their work with fractions to reason about fraction size and structure to compare quantities. Students defend their reasoning and critique the reasoning of others using both visual models and their understanding of the structure of fractions.

Unit 6: Measurement: Time, Metric Weight and Capacity - 2 weeks

In Unit 6, students focus on measurement of time, metric weight and capacity.

Unit 7: Geometry and Measurement - 2 weeks

In Unit 7, the students reason with shapes and their attributes, including perimeter and area. The standards in this unit strongly support one another because perimeter, like area, is an attribute of a shape.

Unit 8: Collecting and Displaying Data - 2 weeks

In Unit 8, students build on concepts about data, graphing, and line plots. They focus on generating and analyzing categorical and measurement data. By the end of the unit, students are working with a mixture of scaled picture graphs, bar graphs, and line plots to problem solve using both categorical and measurement data.

Unit 1: Place Value with Addition and Subtraction – 5 Weeks

3.OA.8

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**Focus on addition and subtraction. Multiplication and division will be taught in Unit 4.*

RIT Band Skills

- > Solves multi-step addition and subtraction word problems, whole numbers within 100 (RIT 171-210)
- > Estimates solutions to multi-step word problems involving the four operations with whole numbers (RIT 171-230)
- > Represents multi-step word problems with expressions or equations, whole numbers (RIT 181-230)
- > Solves multi-step word problems involving the four operations with whole numbers (RIT 181-230)
- > Estimate solutions to one-step word problems involving the four operations with whole numbers (RIT 191-220)

3.NBT.1

Use place value understanding to round whole numbers to the nearest 10 or 100.

RIT Band Skills

- > Rounds whole numbers within 100 (RIT 171 - 210)
- > Rounds whole numbers within 1,000 (RIT 181-210)

3.NBT.2

Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

RIT Band Skills

- > Subtracts whole numbers within 1,000, no regrouping (171 - 190)
- > Subtracts whole numbers within 1,000, with regrouping (RIT 181-200)
- > Understands the inverse relationship between addition & subtraction (RIT 171-230)
- > Adds three or more whole numbers with sums greater than 100 (RIT 181-220)
- > Composes or decomposes whole numbers to create equivalent expressions (RIT 171-200)
- > Adds whole numbers with sums within 1,000, no regrouping (RIT 171-180)
- > Adds whole numbers with sums within 1,000, with regrouping (RIT 1710-190)

Unit 2: Exploring Multiplication and Division – 4 Weeks

3.OA.1

Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

RIT Band Skills

- > Represents multiplication using models (RIT 171-190)
- > Represents multiplication as repeated addition (RIT 181-210)
- > Understands multiplication as many groups of equal size (RIT 191-220)

3.OA.2

Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

RIT Band Skills

- > Understands division as equal sharing (RIT 201-230)

3.OA.4

Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations " $8 \times ? = 48$ ", " $5 = ? \div 3$ ", " $6 \times 6 = ?$ ".

RIT Band Skills

- > Determines unknown factors in multiplication equations with whole numbers and products within 100 (RIT 171-210)
- > Determines unknown divisors in division equations with whole numbers and dividends within 100 (RIT 191-210)
- > Determines unknown factors in multiplication equations with whole numbers & products greater than 100 (RIT 201-220)

3.OA.6

Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

RIT Band Skills

- > Represents division equations with whole numbers as part-unknown multiplication equations (RIT 181-210)
- > Understands the inverse relationship between multiplication and division (RIT 191-210)

Unit 3: Multiplication and Plane Figures – 4 Weeks

3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement. a) A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b) A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
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RIT Band Skills

- > Estimates areas of figures using square units (RIT 191-210)
- > Understands the concept of area (RIT 201-220)

3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
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RIT Band Skills

- > Determines areas of figures composed of whole unit squares (RIT 171-200)
- > Determines areas of figures composed on whole and partial unit square (RIT 201-220)

3.MD.7	Relate area to the operations of multiplication and addition. a) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b) Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c) Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d) Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
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RIT Band Skills

- > Determines areas of rectangles with whole number sides, given the formula (RIT 191-220)
- > Solves real-world and mathematical problems involving areas of rectangle (RIT 201-230)
- > Determines areas of rectangles with whole-number sides (RIT 201-230)

Unit 4: Developing Multiplication and Division Strategies – 8 Weeks

3.OA.3

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

RIT Band Skills

- > Represents one-step equal-groups multiplication and division word problems with models, whole numbers (RIT 171-190)
- > Solves one-step equal-groups division word problems, whole numbers within 100 (RIT 171-220)
- > Solves one-step equal-groups multiplication word problems, whole numbers with products within 100 (RIT 171-200)
- > Represents one-step equal-groups multiplication word problems as expressions or equations, whole numbers (RIT 181-220)
- > Represents one-step equal-groups division word problems as expressions or equations, whole numbers (RIT 200-210)

3.OA.5

Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

RIT Band Skills

- > Applies the commutative property of multiplication to whole numbers (RIT 171-180)
- > Applies the associative property of multiplication to whole numbers (RIT 191-210)
- > Applies the distributive property of multiplication to whole numbers (RIT 201-230)

3.OA.7

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

RIT Band Skills

- > Multiplies basic facts (RIT 171-200)
- > Divides basic facts (RIT 181-210)

3.OA.8

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

RIT Band Skills

- > Solves multi-step addition and subtraction word problems, whole numbers within 100 (RIT 171-210)
- > Estimates solutions to multi-step word problems involving the four operations with whole numbers (RIT 171-230)
- > Represents multi-step word problems with expressions or equations, whole numbers (RIT 181-230)
- > Solves multi-step word problems involving the four operations with whole numbers (RIT 181-230)
- > Estimate solutions to one-step word problems involving the four operations with whole numbers (RIT 191-220)

3.OA.9

Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

RIT Band Skills

- > Recognizes skip-counting patterns in 100s chart (RIT 191-220)

3.NBT.3

Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

RIT Band Skills

- > Multiplies multiples of 10 by one-digit whole numbers (RIT 171-190)

Unit 5: Understanding Fractions as Numbers – 3 Weeks

3.NF.1

Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

RIT Band Skills

- > Models non-unit fractions using area models (RIT 171-210)
- > Models unit fractions using area models (RIT 171-200)

3.NF.2

Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
- Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

RIT Band Skills

- > Locates unit fractions on a number line (RIT 191-220)
- > Locates non-unit fractions on a number line (RIT 211-230)

3.NF.3

Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.
- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

RIT Band Skills

- > Orders fraction models with unlike numerators and/or denominators (RIT 171-180)
- > Identifies equivalent fraction models (RIT 171-220)
- > Identifies fractions equivalent to whole numbers using area or set models (RIT 171-190)
- > Identifies fractions equivalent to whole numbers (RIT 201-230)
- > Compares fraction models with like numerators or denominators using words (RIT 181-230)
- > Compares fraction models with like numerators or denominators using symbols (RIT 201-230)
- > Compares unit fractions using words (RIT 191-210)
- > Compares fractions with like numerators or denominators using symbols (RIT 211-230)
- > Writes equivalent fractions (RIT 191-230)
- > Writes equivalent fractions for given area or set models (RIT 191-230)
- > Writes fractions in simplest form (RIT 201-230)

3.G.2

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.

RIT Band Skills

- > Identifies shapes that are divided into equal parts (RIT 171-190)
- > Identifies shapes that are divided into halves (RIT 171-180)
- > Identifies shapes that are divided into quarters (RIT 191-210)

Unit 6: Measurement: Time, Metric Weight and Capacity – 2 Weeks

3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
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RIT Band Skills

- > Reads analog clocks to the nearest minute (RIT 171-210)
- > Solves elapsed-time word problems across either minutes or hours (RIT 171-230)
- > Solves elapsed-time word problems across both minutes and hours (RIT 191-230)
- > Understands time interval concepts: quarter to, half past, etc. (RIT 171-210)
- > Determine elapsed time across either minutes or hours using clocks (RIT 181-210)
- > Determines elapsed time across both minutes and hours using clocks (RIT 191-220)

3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm ³ and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. [Excludes multiplicative comparison problems (problems involving notions of “times as much”)]
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RIT Band Skills

- > Measures the mass of objects in metric units (RIT 181-190)
- > Measure the capacity of objects in metric units (RIT 211-210)
- > Solves one-step capacity word problems involving whole number multiplication or division (RIT 181-220)
- > Solves one-step weight/mass word problems involving whole number multiplication and division (RIT 191-200)
- > Solves one-step weight/mass word problems involving whole number addition and subtraction (RIT 201-210)
- > Estimates the mass of objects in metric units (RIT 201-220)

Unit 7: Geometry and Measurement – 2 Weeks

3.MD.8

Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

RIT Band Skills

- > Determines perimeters of basic polygons with all sides labeled (RIT 171-200)
- > Determines perimeters of basic polygons in which not all sides are labeled (RIT 191-230)
- > Determines side lengths given the perimeter of rectangles (RIT 201-230)
- > Solves real-world and mathematical problems involving perimeters of rectangles (RIT 191-230)
- > Counts to find the perimeters of complex figures (RIT 211-220)
- > Determines perimeters of complex figures in which not all sides are labeled (RIT 220-230)

3.G.1

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

RIT Band Skills

- > Understand the relationships among categories of shapes (RIT 201-230)

Unit 8: Collecting and Displaying Data – 2 Weeks

3.MD.3

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

RIT Band Skills

- > Reads bar graphs with multi-unit scales to determine how many in a category (RIT 171-200)
- > Reads pictographs with multi-unit scales to determine how many in a category (RIT 181-210)
- > Represents data in bar graphs with multi-unit scales (RIT 171-210)
- > Represents data in pictographs with multi-unit scales (RIT 191-210)
- > Represents data in picture graphs with multi-unit scales (RIT 191-210)
- > Compares categories in bar graphs with multi-unit scales (RIT 171-200)
- > Compares categories in pictographs with multi-unit scales (RIT 171-180)
- > Adds and subtracts to answer questions about bar graphs with multi-unit scales (RIT 181-220)
- > Adds and subtracts to answer questions about pictographs with multi-unit scales (RIT 191-220)

3.MD.4

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

RIT Band Skills

- > Represents data in line or dot plots (RIT 191-220)

Numeracy Planning Guide for Grade 4 (4.NF.7)

Grade 4 – Number & Operations - Fractions – Standard 7



DOMAIN: Numbers and Operations – Fractions (NF)

Note: Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

CLUSTER: Understand decimal notation for fractions, and compare decimal fractions.

CCSS.MATH.CONTENT.4.NF.C.7

Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another visual model.



4.NF.7 lessons can be found in:

- Unit 6: Decimals

Manipulatives/ Tools

- Base ten blocks
- Cuisenaire Rods, Snap Cubes
- Fraction bars or circles
- Construction Paper Strips
- Money (dimes, pennies)
- Hundreds chart and grid
- Number lines

Math Practices Emphasized

- MP.2. Reason abstractly and quantitatively.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.7. Look for and make use of structure.

Vocabulary

- ✓ Equivalent
- ✓ Numerator, denominator
- ✓ Decimal
- ✓ Decimal point
- ✓ Tenth, hundredth
- ✓ Greater than, less than, equal to
- ✓ $>$, $<$, $=$

Numeracy Planning Guide for Grade 4 (4.NF.7)

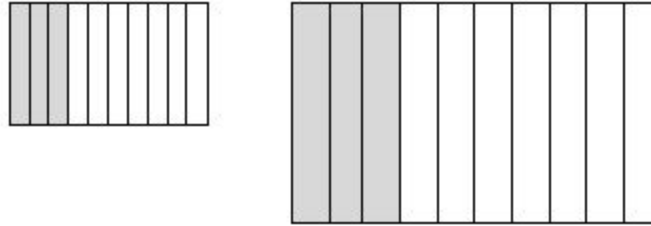
Essential Questions to develop 4.NF.7

- How does your knowledge of fractions and/or place value help you compare decimals? Use the comparison of .6 and .36 in your response.
- Write four decimals that are in between .3 and .67?
- What decimal could be less than .7 but have a 9 in it?
- How can you arrange the digits 5,3,0 to create the smallest/largest decimal possible? How can you arrange these digits to create a decimal between .5 and .9?
- Eddie has a collection of dimes and pennies and Jennifer has 64 pennies. Eddie is arguing that he has more money even though he has less coins. What coins could Eddie have that would make Eddie correct? What coins could he have that would make Eddie incorrect?
- How do you know that $0.04 < 0.40$?
- When could .6 be smaller than .3? (e.g. .6 of a meter vs. .3 of a kilometer)
- What digits could be placed in the blank to make the number sentence true? $0.43 > 0.__9$

Curriculum Notes for 4.NF.7

Students build area and other models to compare decimals. Through these experiences and their work with fraction models, they build the understanding that comparisons between decimals or fractions are only valid when the whole is the same for both cases. Each of the models below shows $\frac{3}{10}$ but the whole on the right is much bigger than the whole on the left. They are both $\frac{3}{10}$ but the model on the right is a much larger quantity than the model on the left.

Numeracy Planning Guide for Grade 4 (4.NF.7)

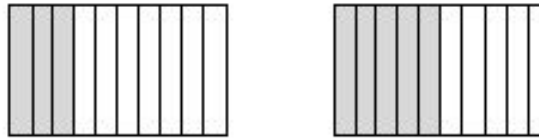


When the wholes are the same, the decimals or fractions can be compared.

Example:

Draw a model to show that $0.3 < 0.5$.

(Students would sketch two models of approximately the same size to show the area that represents three-tenths is smaller than the area that represents five-tenths.)



When comparing decimals, students should use models (such as hundredths grids) and number lines. When locating decimals on a number line the smaller numbers are farther to the left and the greater number is farther to the right. Often students are able to better understand comparing decimals if the problem is in context such as comparing scores or records of athletes. Students need to understand that some decimals are equivalent. Sharing examples with models to show that $.4 = .40$ will help students see the equivalency. Decimal numbers are rational numbers and so we can use them to indicate quantities that are less than one or between any two whole numbers. In between any two decimal numbers there is always another decimal number.

Numeracy Planning Guide for Grade 4 (4.NF.7)

Performance Tasks for 4.NF.7

Illustrative Mathematics:

Using Place Value

<https://www.illustrativemathematics.org/illustrations/182>

Univeristy of North Carolina:

Everyday, Ordinary Olympics

<http://www.learnnc.org/lp/pages/4013>

Students will use a stopwatch to time themselves performing in various events, record data, and then compare and order decimals to determine bronze, silver and gold medal winners.

[Trash Can Basketball](#) (pg 68)

Additional Instructional Resources for 4.NF.7


Core Lesson

Our denominator is 100 because there are 100 pennies in 1 dollar.

Tenths (dimes) Hundredths (pennies)

\$ 0 . 4 6

\$0.40 ($\frac{40}{100}$) + \$0.06 ($\frac{6}{100}$) = \$0.46 ($\frac{46}{100}$)



LEARN ZILLION

Learnzillion Video Resource:

Compare two decimals to hundredths

<https://learnzillion.com/lessonsets/672-compare-two-decimals-to-hundredths>

STEM Connection Resources for 4.NF.7

Online Activities:

- **Virtual Manipulatives**
http://www.glencoe.com/sites/common_assets/mathematics/ebook_assets/vmf/VMF-Interface.html
- **Ordering Decimals to the Hundredths**
<http://mrnussbaum.com/decorder1/>
- **Decention** - create teams of 3 - one fraction, one decimal, and one percent.
<http://www.mathplayground.com/Decention/Decention.html>
- **Testing Room - Decimals**
<http://www.bbc.co.uk/bitesize/ks2/maths/number/decimals/play/popup.shtml>
- **Equivalent Fractions** - Create equivalent fractions by dividing and shading squares or circles, and match each fraction to its location on the number line.
<http://illuminations.nctm.org/Activity.aspx?id=3510>



Rocketship Math Lesson Plan Skeleton

Date

Class

Grade Level & Unit

Common Core State Standard

Daily Sub-Objective (Piece of CCSS) – (if applicable)

Daily Knowledge, Skills and/or Understandings

Essential Question(s) for the Day

Anticipated Misunderstandings

Differentiation Notes

Materials Needed



Rocketship Math Lesson Plan Skeleton

Activator	Key Points and/or Prompting Questions	Pacing Notes

Activity	Key Points and/or Prompting Questions	Pacing Notes

Processing	Key Points and/or Prompting Questions	Pacing Notes

Assessment	Pacing Notes



Rocketship Math Lesson Plan Skeleton

Application	Key Points and/or Prompting Questions	Pacing Notes

INTRODUCTION TO SINGAPORE MATH

Welcome to Singapore Math! The math curriculum in Singapore has been recognized worldwide for its excellence in producing students highly skilled in mathematics. Students in Singapore have ranked at the top in the world in mathematics on the *Trends in International Mathematics and Science Study* (TIMSS) in 1993, 1995, 2003, and 2008. Because of this, Singapore Math has gained in interest and popularity in the United States.

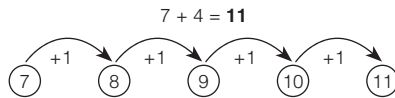
Singapore Math curriculum aims to help students develop the necessary math concepts and process skills for everyday life and to provide students with the ability to formulate, apply, and solve problems. Mathematics in the Singapore Primary (Elementary) Curriculum cover fewer topics but in greater depth. Key math concepts are introduced and built-on to reinforce various mathematical ideas and thinking. Students in Singapore are typically one grade level ahead of students in the United States.

The following pages provide examples of the various math problem types and skill sets taught in Singapore.

At an elementary level, some simple mathematical skills can help students understand mathematical principles. These skills are the counting-on, counting-back, and crossing-out methods. Note that these methods are most useful when the numbers are small.

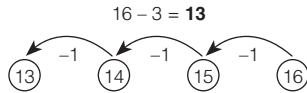
1. The Counting-On Method

Used for addition of two numbers. Count on in 1s with the help of a picture or number line.



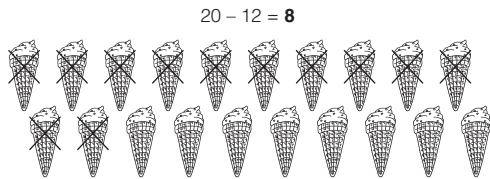
2. The Counting-Back Method

Used for subtraction of two numbers. Count back in 1s with the help of a picture or number line.

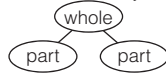


3. The Crossing-Out Method

Used for subtraction of two numbers. Cross out the number of items to be taken away. Count the remaining ones to find the answer.



A **number bond** shows the relationship in a simple addition or subtraction problem. The number bond is based on the concept "part-part-whole." This concept is useful in teaching simple addition and subtraction to young children.

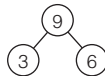


To find a whole, students must add the two parts.

To find a part, students must subtract the other part from the whole.

The different types of number bonds are illustrated below.

1. Number Bond (single digits)

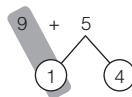


$$3 \text{ (part)} + 6 \text{ (part)} = 9 \text{ (whole)}$$

$$9 \text{ (whole)} - 3 \text{ (part)} = 6 \text{ (part)}$$

$$9 \text{ (whole)} - 6 \text{ (part)} = 3 \text{ (part)}$$

2. Addition Number Bond (single digits)



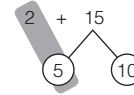
$$= 9 + 1 + 4$$

$$= 10 + 4$$

$$= 14$$

Make a ten first.

3. Addition Number Bond (double and single digits)



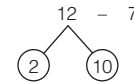
$$= 2 + 5 + 10$$

$$= 7 + 10$$

$$= 17$$

Regroup 15 into 5 and 10.

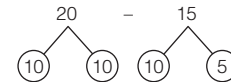
4. Subtraction Number Bond (double and single digits)



$$10 - 7 = 3$$

$$3 + 2 = 5$$

5. Subtraction Number Bond (double digits)



$$10 - 5 = 5$$

$$10 - 10 = 0$$

$$5 + 0 = 5$$

Students should understand that multiplication is repeated addition and that division is the grouping of all items into equal sets.

1. Repeated Addition (Multiplication)

Mackenzie eats 2 rolls a day. How many rolls does she eat in 5 days?

$$2 + 2 + 2 + 2 + 2 = 10$$

$$5 \times 2 = 10$$

She eats **10** rolls in 5 days.

2. The Grouping Method (Division)

Mrs. Lee makes 14 sandwiches. She gives all the sandwiches equally to 7 friends. How many sandwiches does each friend receive?



$$14 \div 7 = 2$$

Each friend receives **2** sandwiches.

One of the basic but essential math skills students should acquire is to perform the 4 operations of whole numbers and fractions. Each of these methods is illustrated below.

1. The Adding-Without-Regrouping Method

H	T	O
3	2	1
+ 5	6	8
8	8	9

O: Ones

T: Tens

H: Hundreds

Since no regrouping is required, add the digits in each place value accordingly.

2. The Adding-by-Regrouping Method

H	T	O
14	9	2
+ 1	5	3
6	4	5

O: Ones

T: Tens

H: Hundreds

In this example, regroup 14 tens into 1 hundred 4 tens.

3. The Adding-by-Regrouping-Twice Method

H T O	O: Ones
12 18 6	T: Tens
+ 3 6 5	H: Hundreds
6 5 1	

Regroup twice in this example.
First, regroup 11 ones into 1 ten 1 one.
Second, regroup 15 tens into 1 hundred 5 tens.

4. The Subtracting-Without-Regrouping Method

H T O	O: Ones
7 3 9	T: Tens
- 3 2 5	H: Hundreds
4 1 4	

Since no regrouping is required, subtract the digits in each place value accordingly.

5. The Subtracting-by-Regrouping Method

H T O	O: Ones
5 78 111	T: Tens
- 2 4 7	H: Hundreds
3 3 4	

In this example, students cannot subtract 7 ones from 1 one. So, regroup the tens and ones. Regroup 8 tens 1 one into 7 tens 11 ones.

6. The Subtracting-by-Regrouping-Twice Method

H T O	O: Ones
78 90 100	T: Tens
- 5 9 3	H: Hundreds
2 0 7	

In this example, students cannot subtract 3 ones from 0 ones and 9 tens from 0 tens. So, regroup the hundreds, tens, and ones. Regroup 8 hundreds into 7 hundreds 9 tens 10 ones.

7. The Multiplying-Without-Regrouping Method

T O	O: Ones
2 4	T: Tens
x 2	
4 8	

Since no regrouping is required, multiply the digit in each place value by the multiplier accordingly.

8. The Multiplying-With-Regrouping Method

H T O	O: Ones
13 24 9	T: Tens
x 3	H: Hundreds
1, 0 4 7	

In this example, regroup 27 ones into 2 tens 7 ones, and 14 tens into 1 hundred 4 tens.

9. The Dividing-Without-Regrouping Method

$$\begin{array}{r} 241 \\ 2 \overline{) 482} \\ \underline{-4} \\ 8 \\ \underline{-8} \\ 2 \\ \underline{-2} \\ 0 \end{array}$$

Since no regrouping is required, divide the digit in each place value by the divisor accordingly.

10. The Dividing-With-Regrouping Method

$$\begin{array}{r} 166 \\ 5 \overline{) 830} \\ \underline{-5} \\ 33 \\ \underline{-30} \\ 30 \\ \underline{-30} \\ 0 \end{array}$$

In this example, regroup 3 hundreds into 30 tens and add 3 tens to make 33 tens. Regroup 3 tens into 30 ones.

11. The Addition-of-Fractions Method

$$\frac{1}{6} \times \frac{2}{2} + \frac{1}{4} \times \frac{3}{3} = \frac{2}{12} + \frac{3}{12} = \frac{5}{12}$$

Always remember to make the denominators common before adding the fractions.

12. The Subtraction-of-Fractions Method

$$\frac{1}{2} \times \frac{5}{5} - \frac{1}{5} \times \frac{2}{2} = \frac{5}{10} - \frac{2}{10} = \frac{3}{10}$$

Always remembers to make the denominators common before subtracting the fractions.

13. The Multiplication-of-Fractions Method

$$\frac{1}{5} \times \frac{1}{3} = \frac{1}{15}$$

When the numerator and the denominator have a common multiple, reduce them to their lowest fractions.

14. The Division-of-Fractions Method

$$\frac{7}{9} \div \frac{1}{6} = \frac{7}{9} \times \frac{6^2}{1} = \frac{14}{3} = 4 \frac{2}{3}$$

When dividing fractions, first change the division sign (\div) to the multiplication sign (\times). Then, switch the numerator and denominator of the fraction on the right hand side. Multiply the fractions in the usual way.

Model drawing is an effective strategy used to solve math word problems. It is a visual representation of the information in word problems using bar units. By drawing the models, students will know of the variables given in the problem, the variables to find, and even the methods used to solve the problem.

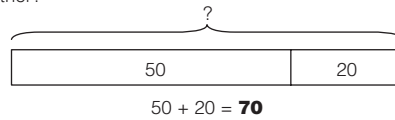
Drawing models is also a versatile strategy. It can be applied to simple word problems involving addition, subtraction, multiplication, and division. It can also be applied to word problems related to fractions, decimals, percentage, and ratio.

The use of models also trains students to think in an algebraic manner, which uses symbols for representation.

The different types of bar models used to solve word problems are illustrated below.

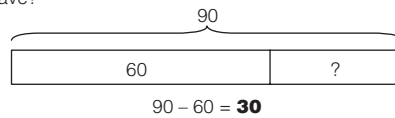
1. The model that involves addition

Melissa has 50 blue beads and 20 red beads. How many beads does she have altogether?



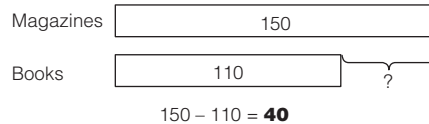
2. The model that involves subtraction

Ben and Andy have 90 toy cars. Andy has 60 toy cars. How many toy cars does Ben have?



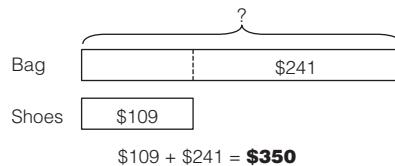
3. The model that involves comparison

Mr. Simons has 150 magazines and 110 books in his study. How many more magazines than books does he have?



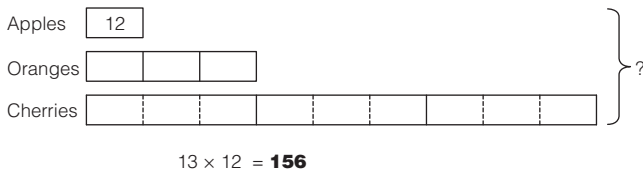
4. The model that involves two items with a difference

A pair of shoes costs \$109. A leather bag costs \$241 more than the pair of shoes. How much is the leather bag?



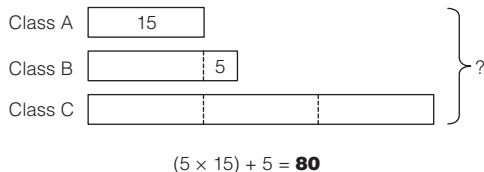
5. The model that involves multiples

Mrs. Drew buys 12 apples. She buys 3 times as many oranges as apples. She also buys 3 times as many cherries as oranges. How many pieces of fruit does she buy altogether?



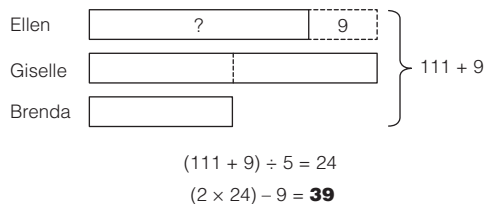
6. The model that involves multiples and difference

There are 15 students in Class A. There are 5 more students in Class B than in Class A. There are 3 times as many students in Class C than in Class A. How many students are there altogether in the three classes?



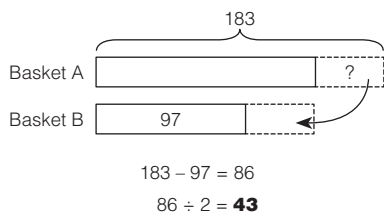
7. The model that involves creating a whole

Ellen, Giselle, and Brenda bake 111 muffins. Giselle bakes twice as many muffins as Brenda. Ellen bakes 9 fewer muffins than Giselle. How many muffins does Ellen bake?



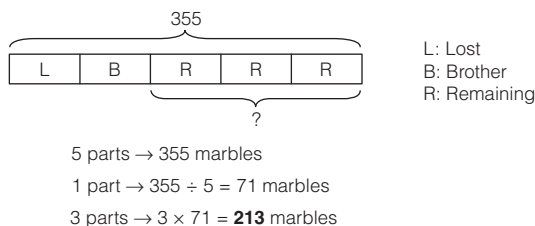
8. The model that involves sharing

There are 183 tennis balls in Basket A and 97 tennis balls in Basket B. How many tennis balls must be transferred from Basket A to Basket B so that both baskets contain the same number of tennis balls?



9. The model that involves fractions

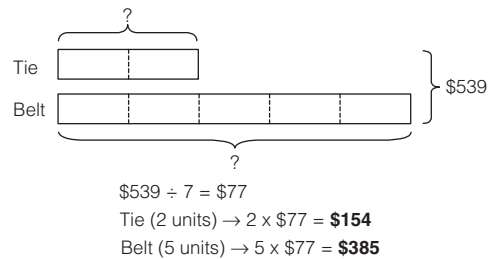
George had 355 marbles. He lost $\frac{1}{5}$ of the marbles and gave $\frac{1}{4}$ of the remaining marbles to his brother. How many marbles did he have left?



10. The model that involves ratio

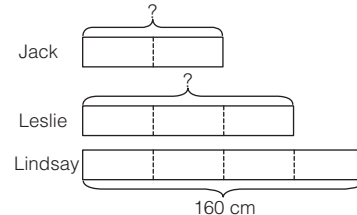
Aaron buys a tie and a belt. The prices of the tie and belt are in the ratio 2 : 5. If both items cost \$539,

- what is the price of the tie?
- what is the price of the belt?



11. The model that involves comparison of fractions

Jack's height is $\frac{2}{3}$ of Leslie's height. Leslie's height is $\frac{3}{4}$ of Lindsay's height. If Lindsay is 160 cm tall, find Jack's height and Leslie's height.



1 unit \rightarrow $160 \div 4 = 40$ cm

Leslie's height (3 units) \rightarrow $3 \times 40 = 120$ cm

Jack's height (2 units) \rightarrow $2 \times 40 = 80$ cm

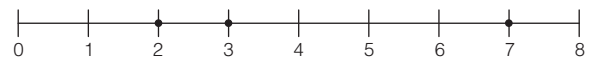
Thinking skills and strategies are important in mathematical problem solving. These skills are applied when students think through the math problems to solve them. Below are some commonly used thinking skills and strategies applied in mathematical problem solving.

1. Comparing

Comparing is a form of thinking skill that students can apply to identify similarities and differences.

When comparing numbers, look carefully at each digit before deciding if a number is greater or less than the other. Students might also use a number line for comparison when there are more numbers.

Example:



3 is greater than 2 but smaller than 7.

2. Sequencing

A sequence shows the order of a series of numbers. *Sequencing* is a form of thinking skill that requires students to place numbers in a particular order. There are many terms in a sequence. The terms refer to the numbers in a sequence.

To place numbers in a correct order, students must first find a rule that generates the sequence. In a simple math sequence, students can either add or subtract to find the unknown terms in the sequence.

Example: Find the 7th term in the sequence below.

1,	4,	7,	10,	13,	16	?
1st term	2nd term	3rd term	4th term	5th term	6th term	7th term

Step 1: This sequence is in an increasing order.

Step 2: $4 - 1 = 3$ $7 - 4 = 3$
The difference between two consecutive terms is 3.

Step 3: $16 + 3 = 19$
The 7th term is 19.

3. Visualization

Visualization is a problem solving strategy that can help students visualize a problem through the use of physical objects. Students will play a more active role in solving the problem by manipulating these objects.

The main advantage of using this strategy is the mobility of information in the process of solving the problem. When students make a wrong step in the process, they can retrace the step without erasing or canceling it.

The other advantage is that this strategy helps develop a better understanding of the problem or solution through visual objects or images. In this way, students will be better able to remember how to solve these types of problems.

Some of the commonly used objects for this strategy are toothpicks, straws, cards, strings, water, sand, pencils, paper, and dice.

4. Look for a Pattern

This strategy requires the use of observational and analytical skills. Students have to observe the given data to find a pattern in order to solve the problem. Math word problems that involve the use of this strategy usually have repeated numbers or patterns.

Example: Find the sum of all the numbers from 1 to 100.

Step 1: Simplify the problem.

Find the sum of 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

Step 2: Look for a pattern.

$$\begin{array}{l} 1 + 10 = 11 \qquad 2 + 9 = 11 \qquad 3 + 8 = 11 \\ 4 + 7 = 11 \qquad 5 + 6 = 11 \end{array}$$

Step 3: Describe the pattern.

When finding the sum of 1 to 10, add the first and last numbers to get a result of 11. Then, add the second and second last numbers to get the same result. The pattern continues until all the numbers from 1 to 10 are added. There will be 5 pairs of such results. Since each addition equals 11, the answer is then $5 \times 11 = 55$.

Step 4: Use the pattern to find the answer.

Since there are 5 pairs in the sum of 1 to 10, there should be $(10 \times 5 = 50 \text{ pairs})$ in the sum of 1 to 100.

Note that the addition for each pair is not equal to 11 now. The addition for each pair is now $(1 + 100 = 101)$.

$$50 \times 101 = 5050$$

The sum of all the numbers from 1 to 100 is **5,050**.

5. Working Backward

The strategy of working backward applies only to a specific type of math word problem. These word problems state the end result, and students are required to find the total number. In order to solve these word problems, students have to work backward by thinking through the correct sequence of events. The strategy of working backward allows students to use their logical reasoning and sequencing to find the answers.

Example: Sarah has a piece of ribbon. She cuts the ribbon into 4 equal parts. Each part is then cut into 3 smaller equal parts. If the length of each small part is 35 cm, how long is the piece of ribbon?

$$\begin{array}{l} 3 \times 35 = 105 \text{ cm} \\ 4 \times 105 = 420 \text{ cm} \end{array}$$

The piece of ribbon is **420 cm**.

6. The Before-After Concept

The *Before-After* concept lists all the relevant data before and after an event. Students can then compare the differences and eventually solve the problems. Usually, the *Before-After* concept and the mathematical model go hand in hand to solve math word problems. Note that the *Before-After* concept can be applied only to a certain type of math word problem, which trains students to think sequentially.

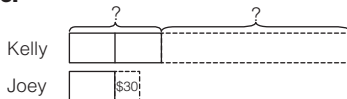
Example: Kelly has 4 times as much money as Joey. After Kelly uses some money to buy a tennis racquet, and Joey uses \$30 to buy a pair of pants, Kelly has twice as much money as Joey. If Joey has \$98 in the beginning,

- how much money does Kelly have in the end?
- how much money does Kelly spend on the tennis racquet?

Before



After



- $\$98 - \$30 = \$68$
 $2 \times \$68 = \136
 Kelly has **\$136** in the end.
- $4 \times \$98 = \392
 $\$392 - \$136 = \$256$
 Kelly spends **\$256** on the tennis racquet.

7. Making Supposition

Making supposition is commonly known as "making an assumption." Students can use this strategy to solve certain types of math word problems. Making

assumptions will eliminate some possibilities and simplifies the word problems by providing a boundary of values to work within.

Example: Mrs. Jackson bought 100 pieces of candy for all the students in her class. How many pieces of candy would each student receive if there were 25 students in her class?

In the above word problem, assume that each student received the same number of pieces. This eliminates the possibilities that some students would receive more than others due to good behaviour, better results, or any other reason.

8. Representation of Problem

In problem solving, students often use representations in the solutions to show their understanding of the problems. Using representations also allow students to understand the mathematical concepts and relationships as well as to manipulate the information presented in the problems. Examples of representations are diagrams and lists or tables.

Diagrams allow students to consolidate or organize the information given in the problems. By drawing a diagram, students can see the problem clearly and solve it effectively.

A list or table can help students organize information that is useful for analysis. After analyzing, students can then see a pattern, which can be used to solve the problem.

9. Guess and Check

One of the most important and effective problem-solving techniques is *Guess and Check*. It is also known as *Trial and Error*. As the name suggests, students have to guess the answer to a problem and check if that guess is correct. If the guess is wrong, students will make another guess. This will continue until the guess is correct.

It is beneficial to keep a record of all the guesses and checks in a table. In addition, a *Comments* column can be included. This will enable students to analyze their guess (if it is too high or too low) and improve on the next guess. Be careful; this problem-solving technique can be tiresome without systematic or logical guesses.

Example: Jessica had 15 coins. Some of them were 10-cent coins and the rest were 5-cent coins. The total amount added up to \$1.25. How many coins of each kind were there?

Use the guess-and-check method.

Number of 10¢ Coins	Value	Number of 5¢ Coins	Value	Total Number of Coins	Total Value
7	$7 \times 10¢ = 70¢$	8	$8 \times 5¢ = 40¢$	$7 + 8 = 15$	$70¢ + 40¢ = 110¢$ = \$1.10
8	$8 \times 10¢ = 80¢$	7	$7 \times 5¢ = 35¢$	$8 + 7 = 15$	$80¢ + 35¢ = 115¢$ = \$1.15
10	$10 \times 10¢ = 100¢$	5	$5 \times 5¢ = 25¢$	$10 + 5 = 15$	$100¢ + 25¢ = 125¢$ = \$1.25

There were **ten** 10-cent coins and **five** 5-cent coins.

10. Restate the Problem

When solving challenging math problems, conventional methods may not be workable. Instead, restating the problem will enable students to see some challenging problems in a different light so that they can better understand them.

The strategy of restating the problem is to "say" the problem in a different and clearer way. However, students have to ensure that the main idea of the problem is not altered.

How do students restate a math problem?

First, read and understand the problem. Gather the given facts and unknowns. Note any condition(s) that have to be satisfied.

Next, restate the problem. Imagine narrating this problem to a friend. Present the given facts, unknown(s), and condition(s). Students may want to write the "revised" problem. Once the "revised" problem is analyzed, students should be able to think of an appropriate strategy to solve it.

11. Simplify the Problem

One of the commonly used strategies in mathematical problem solving is simplification of the problem. When a problem is simplified, it can be "broken down" into two or more smaller parts. Students can then solve the parts systematically to get to the final answer.

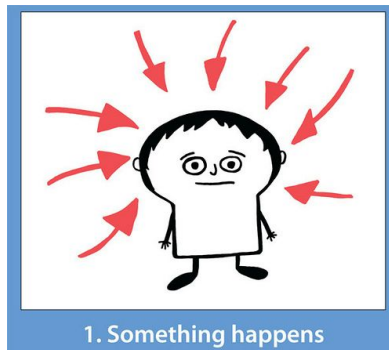
Name: _____

Meta-Moment Guided Notes

Day 1

What is a meta-moment? .

Step 1: Something Happens



I feel upset when... <hr/> <hr/> <hr/> <hr/>	<u>Picture</u>
--	----------------

Step 2: Sense

Imagine you are in that situation right now.



<p>What are you thinking?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What is your body doing?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>How are you showing your feelings (words, volume, face, etc.)?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><u>Picture:</u></p>	<p><u>Picture:</u></p>	<p><u>Picture:</u></p>

Day 2

Step 3: Stop

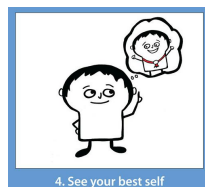


Why does breathing help us stop?

What I look like after I stop & breathe:

Days 3-4

Step 4: See Your Best Self



"Best self" means _____

Class Brainstorm: What words describe someone who is being their best self in our class? What actions does that person take?

Character traits that define our class best self	Actions that define our class best self

Character traits that define my best self:	Actions that define my best self:

Picture of my best self:



Step 5: Strategize

Strategy	How it Works	Picture
Add a comment box and plan your exemplars.		

The strategy that will work best for my meta-moment is:

Day 8



Step 5: Succeed

What will the outcome be if I use the strategy I chose?

Picture:

Kimochi Plans TK-2

January 2016

1/12	1/14
<p><i>RWBAT: recognize mad feelings and practice cooling down strategies</i></p> <p>Kotowaza: It's okay to be mad, but it's not okay to be mean</p>	<p><i>RWBAT: review talking vs. fighting voice/ face and practice being assertive to show that they mean it</i></p> <p>Kotowaza: It's okay to be mad, but it's not okay to be mean</p>
1/19	1/21
<p><i>RWBAT: choose helping words instead of fighting words</i></p> <p>Kotowaza: It's okay to be mad, but it's not okay to be mean</p>	<p><i>RWBAT: apologize for and redo communication mistakes</i></p> <p>Kotowaza: It's okay to be mad, but it's not okay to be mean</p>
1/26	1/28
<p><i>RWBAT: Demonstrate how to use positive self-talk to calm mad feelings</i></p> <p>Kotowaza: It's okay to be mad, but it's not okay to be mean</p>	<p><i>RWBAT: say or do something kind when someone else is mad</i></p> <p>Kotowaza: It's okay to be mad, but it's not okay to be mean</p>

Tuesday - 1/12

RWBAT: recognize mad feelings and practice cooling down strategies

Kotowaza: It's okay to be mad, but it's not okay to be mean

1. Sitting in a circle, place Cloud in the center with Mad tucked inside. Invite a student to reveal the feeling tucked inside. Raise your hand if you ever feel mad. Everyone has mad feelings now and then, and it's okay to be mad - even really really mad. But it is never okay to be mean with your face, voice, words or actions.
2. Show me what you look like when you're mad. What makes you feel mad?
3. What happens inside your body when you feel mad? When I feel mad.....
4. What are think you say or do when you're mad?
5. What happens when you let your body to the wrong things like yell, grab, or say hurtful words?
6. Pass around the mad feeling. When students get the feeling they say - " It helps me when I am mad if I..... (take a breath, think before I speak, say I feel mad, walk away)

Other calm down strategies:

Tell students of some other calming strategies:

- count to 10
- take 3 deep breaths, close my eyes
- relax the body
- hug a kimochi
- visualize a peaceful place
- go to a calm place
- go to kimochi corner
- squeeze something
- mountain breathe
- squeeze lemon

Thursday - 1/14

RWBAT: review talking vs. fighting voice/ face and practice being assertive to show that they mean it

Kotowaza: It's okay to be mad, but it's not okay to be mean

1. Can you remind me the difference between a talking / fighting voice and face
2. Have you ever used a calm but strong talking face and voice and found that friends did not respect your words or listen to you. For example you ask a classmate nicely to stop tapping their pencil and they don't stop? This is when it's time to turn up the seriousness, not the meanness in order to be heard. The best way to do this is with our face and our voice.
3. Demonstrate how to widen eye to look serious and like you mean it - have students imitate
4. Demonstrate on Cloud how to tap shoulder, call name, and use a slow rate of speech, volume, and serious voice. - "Cloud (pause) please stop tapping your pencil
5. Using Cloud demonstrate and then take turns turning up the seriousness when someone doesn't listen

First Attempt: Gentle shoulder tap, call person's name, pause and say when you need

Second Attempt: I asked you to stop nicely

Third Attempt: I asked you twice nicely to stop. Am i going to have to get the teacher?

Tuesday 1/19

RWBAT: choose helping words instead of fighting words

1. When you're mad, it's important to be careful about the words you choose to use. There's a big difference between helping words and fighting words.
2. On the board, create a T chart with kid's ideas

Fighting Words	Helping Words
You cheated! Move! Liar! That's not fair! Tattletale! You're not my friend anymore	The rule is.... Can you please give me more space? Thanks! That's not how I heard it It's more fun when everyone plays fair I wish you would come to me before you go to the teacher I am really mad at you.

3. Then pose a few scenarios to the class. Have students first act out what NOT to do and then what to do

Ex scenarios: your friend keeps tapping their pencil,

your friend is on the wrong computer program,

your friend says I'm gonna tell the teacher,

your friend stand right in front of you when you wanted to be the line leader

your partner tells you the wrong answer

Thursday - 1/21

RWBAT: apologize for and redo communication mistakes

1. Even though we have already learned so many skills for handling mad feelings, there might be times when we slip up or make a mistake in a mad moment. Everyone makes mistakes, and mistakes can be fixed! So now we are going to practice how to catch ourselves, quickly take responsibility for or own our mistake, and redo the moment!
 2. Pretend Cloud took your pencil without asking. Yell at him in a mean way. "Hey! Why did you steal my pencil? You thief! Then start over by quickly owning the moment and redoing it. Oops I am sorry I yelled. That's my pencil. May I please have it back?"
 3. When you redo a moment, you may still be mad, but instead of snapping, you'll choose a more positive way to use your face, voice, or words to express your mad feelings
 4. Put students in pairs to practice redoing a hurtful moment.
 5. For example, if you pushed you would quickly say "I'm sorry I pushed you. I hope you can forgive me. I'm just so mad because....."
 6. Together as a class decide on what to say when you see a students who needs to redo
- Ex: You can be mad but....., can you try that again?

Tuesday - 1/26

RWBAT: Demonstrate how to use positive self-talk to calm mad feelings

1. Raise your hand if you can remember a time when you were really mad. Keep your hand up if you still feel mad about it. Ask students who put their hands down, why they don't feel mad anymore
2. You're not mad anymore because you've bounced back instead of getting stuck in your mad feelings!
3. One way we can help ourselves bounce back is with SELF - TALK
4. SELF - TALK: is what we say to ourselves in our heads
5. negative self talk - sounds like "I can't do it, or no one likes me"
6. positive self talk - is a very important skill

Write on board: What are some positive things we can say to yourself when you feel mad?

- I have been made before and I got through it
- It's okay, everyone makes mistakes
- I can work this out
- Feelings come and go

Have students practice getting mad face/ body → followed by positive self talk examples!!

Thursday 1/28

RWBAT: say or do something kind when someone else is mad

1. What can you do if you see someone is upset? Write responses on board
2. Let's practice kindness when Cloud is mad. Demonstrate how to move toward Cloud in a kind, caring way and ask "What is wrong?"
3. Have students practice with their partner
4. Sometimes people don't want help when they are mad. Sometimes they just want to be alone. Raise your hand if you like to be alone when you are mad. It's okay to feel this way. What do we need to remember when we ask our friends for alone time? (use talking voice or face)
5. Demonstrate what it looks and sounds like to respond unkindly when Cloud offers comfort and support ("Leave me alone!")



Theoretical Background and Conceptual Framework: Summary of Research Supporting The Kimochis® Educator's Tool Kit

The Kimochis® Educator's Tool Kit is a universal, school-based, social and emotional learning program designed to give children the knowledge, skills and attitudes they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. These skills have been identified by leading researchers in the field of social and emotional learning as necessary for school success, academic achievement, positive social relationships and the development of emotional competence. The Kimochis® curriculum incorporates innovative, fun and exciting lessons and activities that were developed to teach children how to manage challenging social situations with skill, character and confidence. This overview summarizes the research that supports the design and lesson components of the Kimochis® program.

Research Findings Related to the Overall Benefits of Social and Emotional Learning

Early Childhood Years:

- Effective interventions that build social, emotional and behavioral skills at a young age can have a positive effect on how children are able to problem-solve and interact with their peers later in life (National Institute for Early Education Research, 2007).
- A convincing body of evidence has been accumulated to indicate that unless children achieve minimal social competence by about the age of 6 years, they have a high probability of being at risk for social-emotional difficulties as adults (Ladd, 2000; Parker & Asher, 1987).
- Strong evidence links social-emotional health in the early childhood years (birth to 6) to:
 - Subsequent school success and health in preteen/teen years
 - Long term health and wellbeing in adulthood
 - Promotion of resilience
 - Prevention of later mental health problems (National Center for Children in Poverty, 2009)
- Research suggests that a child's long-term social and emotional adaptation, academic and cognitive development, and citizenship are enhanced by frequent opportunities to strengthen social competence during early childhood (Hartup & Moore, 1990; Ladd & Profilet, 1996; McClellan & Kinsey, 1999).
- Research underscores the fact that promoting young children's social-emotional competencies significantly enhances school readiness and success (Denham & Weissberg, 2004; Freedman, 2003).

Elementary School:

- Results from three large-scale reviews of research on the impact of social and emotional learning by the Collaborative for Academic, Social and Emotional Learning (CASEL) in 2008 found that SEL programs yielded positive benefits including:



- 23% improvement in social and emotional skills
- 9% improvement in attitudes about self, others and school
- 9% improvement in school and classroom behavior
- 10% decrease in emotional distress, such as anxiety and depression
- 11% increase in achievement test scores (Payton, et al. 2008)
- Extensive developmental research indicates that effective mastery of social-emotional competence is associated with greater well-being and better school performance, whereas the failure to achieve competence in these areas can lead to a variety of personal, social, and academic difficulties (Eisenberg, 2006; Guerra & Bradshaw, 2008).
- Social and emotional learning has a positive effect on academic performance, including improved skills and grades in math, language arts, and social studies, and better problem-solving and planning skills, and subject mastery (Durlak & Weissberg, 2005; Elias et al., 1997; Greenberg et al., 2003; Hawkins, 1999; Wilson et al., 2001; Zins & Elias, 2006; Zins et al., 2004).
- "Mental health is a critical component of children's learning and general health. Fostering social and emotional health in children as a part of healthy child development must therefore be a national priority." (U.S. Public Health Service, 2000, p. 3).

Research Findings Related to the Development of the Kimochis® Curriculum

The Kimochis® curriculum is based on sound theories of child development and social-emotional learning. Scientific, empirically-based research studies were referred to while developing the Kimochis® lessons to ensure that concepts and approaches that have proven to have beneficial effects on the development of social-emotional skills in children were included. A number of theoretical models and conceptual paradigms were studied, including, theories of Emotional Intelligence (Goleman, 1995; Bar-On, 2000), Social-Information Processing Model (Crick & Dodge, 1994), Social Cognitive Theory (Bandura, 1989) and Cognitive Behavioral Therapy (Kendall, 2005).

In addition, research completed by leading experts in the field of Social and Emotional Learning (SEL) was reviewed. Maurice Elias, a renowned SEL researcher, and his colleagues define SEL as "the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively" (1997). The goals of an SEL program are to foster the development of five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Collaborative for Academic, Social and Emotional Learning, CASEL, 2003). These five core competencies provide children a foundation for better adjustment and academic achievement as shown by more positive social behaviors, fewer conduct problems, less emotional distress, and improved test scores and grades (Greenberg et al., 2003). As children master these competencies, they can connect with their own beliefs and values, develop concern for others, make good decisions, and take responsibility for their choices and behaviors. Accordingly, Kimochis® lessons were developed around these five core competencies. The Kimochis® lessons and objectives for Early Childhood and Elementary Age students are outlined on pages 7 and 8.



Research Findings Related to the Five Core Competencies and the Kimochis® Lessons

Self-Awareness

Self-awareness is the ability to recognize and name your own emotions. Self-awareness also involves the ability to understand your values and needs, as well as your strengths and limitations. This awareness of self is crucial to early school success. When a child has an awareness of his/her own emotions, s/he can learn to regulate or modulate them, an essential factor that influences getting along with peers and coping in a school environment. Research by Marsh and colleagues (Marsh, Craven and Debus, 1998; Marsh, Ellis and Craven, 2002) has shown that four-year-olds have an understanding of their psychological selves and of their feelings and intentions. As self understanding develops, it guides moral development and also sets the stage for self control and self regulation. Young children who can identify emotions in themselves are more likely to have success when they transition into kindergarten (Eisenberg and Fabes, 1992). As a child's self-awareness develops, they can label their own emotions and identify the emotions of others. As Daniel Goleman states in his influential book, *Emotional Intelligence*, "Self-awareness, recognizing a feeling as it happens, is the keystone of emotional intelligence. The ability to monitor feelings from moment to moment is also crucial to psychological insight and self-understanding. People with greater certainty about their feelings are better pilots of their lives (Goleman, 1995, p. 43)."

The Kimochis® lessons teach children to identify the nonverbal components (tone of voice, facial expressions, body language) of feelings. Children practice naming situations or experiences that often cause a specific feeling or feelings. Children learn to understand that feelings are messy and that we might have several feelings that occur at the same time! Lessons focus on building emotional literacy, the ability to identify, understand, and respond to emotions in oneself and others in a healthy manner (Joseph, 2003). When children know a wide range of emotion words (beyond *happy, mad, sad*), it is easier for them to understand their emotional experiences and to communicate with others about their feelings. Children are introduced to the concept of how to redo a social mistake, the first step of which requires an awareness of actually making a mistake. They practice how to *own up* and *come clean* as ways to make amends for mistakes. Children also learn that they need to be aware of how they are *coming across* to others in their nonverbal and verbal communication. Activities focus on heightening awareness of these concepts. Educators are encouraged to guide and prompt children to pay attention to their communication and emotions in social interactions throughout the school day.

Self-Management

Self-management is the ability to regulate emotions and behaviors so that goals are achieved. It also involves persevering with difficult tasks and in complex social interactions. Self-management is a complicated, developmental process for young children (Kopp and Wyr, 1994). It requires children to remember and generalize what they have been taught by caregivers, to initiate changes in their behavior, and to constantly monitor their behavior in varying situations. These foundational self-management skills are emerging during the preschool years as the brain develops (Shonkoff & Phillips, 2000). Development in self-management can be seen in the difference between the impulsivity of a toddler and the deliberate

behavior of a four year-old entering kindergarten in the fall. The relevancy of self-management skills to school success is obvious. When children can control impulses and cope with strong feelings in emotionally charged situations, they will be more successful in school (Raver & Knitzer, 2002). In fact, some studies that have shown that certain aspects of self-regulation predict children's reading and math achievement in the early primary grades (Alexander, Entwisle & Dauber, 1993; Howse, 2003). Additionally, the ability to effectively manage emotions contributes to less aggression and fewer problems with substance abuse (Brady, et al., 1998; Vitaro, 1998). Children with poor regulation skills are likely to have conflict-based relationships with their teachers and peers, which can lead to school problems and possible school dropout (Bandera, 2003). When educators are asked to identify areas of critical importance with regard to school success, they often name competence in cooperation and self-control as highly significant (Lane, Pierson, & Givner, 2003). There is some evidence that emotion regulation is a better predictor of school readiness than IQ (Blair & Razza, 2007). Children can learn strategies to manage their emotions and cope with stressful situations. Research suggests that teaching children strategies such as thinking calming thoughts, deep breathing, doing a calming activity and reframing stressful situations by focusing on positive promotes effective management of feelings such as anger (Nelson and Finch, 2000) and impatience (Metcalf and Mischel, 1999; Eisenberg, Cumberland, and Spinrad, 1998).

The Kimochis[®] curriculum emphasizes the importance of teaching children to handle positive (happiness, pride) and negative (mad, frustrated, disappointed) emotions in ways that are productive and socially appropriate. The focus is on helping both educators and children understand that feelings fuel behavior (*Feeling-Behavior Link*). Lessons teach strategies such as taking *Cool Down* breaths, repeating positive self-talk strategies, and reframing upsetting situations in a more positive light. Children learn to regulate their tone of voice, facial expressions, body language, actions and word choice. Lessons help children to recognize how difficult it is to use emotion-management strategies when feelings are high. So, children are given opportunities to practice these strategies "out of the moment" when they can rely on logical reasoning and adult prompting to manage emotions (Metcalf and Mischel, 1999). Role-plays, puppet enactments and games give children practice in predictable social situations. Educators are provided ideas on how to prompt children to use their emotional regulation strategies when needed in social settings.

Social Awareness

Social awareness is the ability to understand what others are feeling and to be able to take their perspective. This is often described as "theory of mind." Researchers also talk about social awareness as the development of *empathy*, which is the response we have when we are able to recognize and understand another's emotions. Preschoolers who are more socially and emotionally perceptive have greater success in their relationships with peers and adults (Denham, 2003). Young children who are adept at understanding other's feelings tend to have more academic success at the primary level (Izard, 2002; Dowsett & Huston, 2005). Preschoolers progress through a period of development that helps them to understand that people's intentions, desires, feelings, thoughts and beliefs are motivators of behavior. As their ability to identify emotions in others increases, they are able to explain the causes of emotions and their consequences in developmentally more complex ways (Denham, 2006; Lagattuta & Thompson, 2006). Empathy plays an important role in relationship to academic and emotional success. Kaukiainen (1999) found that children who had good perspective-taking skills were less likely to be physically, verbally and



emotionally aggressive toward their peers. Other researchers have found that empathic children support their peers more frequently, are better liked and have higher academic achievement (Litvack-Miller, McDougall, & Romney, 1997; Izard, Fine, Schultz, Mostow, & Ackerman, 2001).

The Kimochis® program helps children to be aware of others' emotions and intentions by teaching them simple observation and communication strategies. Young children learn the importance of getting the attention of a peer or an adult in way that feels good to all. Children learn to use people's names, gain eye contact before speaking and to use a gentle tap (*communication tap*) on the shoulder. These communication tools send the message that the communication intent is positive and that everyone is prepared for an interaction. Social awareness is learning how to pay attention to what others are doing and feeling. Most children have a desire to be kind and compassionate when they notice others are feeling left out or sad, but they may not know what words to say or actions to take. Kimochis® lesson teach children strategies on how to actively include others and be kind to partners even if that partner may not be their first choice. Through repeated practice in role plays outside of emotional moments, children can learn how to coordinate their own desires, needs, and interests with those of others.

Relationship Skills

To be successful in school, children need to be able to form positive social relationships, work cooperatively in teams and deal effectively with conflict. Research suggests that children can develop positive peer relationships, acceptance and friendships when taught social skills through intentional instruction, practice opportunities, and guidance in teachable moments (Dunn & McGuire, 1992). Children who learn social-emotional skills early in life are more self-confident, trusting, empathic, intellectually inquisitive, competent in using language to communicate, and capable of relating well to others (Cohen, Onunaku, Clothier, & Poppe, 2005). When young children are provided practical social-emotional strategies and modeling by adults, they can develop the ability to initiate and join groups of peers, to cooperatively and spontaneously share with others, to communicate in ways that others understand, and to use strategies (i.e., turn-taking) to avoid conflict (Howes, 1987, 1988; Vandell, Nenide & Van Winkle, 2006). Children who enjoy positive relationships with peers experience higher levels of emotional well-being, and have self-beliefs that are stronger and more adaptive than children without positive peer relationships. They also tend to be engaged in and even excel at academic tasks more than those who have peer relationship problems (Rubin, Bukowski, & Parker, 2006; Wentzel, 2005). Students who have established friendships with classmates are more likely to enjoy a relatively safe school environment and are less likely to be the targets of peer-directed violence and harassment than their counterparts without friends (Schwartz et al., 2000). When children can use effective social problem solving skills, they develop an ability to cope with stress (Dubow & Tisak, 1989; Elias & Clabby, 1988), handle interpersonal situations (Elias & Clabby, 1988), experience more positive social adjustment, improve academically, and show improvements in behavior (Dubow & Tisak, 1989; Gootman, 2001; Nelson et al, 1996).

The development of relationship skills is at the heart of the Kimochis® Way! When children have positive relationships they are happier, healthier and more productive. The combination of modeling (teacher, puppet, and peer), practice, coaching, and positive reinforcement is an established best practice to teach



social behaviors to children (Elliot and Gresham, 1993). The Kimochis® curriculum provides educators a number of activities and lessons that focus on building the interpersonal skills of children of all ages. Younger children will need intentional instruction and guidance in sharing and taking turns. By using the Kimochis® characters as puppets, young children can learn the communication scripts needed to solve commonly-occurring social problems in preschool (i.e., hitting, grabbing, yelling). Lessons for older children focus on implementing role plays that give children practice in using important skills such as joining groups, apologizing sincerely, forgiving in compassionate and caring ways and standing up for yourself and others. Ideas are provided for additional activities such as reading related children's books, engaging in art activities, asking older children to journal as ways to extend the learning beyond the Kimochis® lessons. Letters and activity pages are available to send home to parents so they can understand the skills and common language practiced in the Kimochis® lessons and the social-emotional learning can be extended into the home setting.

Responsible Decision Making

All educators and parents strive to teach children how to make responsible decisions. Children can learn to make ethical and constructive choices about their personal and social behavior. Focus in the classroom and school community needs to be placed on problem solving, reflection, perceptive thinking, self-direction, and motivation-skills that will contribute to life-long success (Adams and Hamm 1994). Research shows that students need effective problem-solving skills when making decisions about social situations (Denham & Almeida, 1987). Children also need to know how to make good choices about their own behavior in the classroom and at school. A number of research teams have found that individual differences in children's cooperation capacities are directly associated with children's academic achievement in the early primary grades (Alexander, Entwisle, Dauber 1993; McClelland, Morrison, Holmes 2000). Children can practice making responsible social and behavioral decisions appropriate to their age level and can learn how to make choices that are respectful, realistic and responsible. They also need to think about how their actions will affect themselves and others, what their options actually are and what the outcome of their chosen path is likely to be.

The Kimochis® lessons provide structured opportunities for skill instruction and practice in the areas of self-awareness, self-management, social awareness and relationship skills. Intentional teaching combined with adult prompting, positive reinforcement, peer-to-peer monitoring and student monitoring promotes the use of the learned skills throughout the school day and in settings outside of the school community. This instruction, practice and generalization build the foundation for children to become skilled at social problem-solving and responsible decision making. As children master the skills in the Kimochis® lessons, they are on their way to knowing how to conduct themselves with personal, moral and emotional responsibility.

Kimochis® Educator's Tool Kit: Curriculum Lessons

CASEL Core Competencies* Children will be able to :	Early Childhood Lesson objectives Children will be able to:	Elementary Age Lesson objectives Children will be able to:
<p>Self-Awareness</p> <ul style="list-style-type: none"> Recognize & name emotions Understand reasons & circumstances for feelings Know needs & values Describe interests & values Accurately assess strengths & challenges 	<ul style="list-style-type: none"> Identify & name feelings Show an understanding of different facial expressions Describe social situations that can create a feeling Relate to Kimochis® characters' personalities Identify the difference between a taking voice/face/body & a fighting voice/face/body Identify the difference between helping and hurtful words Show an understanding of how to act at silly and serious times Identify how to make a safe choices when curious 	<ul style="list-style-type: none"> Identify & name feelings Show an understanding of different facial expressions Relate to Kimochis® characters' personalities Describe social situations that can create certain feelings Identify the difference between a taking voice/face/body & a fighting voice/face/body Identify the difference between helping & hurtful words Identify when a redo is needed Recognize social cues & be sure that silliness is fun for everyone Demonstrate an understanding of how you are <i>coming across</i> Demonstrate how to <i>own up & come clean</i> when mistakes are made
<p>Self-Management</p> <ul style="list-style-type: none"> Manage stress & control impulses Verbalize & cope appropriately with challenging emotions Persevere in overcoming obstacles Set & monitor progress toward the achievement of personal & academic goals Modify performance based on feedback 	<ul style="list-style-type: none"> Use a taking voice/face/body Demonstrate how to use <i>Cool Down</i> strategies to express upset feelings in a positive way Use self-soothing strategies to comfort self when sad Use self-regulation tools to manage scared feelings Demonstrate words & actions to use when others hit, push, yell Demonstrate how to use <i>Stop hands</i> to resolve conflicts Demonstrate how to label hurtful words with "Ouch" Demonstrate how to manage silliness in a safe & friendly way Redo cranky moments Take back bossy talk Demonstrate how to accept a compliment in a positive way 	<ul style="list-style-type: none"> Demonstrate talking tone of voice, face & body (positive nonverbal communication) Demonstrate <i>Cool Down</i> strategies to cope with upset feelings Show how to use a talking hand & Stop hands to resolve conflicts Use positive self-talk scripts to move through upset feelings Cope with statements that are <i>Big mean things that aren't true</i> Show how to stay focused & not get distracted by others Use positive self-talk to try new things Redo a hurtful social moment Show how to express happy, excited, silly, & curious feelings with safe & wise choices Show how to <i>give/receive a knowing look</i> to help peers redo hurtful moments Identify ways to warn others when upset Use self-regulation tools to manage expressions of pride without bragging

CASEL Core Competencies* Children will be able to :	Early Childhood Lesson objectives Children will be able to:	Elementary Age Lesson objectives Children will be able to:
<p>Social Awareness</p> <ul style="list-style-type: none"> • Understand others' perspectives, feelings & points of view • Show empathy & sensitivity to others' feelings • Recognize & appreciate individual & group similarities & differences • Show respect to others 	<ul style="list-style-type: none"> • Demonstrate how to get a person's attention in an appropriate way • Demonstrate how to use a talking hand to resolve conflicts • Use words & actions when peers cut in line, get in your way or invade your space • Respect others' personal & space boundaries • Demonstrate caring actions toward peers who are feeling sad • Offer encouragement to peers who are frustrated • Demonstrate how to give compliments to peers 	<ul style="list-style-type: none"> • Demonstrate how to get a person's attention in an appropriate way • Include others who are feeling left out • Demonstrate how to accept & work with a partner kindly & respectfully • Show an understanding about the concept of <i>first impressions</i> • Show a positive response when peers brag • Demonstrate how to avoid taking peers' negative words personally • Respect others' personal & space boundaries • Recognize & offer support to peers • Respect others' feelings of fear & sadness
<p>Relationship Skills</p> <ul style="list-style-type: none"> • Establish & maintain healthy, rewarding relationships based on cooperation • Show sensitivity to social-emotional cues • Prevent, manage, & resolve interpersonal conflicts • Communicate clearly • Engage others in social situations • Seek & provide help when needed 	<ul style="list-style-type: none"> • Demonstrate saying hello & giving <i>Friendly Signals</i> to connect with others • Demonstrate sharing & turn-taking • Demonstrate how to get included when left out • Include peers who are left out • Offer comfort to peers who are sad • Use a communication tool to set limits when others are cranky or bossy 	<ul style="list-style-type: none"> • Demonstrate how to use greetings & <i>Friendly Signals</i> to connect with others • Demonstrate positive ways to get included in play & conversation • Set boundaries when peers are too silly • Apologize with sincerity & truthfulness • Forgive others who make hurtful mistakes • Let others try again • Listen to why your words &/or actions can create upset feelings • Use communication tools to set limits when others are upset • Demonstrate how to act in kind & caring ways when others are upset • Identify when & how to get adult help • Connect with another's pride positively
<p>Responsible Decision-Making</p> <ul style="list-style-type: none"> • Analyze & identify problems • Use social decision-making skills • Respond constructively to interpersonal obstacles • Conduct self with moral & personal responsibility 	<ul style="list-style-type: none"> • Identify strategies to stay safe when trying new things • Demonstrate how to tell the truth • Name how to solve problems through curiosity 	<ul style="list-style-type: none"> • Stand up for what is right • Stand up for self & others • Demonstrate how to <i>bounce back</i> when obstacles arise • Assume the best in social interactions • Demonstrate how to do the right thing when others do the wrong thing • Demonstrate hope & activate optimism that things will work out
<p>* Collaborative for Social and Emotional Learning has identified five core competencies that are learned through social and emotional interventions, all crucial to life, learning and work (CASEL, 2003)</p>		



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The Interaction Effects of Program Training, Dosage, and Implementation Quality on Targeted Student Outcomes for The RULER Approach to Social and Emotional Learning

Maria Regina Reyes, Marc A. Brackett, Susan E. Rivers,
Nicole A. Elbertson, and Peter Salovey
Yale University

Abstract. This study examined how training, dosage, and implementation quality of a social and emotional learning program, The RULER Approach, were related to students' social and emotional competencies. There were no main effects for any of the variables on student outcomes, but students had more positive outcomes when their teachers (a) attended more trainings and taught more lessons, and (b) were classified as either moderate- or high-quality program implementers. Student outcomes were more negative when their teachers were classified as low-quality implementers who also attended more trainings and taught more lessons. Post hoc analyses revealed that low-quality implementers felt less efficacious about their overall teaching than high-quality implementers. The discussion focuses on the importance of assessing the interaction of training and implementation variables when examining the effect of social and emotional learning programs.

School programs that aim either to prevent maladaptive behaviors (August, Bloomquist, Lee, Realmuto, & Hektner, 2006; Conduct Problems Research Group, 2011) or to promote positive development among youth (Domitrovich, Cortes, & Greenberg, 2007; Jones, Brown, & Aber, 2011) have been flourishing across the United States. These programs generally fall under the umbrella term, *social and emotional learning* (SEL), which refers to the process of acquiring the skills of self- and social awareness, emotion regulation, responsible decision making, problem solving, and relationship management (Zins, Weissberg, Wang, & Walberg, 2004). Accordingly,

SEL programs are designed both to enhance these skills and create an emotionally supportive climate to increase the likelihood of school engagement, attendance, and academic success. The effects of these programs on youth outcomes have been positive (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011), but most evaluations did not include training or implementation data (Gottfredson & Gottfredson, 2002; Lewis, Battistich, & Schaps, 1990; Tanyu, 2007). The variables surrounding implementation need to be assessed both in research and in practice to better understand the effectiveness of programs in achieving their intended goals (Dane & Schneider, 1998;

Correspondence regarding this article should be addressed to Marc A. Brackett, Yale University, 2, Hillhouse Avenue, New Haven, CT 06511; e-mail: marc.brackett@yale.edu

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Durlak & DuPre, 2008; Sanetti & Kratochwill, 2009). The relative importance of the quantity of teacher training, the dosage, or number of lessons students receive, and the quality of implementation, including teacher attitudes toward programming and their delivery style, are of particular interest in SEL programming.

In this study, we examined the extent to which these training and implementation variables for an SEL program, The RULER Approach (www.therulerapproach.org), were related to targeted social and emotional outcomes for students during the program's first year of implementation. We begin with a short overview of literature on program implementation followed by a description of SEL programs. We then highlight the important role that teachers play as implementers of SEL programs.

Implementing SEL Programs

Programs introduced into social settings like schools are not always implemented with fidelity (Fixsen, Blase, Naoom, & Wallace, 2009). This makes formative evaluations or the study of the processes underlying program implementation critical. Implementation occurs in six stages (Fixsen, Naoom, Blase, & Wallace, 2007). In the *exploration stage*, schools consider which program to adopt by examining feasibility and fit. In the *installation stage*, key stakeholders decide that the program will be implemented and plan for its proper execution. In the *initial implementation stage*, staff members are hired; participants are recruited; organizational supports are in place; and because all stakeholders are new to the program, problem solving and troubleshooting are frequent. In the *full implementation stage*, the program is fully integrated, with program processes and procedures part of the regular routine. Once the program has been implemented effectively, improvements are generally tested in the *innovation stage*. Sustaining the program both through continuous staff development and funding support comprise the *sustainability stage*.

Program implementation is rarely a perfect process, and a growing body of research

shows that the effectiveness of school-based prevention programs is limited by the extent that they are implemented as intended (Dusenbury, Brannigan, Falco, & Hansen, 2003). Schools have wide-ranging priorities, policies, and politics that may interfere with how a program is delivered (e.g., Fagan & Mihalic, 2003; Gager & Elias, 1997). The evidence of SEL program effectiveness is growing; for example, a meta-analysis of over 200 studies shows that SEL programs have the intended positive effect on students' academic performance and their social and emotional skills (Durlak et al., 2011). Thus, schools will be implementing SEL programs in increasing numbers with varying levels of fidelity. Central to the understanding of how these programs are implemented is the role of teachers, who are the primary deliverers or "intervention drivers" (cf. Fixsen et al., 2009) of SEL programs.

Assessing Training and Implementation

Training

Training is the knowledge acquisition component of an SEL program and is the main avenue by which programs are introduced and implemented in schools. Training, which may include both workshops and coaching, is the vehicle by which teachers acquire background information, theory, and philosophy of the SEL program. Program information generally is introduced in initial trainings; then, follow-up coaching develops teacher's implementation skills more fully (Fixsen et al., 2009; Sanetti & Kratochwill, 2009; Strother, 1989). In their review, Joyce and Showers (2002) revealed that when training was combined with coaching, 95% of teachers acquired knowledge and developed skills for applying that knowledge in the classroom. In the absence of coaching, only 5% of teachers applied the skills in the classroom.

Dosage

Dosage refers to the number of lessons that teachers implement for students to receive in the classroom. There is some evidence that

higher doses of program instruction produce more optimal results in certain intervention contexts (e.g., Connell, Turner, & Mason, 1985). For example, the number of lessons taught significantly affected students' healthy eating in one intervention (Story et al., 2000) and students' perceptions of healthy sexual behaviors in another (James, Reddy, Ruiter, McCauley, & van den Borne, 2006). However, an investigation of one school-based alcohol abuse prevention program revealed that dosage (e.g., teacher reports of the number of class periods used to teach program materials) was not systematically related to reductions in drinking behavior (Hopkins, Mauss, Kearney, & Weisheit, 1988). Among SEL programs, where a primary goal is to improve students' social and emotional skills and engagement in learning, the number of SEL lessons delivered was related to slower growth in negative student outcomes (Aber, Jones, Brown, Chaudry, & Samples, 1998) and fewer unexcused absences (an indicator of engagement) among girls but not among boys (Moskowitz, Schaps, & Malvin, 1982). In sum, these findings suggest that higher dosage may lead to better outcomes.

Implementation Quality

Implementation quality refers to the manner in which a program is being executed (Dane & Schneider, 1998). As the deliverers of SEL programs, teachers' style of delivery is as important as the content (Jennings & Greenberg, 2009). Teachers' delivery styles and attitudes toward the program need to be congruent with the program. For example, SEL lessons often involve sharing personal experiences and being sensitive to students' needs. If teachers lack buy-in and motivation to engage with students openly, there may be dissonance between them and the SEL lesson. In this section, we discuss two components of quality that are critical to SEL programming, in particular: (a) delivery, which refers to quality of program execution or teaching effectiveness, and (b) attitudes, which refer to program buy-in or openness to programming.

Delivery style is vital to SEL programs because they require teachers to deliver the lessons in an effective manner, consistent with the program's philosophy and goals (see Fixsen et al., 2009; Waltz, Addis, Koerner, & Jacobson, 1993). For example, the teacher's display of certain emotions is important for many SEL lessons (Brackett et al., 2009; Elbertson, Brackett, & Weissberg, 2009). If a teacher cannot model the social and emotional skills a program is designed to target, that teacher will likely be less effective in imparting these skills to students. In general, teachers' beliefs about their teaching efficacy also influence their delivery of instructional programming (Han & Weiss, 2005).

Related to delivery style are teacher attitudes toward SEL programming, which also are critical to a program's success (see August et al., 2006). One study showed that within the context of a smoking prevention program, classrooms with teachers who had higher ratings on both positive attitudes (toward the program and their students) and preparedness had students with greater knowledge of and better decision-making skills about smoking (Botvin, Dusenbury, Baker, & James-Ortiz, 1989). Resistance to adopting SEL programs is common among teachers within the context of SEL. Some teachers are skeptical of the effect of SEL programs (Elias, Bruene-Butler, Blum, & Schuyler, 2000). They may be uncertain about the relative importance of SEL compared to other curricular efforts (Buchanan, Gueldner, Tran, & Merrell, 2009). Issues of accountability, such as those stemming from the No Child Left Behind Act (2001), also place tremendous pressure on teachers and schools to ensure their students perform well academically. As a result, teachers may be conflicted about the time they allocate for teaching core curricula versus SEL, both of which require dedication and constant practice.

Program quality in terms of delivery style alone is incomplete. It is unlikely that teachers will deliver SEL lessons with high quality if they are resistant to the program. To illustrate, teachers have varying levels of comfort with and commitment to incorporating

SEL lessons into academic curricula (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2011), which play into how lessons are taught. Likewise, SEL programs are designed to create emotionally supportive climates for learning (Jennings & Greenberg, 2009); teachers with negative attitudes toward programming may undermine this program objective, rendering the program ineffective (Greenberg, Domitrovich, Graczyk, & Zins, 2005). Even if a teacher is implementing a program according to protocol, as judged by a trained observer, the attitude she or he has is integral to implementation quality.

Gaps in the SEL Literature: The Effect of Training and Implementation

The interaction of training and implementation variables with SEL program outcomes has yet to be studied extensively. For example, a teacher may receive a great amount of training and deliver the recommended number of lessons, but do so with a poor attitude or unsatisfactorily. Moreover, a teacher may be highly competent when delivering the program, yet do so infrequently (cf. Gresham, 2009; Waltz et al., 1993). Most SEL program evaluations have not adequately assessed the relative effect of each of these variables on student outcomes. Past research mostly *describes* how the programs were implemented (Kallestad & Olweus, 2003; Penuel, Fishman, Yamaguchi, & Gallagher, 2007; Ransford, Greenberg, Domitrovich, Small, & Jacobson, 2009; Stead, Stradling, Macneil, Mackintosh, & Minty, 2007; Story et al., 2000), yet few published studies report which variables predict program outcomes, as might be outlined in a theory-of-change model (Rossi, Freeman, & Lipsey, 1999). Moreover, although a few studies examined training and implementation variables simultaneously (for a review see Dusenbury et al., 2003), their interactive effect on outcomes was not analyzed. In one study, the number of program lessons taught and the quality of program delivery independently predicted more positive teacher and observer ratings of student outcomes, but interactive effects were not examined (Conduct Problems

Research Group, 1999). The dearth of such studies makes it difficult to determine the critical ingredients of an intervention. For example, which affects student outcomes more: the amount of SEL program training a teacher receives, the number of SEL lessons he or she delivers, the quality with which those lessons are implemented, or some combination of the three?

Assessing Training and Implementation of SEL Programs

One challenge in assessing variables surrounding implementation is in their operationalization. In general, implementation quality is more difficult to operationalize than training or dosage, which can be quantified (Mowbray, Holter, Teague, & Bybee, 2003). To illustrate, training information can be obtained from attendance records or sign-up sheets at trainings, and dosage can be defined as teacher reports of lessons taught. Quality indicators, however, often are more difficult to obtain. Indeed, in a review of over 500 studies from 1976 to 2006 that assessed implementation of prevention and health promotion programs for children and adolescents, assessments of quality rarely were included. When quality was assessed, it was defined and measured in various, often unsystematic ways (Durlak & DuPre, 2008).

How should implementation quality be assessed? Having teachers rate the quality of their delivery of lessons introduces potential biases as teachers tend to overestimate their levels of implementation (Sanetti & Kratochwill, 2009), which often are higher than ratings by trained observers (Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008). Similarly, when trained observers rate teacher quality (e.g., Kam, Greenberg, & Walls, 2003), they may lack thorough knowledge of both the program and the teachers to make accurate assessments. According to Waltz and colleagues (1993), raters of quality should be "sufficiently experienced and sophisticated to understand the implications of the contextual variables described in the [program] manual" (p. 628). Program coaches, who are trained as

experts in the program, may be the most knowledgeable judges of implementation quality because their interactions with teachers are more frequent and more personal (e.g., they have discussed with teachers their apprehensions and helped them to devise strategies to overcome them).

The Present Study

The present study extends previous research by examining associations and interaction effects of training, dosage, and implementation quality on intended student outcomes of social and emotional competence during the initial implementation phase (Fixsen et al., 2007), i.e., within the first year of adopting an SEL program. This study focuses on The RULER Approach (Brackett et al., 2011), which is grounded in a theoretical model that posits that acquiring the knowledge and skills associated with recognizing, understanding, labeling, expressing, and regulating emotion (i.e., the RULER skills) is critical to positive youth development (Brackett et al., 2009; Rivers & Brackett, 2011). RULER is an SEL program endorsed by the Collaborative for Academic, Social and Emotional Learning (www.casel.org), an organization comprised of distinguished educators and researchers that provides national leadership on SEL. The positive effects of RULER on both social and emotional competencies and classroom climate are reported elsewhere (Brackett, Rivers, Reyes, & Salovey, 2010; Rivers, Brackett, Reyes, Elbertson, & Salovey, 2011).

In the present investigation, we hypothesized that training, dosage, and implementation quality (i.e., delivery and attitudes), and their interaction, would relate positively to student social and emotional competencies. Training was assessed with attendance records at training sessions; dosage included number of program lessons delivered; and implementation quality was measured by observer (coaches') ratings of both teacher attitudes toward programming and their delivery of the program. Student outcomes were obtained from student self-reports, performance assessments, and report cards. Data were analyzed

using a multilevel approach owing to their nested nature (Raudenbush & Bryk, 2002).

Method

Participants

Participants included sixth-grade students ($n = 812$) and their teachers ($n = 28$) from 28 elementary schools in a large, urban Catholic school district located in the north-eastern United States. The schools were part of a randomized controlled trial (RCT) and the participating students and teachers were in schools assigned to use RULER (i.e., the program group). The full sample participating in the RCT consisted of 64 schools with 32 schools assigned randomly to the program group and 32 assigned randomly to the control group. (*Note:* Neither the individual participants nor the individual classrooms were assigned to groups. Schools were assigned randomly to either the program or control groups. Participating classrooms, teachers, and students were within these schools.) Four schools closed (two control and two program schools) during the course of the project. There were no differences in the demographic characteristics of the schools, teachers, or students between schools assigned to each group, except that the schools in the control group had larger enrollment numbers than those in the program group, $t(62) = 2.82, p = .006$. The current study focused exclusively on participants in the program group in the RCT for whom we had baseline data, which yielded 28 teachers and 812 students. We did not include participants in the control group.

On average, schools included 70% ($SD = 33\%$) minority students (range = 5%–100%), and 24% ($SD = 33\%$) of students received free or reduced-price lunch. Schools ranged in size from 178 to 656 students ($M = 293.0, SD = 103.3$) with a student-teacher ratio ranging from about 11:1 to 25:1 ($M = 17.9, SD = 3.4$). Participating schools varied in how they structured the school day for their sixth-grade students, such that at some schools, students received instruction from a single teacher for the entire day, and at others, students rotated through two or more

teachers throughout the day. The percentage of students in a school performing below average was based on the percentage of students with Levels 1 or 2 scores on the TerraNova Achievement Test (CTB/McGraw-Hill, 2002), which ranged from 8% to 86% ($M = 32.7%$, $SD = 17.5%$) in reading and from 0% to 67% ($M = 22.5%$, $SD = 16.5%$) in math.

Teachers were 84.4% female and identified themselves as 81.1% White/Caucasian, 9.1% Hispanic, and 9.1% Black/African American. These demographics resemble the racial and ethnic breakdown provided in 2010 U.S. census data: 72.4% White/Caucasian, 16.3% Hispanic, and 12.6% Black/African American (U.S. Census Bureau, 2011). Most of the teachers had either received their bachelor's degrees and/or were working toward a master's degrees (59.1%), and 31.8% had earned their master's degree or doctorates (9.1% missing these data). On average, teachers had been teaching for 13.1 year ($SD = 10.6$), with an average of 10.3 years ($SD = 9.4$) at their current school.

According to school records, students (48.6% female) were 27.0% White/Caucasian, 30.4% Black/African American, 22.0% Hispanic, 7.5% Asian/Pacific Islander, 3.7% multiracial, and 0.1% other race not mentioned (9.0% missing data). The composition of the student sample in this study was roughly similar to the racial and ethnic composition of the study's locale, although Caucasian students were underrepresented: 47.5% White/Caucasian, 28.4% Black/African American, 27.0% Hispanic, 11.1% Asian/Pacific Islander, and 4.9% multiracial (U.S. Census Bureau, n.d.).

Design and Procedure

RULER targets all students and is designed to be implemented throughout a school district. This study focuses on the training and implementation of RULER within the program group at the end of the first year of programming. This study is embedded into a large RCT in which program schools participated in training and used RULER for 2 years

before schools in the control condition received the program.

The present study was divided into three waves of data collection: Wave 1 (March 2008) occurred prior to random assignment to condition and served as a baseline. Wave 2 occurred in the fall (September 2008) of the first programming year, as the program was being introduced; and Wave 3 occurred at the end of the first programming year (April 2009). Each wave of data collection lasted eight weeks. Students completed surveys and a performance test of emotion skills at each wave. Report cards were collected at Wave 3, the end of the first year of implementation, and contained data across all waves.

Curriculum Model and Implementation

RULER is grounded in research showing that a core set of emotion skills, recognizing, understanding, labeling, expressing, and regulating emotion, is essential to positive youth development (Brackett, Rivers et al., 2010; Salovey & Mayer, 1990). First, adult stakeholders (i.e., superintendents, school leaders, teachers, and staff) attend two full-day (6 hr per day) trainings on the role of emotion skills in school success, the theory underlying RULER, and on how to foster an emotionally supportive learning environment through the teaching and personal use of program Anchor tools, including the Charter (a collaborative mission statement for the learning environment) and the Mood Meter (a tool for plotting emotions and mood states), among other tools (Brackett, Caruso, & Patti, 2008; Brackett, Caruso, & Stern, 2008). Teachers then attend a second training, which is one full day focusing on the instruction of the Feeling Words Curriculum (Brackett et al., 2011), a literacy-based SEL program that provides teachers with programmatic units that infuse into and complement existing curriculum, including English language arts. The Feeling Words Curriculum helps children to develop emotion skills through an in-depth exploration of terms like *commitment*, *elation*, and *empathy*. These "feeling word units" are the vehicles by which children learn to identify, evaluate, and under-

stand their own and others' thoughts, feelings, and behavior, understand the emotions and points of view of characters in stories, and develop strategies to manage emotions in real-life situations. In the training, teachers learn how to use the curricular units in alignment with their English language arts teaching. Each unit, which focuses on one feeling word, is comprised of five 10- to 20-min lessons. Teachers teach one unit, with its five lessons, across a 2-week period. For instance, for the unit on alienation, three lessons may be completed during the first week and the remaining two the second week (see Brackett et al., 2011, for a review of the units).

The implementation process involves support through coaching. Each teacher works with a certified coach who visits the classroom, models lessons, reviews lesson plans, provides constructive feedback, and offers solutions and resources to help the teacher deliver quality lessons.

In September of the first year of implementation, English language arts teachers in program schools attended the first 2-day training on using emotional literacy and the Anchor tools to enhance the learning environment. Approximately 1 month later, teachers attended the second full-day training on the Feeling Words Curriculum. Of the two available trainings sessions offered, teachers attended an average of 1.87 sessions ($SD = 0.87$). Teachers in program schools then were paired with a certified RULER coach with whom they met for 45 min after a lesson was observed. Teachers received up to five coaching sessions, with an average of 4.02 sessions ($SD = 0.92$).

In this study, five female coaches each worked with teachers in up to eight schools. Coaches underwent intensive training with the developers of RULER programming before working in schools. A senior RULER trainer supervised all coaches throughout the duration of the project through regular meetings conducted in person and on the phone, as well as through routine reviews of all written documentation about the coaching sessions (e.g., observation checklists and notes). Each week, coaches submitted to the head coach the writ-

ten documentation completed during and after each coaching session and classroom observation.

Teachers were asked to cover between 10 and 12 word units per year. Throughout the program year, teachers taught, on average, 7.20 word units ($SD = 2.60$, range 0–12 units), which yielded approximately 35 discrete emotional literacy lessons (i.e., 7 units \times 5 lessons).

Measures

Training. Training was measured by the number of training and coaching sessions teachers attended, as obtained from training attendance records. The maximum training value was 7, including two trainings and five coaching sessions.

Dosage. Dosage was assessed by the number of lessons taught (lessons), as obtained from teacher reports, at the end of the first year of programming (Wave 3). The maximum number of lessons a teacher could teach was 60 (12 units with 5 lessons in each).

Implementation quality. To measure implementation quality, each of the five coaches rated (both at the beginning and end of the school year; i.e., Waves 2 and 3) the extent to which teachers (a) demonstrated buy-in or an open attitude toward the program (1 = *very resistant*, 5 = *very open*) and (b) delivered RULER lessons with high quality (1 = *needs a lot of improvement*, 5 = *excellent*). During each coaching session, coaches reviewed forms that teachers completed for each feeling word unit. At Wave 2, coaches had met with teachers for at least two of the five coaching sessions to assess quality delivery. By Wave 3, the remaining coaching sessions (up to three) were completed. The correlations between openness to programming and delivery at the beginning and end of the year (Waves 2 and 3) were r values (26) = 0.63, and 0.62, p values < .001, respectively.

Because the measure of implementation quality incorporated two items assessed across two time points, a parsimonious measure of

Table 1
Assessing Implementation Quality: Teacher Quality Clusters at the Beginning and End of the Year (Waves 2 and 3)

Cluster	Openness		Delivery	
	Wave 2	Wave 3	Wave 2	Wave 3
Low	1.79 (0.92)	3.33 (0.75)	1.17 (0.39)	2.58 (0.79)
Moderate	2.67 (0.82)	3.64 (0.70)	2.67 (0.49)	3.89 (0.58)
High	4.07 (0.80)	4.87 (0.23)	3.87 (0.74)	4.67 (0.49)

Notes. Based on the nature of cluster analysis, all clusters are significantly different from each other on all criterion variables.

quality was created by subjecting the indicators (i.e., openness and delivery) to cluster analysis to test whether distinct profiles of program quality existed. To select the optimal number of clusters, we first subjected the variables to an agglomerative hierarchical clustering procedure and then inspected the hierarchical tree diagram (Everitt, Landau, & Leese, 2001). A three-cluster solution proved to be optimal. The centroids from the hierarchical solution were entered as initial cluster centers in the final *k*-means iterative procedure. The three clusters that emerged were labeled: low-quality implementers (i.e., teachers who were initially very resistant to the program and delivered it poorly but became open to the program by the end of the school year; $n = 7$), moderate-quality implementers (i.e., teachers who were moderate in their attitudes toward the program and in their delivery of the program from beginning to end; $n = 12$), and high-quality implementers (i.e., teachers who were consistently open to and delivered the program very well from beginning to end; $n = 9$). There was no evidence to support a profile of teachers who were resistant to programming but high in delivery, nor was there evidence to support a profile of teachers who were open to programming but low in delivery. Table 1 summarizes the means and standard deviations for each cluster.

Social and emotional competence. Multiple methods were used to assess stu-

dents' social and emotional competence. Table 2 summarizes the means, standard deviations, reliabilities, and intercorrelations among these variables at Wave 3.

First, students' report cards contained three items that reflected social competence (i.e., respects the rights of others, interacts appropriately, and complies with school policies) using a scale where 1 = *unsatisfactory*, 2 = *needs improvement*, 3 = *satisfactory*, 4 = *good*, and 5 = *excellent*. (Grades in these three areas were not necessarily given by the English language arts teachers [those who conducted the RULER lessons], depending on the structure of the students' school day and whether they were instructed by multiple teachers.) A composite score was created for the three items by adding the scores.

Social problem-solving skills were assessed with the Conflict Resolution Skill subscale of the Elementary Student Questionnaire of the Child Development Project (Developmental Studies Center, 2000). This eight-item scale presents students with four peer-conflict scenarios (two items per scenario). For each item, students selected one response from a multiple-choice list. Higher scores reflected the selection of more collaborative and compromise-centered responses to conflict, whereas lower scores reflected more aggressive or evasive responses to conflict. Students receiving a school-based program aimed at promoting their social, ethical, and intellectual

Table 2
Intercorrelations, Means, Standard Deviations, and Reliability Coefficients of
Students' End-of-Year (Wave 3) Social and Emotional Competencies
(N = 812)

	1	2	3
1. Emotional Literacy	—		
2. Social Problem Solving	.28	—	
3. Social Competence	.24	.32	—
<i>M</i>	105.52	2.71	4.08
<i>SD</i>	12.84	0.97	0.86
Range	56.86–127.26	1.00–4.50	1.00–5.00
Cronbach's α	.87	.79	.96

Note. All variables are significant at $p < .001$.

development had higher scores than a control group of students on this scale (Schaps, Battistich, & Solomon, 2004).

Emotional literacy was measured with the Strategic Emotional Intelligence component of the Mayer-Salovey-Caruso Emotional Intelligence Test—Youth Version (MSCEIT-YV; Mayer, Salovey, & Caruso, in press), which is appropriate for children between 11 and 17 years old. The test assesses the extent to which respondents understand emotional information and use that information for planning and self-management. Scores are calculated by combining two subtest scores: emotion understanding and emotion regulation. There are 23 multiple-choice items on the understanding subtest, which assesses the ability to identify both the definitions and causes of emotions. The regulation branch asks respondents to evaluate the effectiveness of several actions in making an individual feel a certain way. Respondents indicate the extent to which the chosen action would help the target character achieve a specified goal using a 5-point scale (1 = *not at all helpful*, 5 = *very helpful*). This section describes six situations, each of which has three alternatives, for a total of 18 items. Performance on the test is calculated by veridical scoring, which is described extensively in the technical manual (Mayer, Caruso, & Salovey, 2005). To explain briefly: emotion experts consulted the empiri-

cal literature to determine independently the best responses to each test item and then agreed on the best responses. Scores on the MSCEIT-YV are interpreted similarly to IQ scores with a mean of 100 and standard deviation of 15. Higher performance scores on understanding and regulation correlate positively with psychosocial functioning (Rivers, Brackett, & Salovey, 2008) and with standardized achievement test scores in reading (Peters, Kranzler, & Rossen, 2009).

Teaching efficacy. Teaching efficacy was assessed with the five-item Adaptive Efficacy Scale (Search Institute, 2006), which measures teachers' beliefs in their ability to modify their teaching methods, when needed, to have a positive effect on students. Teachers rated the extent to which they agreed or disagreed with each statement (e.g., "When a student has trouble learning something new, I try a new strategy"; "I am certain that I am making a positive difference in the lives of students") using a 5-point Likert scale (1 = *strongly disagree*; 5 = *strongly agree*). Cronbach's α values were .75 and .78 for beginning- and end-of-year teaching efficacy, respectively.

Analytic Strategy

The main and interaction effects of training, dosage, and implementation quality

on students' year-end social and emotional competencies were examined, controlling for student demographics and baseline scores.

Missing data. Of the 812 students, 173 had missing data, leaving 639 students with any data on the social problem-solving skills and social competence indicators. Missing data were treated with multiple imputation procedures in NORM (Schafer, 2000), which created five complete data files. Multilevel analyses were conducted for each of the five imputed data files and coefficients. Standard errors resulting from each analysis were averaged to provide estimates of the associations among our variables of interest (Schafer, 1999). Furthermore, return rates were lower for the MSCEIT-YV than the other assessments. Of 812 students, 425 had no MSCEIT data at either Waves 2 or 3, leaving only 387 students with MSCEIT data from Wave 1 and either Wave 2 or 3. Our imputations were based on data from these waves for these 387 students. The lower return rates for the MSCEIT probably could be attributed to the fact that teachers (and not the research team) administered this test. Separate imputations were conducted for emotional literacy scores because of low return rates. Comparable results were obtained from both complete and imputed data sets.

Primary analyses. Because of the nested design, we analyzed data using hierarchical linear modeling with full-information maximum-likelihood estimation with separate models for each student-level outcome. We nested students (Level 1) within teachers (Level 2) because we were interested in teachers' implementation of RULER. A three-level hierarchical model (students nested in teachers nested in schools) was unnecessary because there was a 1:1 correspondence between teachers and schools. To analyze the effect of training and implementation variables on our target outcomes, we ran two models: a main effects model and an interaction effects (Training \times Dosage \times Implementation Quality) model. The first model examined the direct relationships between training, dosage,

and quality with student outcomes (Model 1). The second model tested interaction or moderation effects, crossing training, dosage, and implementation quality indicators (Model 2). To determine whether Model 2 contributed incrementally to the explanation of the outcome variable, we examined the change in R^2 by testing the change in χ^2 ($\Delta\chi^2$).

Finally, we calculated effect sizes using the formula:

$$\delta = \frac{\gamma}{\sqrt{\tau_{00} + \sigma^2}}$$

where γ is the association between the predictor and outcome variables, and the denominator is the *SD* of the outcome variable, where τ_{00} and σ^2 are the between- and within-groups variances, respectively, from the unconditional model. Interpretation of δ is similar to Cohen's (1988) *d*: 0.2 is small, 0.5 is moderate, and 0.8 is large.

Results

There were no main effects of training, dosage, or implementation quality on the student outcome variables at the end of the year, after controlling for baseline status (Model 1); however, numerous interaction effects were detected (Model 2), as Table 3 shows. Because quality indicators were coded as dummy variables, we chose the reference variable to be low-quality implementers. All analyses, therefore, are in comparison to this group. Moreover, all student outcomes pertain to year-end status (Wave 3) after controlling for baseline (Wave 1).

Among high-quality implementers, those who taught more feeling word units had students with higher scores on all three student outcomes: social competence ($t = 3.83$, effect size [ES] = 0.23), social problem solving ($t = 5.96$, ES = 0.19), and emotional literacy ($t = 5.47$, ES = 0.16). High-quality implementers who attended more training also had students who scored higher on the measures of social problem solving ($t = 2.58$, ES = 0.28), emotional literacy ($t = 1.82$, ES = 0.34), and social competence ($t = 1.78$, ES = 0.24);

Table 3
Training, Dosage, and Implementation Quality: Main and Interaction Effects
on Year-End Student Outcomes (Wave 3)

	Students' Social and Emotional Competence Year-End Scores		
	Emotional Literacy (<i>n</i> = 387)	Social Problem-Solving Skills (<i>n</i> = 812)	Social Competence (<i>n</i> = 812)
Model 1: Main Effects			
ICC ^a %	8.62	11.25	35.86
Intercept	107.19 (2.06)***	2.81 (0.18)***	4.60 (0.19)***
<i>Level 1 (Student)</i>			
Black	0.42 (1.19)	-0.24 (0.14)	-0.11 (0.09)
Hispanic	0.36 (1.45)	-0.19 (0.13)	-0.12 (0.06)
Asian	3.27 (2.27)	0.04 (0.16)	-0.04 (0.09)
Other race	-3.21 (5.83)	0.17 (0.28)	0.32 (0.11)**
Male	-2.04 (1.06)	-0.08 (0.08)	-0.23 (0.07)**
Baseline score ^b	0.62 (0.05)***	0.52 (0.04)***	0.46 (0.06)***
<i>Level 2 (Teachers)</i>			
Training	-0.65 (1.28)	0.03 (0.06)	0.09 (0.07)
Dosage	-0.54 (0.48)	-0.01 (0.02)	0.01 (0.03)
Implementation Quality ^c			
Moderate	0.69 (2.50)	0.05 (0.18)	-0.36 (0.23)
High	0.78 (2.70)	0.14 (0.16)	-0.34 (0.20)
Model 2: Interaction Effects^d			
Intercept	102.71 (1.62)***	2.69 (0.07)***	4.48 (0.10)***
Training × Low	-7.01 (1.47)***	-0.25 (0.07)**	-0.07 (0.11)
Training × Moderate	8.35 (2.50)**	0.18 (0.15)	-0.04 (0.25)
Training × High	4.24 (2.33)	0.27 (0.15)*	0.21 (0.12)
Dosage × Low	-1.37 (0.25)***	-0.13 (0.02)***	-0.18 (0.04)***
Dosage × Moderate	-0.27 (0.41)	0.11 (0.04)**	0.26 (0.05)***
Dosage × High	2.03 (0.37)***	0.19 (0.03)***	0.20 (0.05)**
Model 1 <i>R</i> ²	39.83	50.66	46.72
Model 2 <i>R</i> ²	87.00	86.01	69.75
Δ <i>χ</i> ² (4)	16.20**	14.93**	12.91*

Note. Estimated means (standard errors) reported.

^a ICC = Intraclass correlation coefficient; ^b Baseline (Wave 1) score of corresponding outcome variable assessed; ^c Low is the reference group; ^d Truncated output.

* *p* < .05, ** *p* < .01, *** *p* < .001.

however, the latter two findings did not reach conventional levels of statistical significance (*p* < .10).

Among moderate-quality implementers, those who attended more training had students with higher emotional literacy scores (*t* = 3.34, ES = 0.68). Moderate-quality implementers who taught more feeling word

units also had students with higher scores on both the social competence (*t* = 4.86, ES = 0.29) and social problem-solving (*t* = 3.11, ES = 0.12) assessments.

A different pattern was found for teachers classified as low-quality implementers. Teachers in this cluster who attended more training had students with lower scores on

both the social problem-solving assessment ($t = -3.47$, $ES = 0.25$) and emotional literacy test ($t = -4.78$, $ES = 0.57$). Moreover, low-quality implementers who taught more feeling word units had students with lower scores on all outcomes: social competence ($t = -4.65$, $ES = 0.20$), social problem solving ($t = -6.03$, $ES = 0.13$), and emotional literacy ($t = -5.46$, $ES = 0.11$).

To investigate possible explanations for the disparate findings among low-, moderate-, and high-quality implementers, we ran post hoc analyses to examine whether differences in teaching efficacy existed among teachers in each cluster. The means for low-, moderate-, and high-quality implementers in teaching efficacy at Wave 3 were as follows: 3.84 ($SD = 0.22$), 4.38 ($SD = 0.34$), and 4.49 ($SD = 0.54$), respectively. Differences among the teacher clusters were significant, $F(2, 20) = 4.13$, $p = .034$. Bonferroni-corrected post hoc analyses revealed low-quality implementers scored lower in teaching efficacy than high-quality implementers ($p = .037$).

In summary, there were no main effects of training, dosage, or implementation quality on student outcomes. However, several interaction effects emerged, such that student outcomes were affected by a combination of the number of trainings teachers attended and of lessons they taught and the quality with which these teachers implemented the program.

Discussion

Although SEL programs have positively affected key developmental outcomes among youth (Durlak et al., 2011), the majority of past investigations did not address the relative importance of training and implementation variables on targeted program outcomes. In this study, we examined whether the amount of training teachers received, the number of lessons students received, and the quality of delivery for one SEL program, RULER, were associated with students' social and emotional competencies. Similar to others' investigations (Hopkins et al., 1988; Kam et al., 2003), we found no main effects for our indicators of training and implementation on expected out-

comes. However, we did find numerous significant interactions. Higher attendance at trainings and coaching sessions for moderate- and high-quality implementers, but not low-quality implementers, resulted in students with higher scores on indices of social problem-solving skills and emotional literacy. For moderate- and high-quality implementers but not for low-quality implementers, teaching more lessons also resulted in better student outcomes.

The unfavorable effects of more training among low-quality implementers may be partly explained by teaching efficacy. Post hoc analyses revealed that low-quality implementers were less efficacious about their general teaching practices than high-quality implementers. Low-quality implementers may not have been prepared to deliver SEL lessons without first becoming more confident in their general teaching practices (cf. Buchanan et al., 2009). These findings add to the growing research base on factors that may contribute to effective SEL programming (Collaborative for Academic, Social, and Emotional Learning, 2003; Gager & Elias, 1997; Lewis et al., 1990).

Analyzing training as the number of training and coaching sessions attended and dosage as the number of program lessons taught (i.e., feeling word units) was highly informative. For example, we found that among moderate- and high-quality implementers, but not low-quality implementers, the number of feeling word units taught had more significant and positive associations with student outcomes than the number of trainings attended, suggesting that active implementation may be more important than mere attendance at training sessions. Certainly, professional development is critical to learning the instructional strategies of RULER or any SEL program, but it may not be sufficient for affecting outcomes. What appeared to matter more was how training and coaching sessions were actualized in the classroom (i.e., through quality instruction). Assessing quality in terms of both attitudes and delivery, which have been associated positively in other investigations (Botvin et al., 1989), sheds light on how

teachers implement the program with varying levels of openness and skill.

Implications for Teacher Training and Professional Development

When new programs are introduced in schools during the installation and initial implementation stages, there usually exists a high degree of variability in terms of buy-in or openness to programming (Fixsen et al., 2007). Implementing SEL programs can be difficult for teachers who are balancing their time between meeting traditional academic requirements and the new demands of SEL programs. Indeed, asking teachers to integrate SEL into their already busy schedules can be physically, mentally, and emotionally taxing (Ransford et al., 2009). Our findings revealed that having teachers with low levels of openness (program buy-in) and delivery, but who either attended more trainings (including coaching sessions) or conducted more program lessons, resulted in lower levels of positive social and emotional outcomes among students. One strategy for addressing this may be for schools and SEL program providers to focus training efforts during initial implementation on teachers with an open attitude toward programming. Once these teachers have been trained and the program is moving toward full implementation, teachers who report high resistance to programming can begin their training, as concerted efforts are made by program providers and school administrators to increase their buy-in to the program.

There are various reasons that teachers may be resistant and lack buy-in to SEL programs. Effective programming approaches will acknowledge these attitudes, devote attention toward addressing them, and incorporate critical feedback from resistant teachers into program content and instructional strategies (Greenberg et al., 2005). Moreover, additional program-related information, support, and resources could be offered to target resistant teachers. For instance, these teachers could be provided with: (1) more empirical rationale for and real-life examples of the program's positive effect on students; (2) emphasis on the

match between program goals and the schools' or districts' goals, values, policies, and philosophies; (3) additional instructional support from their principals or from program coaches to improve their program-specific or general teaching efficacy, if necessary; and (4) connections with teachers who have experienced success with the program, in particular those who were resistant at first themselves and whose attitudes toward programming were transformed. Until initially resistant teachers are more supportive of the program, they should be advised to conduct fewer lessons, with close monitoring and support from a coach.

Although RULER, like many SEL programs, is designed to integrate into existing school curricula, without quality training and ongoing support, its sustainability will likely be at risk (Fagan & Mihalic, 2003; Gager & Elias, 1997; Gottfredson & Gottfredson, 2002). In the past, many schools have applied the "train-and-hope" model (Stokes & Baer, 1977) to teacher professional development; some schools rely solely on the purchase of "kits" that require no additional training. Teaching SEL effectively requires ongoing training, coaching, and monitoring, each of which is critical to successful implementation (Fagan & Mihalic, 2003; Fixsen et al., 2009; Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Lewis et al., 1990). Coaching, for instance, provides the opportunity to give teachers immediate feedback on all aspects of program delivery (Strother, 1989). Because many schools employ school psychologists, counselors, and social workers who often are asked to coordinate SEL initiatives or cofacilitate the teaching of SEL, our findings have many implications for these stakeholders who play a key consultative role to SEL program providers, school administrators, and teachers.

Strengths, Limitations, and Future Directions

A primary strength of this study was the multimethod assessment of constructs. Training and implementation variables were assessed with self-reports, attendance records,

and ratings from coaches. Student outcomes were assessed with self-ratings, teacher ratings, and a performance assessment tool. The differential interaction effects found between training, dosage, and implementation quality on student outcomes highlight the intricacies of identifying the key ingredients of effective SEL programming.

One area of future research is how to balance capitalizing on available, existing school data with the need to collect additional data. For instance, in the current study, the social competence items from the report card were selected because they were ratings with which teachers were already familiar and which could be gathered for all students across schools without missing data. However, we acknowledge that this measure is not ideal. For one, we do not know the factors that teachers used to assign scores to each student. In the case of preexisting implementation data that schools have on file, missing data often are an issue. The problem here is determining whether implementation data are missing systematically or at random. To illustrate: (1) are program noncompliers more likely to have missing data than program compliers, or (2) are program noncompliers just as likely to have missing data as compliers? How then can researchers obtain the most essential data available from teachers (or even schools) who may be resistant to programming, data collection, or both? Archival records such as attendance sheets, lesson plans, report cards, and classroom observations are important in order to obtain as much complete data as possible. The drawback with working with these types of archival data are that they usually are not standardized and likely are influenced by the perceptions and biases of the staff recording the information. Implementation data are particularly difficult to assess as implementation processes vary considerably. Different schools implement programs at different rates and in different ways. Future research could compare the use of various forms of archival data with that of more standardized assessments in order to identify best practices for collecting data related to implementation and related outcomes.

Another area ripe for investigation is the assessment of coaching quality and style. Although this study employed coaches' ratings of teacher implementation quality, it did not employ systematic assessments of the quality or style of each coach or the potential biases of their observational ratings, which are not unlikely, given they are invested in the positive outcomes of their efforts and have frequent personal interactions with the teachers they rated. Even though coaches received extensive training and were monitored closely, assessing their implementation of the coaching protocol and the objectiveness of their observational assessments is important for future research. The quality of coaching that a teacher receives could affect that teacher's attitudes and approaches to implementation. Similarly, the biases in the coach's observations could influence how the teacher is categorized with regard to implementation quality. Although an investigation of these phenomena was beyond the scope of the current project, it would be a valuable contribution to future implementation research.

Examining teacher learning outcomes achieved during training and coaching sessions also may be important for determining the key ingredients to effective interventions. It is likely that the quality of teacher trainings as well as the differential effect of the same training on individual teacher learning would influence student outcomes. Thus, future research and practice should include some measure of what skills and knowledge teachers gleaned from training and coaching.

The role of teachers' social and emotional competencies in the successful delivery of SEL lessons also was not studied, but offers another area for future investigation. It is likely that these competencies are associated with multiple facets of program implementation, including attitudes and delivery (Brackett et al., 2009; Durlak & DuPre, 2008). For example, once specific competencies are identified to be associated with high-quality implementation, the teaching of such competencies could be integrated into teacher training. Such competencies also may serve as moderators of implementation quality on

student outcomes, or as mediators such that an SEL program may shift the skill set of teachers, making them more effective in the classroom.

Finally, this study focused exclusively on participants assigned to the program group in the RCT; we did not include participants from the control group. Ideally, implementation is analyzed systematically in both program and control groups. For this particular program, the inclusion of a control group would facilitate the building of an evidence base for establishing the effectiveness of the RULER intervention. In general, the inclusion of a control group would allow for a more advanced understanding of the true effect of SEL training and its implementation on student outcomes (see Cordray, 2000). One way to account for this variation is to create implementation measures that capture the essential elements of both SEL programs and related, standard teaching practices, to administer them to both conditions, and then to use these data as potential moderating variables in analyses (O'Donnell & Lynch, 2008). This approach, however, would require careful monitoring of both the program and control conditions, which is an added research cost.

Conclusion

Teachers play an important role in SEL programming, as they are the intermediaries between students and the program. The adoption of SEL programs can be met with either enthusiasm or resistance among teachers. The components of SEL programming framework used in this study, which was composed of training, dosage, and implementation quality (attitudes and delivery), proved useful in evaluating the success of RULER, one of many promising SEL programs. Our findings suggest that mere delivery of SEL lessons is not sufficient for cultivating benefits for students. Lessons must be taught frequently and delivered with quality. Further research is warranted on the many facets of program implementation and

their associations with the effectiveness of SEL programs.

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Action Editor: Shannon Suldo ■

Maria Regina Reyes, PhD, is a postdoctoral associate at the Child Study Center in the School of Medicine at Yale University. Her training is in applied developmental psychology, which she studied at Fordham University where she earned her doctorate. She currently is applying sophisticated analytic techniques in the evaluation of social programs in early childhood education and examining the effects of these programs on children. She is involved in numerous policy projects on early child development with an international focus.

Marc A. Brackett, PhD, is a research scientist in the Department of Psychology at Yale University; deputy director of the Health, Emotion, and Behavior Laboratory; and head of the Emotional Intelligence Unit in the Edward Zigler Center in Child Development and Social Policy. He is the lead developer of The RULER Approach to Social and Emotional Learning, and the author of more than 80 scholarly publications, including seven social and emotional learning curricula. His grant-funded research focuses on examining the effect of emotion-based skills training on child and adult outcomes related to psychological health, social competence, and both academic and work performance. He works in school systems and corporations around the world in the areas of assessment and training.

Susan E. Rivers, PhD, is an associate research scientist in the Department of Psychology at Yale University, where she earned her doctorate. She also is associate director of the Health, Emotion, and Behavior Laboratory at Yale. She is a co-developer of The RULER Approach, as well as several other curricula designed to teach emotion skills. In her grant-funded research, she investigates how emotional skills training affects positive youth development and creates supportive learning environments. She is the co-author of many scholarly articles and papers, a consultant to businesses and schools, and works as an educational advisor on children's television programs, providing expertise on both resources to teach children emotional literacy and best practices for evaluating such programs.

Nicole A. Elbertson is a research associate in the Department of Psychology at Yale University, and the Manager of the Health, Emotion, and Behavior Laboratory. Her work focuses on the development and implementation of emotional literacy programs and the dissemination of information and research related to social and emotional learning. She is the co-author of many scholarly articles, papers, and book chapters on the development, application, and evaluation of The RULER Approach.

Peter Salovey, PhD, Provost of Yale University, is the Chris Argyris Professor of Psychology. He joined the Yale faculty in 1986 after receiving an AB and AM from Stanford University and a PhD from Yale. He has authored or edited 13 books translated into 11 languages and has published more than 350 journal articles and essays, focused primarily on human emotion and health behavior. With John D. Mayer, he developed the broad framework called emotional intelligence and for decades has studied the profound effect that measurable emotional skills have on thinking and action. In his research on health behavior, he investigates the effectiveness of health promotion messages in persuading people to change risky behaviors and adapt healthy ones.

It's About Self-directed Learning

Diane
Tavener

Posted by on Dec 18, 2012 in [Blog](#), [Summit Public Schools](#)

*"This is about students **learning** at their own pace, not **working** at their own pace."*

– *Summit San Jose Math Teacher*



Three weeks into the school year, a student in our Optimized Learning math pilot raised his hand and said to a teacher, *"I think I am behind."*

That simple statement led to a larger conversation and a good look at this ninth grader's schooling history. When digging into his past, it became evident he had always been behind. And yet, he just kept moving forward through social promotion and low D grades. For the first time, we were asking him to be accountable for his own learning and drive his success. For the first time he wasn't sitting in a classroom where the curriculum was moving forward even though he wasn't learning it, and for the first time it occurred to him that he wasn't making progress.

It was a defining moment for both this student and me.

I strongly believe that if we are to achieve our mission of preparing every student to be successful in college, career and life, they need to become self-directed learners. It is beginning to happen, student by student, when they are ready and in their own way.

When we launched our Optimized math pilot in the beginning of the school year, we gave students full autonomy over their learning. Some students did exceedingly well right away; this was the type of program they had needed their entire school career.

Mostly, students struggled almost immediately. Never before had they been expected to be so accountable for their learning, nor go so far as to drive it.

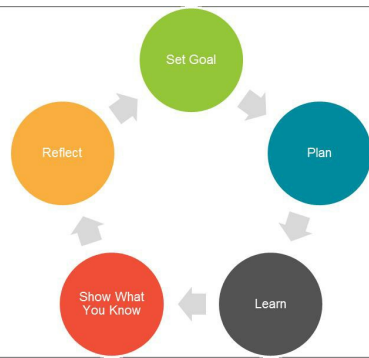
Our students recognized that 'Optimized' was significantly different than their other classes. They liked it in theory, and I would venture to say, craved this type of personalization. They also in theory liked the ability to drive their own learning.

However, they didn't know what to do next. Owning your own learning is a new and heavy burden for students to carry. It is an unfamiliar and a large responsibility.

Students needed a roadmap that provided for them the behaviors, skills and even structures that led them down a path towards being self-directed learners.

We have gone through several iterations of this 'roadmap' to find the right balance between giving students autonomy and providing scaffolded support.

Here is what we are using today in our Optimized math pilot:



1. **The Learning Cycle:**

When providing students full autonomy to drive their learning, it is vital that they also own the process of learning (a role that has more traditionally resided with educators) and use that as a tool to meet their learning goals. The Learning Cycle is a tool our students can use to develop short-term goals, develop a plan to achieve these goals, record and track progress toward these goals, show evidence of what they have learned, and ultimately, take an assessment and reflect on their efforts. The Learning Cycle roughly follows a Monday to Friday schedule because it is long enough to meaningfully learn and short enough to stay focused.

2. **Autonomy and Support Continuum:**

Just as students need personalized learning pathways, they also need personalized supports and scaffolds to help them with the process of learning. These supports must also ultimately help students become self-directed learners. To do so, we have created an Autonomy and Support Continuum that directly connects learning with successful self-directed behaviors students need to drive their success in college and career.

3. **Intervention Strategies:**

Connected to the Autonomy and Support Continuum, the next level of support to help students develop successful self-directed behaviors is an intervention structure. There are currently two levels of interventions, Tier 1 and Tier 2, that are available to students when they are struggling to get back on track and meet their learning goals.

Wondering what this all looks like? Here is a week in the life of a Summit student:

Monday: Setting a Goal & Planning

Setting a Goal:

Each Monday, a student sets a primary and secondary learning goal for the week. This learning goal is connected to their personalized Math Guide. Students also sit together by their learning goals in the Intersection.

A student who has demonstrated successful self-directed behaviors (*more below under Autonomy & Support Spectrum*) is given the autonomy to set their learning goal. They do so by asking two questions:

1. According to my math guide, what Focus areas have I passed?
2. What Focus areas do I still need to pass?

For those students who are not ready to direct their own learning, a math teacher sets their learning goals and provides coaching around why that goal was selected for them. This coaching is an important part of moving students along a continuum towards self-directed learning.

Plan:

Once a learning goal has been set for the week, students then develop a plan to achieve that learning goal. A

learning plan details:

1. The resources students will use throughout the week to learn their goal. This can include Khan videos, practice problems, sample assessments, guided questions and lecture notes. Students are encouraged to choose resources that work best for them as a learner.
2. The type of work and activities students will do to most effectively utilize each resource. For example, if a student chooses a Khan video, the type of work may be to take notes and write down examples.
3. The suggested time students are going to take to work through each resource. Students create a checklist for how they will most wisely use their two hour math block each day. This ensures they stay on track towards accomplishing their goal.

Again, a student either develops this learning plan on their own, if he or she has demonstrated self-directed behaviors, or develops it with the coaching of a math teacher.

Tuesday – Thursday: Learn

Students use their Learning Plan to get to work! This can include working through the resources available in a Playlist, collaborating with peers for peer-to-peer coaching, accessing the Tutoring Bar to work through a specific challenge or problem with a teacher, and lastly, participating in a workshop focused on conceptual, real-world application.

Friday: Show What You Know & Reflect

Show What You Know:

Students are encouraged to master their learning goal by Friday, setting them up to successfully set another goal for the following week.

When a student feels they are ready to demonstrate their knowledge on a learning goal, they can take an assessment. This can happen any time during the week, but we do encourage all students to take an assessment on their learning goal by the end of each week.

All assessments are accessible on-demand through our online student portal (Illuminate). Students receive immediate feedback on their performance, if they passed or did not pass the assessment, as well as a more detailed explanation of what their strengths and weakness were on the assessment.

Reflect:

A student reflects each Friday with the coaching of his or her Math Parent (a role our math team plays). We have intentionally built into the learning cycle the time to reflect on weekly progress, including students' overall learning experience, what worked well and what can be improved and anything else that can inform a next learning goal. This includes:

- Which learning tools worked best for me?
- When did I have the 'aha' moment in learning?
- When did I know I was ready to take an assessment?

- If I didn't pass my assessment, what did I do or not do?
- If I passed on a second, third or later try, what did I do differently?

Self-directed Supports & Structures



Summit Public Schools Autonomy and Support Spectrum for Learners

<i>Autonomous (Self-Directed)</i>		<i>High Support (Teacher-Directed)</i>	
Gold	Silver	Purple	Orange
Step 1 – Set goal			
Learner sets goal	Learner sets goal and teacher confirms it	Learner receives goal from teachers and can advocate to alter or change it with teacher approval (must confirm this to get a point)	Learner receives goal from teacher (must confirm this to get a point)
Step 2 – Plan Schedule			
Learner sets schedule	Learner sets schedule and teacher confirms it	Learner receives schedule from teacher and can advocate to alter or change it with teacher approval	Learner receives schedule from teacher
Step 3 - Learn			
Learner accesses help from teachers via g-chat and at the tutoring bar	Learner accesses help from teachers via g-chat and at the tutoring bar	Each day learner is prepared to show teacher work and assignments and discuss progress on schedule as requested by teacher	Each day learner shows teacher all work and assignments from the schedule and discusses progress with the teacher
Step 4 - Assess			
Learner decides when to take the assessment	Learner decides when to take the assessment	Learner takes the assessment related to his/her goal no later than the last day of the week	Learner takes the assessment related to his/her goal no later than the last day of the week and after completing the assigned schedule
Step 5 - Reflect			

Throughout the week, and the Learning Cycle, students are receiving varying levels of autonomy and support to help them achieve their goal, what we call our Autonomy and Support Continuum.

The continuum contains levels of supports that students move through as they learn and demonstrate successful self-direct behaviors.

It starts with students who need to be highly-supported through their learning and ends with students who are autonomous, self-directed learners. Students move in real-time along this continuum.

The levels of support are broken into color bands – Orange, Purple, Silver and Gold – that include criteria for how students are supported in each color band. A student's color band is connected to points they earn (or negative points) as they both move through the Learning Cycle and demonstrate observable successful (or unsuccessful) behaviors. We are using Kickboard to track the points.

Students earn points for:

1. Demonstrating responsibility by taking attendance each day

2. Setting a learning goal and confirming it with their math teacher
3. Developing a learning plan
4. Asking specific content-related questions at the tutoring bar
5. Passing an assessment on a learning goal each week, or passing an additional assessment beyond their weekly learning goal
6. Completing their reflection at the end of the week
7. Exuding behaviors that contribute positively to the learning environment
8. Working with peers

Self-directed Intervention Strategies

To help students develop successful self-directed behaviors, there are additional interventions in place connected to the Autonomy and Support Continuum. There are two levels of intervention, Tier 1 and Tier 2. Both Tier 1 and Tier 2 Intervention Specialists share the same online data system and are working together at all times to gauge which students need additional coaching and support.

This first level of intervention is for students who struggle the most with self-directed learning. Each day, our Tier 1 Intervention Specialist checks in with a student by asking:

1. Where are you on your learning plan?
2. What is the evidence of your work?
3. What decisions have you made that have helped you?
4. What do you need to do next?

If the student does not show evidence that he or she is working through the learning plan, is on track to pass an assessment, or is following the initial recommendations of the Tier 1 Specialist, the student is escalated to our Tier 2 Intervention Specialist.

This teacher provides targeted content support and on-the-spot 1:1 tutoring for students who are still struggling. He or she also provides additional recommendations for how they can get back on track, which can include:

- Sending the student to the tutoring bar
- Pairing the student with a peer who can help
- Doing a 1:1 coaching session to discuss broader learning goals, what it means to truly learn a focus area and how to better make progress towards a learning goal

The Tier 2 Intervention Specialist has access to instantaneous data from the tutoring bar and the assessment room about students' learning gaps and can analyze the trends from both to see where a large number of students are struggling.

Final Thoughts

If you read through this all, I'm impressed! It's a lot, I know. I wanted to provide more, rather than less information. My hope is this will either spark a conversation on what more we can do to enhance our Optimized program, or help you with your own efforts in your schools.

I will leave you with this.

I am often asked if all students are self-directing their learning. The answer right now is no. We are only 16 weeks into the school year. But our students are closer than they have ever been before. In a self-directed learning model, students now have the intrinsic motivation to learn and to drive their own success. That is a step in the right direction.

Read the first post in this series "[Embarking on Year Two: Moving Beyond Blended Learning](#)" and stay tuned for our next blog post to learn more!

Written by [Diane Tavenner](#)

Founder & CEO of [Summit Public Schools](#)





Michael & Susan Dell
FOUNDATION

September 2012

Blended Learning in Practice:

Case Studies from Leading Schools

Brad Bernatek · Jeffrey Cohen · John Hanlon · Matthew Wilka



Background

Rocketship Education

Blended Learning at Rocketship Discovery Prep

On a winter morning in San Jose, a class of first-graders pioneers a different vision for the future of education. As the class lines up along a hallway wall, their teacher waits for silence.

Once the students settle down, they file into the Learning Lab, a large rectangular room filled with computers, and each takes his or her place, donning a pair of headphones. Three other classes are already seated at computers, engaged in small group tutoring or reading independently while a fourth class is filing out into the hallway, preparing to move to their next class. One by one, students log in and are transported to a lesson in one of several math and literacy online curricula offered to Rocketship students. Students within the same class may work in different programs or on different lessons within the same program, depending on their needs. Individualized Learning Specialists (ILSes), part of Rocketship Discovery Prep's staff, roam the room, checking on progress and coaching students who appear to be struggling. Two other ILSes work intensively with small groups of students as part of Rocketship's Response to Intervention (RtI) program.

Through online practice, classroom instruction, and intensive supports, these students are experiencing an innovative model of how to individualize learning – a model designed to ensure that students get practice in exactly the areas in which they need help via technology and tutoring, while also allowing teachers to focus on teaching higher-order thinking skills. This model is the brainchild of a technology executive and a school principal, who together saw a way to apply the lessons learned from business model innovation in the technology sector to education, with the goal of closing the achievement gap in our lifetime.

Rocketship Education at a Glance (2011-12 academic year)

CMO

NAME Rocketship Education

FOUNDED 2006

LOCATION San Jose, CA

NETWORK 5 schools serving 2,400 K-5 students in San Jose, CA. All schools in the Rocketship network use a blended learning model.

DEMOGRAPHICS 85% Free/Reduced Lunch, 70% English Language Learners, 4% Special Education

GROWTH PROJECTION 30 schools serving 15,000 students by 2015.

CEO John Danner

MISSION To close the achievement gap in our lifetimes by operating clusters of Rocketship schools in the 50 largest US regions by 2025.

School Profiled

NAME Rocketship Mateo Sheedy (RMS) and Rocketship Discovery Prep (RDP) (2 separate schools)

FOUNDED 2007 (RMS); 2011 (RDP)

LOCATION San Jose, CA

STRUCTURE Each school opens as fully-enrolled K-3 program; expansion at 1 grade/year through 5th grade. In 2011-12, RMS had 507 K-5 students and RDP had 420 K-3 students.

DEMOGRAPHICS RMS: 90% Free/Reduced Lunch, 64% English Language Learners, 4% Special Education, RDP: 83% Free/Reduced Lunch, 72% English Language Learners, 6% Special Education

PRINCIPAL Maricela Guerrero (RMS), Joya Deutsch (RDP)

BLENDED LEARNING "Lab Rotation" model for Math and ELA¹

Building a Blended Learning Model

Rocketship Education was founded in 2006 by John Danner, a technology entrepreneur, and Preston Smith, a principal and Teach for America alumnus, to establish a national network of high-performing urban college preparatory elementary charter schools. Its mission is to eliminate the achievement gap in public education by opening K-5 elementary charter schools in high-need neighborhoods throughout the country. Previously, Danner was the founder and CEO of NetGravity, an Internet advertising software company. After he took NetGravity public and sold it to Doubleclick in 1999, Danner began a second career in education, first as a teacher in the Nashville public schools and then as the founding director of KIPP Academy Nashville, a charter middle school. Rocketship was founded to be what one might call a "second-generation" charter school network, designed to address the challenges and learn from the experience of pioneering networks like KIPP. Specifically, Danner and Smith set out to develop a model to address what they see as the two most fundamental barriers to scaling charter school networks – staffing and funding. Their twin goals were to leverage a limited pool of high-quality teachers and to have each school operate solely on district, state and federal tax revenues without the need for ongoing philanthropic support to cover operating expenses.

¹The 2012 Innosight Institute report, [Classifying K-12 Blended Learning](#), characterized different types of blended learning models; the "lab rotation" model involves students rotating "on a fixed schedule or at the teacher's discretion among locations on the brick-and-mortar campus. At least one of these spaces is a learning lab for predominantly online learning, while the additional classroom(s) house other learning modalities."

Rocketship's first school, Rocketship Mateo Sheedy Elementary School (RMS), opened in August 2007. In 2009, Rocketship received a \$5M grant from Reed Hastings and the Charter School Growth Fund for the creation of six additional elementary schools in San Jose. In the 2012-13 school year, Rocketship will have seven schools open in San Jose, California, serving roughly 3,500 students.² Its second school, Rocketship Sí Se Puede Academy, opened in the fall of 2009, and a third school, Rocketship Los Suenos Academy, opened in the fall of 2010. Rocketship opened two additional San Jose schools, Mosaic and Discovery Prep, in the fall of 2011, with two more schools, Brilliant Minds and Alma Academies, following in the fall of 2012. The CMO intends for its network to expand to 30 schools by 2015. Because Rocketship's model is consistent across all its schools, this case study will draw largely from RMS, as it is the longest-established school, though some of the descriptions and quotations come from a site visit to Discovery Prep, a more recently founded school.

Rocketship schools have demonstrated impressive results on the California state assessments.³ For the 2009-2010 school year, RMS earned an API score of 925 and Rocketship Sí Se Puede Academy earned an 886 in its first year of operation. In 2010-11 Rocketship had an aggregate API of 863

for its three schools compared to an average 803 in nearby districts and 808 for California.⁴ Rocketship attributes its success to three core pillars of the Rocketship Public School Model: deep parental involvement in the school and in the community which can enable the community to transform the political system, develop great classroom and school leaders, and individualize instruction with tutors and technology.

Rocketship's Four Values

- I. Respect
- II. Responsibility
- III. Persistence
- IV. Empathy

Rocketship focuses on elementary school students based on the evidence that students must be set on a path toward college well before 6th grade.⁵ They believe that, while the traditional school model can often adequately serve students performing at grade-level, low-income students, who are traditionally behind academically, need individualized instruction and targeted interventions if they are to catch up with their more affluent peers. Most of Rocketship's current students are English Language Learners from low income families who arrive at a Rocketship school from

²In the 2011-12 school year, Rocketship had five schools open in San Jose, California, serving roughly 2,400 students.

³SRI International is also currently engaged in an impact evaluation of Rocketship's blended learning model for the 2011-12 school year. The report, expected to be published in late 2012, will compare performance between Rocketship schools and a control group of similar schools.

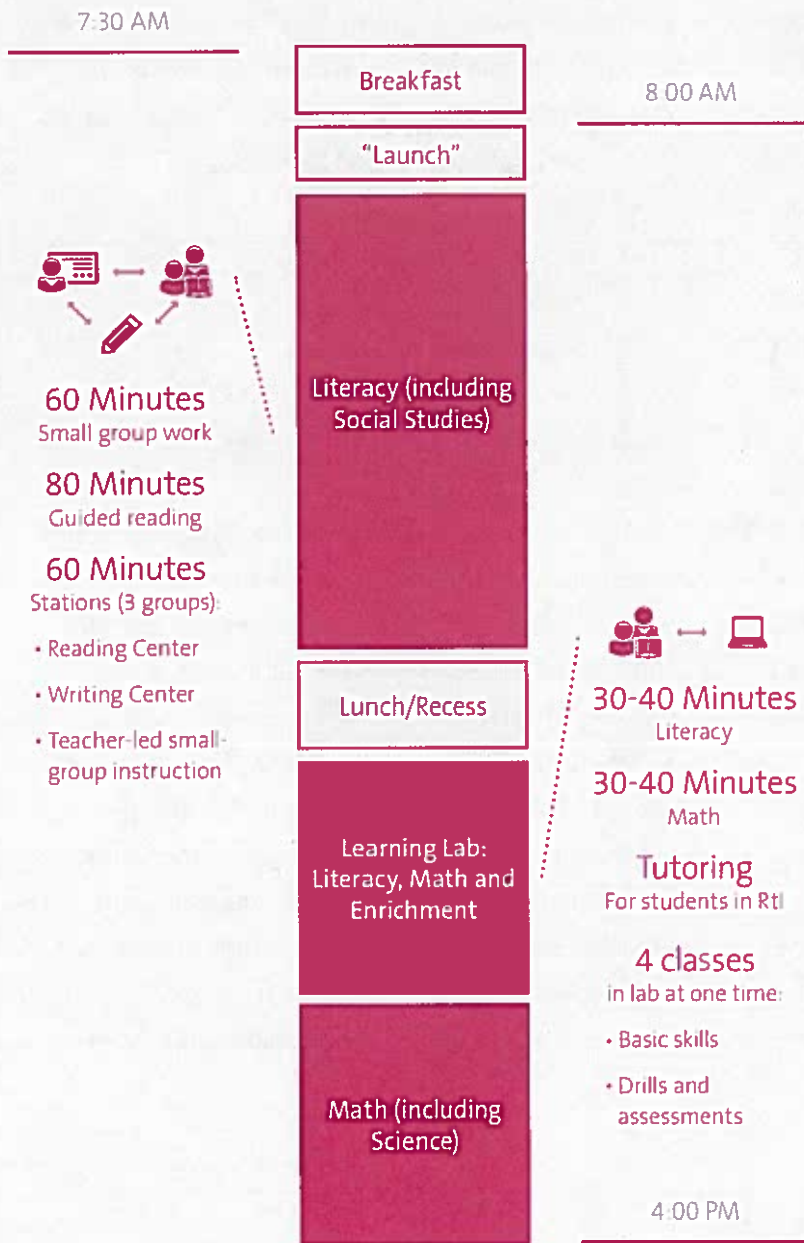
⁴Nearby district average of 803 is an average of the APIs for the elementary schools in Alum Rock Unified, San Jose Unified, and Franklin-McKinley. The California API is for grades 2-6 only.

⁵Snow, C., Burns, S., Griffin, P. (1998) Preventing Reading Difficulties in Young Children. National Research Council.

Fig. 1

Rotational Blended Learning Model at Rocketship

Rotations will be explained in detail in the
"Instructional Model" of the case study



half a year to a year and a half behind their peers, as measured by the NWEA MAP and DRA assessments.⁶ Rocketship's goal is to prepare these students to score at the "proficient" or "advanced" levels by the time they leave Rocketship, so they are prepared to succeed in middle and high school and to graduate from a four-year college.

Rocketship's day is designed to support this goal. In each grade, students form heterogeneously grouped classes, and may be placed into small 'same level' groups for classroom instruction. Students benefit from an extended, 8:00am-4:00pm school day with a block schedule consisting of two 100-minute blocks of classroom-based literacy instruction (which also includes instruction in social studies and the arts), one 100-minute block of classroom-based math instruction (which also includes instruction in science), and a 100-minute block of Learning Lab. Thirty to forty minutes of that block are spent in structured play which Rocketship calls the Enrichment Center. The remaining sixty to seventy minutes are split between math and literacy activities, which students undertake on the computer. As Preston Smith, Rocketship's co-founder explains,

⁶Rocketship is transitioning to STEP literacy assessment in 2012-13.

the Learning Lab features programs that “can tell within the first few questions if a child knows the material - that way they can move up - or if a child doesn’t quite get the concept - they’ll move down a little bit. The opportunity to individualize their instruction and then adapt in real time is something we can’t do in our classrooms but you can do it with a computer.”⁷ Also during this time, students who are placed into Tier II of Rocketship’s Reponse to Intervention (Rtl) model receive small group tutoring, rather than online instruction.

Rocketship believes that through individualized instruction and blended learning, it can enable students who enter in kindergarten to achieve accelerated growth and perform above grade level by the time they depart Rocketship. That clarity of focus gives a Rocketship school “the ability to have everyone working toward the same goal,” as Joya Deutsch, Principal of Discovery Prep, describes it. Rocketship’s Learning Lab, Rtl model, differentiated staffing approach, and innovative financial structure all contribute to and enable individualized instruction. The subsequent sections of this case study examine the instructional, operational, and financial dimensions of Rocketship Education’s blended model.

⁷Preston Smith’s comment is based on a video linked from the Rocketship site: <http://vimeo.com/30557533>

Instructional Model

Rocketship Education

Instructional Model

Rocketship focuses on elementary school students based on research that shows that this age range presents the best opportunity for bringing students to grade level in literacy and math.

Instructional Quick Facts

MODEL *K-5 Lab Rotation model*

PEDAGOGICAL APPROACH *Small group instruction with a strong focus on literacy and reading*

INSTRUCTIONAL TIME *30-40 daily blended minutes for Literacy and 30-40 for Math; 200 daily classroom minutes for Literacy and Social Studies and 100 daily classroom minutes for Math and Science*

STUDENT TO ADULT RATIO *On average, RMS has 24 students: 1 teacher during live instruction, while RDP has 26 students: 1 teacher.⁸ There are 5 ILSes to approximately 100 students in the Learning Lab.⁹*

INSTRUCTIONAL ROLES *Differentiated staffing model using Teachers and Individualized Learning Specialists supported by an Academic Dean and an Assistant Principal*

The model is designed with the expectation that students will arrive at Rocketship anywhere from half a year to one and a half years below grade level and strives to eliminate that gap by the end of second grade. As Rocketship schools seek to open fully enrolled in grades K-3, Rocketship schools also work with older students who may enter significantly below grade level. Overall, Rocketship endeavors to graduate its students at or above grade level, fulfilling the aspiration that “students graduate from fifth grade at Rocketship on a new trajectory.”¹⁰

To achieve this goal, Rocketship seeks to provide individualized instruction in three ways: in the classroom, online and via small group tutoring for students in their school’s Response to Intervention (RtI) program (See Figure 2 for details). To determine how best to meet each student’s needs, Rocketship relies on an extensive assessment system (See Appendix 2 for details). At the beginning of the year, students are placed into heterogeneously-grouped homerooms which travel together to daily Literacy/Social Studies and Math/Science periods, as well as to Learning Lab. Rocketship teachers review summative assessment data from the previous year and the results of the norm-referenced NWEA MAP in math and reading to understand their classes’

⁸ Because teachers work with more than 1 class per day, to arrive at the average student to adult ratio for live instruction, we divide the total enrollment by the total number of classes.

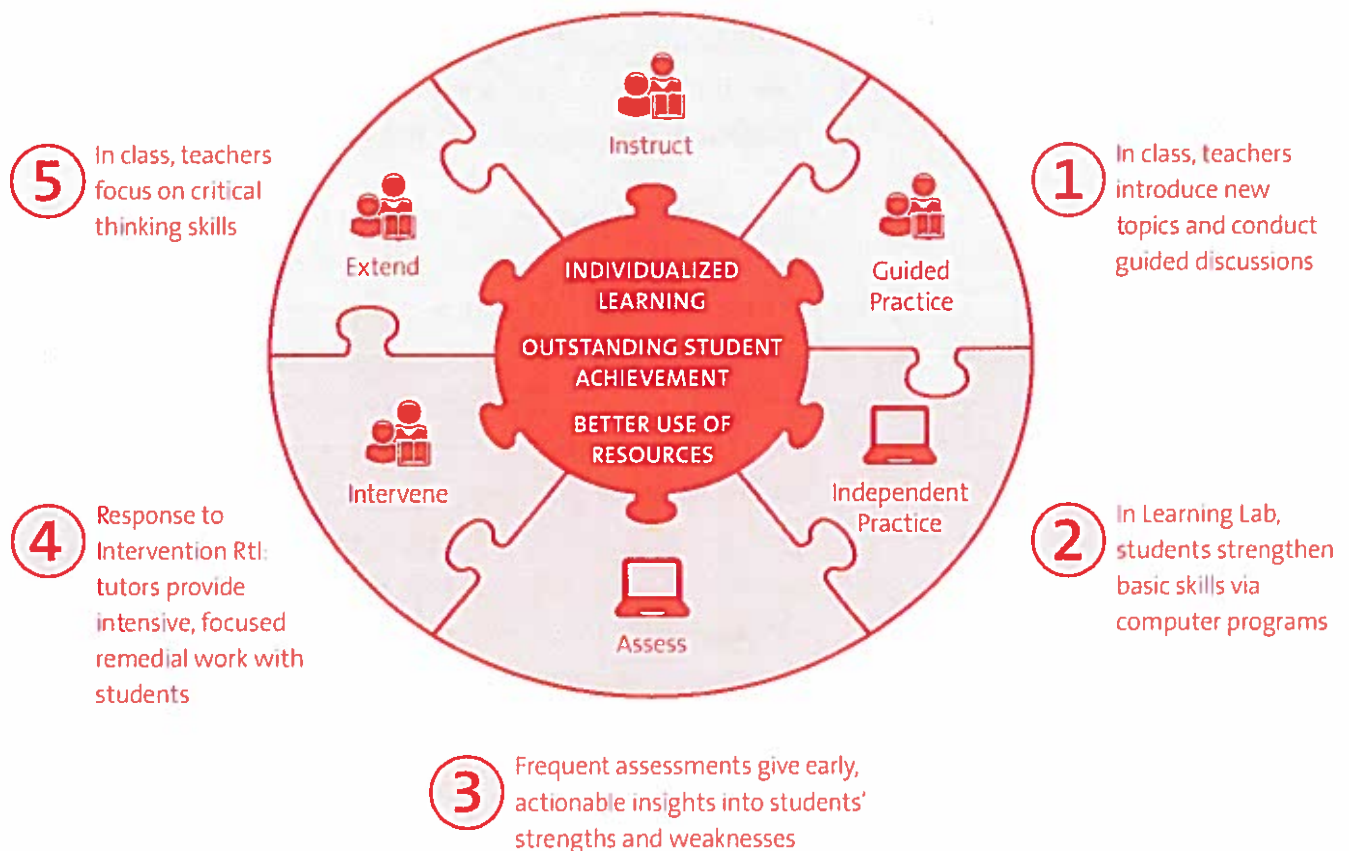
⁹ At any given time there are four classes in the Learning Lab and so the actual ratio of ILSes to students will vary based on which classes are in the room.

¹⁰ Rocketship Website: <http://www.rsed.org/individualization/Student-Outcomes.cfm>

current achievement levels. For more granular information on reading skills, students take the DRA assessment, and for math students take an internally developed math benchmark.¹¹ Teachers use data from these assessments to understand the baseline achievement of their students as well as specific areas of strength and weakness. Based on this data, teachers may place students

into small, homogeneously leveled groups for classroom instruction and may also recommend students for the school's Response to Intervention program. To assess whether students are on track to make targeted gains during the year the NWEA MAP assessment is administered in September, January, and June. Every eight weeks, Rocketship also administers assessments in reading and math.

Fig. 2
Rocketship Blended Learning Model and Individualized Instruction



¹¹ In 2012-13, Rocketship is transitioning to STEP (Strategic Teaching and Evaluation of Progress) from DRA (Developmental Reading Assessment) and to the Curriculum Associates benchmark from an internally developed math benchmark.

Instructional Delivery:*Extensive Use of Data Facilitates**Individualization During Live Instruction*

In most elementary schools teachers teach all or most subjects to a single class; in Rocketship schools, teachers focus on instruction of students in a few core subjects, more like secondary school teachers. This means that rather than remaining in one classroom with one teacher, as in the traditional elementary school model, Rocketeers, as the students are known, travel from classroom to classroom throughout the day and it is the teachers who remain in the same classroom. As John Danner, Rocketship's co-founder explains it, having teachers focus on specific subjects means that "...they start to get really good at teaching literacy and really good at teaching math because they are doing it all day long with multiple kids, [and] they start to see the same patterns."¹² Students attend a daily double block of literacy and social studies instruction and a single 100-minute period of math and science instruction. Rocketship schools work hard to ensure that transitions from one class to another are quiet, orderly and quick, requiring students to practice them extensively early in the school year.

Classroom instruction is individualized through 'same level' grouping within the classroom, the preparation of different lessons for each group, and additional small group time for students who are struggling. The standard Rocketship instructional approach is for teachers to plan their lessons for at least three groups of students, who are focusing on

different daily goals appropriate for their current level of mastery as they strive to meet the same overall grade-level standards. Sometimes the teacher delivers instruction to the entire class at once and at other points, the class breaks up into three groups, with two groups working on activities at stations and one receiving teacher-led instruction. Student groupings are adjusted at least every eight weeks using the results of bi-monthly assessments.

Approach to Small Group Instruction

Small group instruction is one method used by Rocketship teachers to ensure that all students are working at their current level of mastery in pursuit of the same overall classroom goal. For a first grade lesson on two-digit subtraction, the teacher may choose to introduce the concept to the whole class at once, and then break students into deliberate, pre-determined groups for time at strategically chosen learning centers. Several students may travel to one table where the teacher meets them to review a lesson on simple subtraction with them that they did not master last week. Another group of students, ready for a preview of next week's topic, may move to a cluster of tables by the classroom cabinets for an experiential lesson on measurement. This group may be given the task of measuring objects around the classroom - the desk, the bookshelf, the cabinets, even their pencils – and then recording their findings with the correct unit of measurement, checking each others' work as they go. Across the room, yet another group of students may be given time to practice subtraction and addition by "fishing" for math

¹² Comments from John Danner are based on a video linked from the Rocketship site: <http://vimeo.com/30557533>

problems. To set the stage, the teacher transforms an area of the classroom carpet into a pond, and students pick up a paper fish with a two digit subtraction or addition problem on it. After they've "fished" for the problem, they solve it together, and throw the fish back so the next student can take her turn. This approach to instruction plays out in different ways in classrooms across the Rocketship network, but the goal is the same: to enable students at Rocketship to spend time in the classroom actively learning at their own developmental level.

To facilitate this adjustment, and to inform the overall instructional approach taken in each classroom, teachers, Individualized Learning Specialists and school leaders review and discuss these bi-monthly assessments during Data Day. This day-long meeting is used for early identification of at-risk and high-performing students. Teachers present their updated assessment walls (a method of visually mapping the progress of each student in the class), and confer with the Academic Dean, the Assistant Principal¹³ and the Principal to identify trends, strengths and concerns. Teachers also use the assessment walls to share challenges and successes and collaborate in planning next steps for individual students and classes. Finally, teachers complete their Data Analysis Form which requires each teacher to track the student data from their interim assessments, identify positive trends and challenges, and then identify specific "bellwether" students and specific 'focus' students. Bellwether students are chosen to reflect different groups of

students in the classroom, and their progress will act as an indicator of whether specific approaches or interventions created for similar students in the class are having the desired effect. The teacher may assess these students more frequently in order to understand how the group of students represented by the bellwether student may be progressing. Teachers usually identify 3-4 bellwether students in each class during each Data Day. Focus students are those students who are struggling the most and may be in need of specific additional interventions. For these students, the teacher plans additional support and differentiation that can help accelerate their growth.

The Individualized Learning Specialists look at school-wide and classroom data alongside teachers and also review the growth data of students who were placed in Rtl in previous cycles. Students may be moved from one Rtl tier to another based on the results of this analysis. In addition to the bi-monthly Data Day, staff has an early dismissal day once a week. Subject area teachers use this time (each Friday from 2 to 5pm) to compare student data, discuss students, and discuss instructional strategies, interventions and enrichment

Role of Online Instruction:

Technology provides a complementary, and customized, learning experience for each student in the Learning Lab

The Learning Lab is a dedicated multi-purpose room¹⁴ that can accommodate up to four¹⁵ classes of students at once and is staffed by a team of five

¹³ These roles are explained more fully in the Operational Model section.

¹⁴ Rocketship constructs its own new school facility for each school that it opens.

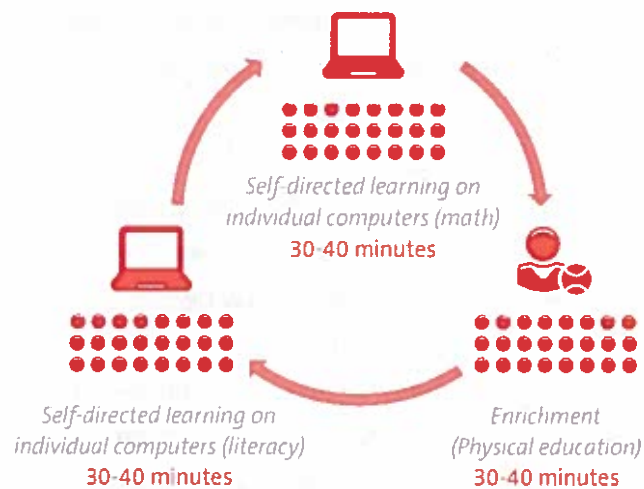
¹⁵ Beginning in 2012-13, Learning Labs will serve up to 130 students at any given time and be staffed by 6 ILSEs.

Individualized Learning Specialists (ILSes). Classes of students cycle in and out of the Learning Lab over the course of the day, depending on their block schedule. The schedule is staggered so that classes are coming and going from the Learning Lab in 40-minute intervals. These transitions are well-rehearsed and carefully monitored by staff with each incoming class lining up along the wall near the door to the Learning Lab and entering when the students are quiet and in a straight line.

During each student's 100 minute Learning Lab block, he or she rotates between online instruction, the Enrichment Center (e.g. physical education) and time with small group tutors, for those students who are selected for the Response to Intervention (RtI) program (*See next section for details*). Figure 3 outlines the flow of student time in the Learning Lab, and demonstrates how the room's physical layout supports the various activities students undertake while in the Learning Lab.

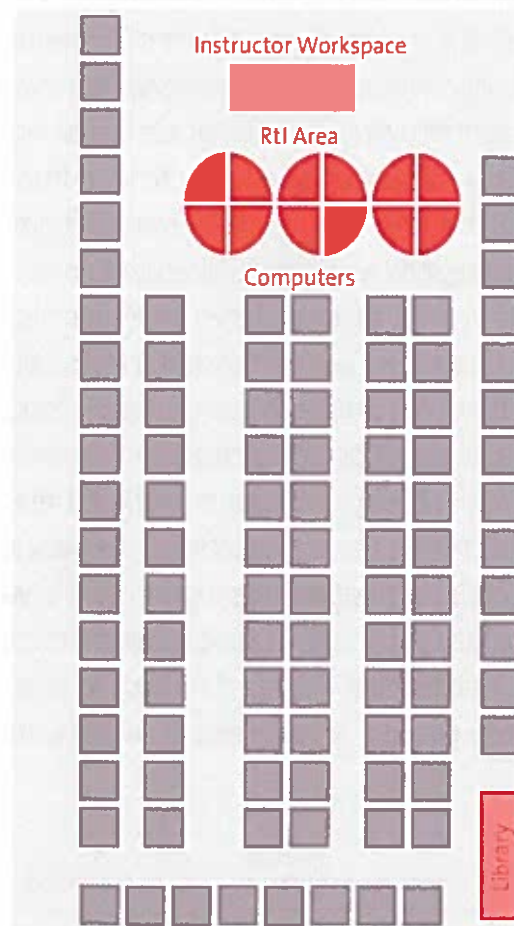
Fig 3

Blended Learning Rotation



In Rocketship's 100 minute Learning Lab block, multiple classes rotate through online instruction and enrichment. Students in the RtI program will go to small group tutoring in the RtI area instead of online instruction.

Learning Lab Setup, Rocketship Discovery Prep



In the Learning Lab each student¹⁶ has a computer and accesses web-based online curricula focused on building skills in math and literacy. (See Appendix 2 for a complete list of digital content). When students enter the lab, they sit down in front of the computer assigned to them, put on their headphones, and log in. Students progress through a single sign-on process (See Figure 4) in which they pick their school, class, name and then an icon which serves as their password. The system then calls up the program to which they are assigned and serves up the first lesson. The extent to which a student's online experience parallels instruction received in the classroom varies. Some programs are entirely adaptive, which means that the program guides the student based on its own scope and sequence and definition of mastery. Others offer more 'assignability', which affords Rocketship somewhat greater control over the particular lessons to which students are assigned at any given time. In these cases, Rocketship works with the vendor to map individual lessons within the online program to units of study in the classroom. The CMO then shares the year's expected pace of classroom instruction so that the online programs cue up lessons roughly related to the goals of the unit teachers are covering at that time. Because students work at their own pace during the online lessons, Rocketship's aspiration is that the online programs will create individualized pathways for each student to support them in mastering the same standards to which they are exposed in the classroom. While some

progress was made during the 2011-12 school year, work will continue in the year ahead with the goal of creating an ever more consistent alignment of online and teacher-led instruction over time.

Students will spend about two-thirds of their time in Learning Lab working with online math and literacy instruction. For additional literacy practice, students may spend a portion of their time on independent reading. The Lab contains a leveled reading library, and students may choose a book appropriate for them and complete Renaissance Learning's *Accelerated Reader* reading comprehension quizzes to demonstrate their understanding of what they have read. No matter what they are working on, the goal of time spent in the Learning Lab is for students to have the chance to work on those skills and concepts most applicable to their particular ability level.

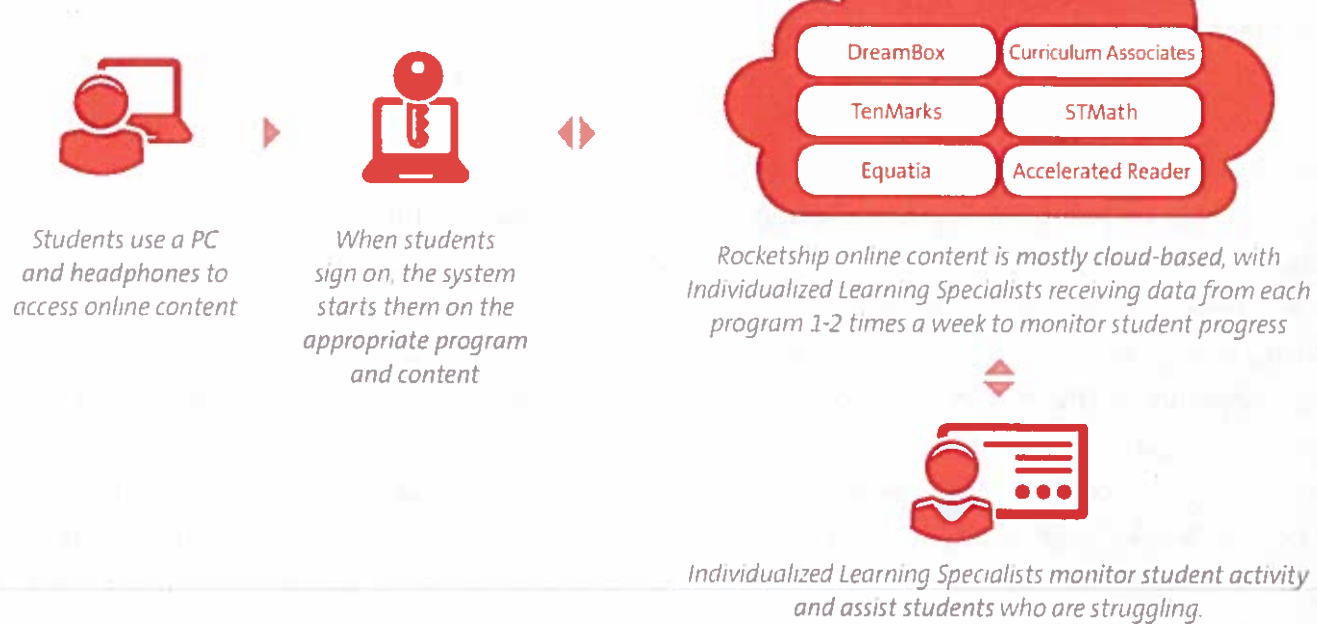
Supporting Special Populations:

Small group tutoring during Learning Lab provides struggling students with additional support

For struggling students – which may be 20-25% of Rocketeers at any given time - Rocketship uses a Response to Intervention (RtI) model, a process for supporting high needs students that uses frequent assessments and early warning signs to identify when students start falling behind in order to provide appropriate supports. Students are placed into RtI and assigned a 'tier', based on teacher analysis of assessment results. While Tier I includes

¹⁶ As noted in the section on Supporting Special Populations, students involved in RtI spend time with their small group tutors instead of online. These students are encouraged to make up their online instruction time either before or after school, although it is not a requirement.

Fig. 4
Computer-based Learning System at Rocketship



all students making adequate progress, Tiers II and III denote those students in need of additional assistance. Tier II students receive moderate supports either in the classroom, which may include assignment to a specific guided reading group or math center during classroom instruction and/or outside the classroom, which may include time with an ILS in small group tutoring during Learning Lab. Tier III students receive intensive supports outside the classroom. If these interventions fail to enable a student to make adequate progress, the student is referred to the special education (SPED) team. The bi-monthly Data Days (described in the Operations section) provide an opportunity to assess students' progress and move them from one tier to another.

Innovative technology supports critical instructional decisions

Once Tier II students are assigned to small group tutoring during Learning Lab, technology works behind the scenes to ensure the optimal use of their time with the ILSes. The RISE online system recommends student groupings based on the most recent literacy and math benchmark data, which is updated every eight weeks. Assistant Principals, who manage the teams of ILSes at each school, may then view these recommended student groupings and modify them based on additional assessment data which is available as they 'hover' over each student's record online. For example, an Assistant Principal (AP) may discover that while all students

in a recommended group share a reading level, some of them struggle more with decoding and others with reading comprehension. The AP may then decide to modify the groupings so that the students are grouped by the particular skill (e.g. decoding) that they need to work on rather than by reading level. Once the groups are set, RISE notifies teachers and ILSEs of the new groups, prompting teachers to log in to add any additional qualitative comments to each student's Individual Learning Plan (ILP). When the ILSEs log into their portal, they will then see the groups of students assigned to them, detailed information on each student via their ILP, and the curriculum recommended for use with each group. As the ILSEs prepare to work with students during the eight week cycle from this largely scripted curriculum, they may reach out directly to teachers to gain additional insights on how best to meet their students' needs. Although small group tutoring is delivered in person and informed by personal interactions among the Rocketship staff, technology supports the process by ensuring that the decisions made along the way are based on the latest data available for each student.

Role of the Instructors:

Teacher specialization and differentiated staff model allow staff to build expertise quickly and recognize issues sooner While in traditional elementary schools, one teacher typically handles all subjects for a single classroom of students, the Rocketship Public School Model is built on the belief that instruction is most effective when teachers are subject-matter specialists.

Literacy instruction is integrated with social studies instruction and math instruction is integrated with science instruction. All of Rocketship's teachers have multiple subject credentials yet teach fewer subjects with the potential to improve their instructional practice more quickly. As Julie Kowal and Dana Brinson note in their report "Beyond Classroom Walls: Developing Innovative Work Roles for Teachers", "teachers who work in literacy and social studies, for example, teach their lessons to two groups of students each day, doubling their exposure to those topics and allowing teachers much more intensive practice each year. Teachers in the math and science content area present their lessons four times each day, quadrupling their exposure and practice in the first year. Teachers—especially those new to the profession—improve their craft and their subject matter knowledge much more quickly as a result of this extra exposure."¹⁷

Individualized Learning Specialists (ILSEs) play a critical role as well in the Rocketship model. 5 ILSEs, who are full-time, non-credentialed, hourly instructional staff, manage each of Rocketship's Learning Labs. The ILSEs supervise up to 4 classes at a time, providing support and 1-on-1 coaching for students during online learning based on their own observations as well as student productivity data from the last few days. In addition, ILSEs bear primary responsibility for delivering small group tutoring to Tier II students as part of Rocketship's RtI program.

¹⁷ Kowal, J. and Brinson, D., "Beyond Classroom Walls: Developing Innovative Work Roles for Teachers," Center for American Progress, April 2011, p.8

Operational Model

Rocketship Education

Operational Model

Rocketship has developed an approach to individualizing instruction that uses fewer teachers and classrooms than the traditional classroom model. Time in the Learning Lab enables this instructional approach, but there are a number of other elements that are also important.

These include Rocketship's differentiated staffing structure, extensive professional development and coaching, a unique approach to developing school facilities and a cloud-based IT infrastructure. Rocketship's approach to, and experience with, managing the challenges of data integration is also described here.

Human Capital:

Differentiated staffing model enables greater specialization to meet student needs

A critical component of the Rocketship Public School Model is its differentiated staffing approach. There are two distinct staff roles at a Rocketship school: teachers and Individualized Learning Specialists (ILSes). Teachers are certificated and specialize in either math and science or literacy and social studies. Rocketship's teaching staff is composed mostly of teachers early in their careers with less than five years of experience. Of the 16 classroom teachers on staff in each fully enrolled school, Rocketship aims to recruit four incoming Teach

Fig. 5

Differentiated Staffing Model

The FTE count for each position reflect a fully enrolled Rocketship school.

Teacher (16 FTE)

- Certified teacher
- Specialized in either Literacy/Social Studies or Math/Science
- Leads full-class or small-group instruction
- Can progress on Rocketship career path

Individualized Learning Specialist (5 FTE)

- Non-certified, hourly, full-time staff
- Provides support and coaching for online learning and delivers small-group tutoring intervention for students in RtI
- Reports to Assistant Principal

For America (TFA) corps members per school each year. This means that Rocketship expects 50% of an established school's classroom teachers to be current TFA corps members. Other teachers are TFA alumni or recruits from regional school districts.

The Learning Lab is staffed by five ILSes, who are non-certificated, full-time, non-exempt, hourly instructional staff. The ILSes play a critical role in Rocketship's instructional model, as they oversee the culture and effectiveness of the daily Learning Lab operation, serve as computer-based learning coaches and provide Tier II RtI instruction directly to students in small groups. In addition to their responsibilities in the lab, ILSes begin their day with the Rocketship students at Launch, the official beginning of the Rocketship day. Launch is a 15 minute all-school session in which Rocketship staff takes care of daily business such as announcements and may also lead the Rocketeers in a song or other activity to focus them on the school's core values. Although not required to do so, some ILSes may take on the additional task of supervising arrival and/or dismissal, which affords them the opportunity to interact directly with students' families.

Rocketship's human capital structure and use of online learning contribute to efficiencies in its financial model (*see Financial Model for details*) which allow the CMO to make what it believes to be critical investments in its people. Each school has a full-time Academic Dean, in addition to an Assistant

Principal. Veteran Rocketship teachers receive a base salary roughly 10% higher than comparably experienced teachers in neighboring districts, and all teachers and school leaders are eligible for performance-based bonuses. The Academic Dean and Assistant Principal positions are also part of Rocketship's Leadership Development Program, which provides a career ladder for teachers to grow into roles as Academic Deans, Assistant Principals, and Principals. Due to Rocketship's plans for rapid growth and expansion, they work deliberately to develop a pipeline of exceptional school leaders.

Each member of a school's three-person leadership team plays a very specific role. The Principal is the school leader and is responsible for attaining the school's student achievement goals, instilling the Rocketship culture in students, teachers and parents, developing other leaders and coaching teachers. The Assistant Principal (AP) manages the Learning Lab and all of the hourly staff, including Individualized Learning Specialists and Enrichment Center coordinators, and is responsible for key components of school culture including arrival and dismissal, transitions, lunch and recess. The AP also directly coaches a small number of classroom teachers. The Academic Dean is focused full-time on implementing Rocketship's academic systems and on mentoring teachers to improve their effectiveness. The Academic Dean is responsible for teacher coaching and professional development.

Professional Development:

Robust coaching and collaboration provides support to new teaching staff

Rocketship's early-career teaching staff requires strong supports to achieve the goals that Rocketship has articulated for itself. This support comes in a number of forms, including ongoing coaching by the Academic Dean and other school leaders, summer professional development before the school

year commences, and ongoing school-based and network-wide professional development during the school year, including weekly, bi-monthly and annual meetings as well as subject matter professional development based on research and best practices. Over the course of a school year, this adds up to almost three weeks of dedicated staff professional development time. Data analysis and individualized learning are critical parts of teacher professional

Fig. 6

Rocketship's Approach to Professional Development

Rocketship Professional Development

WEEKLY

Every Friday, Rocketship dismisses its students at 2:00 pm, and the full teaching staff meets for three hours of professional development. The Individualized Learning Specialists participate for two hours of this time. The Academic Dean plans and facilitates these meetings, which cover topics ranging from reflection on student data to improving classroom management strategies to planning the next Science unit.

POST-ASSESSMENT "DATA DAYS"

Every eight weeks, after Rocketship students take their interim assessments, the schools have a full day of professional development focused on the analysis of interim assessment data. Teachers review student data and plan for the next cycle in multiple ways including using RISE, an online system which tracks individual student and class level results; the Assessment Wall, which visually charts student and group grade level performance; and the Data Analysis Form, which allows teachers to dig deeper into the causes of specific students' results and plan out solutions. Classroom groupings for guided reading are also modified during these meetings.

development, as detailed in Figure 6.

Facilities:

New, purpose-built school buildings facilitate lab rotation blended learning approach

Rocketship's innovative approach to facilities is guided by the idea that learning is best served when students are in a new building that meets their needs from the first day the school is open. As Rocketship Vice President of Treasury Rich Billings observes, "We don't want to have our schools open in a temporary incubation site, as we think it has the potential to send a message to students about the value of their education. We think underserved students deserve to be educated in buildings that they and their community can be proud of; brand new buildings upon opening, which provide a different kind of signaling effect." Rocketship's affiliate Launchpad Development Company acquires the land and builds each school. Each school then pays Launchpad an annual rent payment that currently represents 16% of each school's revenues, on average. This approach ensures that each school has the large multi-purpose room that is required for the Learning Lab and gives Rocketship control over many other aspects of the building infrastructure that are critical to blended learning, such as electrical and information technology, and the Rocketship culture, such as an outdoor area for lunch, physical education and recess.

Role of the CMO:

The CMO manages most business operations and develops systems that are implemented at the school level

As a national Charter Management Organization, Rocketship will operate seven elementary schools in San Jose in 2012-13 with a staff of about 38. During the development phase of a school, the CMO creates the charter document and handles the charter application process. As discussed above, Launchpad, an affiliate of the CMO, manages the task of securing adequate and affordable facilities.

Once a school is launched, the Rocketship National Office provides ongoing assistance in the following areas:¹⁸

- Training and mentoring for the Principal, Assistant Principal, and Academic Dean
- Operational training and support for the school Office Manager
- Support for real estate, finance, IT, Special Education, compliance, and legal issues
- Research and development around the instructional model
- Systematic coaching of teachers and school leaders
- Support for parent empowerment

¹⁸In 2012-13 a formal regional structure, the Regional Support Office, is in place and will provide some of these supports.

Rocketship's National Office plays a large role in the selection and development of curricula. The Learning Lab curriculum is selected and supported by the Individualization Team at the national level. Decisions about assessments are also made at the national level. The National Office also provides each school with a set of critical systems and trains school staff on how to use them. These systems include reporting and compliance, budgeting and financial management, operations management, teacher recruiting, and teacher professional development, among others. To sustain its work, the CMO charges each school a fee of 15% of revenues.

As Rocketship grows, the role of the CMO is evolving. According to Carolyn Davies, Rocketship's Director of Operations, "When I first joined, we were thinking of taking everything beside instruction off the schools' plates. But that's not efficient. There should be a balance of operations on the ground and at the CMO level." With planned expansion to other regions, Rocketship is working to build a regional layer of operations between the national office and the schools. The schools will, as now, maintain a minimum level of operations functions, the Regional Support Office will provide most of the on-the-ground support that the National Office currently provides and the National Office will focus on systems design and quality control and assurance to ensure that schools are financially sound, legally compliant and academically outstanding.

Technology:

Cloud infrastructure requires little in the way of in-building IT support

Rocketship has opted to locate all of its online learning programs in the cloud, enabling it to operate with less IT infrastructure in each school building. Servers are still required to house data from certain student information systems (e.g., meals data), but all of the online curricula is web-based. Rocketship made a decision early on to use cloud-based services whenever they were available to minimize both infrastructure and staff costs. IT staff consists of one part-time, hourly IT support person for each school (a local college student who works about 10 hours a week). The upfront investment required to set up a Learning Lab is in the \$70,000 range, including approximately \$35,000 for PCs, \$20,000 for a leveled library, and \$15,000 for furniture.

Data Integration:

Data portability from Learning Lab to classroom is a challenge

Rocketship collects very detailed data about each student's academic progress from two main sources: its system of classroom assessments, and online programs in use in the Learning Lab. The classroom data include formative and summative assessments, quizzes and benchmarks, while the available online learning data varies by program.

The classroom assessment data is the focus of the professional development activities noted earlier, and is the main source of information for determining placements into and out of the Rtl program and for creating small groups in the classroom.

Creating a relevant and easily accessible flow of online data that may be routinely used in making instructional decisions is more difficult. This is due in part to a lack of standards alignment across programs, and in part to the lack of commonly agreed upon methods for exchanging data. Online learning providers have also not had systems in place to report out some important usage data, like time spent on standards. Finally, there is no common definition of mastery across online programs. This means, for example, that when one program reports that a student has mastered fractions, this conclusion may not be shared by other online programs or by Rocketship's own system of classroom assessments. Taken together, these issues mean that it has been difficult for Rocketship teachers to access the sort of consistent and reliable data on student progress towards the mastery of standards that they would use to directly drive classroom instruction. Instead, the data that teachers currently access is most useful for showing which students are on task, which can be helpful in motivating students and managing student behavior.

In addition, the data streams from the classroom and online programs are not automatically

integrated, requiring a manual data entry process and collaborative conversations between teachers and Individualized Learning Specialists to find the connections at the student level. As Kate Coxon, Director of the Individualization team, notes, "The big challenge is making sure that the data coming from multiple sources is aligned and easy to access: not all programs report student mastery in the same way and our ILSs, teachers, and school leaders are eager for tools that make it easy to combine data from multiple sources in order to use it to plan for instruction." The net effect is that instruction in the classroom and in the Learning Lab operates largely independently from one another. According to Discovery Prep principal Joya Deutsch, "The Learning Lab data feels like an intrinsically useful but still separate track from the classroom instruction. It reinforces skills and provides acceleration for the top and bottom quintiles."

Rocketship believes that solving this challenge and creating a tight integration between the classroom and Learning Lab is essential for maximizing the potential of its blended learning model. Thus, Rocketship began work in 2011-12 to create a technical infrastructure that could truly unify the classroom and the Learning Lab and help demonstrate the importance of technical integration for effective blended learning models. The team initially determined that custom development with an external vendor, rather than the purchase of an existing product, would be the most effective means to achieve this goal and so worked to build the Rocketship Individualized

Scheduling Engine (RISE). RISE was designed to work with the Blended Learning Infrastructure (BLI) developed by the Gates Foundation, allowing the addition of a single sign on (SSO) for students, as well as the automation of account provisioning and creation. This eliminated two historical logistic hurdles of managing student logins and manually enrolling and editing student accounts.

Key pieces of functionality for the 2011-12 school year included five main elements:

- a student portal, to allow students to sign into each of their online learning programs
- an assessment/assignment engine, to gather important data for student placement within programs
- a teacher/leader portal, to display classroom assessment data
- a small group tutor scheduling engine, which proposes small groups for tutoring based on students' assessment results
- an ILS portal, to display academic data and curricula used for tutoring lessons.

Even with the improvements made to the RISE technical infrastructure throughout 2011-12, Rocketship feels that data integration and scheduling capabilities are still far from their ultimate vision. Going forward, RISE's role will be less prominent, as Rocketship enters into a partnership with Junyo, an external provider which will provide the technical infrastructure and data integration between Rocketship's various systems and online programs.

Financial Model

Rocketship Education

Financial Model

Rocketship schools are sustainable on public revenues in the first year of operation.

Rocketship built its model with an eye towards academic achievement and rapid expansion. In order to meet these twin goals, Rocketship creates schools that enable individualized learning, deliver strong student outcomes¹⁹ and are sustainable without philanthropic dollars from their first year of operation in California, the state with the fourth-lowest per-student funding in the nation.²⁰ One critical enabler of the model from a financial perspective is the Learning Lab, which allows up to students from up to four classes to be supported by non-credentialed staff for the 100 minute period each day. Rocketship can therefore reduce its credentialed teaching staff from 21 to 16 per school and build each school with five fewer classrooms than it would otherwise require.

Financial Impact of Blended Learning per pupil

FINANCIAL BENEFIT

- + \$778 Reduction in size of teaching staff by 5 FTEs
- + \$616 Reduction in average teacher salary due to tenure mix
- + \$165 Reduction in number of classrooms from 21 to 16

ADDED COST

- \$241 Teacher salary premium
- \$169 Academic Dean (salary and benefits)
- \$299 Individualized Learning Specialists
- \$100 Online learning and other software

POTENTIAL REINVESTMENT

- = \$750 Per pupil saving 2011-12
- Does not include upfront investments

Fig 6

Upfront Investments (Year 0)



■ Learning Lab

2011 – 12 Ongoing Financial Benefit and Added Costs (per pupil, based on figures and projected student enrollment from an hypothetical, fully enrolled school in its third year of operation.)



¹⁹ SRI International is currently engaged in an impact evaluation of Rocketship's blended learning model for the 2011-12 school year. The report is expected to be published in late 2012.

²⁰ Quality Counts 2012, Education Week, January 2012

Rocketship reallocates the efficiencies gained from the Rocketship Public School Model into attracting and retaining talented staff and individualizing instruction in the following ways:

- higher salaries and performance bonuses for the teaching staff
- support systems for teachers, including an Academic Dean, Assistant Principal, and professional development
- an extensive Response to Intervention program
- Individualized Learning Specialists
- digital content and online curricula
- brand new facilities

Figure 6 illustrates Rocketship's financial model using figures and projected student enrollment from an hypothetical, fully enrolled school in its third year of operation.²¹

Upfront Investments in Blended Learning

As all Rocketship schools open on its blended learning model, it is difficult to separate the upfront investments for blended learning from those required to open the school. Perhaps the costs most unique to the blended model are those

required to set up the Learning Lab. Each school's lab requires an investment of \$70,000, including approximately \$35,000 for PCs, \$20,000 for a leveled library, and \$15,000 for furniture. Since each school opened to date has been new construction, the facility can be designed to the exact needs of the Rocketship model (e.g., with a multi-purpose room of the appropriate size to house the Learning Lab, and with the necessary electrical and IT systems), so there are no additional costs to update facilities to accommodate blended learning. This would potentially be a significant source of upfront costs for schools that are implementing a similar model in existing facilities. Additional pre-opening expenses include fees to the Rocketship National and Regional offices.

Ongoing Additional Costs due to Blended Learning

Beyond the upfront investments required to implement a blended learning model, Rocketship invests heavily in teacher and staff compensation and bonuses, in teacher support in the form of an Academic Dean and ongoing professional development, and in individualization, which includes online content as well as additional staff (Individualized Learning Specialists). Rocketship seeks to compensate its veteran teachers at an approximately 10% premium relative to neighboring

²¹ A hypothetical school's financial structure is used here to illustrate the Rocketship model. As schools have the financial flexibility to make allocations between budget categories to map to their annual plans, any one school will vary from this model. With respect to RMS specifically, the school is smaller than the model K-5 school due to capacity constraints at the facility, and has access to revenue streams unique to its particular situation. Therefore, using its financials here would not give a representative picture of Rocketship overall. The projected student enrollment for a Year 3, fully enrolled school in 2011-12 is also used here, which is 546 students. For purposes of comparison, RMS' enrollment last year was 507 students and Rocketship Si Se Puede (RSSP), the other K-5, fully enrolled school, had 558 students.

school districts²², and all teachers and school leaders are eligible for additional compensation in the form of performance-based bonuses²³. The Academic Dean is an additional position whose primary role is to provide coaching and professional development to the teaching staff. This role adds an additional school leader relative to a traditional K-5 school, which may only have a principal and assistant principal. Finally, Rocketship must buy online content for the Learning Lab and incurs an additional expense for the Individualized Learning Specialists, who are needed to run the Learning Lab.

Ongoing Financial Benefit Due to Blended Learning

There are three main sources of financial benefit from the Rocketship model: reduced credentialed teaching staff, a relatively junior teaching staff and fewer classrooms. As the Rocketship model operates with five fewer teachers than a comparable district school, the CMO is able to save about \$425,000²⁴ per year per school. Having five fewer classrooms results in a savings of about \$90,000²⁵ per year per school. Finally, Rocketship's goal that 50% of an established school's classroom teachers be TFA corps members

may result in a staff that is more junior, and thus less expensive, than that of a typical school. Rocketship calculates the potential financial benefit of its staffing mix to be approximately \$336,000 per school per year.²⁶

As Rocketship expands, it must consider how this school level model translates into a regional model. Rocketship requires \$3.5 million dollars in philanthropic funding to start up each new region. This funds regional start-up activities (both national and regional support), including the cost of starting the schools in that region. Once Rocketship has eight schools operating in a region, the regional support organization is sustainable on management fees from the schools and can open additional schools without further fundraising.

²² The cost of this goal to Rocketship is estimated by taking 10% of average Rocketship veteran teacher salary plus 7% payroll benefits as projected by the school model.

²³ The estimate of teacher performance bonuses in this analysis is derived by computing a 10% premium plus 7% payroll taxes against the average Rocketship TFA Corps Member base salary and an average Rocketship veteran teacher base salary as projected by the school model. It is assumed that 50% of teachers will be TFA Corps Members. School leader bonuses are not included here due to the difficulty of comparing principal compensation to traditional district schools.

²⁴ Rocketship estimates that an average district teacher is compensated at \$85,000 per year.

²⁵ Rocketship estimates that an average classroom costs \$18,000 per year in incremental rent.

²⁶ This estimate assumes an average district teacher compensation of \$85,000 per year, and compares it to an average Rocketship TFA Corps Member total compensation and an average Rocketship veteran teacher total compensation as projected by the school model. It is assumed that 50% of teachers will be TFA Corps Members.

Lessons Learned

Rocketship Education

Lessons Learned

With its longest-established school now in its fifth year of operation and having opened four additional schools subsequently, Rocketship has fine-tuned the Rocketship Public School Model and has shown strong results for its students on the California state assessments. In the 2010-2011 school year, Rocketship Mateo Sheedy earned an API score of 892, the highest of any low-income elementary school in Santa Clara County. Rocketship Si Se Puede earned an API score of 859, the third highest of all low-income elementary schools in Santa Clara County. Rocketship Los Suenos earned an API score of 839 in its first year of operation, the eighth highest of all low-income elementary schools in Santa Clara County.²⁷

Success Factors for Blended Learning at Rocketship Education: While there are many elements of Rocketship's program that have contributed to these results, Rocketship leadership and staff point to several success factors that are related to Rocketship's approach to individualized education:

1. Online learning is one enabling element in a rigorously conceived approach to individualized learning: Technology has a direct impact on individualization in Rocketship's model, but equally important is the human element. Teachers, with strong coaching, are expected and able

to differentiate instruction in the classroom on a daily basis. In literacy block this is often in the form of guided reading groups and in math block with centers and math review board. In Learning Lab, Individualized Learning Specialists provide individual or small group support to students who are struggling the most. While online learning is a key piece in an intricately assembled mechanism whose overall goal is individualization, it is not expected to bear the burden of individualizing education alone.

2. Intense focus on hiring and developing excellent teachers and school leaders: Given Rocketship's intention that teachers focus more on higher-order thinking skills and less basic skills, it is critical that Rocketship teachers be effective in the classroom. Increased compensation and performance bonuses are one way that Rocketship attracts talent. In requiring fewer teachers, Rocketship can be more selective in hiring new teachers. Finally, a clear career path and extensive professional development helps Rocketship retain teachers (and school leaders) once they are hired. The position of Academic Dean is devoted solely to teacher development. School leaders also receive a significant amount of parallel support and professional development from the Regional and National offices.

²⁷ SRI International is also currently engaged in an impact evaluation of Rocketship's blended learning model for the 2011-12 school year. The report, expected to be published in late 2012, will compare performance between Rocketship schools and a control group of similar schools.

3. Cloud-based infrastructure greatly simplifies management of the Learning Lab: Multiple Rocketship staff members highlighted the importance of Rocketship's decision, after initial struggles with a server-based approach, to use cloud computing rather than servers to house its software. This is a decision that must be made early in the planning process, but it has several advantages. Cloud computing requires minimal on-site IT staff, usually just a part-time local college student. Cloud computing makes software updates much less labor intensive. Finally, it allows for the use of inexpensive and easy-to-maintain PCs that only require an internet connection rather than more complicated and expensive laptops or desktops. This "asset-light" strategy has enabled Rocketship to avoid costs and they encourage others to consider a similar approach.

Lessons Learned for Blended Learning at Rocketship Education Rocketship staff have a firm belief in the power of their model to transform education for underserved students, but also recognize several lessons learned and ongoing challenges from their first five years of operations. These include:

1. Available software is still limited, especially with respect to data reporting: The software programs used in Learning Lab each provide program-specific reports, but Rocketship staff have found that the reports are not granular enough and that it is difficult to integrate data from multiple programs if it is not reported in a central place. Even at this

point, the software generally does not provide the level of reporting that is needed, especially on the literacy side, or in ways that are aligned with what is being taught in the classroom.

2. Data integration remains a challenge: Despite ongoing development work on RISE, Rocketship has still struggled to integrate its online data with classroom instruction. While there is currently some information flow in both directions, online data is still not fully utilized to inform instruction or student grouping on a regular basis. Rocketship is devoting significant resources to addressing this issue, both through continued work with software vendors and through its partnership with Junyo, a new learning analytics company. Through this partnership, Rocketship aspires to provide fully integrated online data reports as well as greater ability to assign and influence the content that students receive in each of their online learning programs.

3. Rtl capacity bottlenecks due to incoming students' level of preparation: In order to be sustainable solely on public funding in its first year of operation, Rocketship schools generally open as a K-3 school. If Rocketship were building schools one grade at a time, there would be very little demand for Rtl after second grade, as the program is designed to catch up students who have fallen substantially behind. Since Rocketship is admitting second- and third-graders directly, however, those students have large deficits that must be made up quickly and

there is large demand for RtI services among these older students who have not had the benefit of the Rocketship program since Kindergarten. This problem is also exacerbated by the fact that students can only be pulled for RtI during their Learning Lab blocks, which is out only a quarter of the day. The capacity bottleneck eases in individual schools as they mature and more of the upper grades are composed of students who started their education at Rocketship, but it remains a challenge for new Rocketship schools, given that they will continue to need to admit four grades upon opening.

Blended Learning and the Future of Rocketship

Education Rocketship has aggressive plans for expanding the Rocketship Public School Model, while at the same time addressing some of the challenges that have emerged. Rocketship's new partnership with Junyo will help fully integrate the classroom and the Learning Lab. In this way, Rocketship believes, the integrated, daily data produced by Learning Lab will help teachers be even more effective in the classroom, and the content alignment with the classroom will help further improve students' rapid mastery of basic skills in the Learning Lab.

Rocketship continues to expand in the Bay Area, where it has opened two additional schools in August 2012 and is planning to open 4 additional schools in 2013-14, bringing its total in the region to 11. Rocketship is also preparing for further national expansion. It plans to open 8 schools in Milwaukee starting in Fall 2013, and is actively identifying and

securing other cities for expansion in subsequent years. Expansion is projected to proceed rapidly with the goal of having 250 schools serving over 150,000 students by 2020.

Rocketship is well aware of the challenges associated with any plans for scale, let alone plans of this magnitude. At the same time, the team believes there is good reason to be hopeful about the potential for success. Aylon Samouha, Rocketship's Chief Schools Officer, explains that "you have to have both a good model and the culture and energy to evolve it in response to lessons learned and to take advantage of new, emerging technologies and research. We believe that we have both, and that makes us optimistic as we look ahead." In addition, Samouha notes that the organization has a strong asset base to leverage as it scales, including a solid relationship with Teach for America (a critical source of talent as explained earlier), a commitment to continue to improve the integration between online and classroom learning, and a solid approach to engaging parents both in the daily life of its schools and in the community, which has been critical to the success of Rocketship's expansion in San Jose to date. At the same time, Samouha continues, Rocketship is mindful that while its model for parent engagement has been successful in San Jose, new communities on the expansion roadmap with different community dynamics may require alternative approaches approaches to the same ambitious goals of high levels of parent engagement and community advocacy. Rocketship is also

conscious that as it expands to other regions, staff training will play an ever increasing role in replicating the Rocketship culture, expectations and systems to new schools. In addition, Rocketship is planning carefully to take on the challenges of building and financing both new and existing facilities. Finally, in keeping with its mission, above all else, Rocketship has its eye on student achievement. Samouha explains that Rocketship is focused both on the results that can be measured by traditional means (e.g. standardized tests) and on those skills such as higher order thinking and issues such as student motivation which it believes are critical to student success in school and beyond.

Appendix

Rocketship Education

Note: Many of the appendices in the following have been provided by Rocketship Education

Appendix 1: Historical Results of Rocketship Education

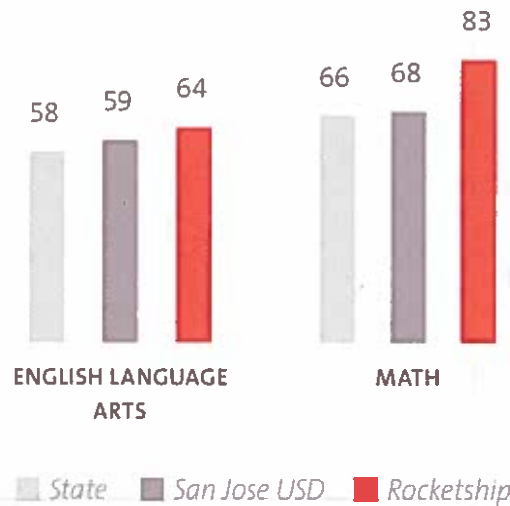
Rocketship Education API Results (2010-11)



863 out of 1000 on the California Academic Performance Index (API) growth score (vs. 759 for schools serving low-income students in grades 2-6 and 798 for San Jose Unified)

Rocketship 2nd Grade CST Results (2010-11)

(% proficient or advanced)



Rocketship's three longest-established schools are among the top 10 schools serving low-income students in Santa Clara County:

Rocketship Mateo Sheedy Elementary
API of 892

Rocketship Si Se Puede Academy
API of 859

Rocketship Los Sueños Academy
API of 839

The Rocketship CST results include Mateo Sheedy Elementary, Si Se Puede Academy, and Los Sueños Academy

Appendix 1: Planned Future Growth of the Rocketship Network

Planned Future Growth of the Rocketship Network



3,500 *current student enrollment (2012-13)*

30,000 *students when all 52 schools open by 2016*

150,000 *students served by 250 schools in 2020*

all *Rocketship schools follow the same blended learning model: growth plan is based on opening clusters of 8 Rocketship schools in new regions*

Appendix 2: Instructional Model – Detail on Instructional Materials and Assessments

Criteria for Selection (Online)

SIX A'S:

- Alignment to Common Core
- API for SSO/account provisioning/data integration
- Assignability
- Adaptivity
- Assessment
- Affordability

Instructional Materials

	ONLINE
READING / WRITING	<ul style="list-style-type: none"> · Curriculum Associates · Accelerated Reader
MATH	<ul style="list-style-type: none"> · DreamBox · ST Math/MIND Research · TenMarks · Equatia

System of Assessments

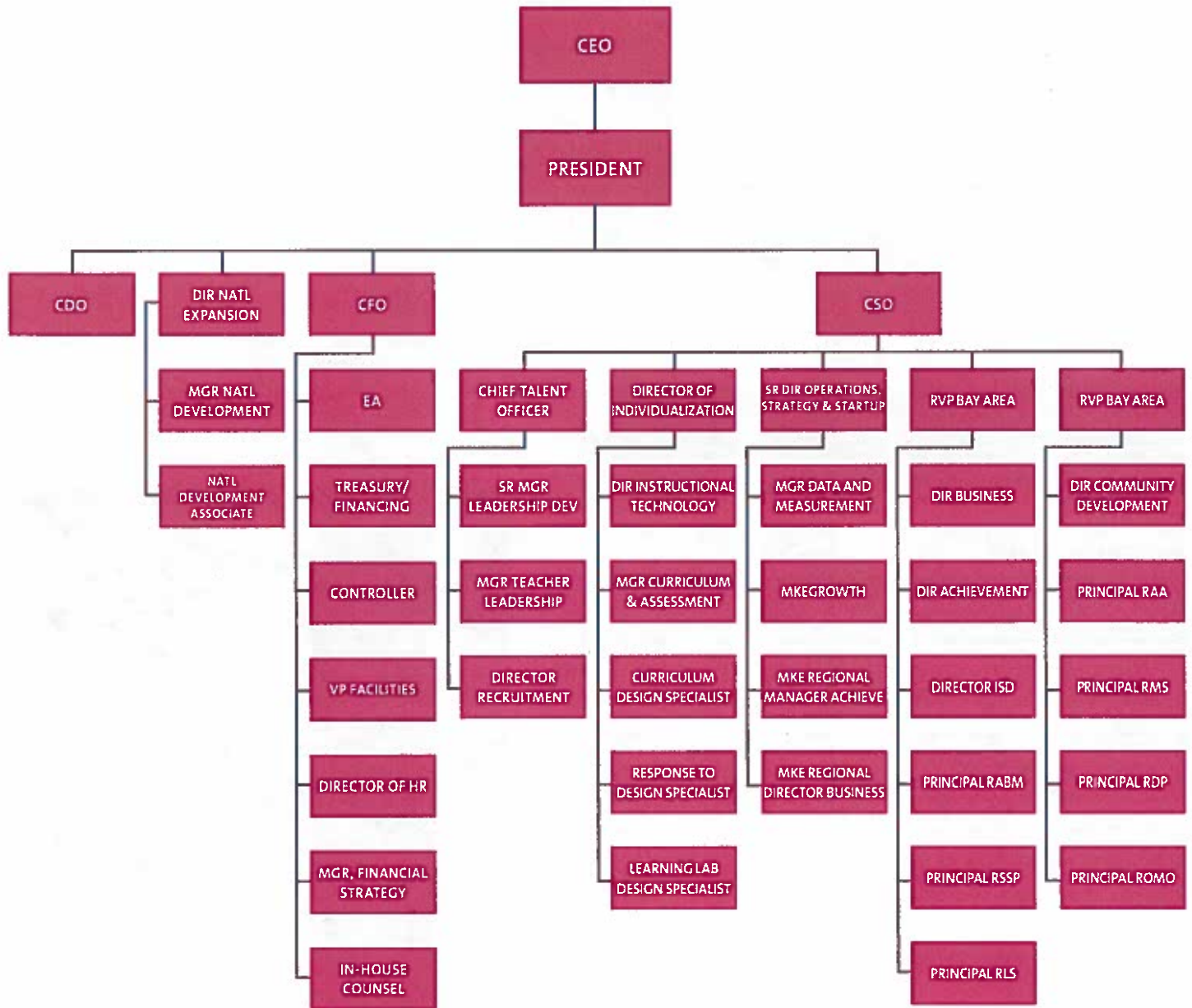
ASSESSMENTS	FREQUENCY
ASSESSMENTS EMBEDDED IN ONLINE PROGRAMS	Ongoing
ACCELERATED READER	Ongoing
INFORMAL CLASSROOM-BASED ASSESSMENTS	Ongoing
INTERNALLY DEVELOPED ASSESSMENTS IN WRITING	5x/year (Sept, Nov, Jan, March, May)
INTERNALLY DEVELOPED MATH BENCHMARK; DRA ASSESSMENT FOR LITERACY	5x/year (Sept, Nov, Jan, March, May)
NWEA MAP	3x/year (Sept, Jan, June)
CALIFORNIA STANDARDS TEST (CST)	1x/year (May)
CEDLT	1x/year (Fall)

Effect on Instruction

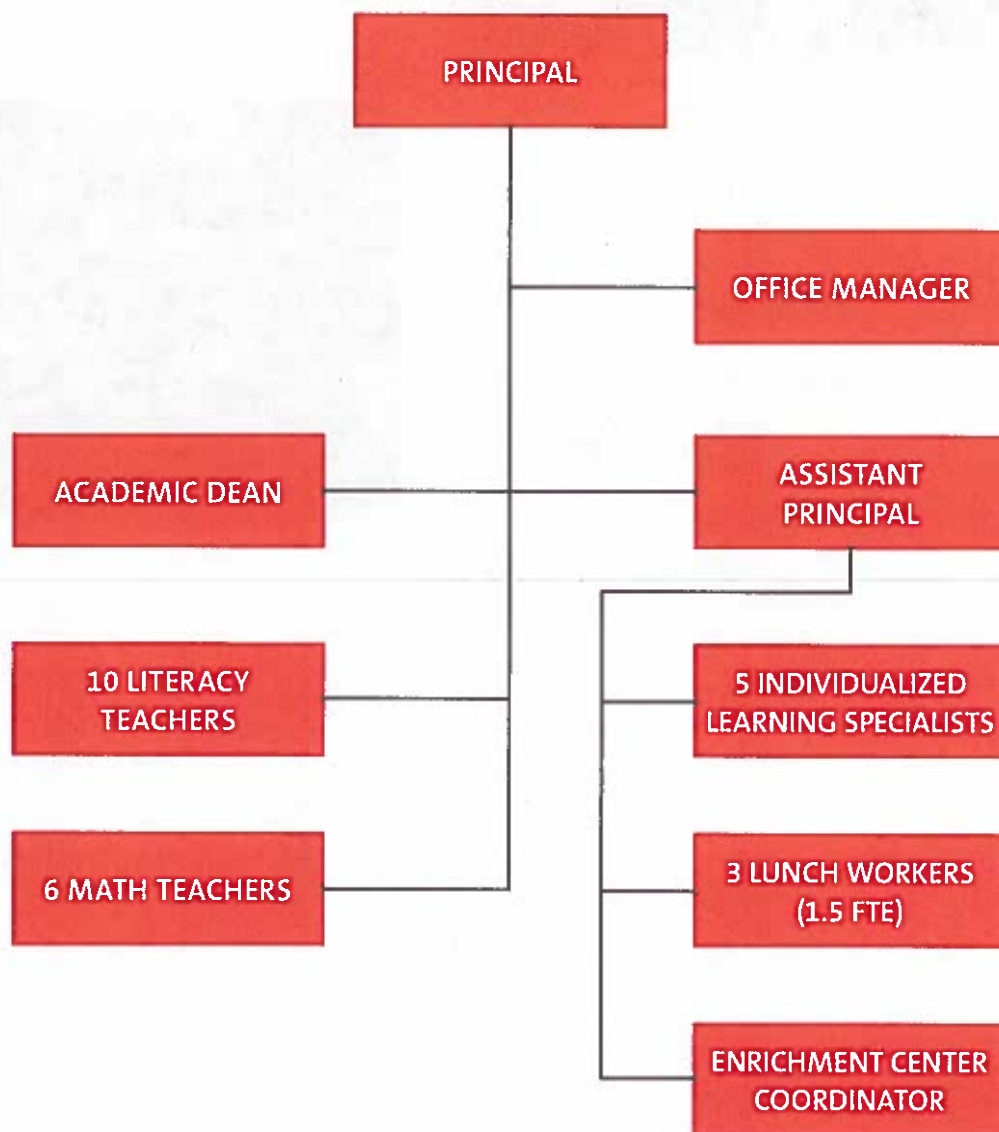
- Online assessments do not regularly inform classroom instruction but are used for behavior management and student motivation
- Results of interim assessments (every 8 weeks) used to adjust classroom instruction, set classroom instructional groups, and identify students in need of more focused support
- MAP and CST used to gauge student progress and school performance
- Rocketship has correlated NWEA MAP and its internal math and writing assessments with end of year CST and CEDLT testing to correctly measure progress and give teachers detailed data about areas for student improvement

Appendix 3: Rocketship Education Organizational Structure

RSED National and Regional Organizational Structure (July 2012)



Appendix 4: Rocketship School Organizational Structure (2011-12)



In the 2012-13 academic year, each Rocketship school will have 6 Individualized Learning Specialists and will add the new position of Assistant Teacher.

Appendix 5: Rocketship Sample 1st Grade Schedule

TIME	ACTIVITY
7:30 AM	Breakfast
8:00 AM	Launch
8:10 AM	Literacy/Social Studies
11:50 AM	Lunch/recess
12:30 PM	Mathematics/Science
2:20 PM	Learning Lab (online instruction)
3:30 PM	Learning Lab Enrichment (PE)
4:00 PM	Dismissal

- One day is a shortened day and instruction ends at 2pm
- Rocketship uses a block schedule with a double block for Literacy/Social Studies, a block for Math/Science and a block for Learning Lab
- In addition to the daily schedule, some students arrive early or stay late to spend additional time on the online programs.

Appendix 6: Support for Blended Learning

Professional Development

- Four weeks of professional development time in August, prior to the start of school
- Ongoing coaching by Academic Dean, Principal and Assistant Principal
- 180 minute staff PD time on Wednesday, planned and facilitated by Academic Dean
- Full day of professional development every night weeks focused on analysis of interim assessments (“Data Days”)
- Every teacher has an individualized Professional Growth Plan to guide their PD

Teaching & Planning Time

- 400 instructional minutes per teacher Monday – Thursday
- 180 minute staff PD time on Friday, which is often used for planning
- Other planning takes place on teachers’ own time before or after school hours

CMO Supports

- “Critical Systems” support and training, including:
 - Toolkit for streamlining reporting and compliance
 - Budgeting and financial management systems
 - Training and mentoring for the Principal, Assistant Principal and Academic Dean
 - Leadership development program
 - Full scope and sequence for core subject areas
- Real Estate
- Training and mentoring for the Principal, Assistant Principal and Academic Dean
- Provision of Special Education

Best Practices from Other Schools

- Rocketship has adopted Lemov’s Taxonomy from Uncommon Schools
- Strong culture and common school practices (e.g., Morning Launch, Rocketeer Creed) derived from KIPP
- Leadership development program builds teachers into assistant principals, academic deans and founding principals at other Rocketship schools, ensuring fidelity to model
- Rocketship has begun to plan closer collaboration with KIPP and other blended elementary schools around sharing best practices, data, and lessons learned

Appendix 7: Technology Stack (Intended Function)



Appendix 8: Financial Details

2010 – 11 Revenue

Rocketship Mateo Sheedy

For the Year Ended June 30, 2011

REVENUE

Total Unrestricted Revenue	4,072,576
Total Federal Revenue	648,076

State Revenue

Apportionment Revenue	286,151
Categorical Grant Revenue	448,772
Other State Revenue	682,877
TOTAL STATE REVENUE	1,417,800

Local Revenue

Property Taxes	1,990,975
Other Local Revenue	12,801
TOTAL LOCAL REVENUE	2,003,776

Contributions	2,924
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TOTAL REVENUE	4,072,576
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2010 – 11 Expenses

Rocketship Mateo Sheedy

For the Year Ended June 30, 2011

EXPENSES

Total Certificated Salaries	1,087,778
Total Classified Salaries	213,394
Total Employee Benefits	245,976

Supplies & Materials

Curriculum, class sets, library books	50,000
Non-textbook Instructional Resources	15,000
Instructional materials and supplies	35,000
Non-instructional supplies and materials	15,000
Classroom technology and software	55,000
Classroom furniture, staff software, technology	13,000
Food service	197,639

SUBTOTAL SUPPLIES & MATERIALS	380,639
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Operating Services

Teacher Recruitment and Certification	28,000
Professional Development	16,000
District Oversight Fees	34,088
Budget Contingency	33,705
Facilities Maintenance, Custodial and Utilities	65,000
Physical Education	25,000
Assessment team	20,000
Copy Machine	30,000
Field Trips	6,000
Substitute Teachers	32,000
RSED Management Fees	481,352
RSED Facilities Fees	665,251
TOTAL OPERATING SERVICES	1,436,396

Additional Expenses

Depreciation	1,498
Interest Expense	4,784
TOTAL ADDITIONAL EXPENSES	6,282

TOTAL EXPENSE	3,370,465
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NET OPERATING INCOME	702,111
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About Michael & Susan Dell Foundation and FSG



Inspired by their passion for children and by a shared desire to improve the lives of children living in urban poverty, Michael and Susan Dell established their Austin, Texas-based foundation in 1999. In its early years, the foundation's work focused on improving education and children's health in Central Texas. But within a few short years, our reach expanded, first nationally and then globally. To date, the Michael & Susan Dell Foundation has committed more than \$700 million to assist nonprofit organizations working in major urban communities in the United States, South Africa and India. We focus on opportunities with the greatest potential to directly and measurably transform the lifelong outcomes of impoverished urban children around the globe.

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For questions or comments on this case study, please contact Matt Wilka of FSG at matthew.wilka@fsg.org

Rocketship Education Online Learning Programs

Application	ST Math	Dreambox	i-Ready	Lexia	myON	Typing Club
π						
						
Adaptive	Only within grade level 					
Assignable target specific content to specific students	Only reordering objectives 					
Clever single sign-on						
Use Cases	ST Math	Dreambox	i-Ready	Lexia	myON	Typing Club
Whole Class Modelling						
Centers & Stations						
Corrective Instruction						
Tier II Resources						
Independent & Homework						



The Lexile[®] Framework and myON[™] reader

Eleanor E. Sanford-Moore, Ph.D.
Senior Vice President, Research and Development
MetaMetrics[®]

June 24, 2013



Introduction

This paper provides an introduction to The Lexile® Framework for Reading and describes how the results from myON™ reader, developed by Capstone Digital, can be used to support the Common Core State Standards (CCSS) Initiative. This material should be helpful to educators using myON reader in the classroom, educators working to implement the CCSS, and for any individuals with an interest in improving education.

Developed for Pre Kindergarten to Grade 12 students, myON reader is a personalized reading environment that provides 24-hour online access to enhanced digital books. Students are matched to books based on their interests and reading level. These recommended books personalize learning for each student.

myON reader is correlated to state and common core standards and includes over 4,500 enhanced digital books in a growing collection. Educators can use myON reader to integrate with existing teaching tools for lesson planning, instruction, assessment and reporting. Reports can be generated on a student's historic and current reading levels while forecasting future growth. The collection of books in myON includes quality titles equipped with reading scaffolds (like an embedded dictionary, recorded audio, and highlighting). It includes student-, teacher-, building-, and district-level reporting. The book collection includes seventy percent non-fiction titles to grow informational reading skills (critical to the CCSS), as well as thirty percent fiction titles.

This integrated reading solution can adapt to each student's profile to increase reading growth and motivate students to read. An online assessment system which utilizes The Lexile Framework for Reading is employed to ensure that students are targeted with reading materials at an appropriate level that provide challenge, but not frustration. In addition to personalizing learning, myON reader also forecasts future reading growth for students.

myON reader consists of several components to help guide and motivate student reading: a wide selection of online books, book comprehension quizzes to monitor basic comprehension, and benchmark assessments to target reading selections and monitor reading improvement. When students log-in to myON reader they are presented with an interest survey to help guide their book selections. They also are administered a placement test to determine their reading ability. Based on the results of the interest survey and the placement test, students can select from a wide array of high-interest reading material from the myON collection. The computer-adaptive system allows students to access those reading selections that are within their individual targeted reading range to ensure that students have a successful reading experience that encourages reading growth.

"Students are targeted with reading materials at an appropriate level that provides challenge, but not frustration."

“The myON placement and benchmark tests report directly in the Lexile metric recording a Lexile measure for the reader.”

After reading an online book, students are given the option to take a book quiz to evaluate understanding of the specific content of the book. In addition, students are administered periodic Lexile® benchmark tests. While reading the benchmark passage, students are presented embedded completion statements (similar to fill-in-the-blank items and cloze items) which they complete by clicking on the best response from four choices. Once the passage is completed, the scoring process is triggered, and the student's updated Lexile measure is computed. Using this structure, myON reader continually generates updated Lexile measures and students are always presented with reading materials at an appropriate level of complexity (difficulty).

The Lexile Framework for Reading and Lexile measures

The Lexile Framework for Reading is a psychometric system for matching readers with texts of appropriate difficulty. With the Lexile Framework, both the reader and the text can be placed on the same measurement scale. A Lexile measure is the numeric representation of an individual's reading ability or a text's complexity (or difficulty), followed by an “L” (for Lexile). The Lexile scale is a developmental scale for reading that ranges from below 0L for emerging readers and beginning texts to above 1600L for advanced readers and texts. Values at or below 0L are reported as Beginning Reader (BR).

A Lexile text measure is obtained through analyzing the text complexity of a piece of text. The Lexile Analyzer®, a software program specially designed to evaluate the reading demand of text, analyzes the text's semantic and syntactic characteristics and assigns it a Lexile measure. All books in myON include a certified Lexile measure.

A Lexile measure for readers is typically obtained by administering a test of reading comprehension to a reader. The myON placement and benchmark tests report directly in the Lexile metric recording a Lexile measure for the reader.

Extensive information about the development of the Lexile Framework can be found in the “Researchers” section of the Lexile website (www.Lexile.com). A white paper (Lennon & Burdick, 2004) entitled The Lexile Framework as an Approach for Reading Measurement and Success (<http://www.lexile.com/about-lexile/white-papers/>) provides detailed descriptions of each component of the Lexile Framework.

The Lexile Framework for Reading provides teachers and educators with tools to help them link assessment results with subsequent instruction. Assessments, such as the ones in myON reader, which report directly in the Lexile metric, provide tools for matching students with appropriate reading materials and for monitoring the progress of students at any time during the course of instruction.

When a reader takes the myON reader placement test or answers the questions associated with a benchmark test, his or her results are reported

“The Lexile Range, the suggested range on the Lexile scale at which the reader should be reading, is from 50L above his or her Lexile measure to 100L below.”

as a Lexile measure. This means, for example, that a student whose reading ability has been measured at 500L is expected to read with 75-percent comprehension a book that is also measured at 500L. When the reader and text are matched (same Lexile measures), the reader is “targeted.” A targeted reader reports confidence, competence, and control over the text. When a text measure is 250L above the reader’s measure, comprehension is predicted to drop to 50 percent and the reader experiences frustration and inadequacy. Conversely, when a text measure is 250L below the reader’s measure, comprehension is predicted to go up to 90% and the reader experiences control and fluency. The Lexile Range, the suggested range on the Lexile scale at which the reader should be reading, is from 50L above his or her Lexile measure (71-percent expected comprehension rate) to 100L below (82-percent expected comprehension rate). When reading a book within his or her Lexile range, the reader should comprehend enough of the text to make sense of it, while still being challenged enough to maintain interest and learning.

Lexile Measures and Grade Equivalents

A frequently asked question by parents and educators is “My student is in Grade 5 - what Lexile level should they be reading at?”. No company or organization can provide this type of Grade Equivalency, since no reading test studies include the same students within the samples. Instead, each grade-equivalent study only reflects the unique students within that study, so results cannot be assumed to be equivalent.

Because of this limiting factor, each state or testing agency has created their own scale of reading ability expectations (which could be by grade, age, or other demographic consideration). In the myON Lexile Growth Trajectory report, the state grade reading expectations can be included as an educator guideline to help determine which students need to improve reading abilities before the state reading test.

Much has been written about the problems with grade equivalents and the common misconceptions about their use (e.g., AERA/APA/NCME, 1999; Airasian, 1994; Miller, Linn, & Gronlund, 2009; Stiggins, 1997). In 1991, The International Reading Association (IRA) crafted a resolution about the misuse of grade equivalents and stated that it “...strongly advocates that those who administer standardized reading tests abandon the practice of using grade equivalents to report performance of either individuals or groups of test takers...” (IRA).

Text Complexity and the Common Core

The Common Core State Standards for English Language Arts focus on the importance of text complexity. As stated in Standard 10, students must be able to “read and comprehend complex literary and informational texts independently and proficiently” (Common Core State Standards for English Language Arts, College and Career Readiness Anchor Standards for Reading, NGA Center and CCSSO, 2010a, p.10). CCSS notes the following reasons for incorporating these more rigorous standards:

“Text complexity is a transaction between text, reader, and task.”

- The text complexity of K-12 textbooks has become increasingly easier over the last 50 years.
- The text demands of college and careers have remained consistent or increased over the same time period.
- As a result, there is a significant gap between students' reading abilities and the text demands of their postsecondary pursuits. The Common Core states, “Being able to read complex text independently and proficiently is essential for high achievement in college and the workplace and important in numerous life tasks” (Common Core State Standards for English Language Arts, Appendix A, NGA Center and CCSSO, 2010, p. 4).

The Common Core State Standards recommends a three-part model for evaluating the complexity of a text that takes into account its qualitative dimensions, quantitative measure, and reader and task considerations. It describes text complexity as “the inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables...a three-part assessment of text [complexity] that pairs qualitative and quantitative measures with reader-task considerations” (NGA Center and CCSSO, 2010a, p. 43). In simpler terms, text complexity is a transaction between text, reader, and task. When examining a text, this three-part model is evidenced by (1) aspects of text best measured by attentive human readers; (2) aspects of text such as word length/frequency, sentence length, cohesion best measured by computer algorithms; and (3) variables such as the reader's cognitive capabilities, motivation, reading purpose, and the knowledge and experiences unique to each reader. In the classroom, all three aspects of text complexity must be considered because different readers bring unique abilities and dispositions to the endeavor. Consistent with the Common Core definition of text complexity as the transaction between reader, text, and task, the underlying mathematical equation used to generate a Lexile measure is based on the relationship between an examinee's actual reading comprehension level (for a given task) and the features of a specific text. In short, the Lexile measure directly reflects the Common Core transactional definition of text complexity.

“The Lexile measure directly reflects the Common Core transactional definition of text complexity.”

In a study comparing various measures of text complexity (Nelson, Perfetti, Liben, & Liben, 2011), Lexile text measures were compared to various judgments of text difficulty (e.g., texts mapped to the grade bands in Table 1) and various estimates of student performance. The report concluded that “all of the metrics were reliably, and often highly, correlated with grade level and student performance-based measures of text difficulty across a variety of reference measures” (p. 46). Lexile measures were moderately correlated with texts selected for inclusion in Appendix B of the Common Core State Standards for English Language Arts whose complexity estimate was based on educator judgment; and highly correlated with texts whose complexity estimate was based on empirical data from actual student performances with the texts.

The quantitative aspect of defining text complexity consists of a stair-step progression of increasingly difficult text by grade levels (see Table 1)

“MetaMetrics’ research on the typical reading demands of college and careers contributed to the Common Core State Standards as a whole.”

(Common Core State Standards for English Language Arts, Appendix A, NGA Center and CCSSO, 2010b, p. 8).

Table 1. Text Complexity Grade Bands and Associated Lexile Ranges	Text Complexity Grade Bands	K-1 2-3 4-5 6-8 9-10 11-CCR**	N/A* 420L-820L 740L-1010L 925L-1185L 1110L-1335L 1185L-1385L	Lexile Ranges Aligned to College and Career Readiness Expectations

* Not Available at this time.
** CCR = College and Career Ready

MetaMetrics’ research on the typical reading demands of college and careers contributed to the Common Core State Standards as a whole and, more specifically, to the Lexile-based grade bands. The following section describes the three-step process undertaken by MetaMetrics to define the grade band ranges in Table 1 above.

In the Journal of Advanced Academics (Summer 2008), Williamson investigated the gap between high school textbooks and various reading materials across several postsecondary domains. The resources Williamson used were organized into four domains that correspond to the three major postsecondary endeavors that students can choose—further education, the workplace, or the military—and, the broad area of citizenship, which cuts across all postsecondary endeavors. Williamson discovered a substantial increase in reading expectations and text complexity from high school to these various postsecondary domains— a gap large enough to help account for high remediation rates and disheartening graduation statistics (Smith, 2011).

Expanding on Williamson’s work, MetaMetrics aggregated the readability information across the various postsecondary options available to a high school graduate to arrive at a standard of reading needed by individuals to be considered “college and career ready” (Stenner, Sanford-Moore, and Williamson, 2012). In the study, additional citizenship materials were included beyond those examined by Williamson (e.g., national and international newspapers and other adult reading materials such as Wikipedia articles). Using a weighted mean of the medians for each of the postsecondary options (education, military, work place, and citizenship), a measure of 1300L was defined as the general (median) reading demand for postsecondary options and could be used to judge a student’s “college and career readiness.”

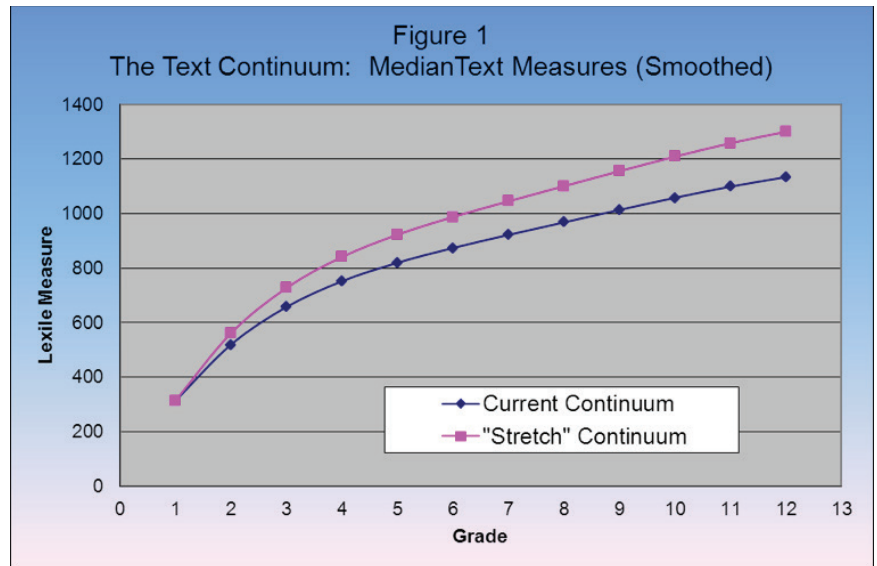
In Texas, two studies were conducted to examine the reading demands in various postsecondary options - technical college, community college, and 4-year university programs. In terms of mean text demand, the results across these two studies and two other state postsecondary text demand studies produced similar estimates of the reading ability needed in higher-education institutions: Texas, 1230L; Georgia, 1220L; and Tennessee, 1260L. When these results are incorporated with the reading demands of other postsecondary endeavors (military, citizenship, workplace, and adult reading materials [national and international newspapers], and Wikipedia articles), the college

“These two curves give a vision of what the text continuum “ought to be” to align more effectively with postsecondary demands.”

and career readiness standard for reading is 1293L (Stenner, Sanford-Moore, and Williamson, 2012).

In 2008, MetaMetrics conducted research to describe the typical reading demands and develop a text continuum of reading materials across Grades 1-12 (Williamson, Koons, Sandvik, and Sanford-Moore, 2012). For the Grade 1 through Grade 12 text demand, commonly adopted textbooks were measured to determine their difficulty (Lexile measure). A total of 487 textbooks in Grades 1 through 12 were included in the final sample. This 2008 “current” continuum (see the blue curve in Figure 1 below) can be envisioned as the “middle” or typical textbook difficulty in each grade. The curve indicates that actual text complexity increases most rapidly during the early years of schooling (Grades 1-5) and less rapidly over the remaining grades, culminating at approximately 1170L at the end of high school.

This continuum can be “stretched” to describe the reading demands expected of students in Grades 1-12 who are “on track” for college and career (Sanford-Moore and Williamson, 2012). To create the “stretch” continuum, the additional reading demand between the 2008 Grade 12 estimate of 1170L and the college and career readiness standard of 1300L was allocated across grades in the same relative proportions as it is in the current text continuum (see the pink curve in Figure 1 below). It begins at the same point as the current median text demand in Grade 1 and increases to reach 1300L at Grade 12. These two curves give a vision of what the text continuum “ought to be” to align more effectively with postsecondary demands.



Using myON reader Measures

Teachers, parents, and students can use the tools within myON reader provided by the Lexile Framework to plan instruction. myON reader automatically creates a student-specific list of recommended titles that match the students' Lexile measures and reported interests.

To encourage optimal progress with the use of any reading materials, teachers

“myON reader reports help teachers quickly identify students that are reading outside their Lexile range.”

“Targeting reading levels promotes growth and literacy by providing the optimal balance.”

need to be aware of the complexity level of the text relative to a student’s reading level. A text that is too difficult may serve to undermine a student’s confidence and diminish learning. Frequent use of text that is too easy may foster poor work habits and unrealistic expectations that will undermine the later success of even the best students. myON reader reports help teachers quickly identify students that are reading outside their Lexile range.

When students confront new kinds of texts, the introduction can be softened and made less intimidating by guiding the student to easier reading. On the other hand, students who are comfortable with a particular genre or format can be challenged with more difficult reading levels, which will prevent boredom and promote the greatest rate of development of vocabulary and comprehension skills.

To become better readers, students need to be challenged continually—they need to be exposed to less frequent and more difficult vocabulary in meaningful contexts. A 75% comprehension level provides an appropriate level of challenge, but is not too challenging. If text is too difficult for a reader, the result is frustration and potentially a growing dislike for reading. If text is too easy, the result is often boredom. Targeting reading levels promotes growth and literacy by providing the optimal balance.

myON reader results can be examined at both the student level and aggregate levels (e.g., classes, grades, schools). At the individual student level, results can be used to monitor growth and forecast performance on state end-of-year assessments. Questions such as “how will a particular student likely comprehend the materials in tomorrow’s lesson?” and “is student reading ability increasing across the school year?” can be answered with the results. At the aggregate level, educators can look to compare performance and growth for various groups. Figure 2 shows how a building administrator can compare student growth across two grades. Questions such as “are students growing at the same rate in both grades?” or “generally, will students have enough time to get to the ‘proficient’ level before the end-of-year assessment?” can be answered with this level of reporting. Typically, we expect students in middle school to grow at a slower rate than students in elementary school. If we see that the middle school students are growing at a similar rate compared to the elementary school students, then we know that students’ reading abilities are really growing (and changes cannot be attributable to measurement error).

“Research suggests that individual interests and the ability to choose based on these interests influence motivation.”

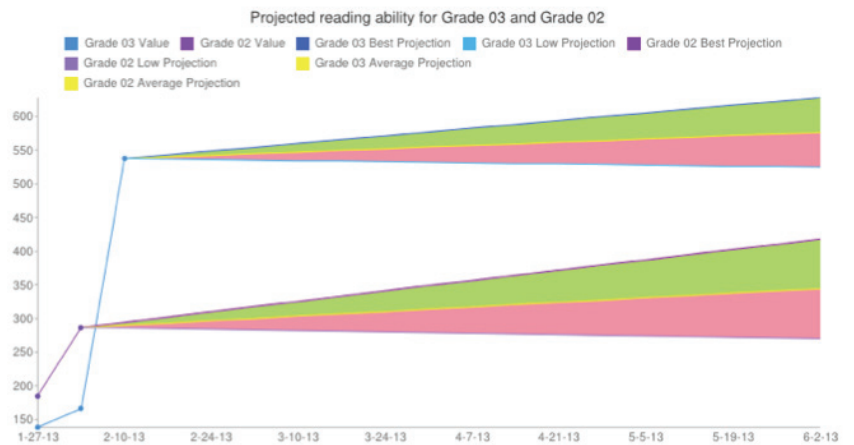


Figure 2. Sample myON reader Lexile growth report, across grades.

In addition to the Lexile measure for matching students with text, interests play an important role. Research suggests that individual interests and the ability to choose based on these interests influence motivation. Research also suggests that students are more motivated readers when they self-select texts of interest (Guthrie & Humenick, 2004; Schiefele, 1991; Wigfield and Guthrie, 1997). And, consequently, as students become more motivated to read they read more (Schiefele, 1991; Wigfield and Guthrie, 1997).

Studies investigating summer reading loss have shown that when students are provided with books at their reading level and interest areas, their gains in reading were comparable to gains one would expect in summer school (Kim, 2006). Since motivation is key to voluntary reading, two critical features of book selection are interest and reading level, and both were addressed in Kim’s study. Kim demonstrated in a randomized field study that low-income students are not destined to summer loss; but rather, showed that low-income students’ skills could, in fact, grow over the summer if they were able to select books at their interest level and reading level similar to how students select books within myON reader. Kim also used The Lexile Framework for Reading to match students with books at an appropriate complexity (difficulty) level.

Bayesian Scoring within myON reader

We have all heard the adage that “the best predictor of future behavior is past behavior.” This notion is incorporated into myON reader by combining the results of the various assessments using a Bayesian statistical model. Bayesian methodology provides a paradigm for combining prior information with current data, both of which are subject to uncertainty, and for arriving at an estimate of current status, which is again subject to uncertainty. Uncertainty is modeled mathematically using probability.

For myON reader, when a student is administered the placement test, the prior information comes from knowing the student’s grade level. When a student

“Studies investigating summer reading loss have shown that when students are provided with books at their reading level and interest areas, their gains in reading were comparable to gains one would expect in summer school.”

“The result of the Bayesian methodology within myON reader is that the student’s “true” reading ability is reported after each assessment rather than how the student performed on the specific assessment on the particular day.”

is administered a benchmark test, the prior information comes from the placement test and previous benchmark tests. The current data in this context is the performance on the current test (i.e., placement test or benchmark test), which can be summarized as the number of items answered correctly out of the total number of items on the test.

However, if a substantial amount of time has passed since the last assessment, then allowance is made for an uncertain amount of growth in reading ability since the last assessment. This allowance is accomplished by means of a growth model, which estimates as a function of elapsed time both student growth and the augmentation in uncertainty. MetaMetrics, developers of the Bayesian scoring program used within myON reader, developed a growth-rate model based on an analysis of a longitudinal dataset that examined growth in reading and mathematics across grades 1 through 12 for approximately 100,000 students (the population was racially/ethnically diverse with about 16% of the students enrolled in special education programs, about 5% of the students enrolled in gifted education programs, and about 5% of the students enrolled in limited-English proficiency programs). The purpose of the study was to describe the functional form of growth across the grades during the school year. It was found that younger students grow at a faster rate than older, experienced students. Modeling the growth rate as a decreasing function of current ability incorporated this difference.

The result of the Bayesian methodology within myON reader is that the student’s “true” reading ability is reported after each assessment rather than how the student performed on the specific assessment on the particular day.

Managing Multiple Measures

Just as myON reader uses the Lexile scale to report results, so do many other assessments. Across these various assessments the meaning of a specific Lexile measure remains the same because the scale is anchored by a theory of text complexity. This characteristic is called “invariance.” A Lexile measure of 690L has the same meaning in terms of the text it contains and in terms of the reader who will likely be able to read the text with 75-percent comprehension. When looking at two Lexile measures for the same student from two different assessments, it’s not that either measure is “right” or “wrong”, but rather that we have two estimates of a student’s “true” reading ability. If the length of time between the administrations of the tests is less than 30 days, then the student’s “true” reading ability is a composite of the two estimates (e.g., average weighted by the reliabilities of the two assessments).

However, linking to the Lexile scale does not overcome biasing factors associated with the design or use of assessments that have been linked, or biases associated with the contexts of assessment administrations (Williamson, 2006). When comparing scores from two different assessments, it is important to first understand the assessments (MetaMetrics, 2012). First, the purposes of the two tests need to be understood (e.g., summative, progress-monitoring, high-stakes, low-stakes), how they were designed (e.g., computer adaptive, fixed-form, wide or narrow difficulty range), and what

type of reader the tests were designed to measure (e.g., struggling reader, advanced reader, all readers in general). Knowing these details about the tests will help in understanding why student scores may be different from one test to the next. For example, students may perform differently on a high-stakes test (e.g., state end-of-grade test) when compared with results from a low-stakes, progress-monitoring test due to motivational factors. In addition, the two tests being compared may have different psychometric properties (e.g., different reliabilities) which may also affect how similar the test results are likely to be. All of these factors can result in the same student receiving different Lexile measures from different tests. Indeed, it is highly unlikely for a student to receive identical measures (Lexile measure or otherwise) from taking two equivalent forms of the same test given the normal measurement error of a test and a student.

MetaMetrics has an application on their website (<http://www.lexile.com/managing-multiple-measures/>) that can be used to quantify a student's "true" reading ability based on multiple estimates of his or her reading ability.

Forecasting Student Performance with Lexile measures

There are two basic ideas underlying forecasting: first, that the experiences of the past can be used to predict the future; and second, that any such predictions include some level of uncertainty that increases the further in the future that the predicted event will occur.

A well-known type of forecasting is predicting where a hurricane will make landfall. A typical "tracking" map will depict the path that the hurricane has taken to its current position, and then a cone emanates from that position that grows wider and wider as the hurricane's future positions are predicted, typically in twelve-hour increments. The same issues that challenge the prediction of hurricane movement are also in effect when it comes to predicting a student's future performance on a test. In Figure 3, the Xs indicate a student's performance on an interim assessment instrument administered in October, December, and January. The solid line running between the Xs captures the approximate student's growth through January with the slope of the line representing the rate of growth.

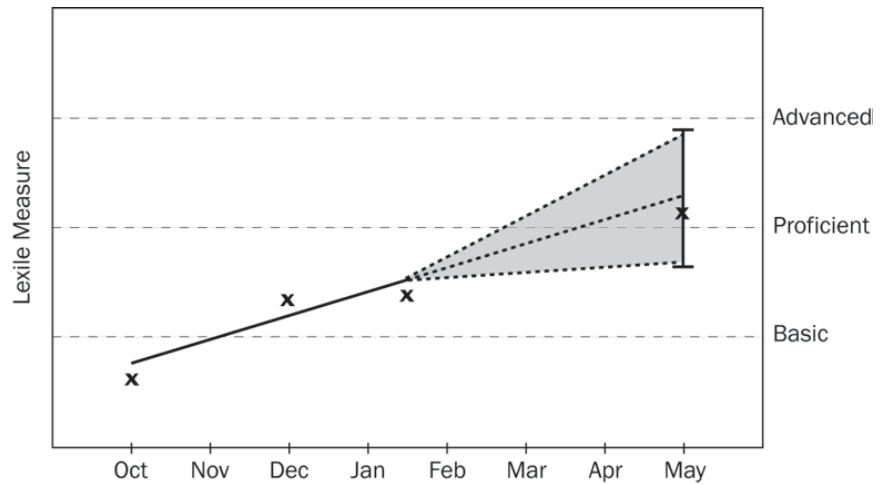


Figure 3. Sample student “tracking” map showing current test results and predicted test result.

“Reading targeted (at the student’s level and interest) has been shown to lead to increased reading comprehension.”

This growth rate line can be extended out to when the student will be taking an end-of-year test in May that may be used to determine if the student is promoted or retained (the dotted portion of the growth line). The promotion decision rests on whether the student achieves a score that falls above the “Proficient” performance standard. Other standards that the state may have established, in this example “Basic” and “Advanced”, are also represented on the graph. The prediction is that if this student maintains his current growth rate, he will score above the “Proficient” level and will be promoted. However, since the end-of-year test will not be administered for another three months, there is a wide range of uncertainty about what his actual score may be at that time. Factors causing this uncertainty include the reliability and validity of the test score as a measure of student ability, the impact of the curriculum and the effectiveness of the instruction, and factors such as whether or not the student is feeling well when the test is administered. In this example, the student’s actual score on the end-of-year test is below the prediction, but still sufficient for him to be promoted.

Conclusion

Reading targeted (at the student’s level and interest) has been shown to lead to increased reading comprehension (Schiefele, 1991; Guthrie & Humenick, 2004; Jalongo, 2007; Kirsch, de Jong, LaFontaine, McQueen, Mendelovits & Monseur 2002). Smith (2009) states that research results suggest that deliberate practice consisting of the following components is essential to moving from novice to expert in a wide array of fields (Glaser, 1996; Kellogg, 2006; Shea & Paull, 1996; Wagner & Stanovich, 1996):

- (1) targeted practice in which each person is engaged in developmentally appropriate activities;
- (2) real-time corrective feedback that is based on each person’s performance;

“With myON reader, students can engage in deliberate practice and be on a trajectory of reading development that will lead to being ready for college and career endeavors.”

- (3) intensive practice on a daily basis that provides results that monitor current ability;
- (4) distributed practice that provides appropriate activities over a long period of time (i.e., 5-15 years); and
- (5) self-directed practice in an activity for times when a coach, mentor or teacher is not available.

In addition to these five components, progress measured on an objective developmental scale can be used to monitor development. A developmental (or vertical) scale allows educators to monitor growth from novice to expert by using a scale that illustrates increasing sophistication with increasingly complex activities or tasks.

myON reader has been developed using these principals to help students “become experts” in reading and at the same time selecting materials that match their interests. With myON reader, students can engage in deliberate practice and be on a trajectory of reading development that will lead to being ready for college and career endeavors. The information in Figure 1 and the resulting ranges for grade bands (see Table 1) are used by myON reader to suggest reading materials for students that are challenging, but not too difficult. By reading materials at the upper end of his or her Lexile range, a student will be challenged while reading and grow in terms of reading ability. The student can then be matched with more demanding materials. This process can continue to spiral up to more and more demanding materials as the student’s reading ability increases equaling future success in reading and CCSS support for educators and schools.



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Lexia Reading Core5 Spotlight Research Report: Advances for students classified as Tier 3 on aimsweb

Data compiled and analyzed by the Education and Research Team (research@lexialearning.com)

Lead author: Elizabeth Kazakoff, PhD

This report examines the extent to which progress in Lexia Reading Core5[®] (Core 5) is related to advances for students initially classified as Tier 3 on **aimsweb**[®]. Core5 is a technology-based reading program that provides students of all abilities the explicit instruction needed to accelerate mastery of reading skills. Core5 levels are organized into grade levels of material covering Pre-K through 5th grade. Core5's Auto Placement determines the appropriate start level in the program. Meeting End-of-Year (EOY) Benchmark requires that students complete all of the material up to and including the levels that correspond to their grade level. Auto Placement and End-of-Year Benchmark are correlated with **aimsweb**. Students may be working on a Core5 level two or more grades below their grade level (High Risk), one grade below their grade level (Moderate Risk), in their grade level (Low Risk), or above their grade level (reached EOY Benchmark). Based on real-time data, Core5 provides a monthly Prescription of Intensity specific to each student. This Prescription includes weekly recommended minutes (20-80) of program use depending on the student's risk level.

Sample Participants

Included in this report are 1,148 students in 2nd-5th grade who used Core5 for six or more months over the 2013-2014 school year. These students began the school year at risk for reading failure as determined by Tier 3 classification (<15th percentile) on the Fall **aimsweb** reading curriculum-based subtest (R-CBM) and Moderate/High Risk Core5 placement.

Outcomes

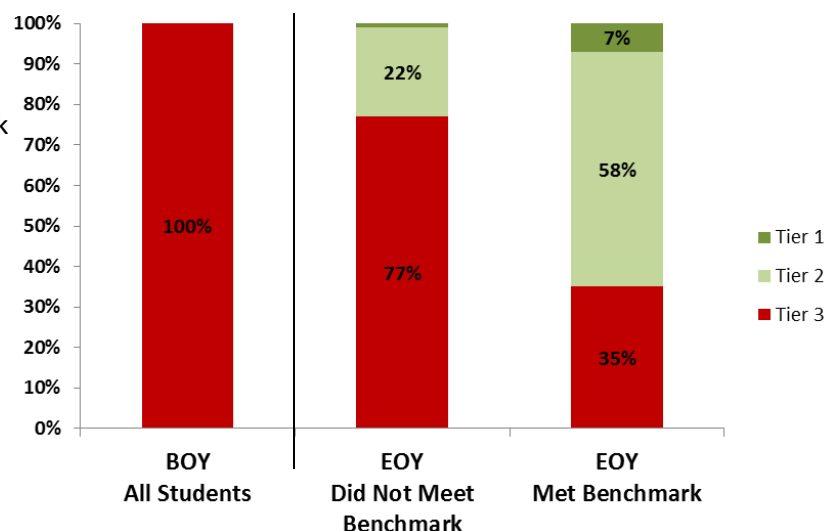
This figure compares the **aimsweb** outcomes for students who started the year as Tier 3 on **aimsweb** and either met EOY benchmark in Core5 or did not meet benchmark in Core5.

Nearly two-thirds of students (65%) advanced one or more tiers in **aimsweb** when they met benchmark compared to less than one-quarter of students who did not meet benchmark (22%).

It should be noted that Strong Users (met usage recommendations for 60% of the weeks) accounted for 71% of the students who met benchmark, while only 13% of students who did not meet benchmark were Strong Users.

These findings show a clear relationship between Core5 usage/progress and advancement in **aimsweb** for Tier 3, the most at-risk, students.

Figure 1. Change in **aimsweb** Tiers for students classified as Tier 3 at Beginning of Year



Lexia Reading Core5 Research Report: ELL Student Progress on Core5 & aimsweb

Authors: Elizabeth Kazakoff, PhD; Paul Macaruso, PhD; Pam Hook, PhD - research@lexialearning.com

This report examines the extent to which progress in Lexia Reading Core5® (Core5) is related to advances on **aimsweb**® for ELL and non-ELL students.

Key Findings

Contrary to research findings that indicate ELL students generally do not perform as well as their non-ELL peers on reading assessments (National Center for Education Statistics, 2011), this study found that by using a highly structured, personalized, blended learning approach with fidelity, ELL and non-ELL students who were matched for beginning-of-year scores made similar progress in Core5 and had comparable outcomes on **aimsweb**.

- Lexia Reading Core5
 - Only 30% of both ELL and non-ELL students began the school year working on material in their grade level in Core5.
 - More than 60% of both ELL and non-ELL students finished the year having met end-of-year, grade level benchmark.
 - Over one-third of at-risk ELL and non-ELL students completely closed the gap in Core5 by reaching end-of-year benchmark.
 - Only 4% of ELL and non-ELL students remained in the at-risk category at end-of-year.
- **aimsweb**
 - The percentage of ELL and non-ELL students in Tier 1 nearly doubled by end-of-year, with roughly half of the students in both groups finishing the year in Tier 1.
 - More than 60% of ELL and non-ELL students who were Tier 3 on **aimsweb** at beginning-of-year, improved one or more tiers at end-of-year, demonstrating substantial reading gains.

Introduction

Lexia Reading Core5 provides explicit, systematic, personalized learning in the six areas of reading instruction through adaptive technology and Core5's Auto Placement tool determines the appropriate start level for each student in the program.

- Meeting End-of-Year (EOY) Benchmark requires that students complete all of the material up to and including Core5 levels that correspond to their grade level.
- Students may be working on a Core5 level two or more grades below their grade level (High Risk), one grade below their grade level (Moderate Risk), in their grade level (Low Risk), or above their grade level (indicating that they reached EOY Benchmark).
- Based on a risk formula and other real-time performance data, Core5 provides a monthly Prescription of Intensity that includes risk-dependent, weekly-recommended minutes (20-80 min/wk) of program use.

Sample Participants

This sample consists of **442 ELL students** and a matched group of **442 non-ELL students** in grades K–5 who used Core5 with fidelity (meeting weekly recommended minutes) for six or more months over the 2013–2014 school year. The ELL and non-ELL sample was drawn from 122 Midwestern schools that provided Lexia with student-level demographic information. The schools were part of a state-wide initiative that offers state-funded access to Core5. All ELL students were included and the non-ELL participants were randomly sampled from a population of over 3,500 students within the 122 schools to create matched ELL and non-ELL groups based on Auto Placement level in Core5 and initial tier status on **aimsweb**.

Outcomes on Lexia Reading Core5

Similar reading gains in Core5 were found for ELL and non-ELL students. At the beginning of year, 71% of students were working below their grade level, 30% were working on material in their grade level, and no ELL or non-ELL students had completed grade level material in Core5. By end-of-year, nearly two-thirds of ELL and non-ELL students had completed grade level material in Core5 (i.e., reached EOY Benchmark). In addition, over one-third of at-risk ELL and non-ELL students who began the year two or more grade levels behind in Core5 (High Risk) closed the reading gap, having completed grade level material in Core5 and reaching EOY Benchmark. Only 4% of the ELL and non-ELL students remained in the at-risk category at the end of the year.

Outcomes on aimsweb

Progress in Core5 translated to progress on **aimsweb** for the students in this sample. As shown in Figure 1, the percentage of ELL students in Tier 1 increased from 28% at the beginning of the year to 55% at the end of the year, and the percentage of non-ELL students in Tier 1 increased from 28% to 47%. Tier 3 also decreased to less than 20% for both groups. For students who began the school year in Tier 3 on **aimsweb**, 67% of ELL and 64% of non-ELL students improved, moving up at least one tier (Figure 2).

Figure 1. Start and End Tiers on **aimsweb** for ELL and Non-ELL Students (N=884)

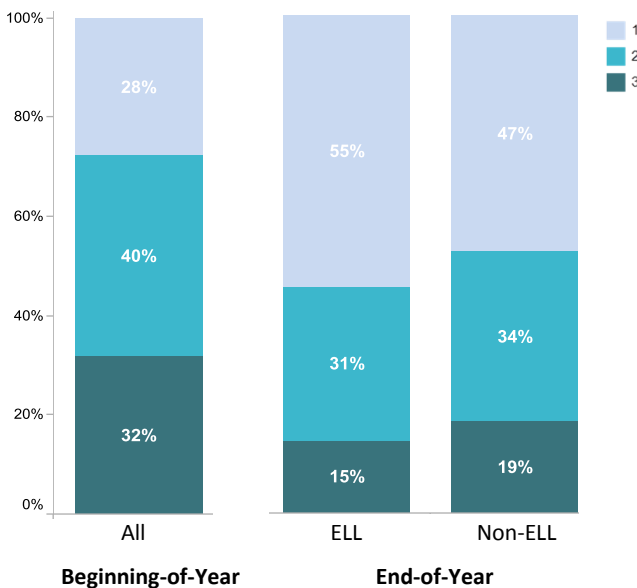
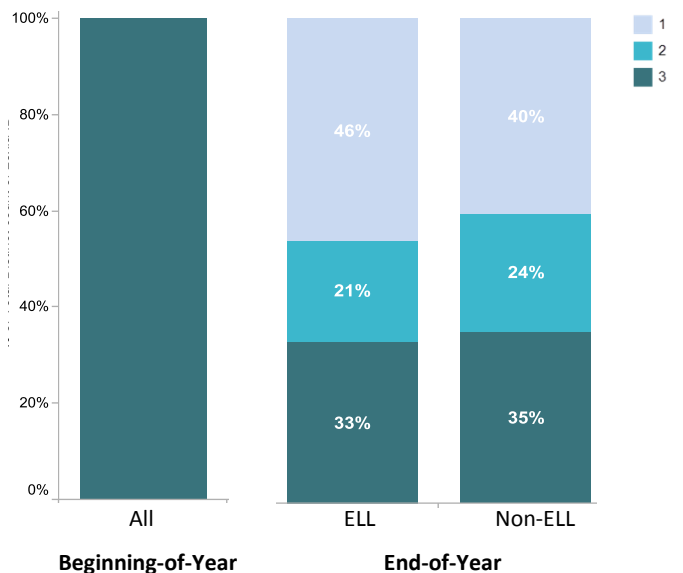


Figure 2. Start and End Tiers on **aimsweb** for Tier3 ELL and Non-ELL Students (N=141)



BETTER BLENDS WITH VISUAL GAME-BASED MATH

**NIGEL NISBET
DANA LUTHER**

With Contributions from
Tom Vander Ark

April 2014



MIND Research Institute

A neuroscience and education social benefit organization



@MIND_Research | Facebook/FriendsofMINDResearchInstitute

888.751.5443
info@mindresearch.org
mindresearch.org

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Executive Summary

Blended learning involves a setting where students spend part of their instructional time with digital curricula and part of their time learning in a brick-and-mortar setting. Students also have some choice in which content they use, how quickly they go through it, where they do it, and for how long. Schools implement blended learning in a variety of ways and using various types of technology and curricula.

Blended learning is one of the major educational ways of promoting deeper learning by personalizing student skill building, creating new and interesting learning environments, and allowing students to access content more frequently. Deeper learning is centered on depth over breadth, and gaining a conceptual understanding in conjunction with learning procedures. Blended learning environments give students the chance to explore content that provides them with more effective critical thinking tasks and hands-on learning that promote deeper learning.

While blended learning may be implemented in a variety of models such as lab rotation and classroom rotation, the benefits of this educational concept to both students and teachers are clear. Students have more autonomy and choice in pursuing their curricular objectives. The teacher's role shifts to "guide on the side" and affords educators the ability to focus their time and efforts on individuals or small groups of students.

MIND Research Institute's Spatial-Temporal Math (ST Math[®]) is an ideal instructional tool to be used in blended learning environments. ST Math provides students with a visual approach to math education that is unprecedented in software, giving all students access to learning math through instruction-free learning that focuses on students problem solving and discovering math for themselves. MIND Research Institute is one of the pioneers of the lab rotation models with high fidelity use for more than a decade across a dozen city initiatives. ST Math is being blended into core math instruction as well using class rotation strategies.

MIND Research Institute is committed to applying neuroscience to the challenge of mathematical proficiency in American schools. The founding scientists believe that it is possible to engineer engaging learning pathways that help all students develop the math competencies that will prepare them for college and careers.

This paper covers topics related to the benefits for teachers and for students, in addition to a description of the various ways ST Math can become a part of a district's overall shift to personalized, digital learning. Examples are shared in which ST Math is used as a part of a core mathematics curriculum, in dynamic blended environments, and in a competency-based sequence.

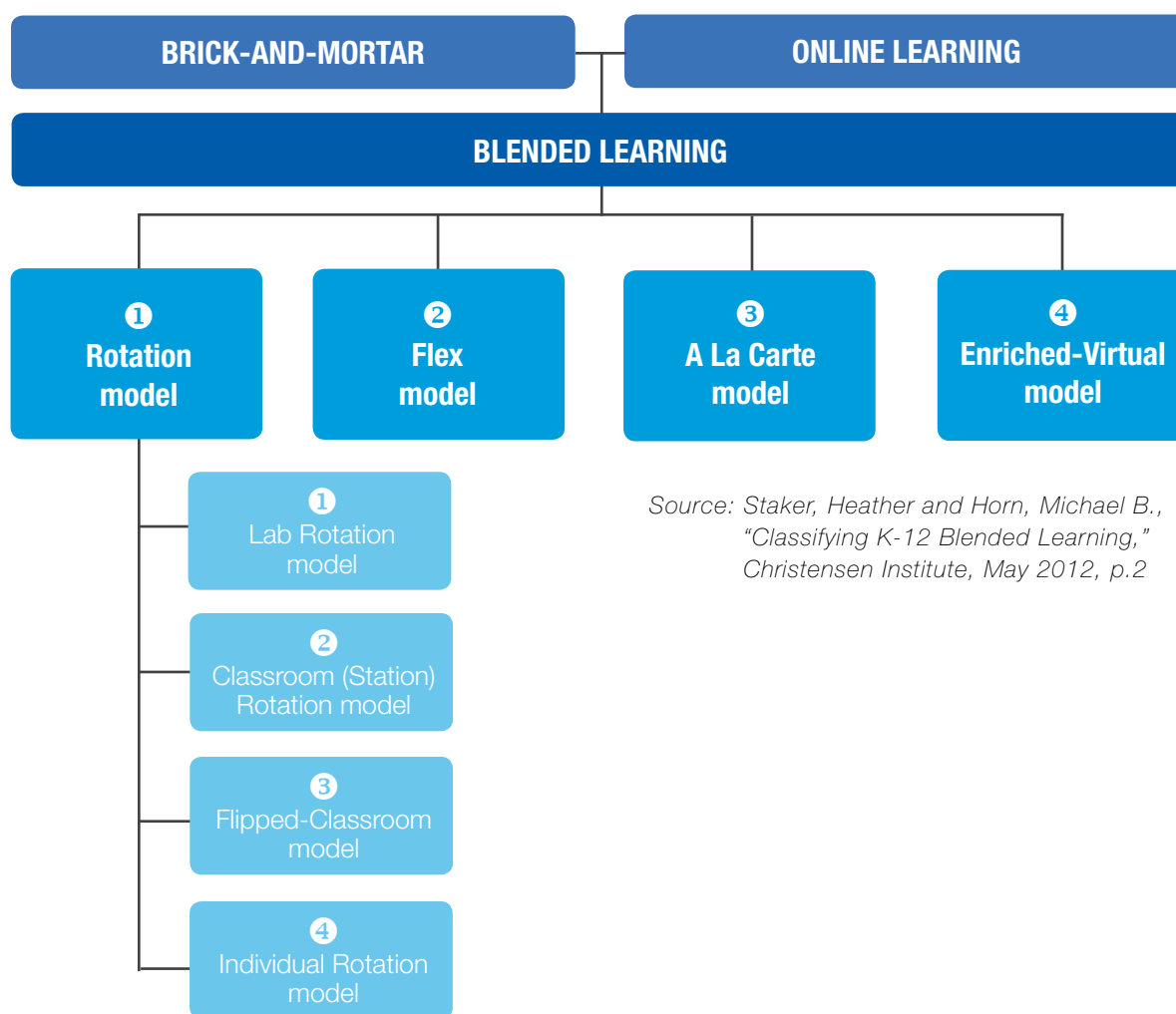
The paper also examines the learning path developed by MIND Research Institute that is used in the development and sequence of every objective addressed in the games students play. The concept of "Experience, Connect, Practice, and Apply" is now used by over 630,000 students in more than 2,050 schools across the United States.

BETTER BLENDS WITH VISUAL GAME-BASED MATH

What is Blended Learning?

Blended learning is “a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path and/or pace, and at least in part at a supervised brick-and-mortar location away from home.”¹ This method of learning is different from other types of instruction that can be classified as traditional instruction with a technology component or fully online programs. The important distinction for blended learning being that “what students learn online informs what they learn face-to-face, and vice versa.” Blended learning gives schools the flexibility to create implementation models that meet students’ learning needs in a way that was nearly impossible before.

There are four types of blended learning described by the Christensen Institute: 1) Rotation model, 2) Flex model, 3) A La Carte model, and 4) Enriched-Virtual model. Within the overarching idea of a Rotation model, there are four types of rotations: 1) Lab Rotation model, 2) Classroom (Station) Rotation model, 3) Flipped-Classroom model, and 4) Individual Rotation model.²



Source: Staker, Heather and Horn, Michael B., “Classifying K-12 Blended Learning,” Christensen Institute, May 2012, p.2

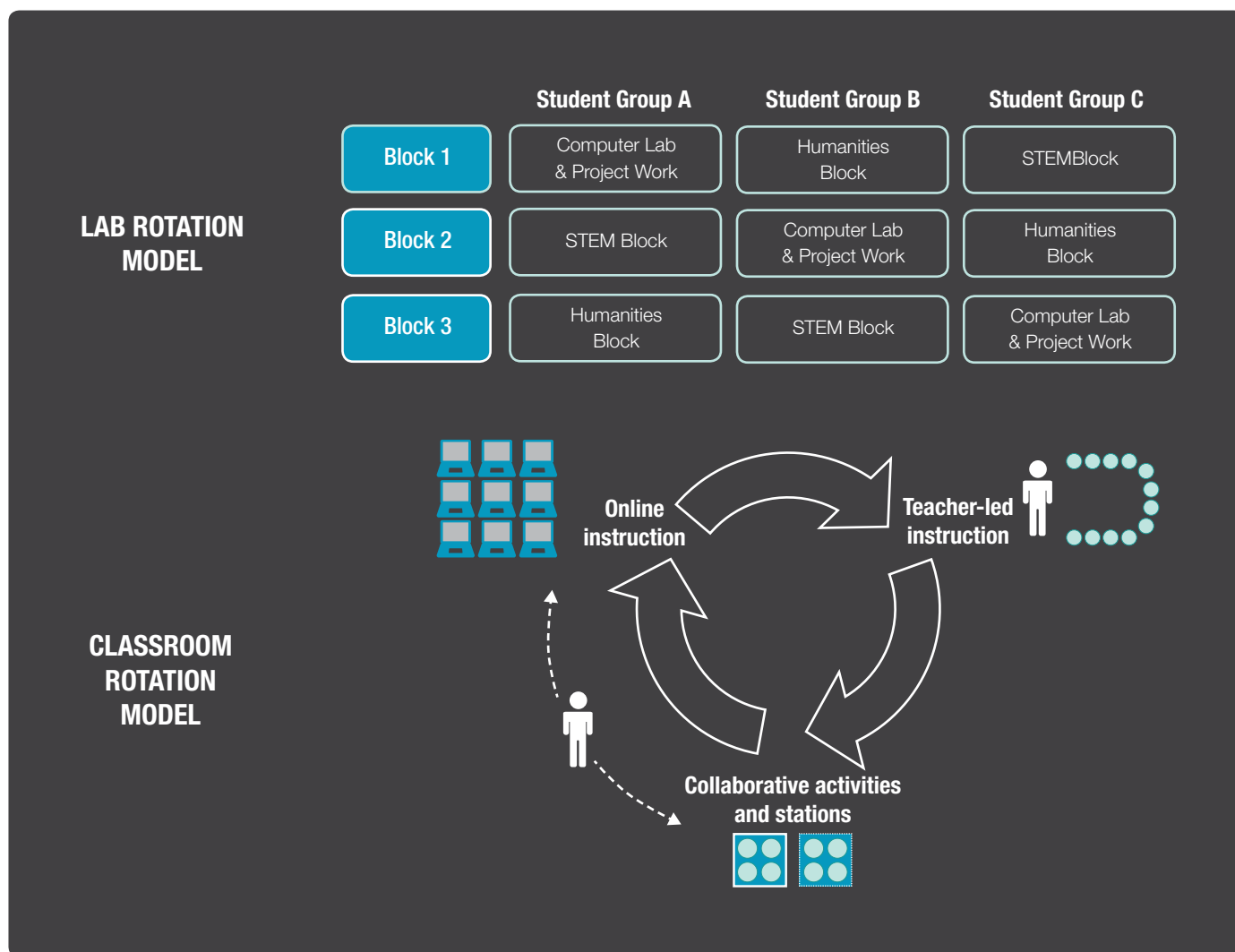
The two models most frequently used in elementary school blended learning environments are described below.

The Lab Rotation Model

This is a Rotation model in which within a given subject students go into the lab on a fixed schedule on a brick-and-mortar campus. Students rotate among rooms at the school.

The Classroom Rotation Model

In this model students rotate within the same classroom on a schedule or when directed by the teacher. The rotation includes at least one station for online learning.



Source: "Blended Learning Implementation Guide, Version 2.0,"
 Foundation for Excellence in Education, Sept. 2013, pp. 26-27

Blended Learning Promotes Deeper Learning

Deeper learning involves skills such as problem solving, critical thinking, effective communication about a subject, collaboration, and learning how to learn.³ It is imperative that educators in the United States rethink how American students are learning and instill the necessity for deeper learning to develop students who can compete for jobs in the global economy. Digital learning, especially in the form of blended learning, promotes deeper learning through: 1) Personalized skill building, 2) Schools and tools, and 3) Extended access.

Personalized skill building involves students working on individualized paths that meet students where their understanding of a topic ends rather than teaching them strictly based on grade-level standards. When students work at a desirable level of difficulty, they become more intrinsically motivated and learn to persevere through challenges. Schools and tools foster deeper learning by affording collaboration among students and by building a learning environment that works for those students at that site. Enhanced access provides students with options - a much wider set of time when they can access learning materials and the chance to accelerate learning.⁴

The National Research Council (NRC) describes deeper learning as “the process through which a person becomes capable of taking what was learned in one situation and applying it to new situations – in other words, learning for ‘transfer.’”⁵

The NRC suggests the following strategies to facilitate deeper learning:

- Use multiple and varied representations of concepts and tasks;
- Encourage elaboration, questioning, and explanation;
- Engage learners in challenging tasks;
- Teach with examples and cases;
- Prime student motivation; and
- Use formative assessments.

The adoption of Common Core State Standards and equivalent standards is a step in the right direction for promoting deeper learning in school settings, and applying effective blended learning models increases the depth and capacity for deeper learning for students and the effectiveness and creativity of teachers. These standards give schools the opportunity to redefine and customize the educational experience for all students.⁶

Blended Learning Changes Education

Blended learning allows schools to shift from a “time above learning” to a “learning above time” approach. Students demonstrate competency and mastery working at their own pace rather than at a pace that is not their own, but is instead tied to grade-level standards. Blended learning also shifts the type and amount of feedback that is provided to students. Students receive real-time informative feedback much more frequently than what is given in a traditional classroom. Blended learning also shifts the role of the teacher from that of lecturer to facilitator. The Alliance for Excellent Education (AEE) describes this as a culture shift in education from a “teacher-centric culture to one that supports learner-centered instruction with an intense focus on the student” and blended learning is already playing a large role in this cultural shift.⁷

Schools utilize technology in order to deliver personalization and customization of instruction to the student. Schools should embrace the use of technology in a novel way in order to allow for student choice and mastery of topics.⁸

Benefits of Blended Learning for Students and Teachers

Blended learning has positive implications for both students and teachers. The new models allow students to have more autonomy and choice in their learning. Using software and accompanying technology, students receive real-time feedback that would be challenging for an individual teacher to provide. Blended learning also imposes transition on the education system to move from a teacher-centric environment to a student-centric environment. This shift gives teachers more freedom to work with small groups or individual students and promotes facilitating deeper discussion and asking open-ended questions that allow for more analytical thinking on the part of the student. The educator role shifts from that of “telling” to “asking.”

Teachers want to create experiences for students that promote deeper learning, but building these experiences can be quite difficult due to a lack of time, energy, and resources.⁹ Various blended learning models have the potential to create types of teaching and learning that are novel and promote deeper learning. Through these blended learning models, the student’s role in learning shifts from regurgitation of facts to critical thinking and problem solving.

ST (Spatial-Temporal) Math and Blended Learning Models

ST Math, created by the MIND Research Institute, offers a blended learning solution through supplementing a strong core curriculum and creating an inherently blended learning environment for students. ST Math is now in use by 630,000 students, 25,000 teachers, in 2,050 schools in 35 states. The software works across multiple platforms, including most desktop and laptop computers and most tablets.

ST Math's approach uses game-based instructional software that boosts math comprehension and proficiency through visual learning. The games use interactive visual animations of mathematical concepts that provide real-time informative feedback to build conceptual understanding and problem-solving skills in all students. ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding. ST Math uses gameplay that promotes effective learning by having all the animation and visualizations directly relate to the learning goal.¹⁰ Students work on ST Math individually, focusing on problem solving through figuring out challenging conceptual math puzzles; meanwhile the teacher monitors students during game play, facilitates students who are struggling, and becomes familiar with the visual models used in the software.

ST Math has been used historically in a traditional lab setting, where each elementary school teacher brings his/her entire class into the computer lab to use the program at one time. When ST Math was first implemented in schools, most buildings only had labs and did not have devices accessible to every classroom or every student – necessitating the use of the Lab Rotation model.

The Lab Rotation model takes on other forms with the same principle of all students using ST Math at the same time with the classroom teacher present in a “lab-type” setting that can include mobile carts, bring your own device, and/or 1:1 learning with school-provided technology. With increased access to affordable mobile devices, most districts are improving student access to technology. This is enabling many schools to use ST Math beyond the Lab Rotation model.

ST Math is now frequently used in the Classroom Rotation model. The KIPP Empower charter school in Los Angeles, Calif., was an early adopter of the Classroom Rotation model in which students rotate from small group instruction with a teacher to collaborative activities to online instruction. Eventually class sizes increased beyond a typical KIPP primary school, and two teachers share the services of a paraprofessional that supervises the activities of the students during online instruction. The Classroom Rotation model has the added benefit of a closer link between online and teacher-led instruction.

The Classroom Rotation model existed primarily through a small number of computers in the back of a classroom. As more schools purchase tablets, they deploy them as the device used for the Classroom Rotation model. As the use of tablets grows, students have access to the devices and ST Math at most times during the school day. This flexibility in access allows students to progress through the program more rapidly because they can spend more time on ST Math.

ST Math and the Blended Learning Continuum

The paper, “The Next Generation of World Language Learning” sets up a continuum of implementation models that can be adapted to describe the various ways in which ST Math can complement core classroom math instruction.¹¹ The power of ST Math as an instructional software tool arises through the transfer of conceptual understanding students gain during the 1:1 time on the software to learning vocabulary and procedures in the classroom. This transfer creates an effective, beneficial and more powerful use for ST Math as a blended learning tool because there is not a significant disconnection between the online learning and what students learn in the classroom. Students also take what they learn in the classroom and practice with the visual models in ST Math, increasing their ability to think about mathematics and communicate with their teachers and other students in the classroom environment.

This paper uses blended world language solutions to explain how core instruction can be combined with digital supplementary materials across various implementation models.¹² The paper explains, “One of the key strengths of a blended learning model is the ability to customize the model to meet the individual needs of a school. Because implementation choices must be driven by the unique learning outcome goals of each school or district, it is difficult to recommend one “best” model for implementation. Additional factors that influence this decision include staffing, available technology, scheduling, and funding.”¹³

The Blended Learning Continuum as described in the paper about a language program includes five distinct models that can also be applied to ST Math:

- 1) Students only use ST Math as the core instruction, with traditional math instruction as *optional*.
- 2) Students primarily use ST Math, with traditional core math instruction *required*.
- 3) Students primarily use ST Math *integrated with* and *connected to* core math instruction.
- 4) Students are primarily in traditional math classroom with *required* ST Math components to supplement core instruction.
- 5) Students are primarily in classroom instruction with *optional* time in ST Math for practice.¹⁴

ST Math in the Core

Items 1 through 3 in the “Blended Learning Continuum” describe instances in which ST Math functions as an integral part of core instruction. In these instances, ST Math is used in various ways ranging from ST Math as the key component of core instruction to ST Math equally balanced with core instruction. In these instances, ST Math serves as a part of an overall math curriculum that includes online instruction, small group instruction, and whole-class instruction.

Encinitas School District in San Diego County, Calif., provides a good example of implementation of ST Math in the core curriculum. In addition to the traditional model of using ST Math as a component of personalized learning, math teachers in the district bring elements of the program into whole-group core instruction.

For 30 minutes per day at least 3 days per week, ST Math is used during the whole-class lesson. Teachers use the games with a projector or an interactive whiteboard to start a conversation around mathematics, connecting vocabulary and procedures from the traditional math curriculum to the visual models used in ST Math.

Stephanie Casperson, Principal at Flora Vista Elementary School in Encinitas, explains that this bridges the gap between what happens in independent online practice and the classroom, encouraging a deeper understanding of difficult math concepts. “Kids understand the process before the teacher has even started teaching.”

Teachers across the district participate in training to assure effective implementation. As individual teachers begin to see more efficient learning of units within the curriculum and students gain an upfront, conceptual understanding of material through the use of introductory activities, the role of ST Math in whole-group instruction continues to grow.

A New Digital Core. *For most of the last century, most school districts thought of a mathematics curriculum as a sequence within an adopted textbook, supplementing instruction with additional materials. Starting in the 1990s, supplementary materials often included computer games. Beginning around 2000, digital courseware became common in secondary and higher education. With the introduction of the iPad and tens of thousands of applications in 2010, the mobile revolution kicked into high gear.*

The trend continues to pick up steam. Over the next few years, most American schools will shift from print to predominantly digital instructional materials. Some districts and schools will adopt a primary digital text or courseware the way they did textbooks (e.g., 1 and 2 on the Blended Learning Continuum, but many will use a blend of several components into a flexible core curriculum that allows multiple pathways for students (e.g., 3 and 4 on the continuum).

ST Math in Dynamic Blends

Items 4 and 5 in the “Blended Learning Continuum” describe instances in which ST Math is used as a supplement to a core instructional program such as a traditional textbook that either requires practice in ST Math or offers students optional time in ST Math.

One of the top benefits of blended learning is the ability of educators to constantly adjust the structure of their programs and create the best mix of instructional components to meet student needs. Cornerstone Charter School¹⁵ in Detroit uses three different blended learning models in grades K-9 under one roof. Rocketship Education¹⁶ continually evaluates the components in its learning lab. They use ST Math as a Tier 1 Response to Intervention program for all K-5 students with a usage goal of 40 minutes per week in a Flexible Classroom model. Then, they refresh or realign the content on the first of every month to follow the scope and sequence of individual schools and teachers. The school finds ST Math is especially useful for English language learners because of its reliance on conceptual understanding without auditory directions or language prompts.

ST Math in a Competency-based Sequence

Several new blended school models, including the Education Achievement Authority (EAA)¹⁷ in Detroit, offer students standards-aligned units of study and/or playlists of content modules providing several ways to learn, practice, and demonstrate mastery. With these integrated but differentiated core instructional programs, each student progresses on an individualized pathway as he/she demonstrates readiness.

ST Math is suited for use with one or two other instructional materials such as a traditional textbook and/or other math software to create a full unit of study or playlist. Usage and mastery data from ST Math can be combined with formative results from other instructional programs and/or periodic benchmark assessments to determine overall mastery.

A competency-based elementary program can be easier to facilitate in a multiage environment. Using separate grouping strategies for English Language Arts (ELA) and math with specialist teachers is another alternative. EAA K-8 schools have 19 instructional levels allowing for more dynamic grouping than traditional grade levels.

In their first year using a standards-based grading method, The Starr Detroit Academy¹⁸ used ST Math as part of a competency-based math program in a Classroom Rotation model. Students demonstrate levels of mastery in order to progress. ST Math serves as an independent practice component of the math curriculum. The overall curriculum is identified as blended learning math instruction with 90-minute, daily blocks. The teacher plays a large part in consistently and constantly analyzing student progress and fluency. Several assessments are used together with ST Math to determine student growth measures and assure accurate placement. NWEA diagnostic assessments are used to identify at which grade level students will begin work on ST Math and a partnership with the Achievement Network has allowed for the use of Common Core-aligned interim assessments, which are taken four times per year. The administration works with educators to use the ST Math data combined with data from these additional assessments to drive instruction.

ST Math and Deeper Learning

It is instructive to understand the critical design principles that underpin the program for the student 1:1 experience with ST Math and for the teachers. ST Math is designed to introduce mathematical concepts as puzzle-type games with the language and symbols removed. It provides rich interactive learning experiences for all students beginning in kindergarten and continuing into middle school. Students who are able to use pattern imagery to solve math problems exhibit a deeper conceptual understanding of math topics and are better able to abstract and generalize.¹⁹ ST Math builds students' pattern recognition, enabling them to solve non-routine problems.

ST Math addresses all of the National Research Council's suggestions for facilitating deeper learning.

Use multiple and varied representations of concepts and tasks

- Every ST Math objective, which is a learning trajectory to learn a math topic, contains multiple visual representations of the topic, increasing student ability to apply and transfer knowledge to new situations.

Encourage elaboration, questioning, and explanation

- Because ST Math is language-free and includes no instructions, teachers are taught to be facilitators, asking open-ended questions to promote student thought and explanation.

Engage learners in challenging tasks

- Each level of ST Math introduces a new element that engages students in a desirable level of difficulty that challenges them in an appropriate way.

Teach with examples and cases

- MIND Research encourages teachers to use ST Math in the classroom setting to round out the blended learning environment with a holistic view of math learning.

Prime student motivation

- Students become intrinsically motivated to learn, play ST Math, and persevere through challenging content because they learn what it feels like to succeed when challenged.

Use formative assessments

- ST Math includes a pre- and post-quiz for every objective in order to increase student metacognition about what they are learning and to inform teachers.

ST Math Benefits Students and Teachers in Blended Learning Models

ST Math results are remarkable considering that it is typically used to supplement a traditional core curriculum. The program is designed to extend and apply a core curriculum and, because of the individualized nature of the program, some students move more quickly or slowly than whole-group instruction. The implementation of Common Core State Standards and the next generation of state assessments have whetted the appetite for high-quality tools and content like ST Math that can personalize instruction. At its core, the shift to blended learning is premised on the promise of customized learning to improve student outcomes.²⁰

ST Math has many benefits for students, some of which are easily measured such as increases in standardized test scores and others that are less simple to quantify. From a measurable, mathematical proficiency standpoint, ST Math has proven to increase student proficiency on standardized tests. The program also directly affects growth of students' executive functions. Students develop incredible persistence in problem solving (one of the Common Core Practice Standards) through playing at desirable levels of difficulty that are intentionally built into the software. The program does not provide students with hints, or resort to telling them the answer. As a result, students learn by paying close attention to the real-time informative feedback they receive in response to their individual answers.

ST Math's focus on persistent problem solving has been shown to have a dramatic impact on students' motivation and attitude towards math. MIND Research Institute measures student motivation and attitude through an annual survey of teachers in classrooms using the ST Math program. In June of 2013 MIND Research surveyed approximately 1,180 teachers, which produced the following results:

“ST Math has made math learning more fun for my students and for me.”

– 90% Agree or Strongly Agree

“ST Math has engaged students who are usually difficult to engage productively.”

– 84% Agree or Strongly Agree

“ST Math has improved the attitude of my students towards math.”

– 85% Agree or Strongly Agree

Teachers notice changes in student behavior and an increase in softer skills after only a short amount of time. Students engage strongly with ST Math because they are problem solving, discovering, and trying new puzzles regularly. Students are intrinsically motivated to continue to play because they are consistently surmounting challenges. Psychological research has shown that extrinsic rewards have negative effects on students' intrinsic motivation to learn.²¹ ST Math capitalizes on students' drive to achieve competence within game-play through problem solving and attainment of mastery on each level to increase their motivation around math learning. When playing ST Math games, students do not expect any tangible, extrinsic rewards that are present in most educational software that rely on the tenets of gamification to motivate students.

MIND's ECPA Learning Path and Blended Learning

ST Math is built on a four-step learning path:

Experience ► Connect ► Practice ► Apply

The ECPA learning path was developed by the MIND Research Institute as a model for the learning process. Research suggests that engaging with cognitively challenging mathematical tasks, namely those promoting flexible thinking, reasoning and problem solving, is a primary mechanism for promoting conceptual understanding of mathematics,²² and that the 15 types of mathematical tasks, or experiences that students have significantly influences what they learn.²³ Based on these research findings, MIND spent time fully developing ECPA and creating the software to support the path.

Experience: The Experience piece of the learning path is the technological component of blended learning. Students work 1:1 with ST Math, gaining problem-solving skills in a language-free environment. Each objective begins with students solving challenging problems posed entirely visually. Students engage in a deep, conceptual gameplay experience that gets them involved in making sense of mathematics for themselves. Every puzzle provides real-time informative feedback that adapts to individual in-game actions, allowing students to try their own solutions, make mistakes, and learn from those mistakes.

During this time students determine their own pace through the program, which is one of the critical components for the online portion of blended learning.

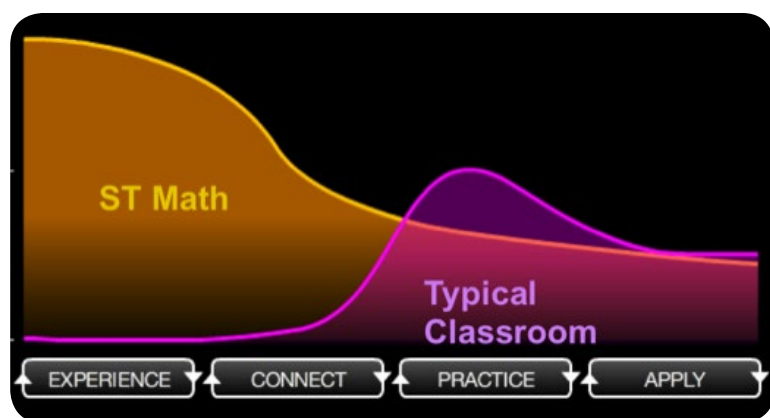


This teacher is using ST Math in the classroom as part of a math lesson.

Connect: This element of the learning path involves students and teachers building the bridge in understanding between conceptual and procedural mathematics in a blended learning environment. Once students solve the initial experience puzzles, they begin to develop an intuition about the mathematics being taught (building their internal schema). At this point, it is important to connect these new ideas to previous math content, and to other mathematical representations.

Classroom discussion of interesting puzzles and students' solution strategies is a valuable part of this process. ST Math provides professional development that helps teachers understand their important role in the Connect phase and how to facilitate students as they develop their conceptual understanding. Research shows that developing conceptual understandings and procedural skills feed on one another in an iterative process.²⁴ As teachers discuss the concepts students learn on ST Math and directly tie them to procedures in the classroom, students are able to deepen their understanding of both.

It is worth noting that in the traditional classroom model, and in most mathematics educational software, the Experience and Connect phases of the learning path are generally less prominent than they are in ST Math. Typically students are told how to perform a new mathematical procedure/algorithm by watching a lecture or a video, and then moved directly to the Practice phase. In general, implementing the Experience and Connect phases of the learning path is a challenging task for many teachers. Creating hands-on, conceptual experiences for students in the classroom requires teachers to have deep content knowledge. And for that experience to be effective, all students need to receive real-time informative feedback on their ideas as they try them out, which is practically impossible given the large class sizes in many areas. However, with ST Math, all teachers can provide direct access for all students to these critical phases of the learning path, which makes ST Math an even more powerful blended learning tool.



ST Math provides all students with the same hands-on learning experience that is challenging to produce in a classroom.

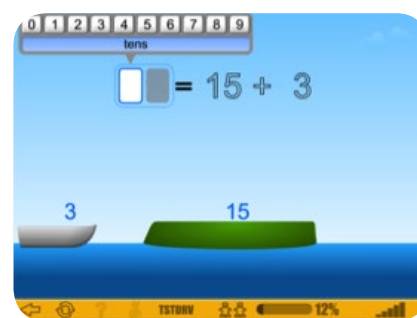
Practice: Once students have developed a good conceptual understanding of a mathematical idea or procedure, they need opportunities to practice and develop fluency. This can happen in both areas of blended learning – on the device and/or in the classroom.

In a single grade level of ST Math, students will solve approximately 4,000 puzzles, many of which are classified as L.I. or “Language Integration” with the mathematical symbols or key vocabulary embedded into the games.

Students are exposed to various visual models that represent the same math concept. Research has shown that variability during practice may slow practice down, but the variation leads to better long-term retention of the concepts and information.²⁵ Multiple external representations of a math topic support cognitive processes in learning and problem solving, specifically on computers.²⁶ ST Math places the cognitive load on the students during 1:1 time to translate between representations, and the teacher is expected to make those connections explicit for students during class time.

Apply/Generalize: Once students conceptually understand a mathematical idea, and can use/perform it fluently, to complete the learning path they need to apply it and generalize their understanding. In a traditional math class using text-based materials, this is done typically with word problems. Word problems are a limited version of an application task, and in most cases they are nothing more than a word-based version of the same problems students have been solving previously. In order to generalize mathematical understanding students need to be challenged with new situations that require them to model with the mathematics they have learned.

ST Math harnesses the benefits of blended learning to create a comprehensive environment where students learn at their own pace and develop fluency on the software, and then communicate and make connections through interactions with other students and teacher instruction.



Example of a visual model incorporating symbols in ST Math.

Conclusion

The shifts to college- and career-ready standards and the next generation of online assessments create a once-in-a-generation opportunity to reimagine teaching and learning. As schools and districts across the country implement the new standards and assessments, teachers and educational leaders increasingly are exploring the potential of technology to bridge the gap between the outdated factory model and what the Hewlett Foundation refers to as “deeper learning competencies.”²⁷

The educational technology market has risen to meet increased demand with countless sources of content, instruction and resources now available to schools and districts. Solutions like ST Math offer evidence-based, research-backed content with proven results.

For example, Change the Equation (<http://changetheequation.org>), an initiative to mobilize the business community to improve the quality of STEM learning in the United States, recognized ST Math as a program that consistently yields positive results for students. Similarly, Business Roundtable (<http://businessroundtable.org/media/news-releases/business-roundtable-recognizes-five-programs-for-outstanding-work-i>) recognized ST Math as an “Outstanding” K-12 STEM education program. And, a study by WestEd validated MIND Research Institute’s methodology for evaluating student achievement proficiency in the Los Angeles Unified School District. Increases in proficiency realized in Los Angeles through the use of ST Math have been confirmed in comparable urban areas such as Baltimore, Chicago, Houston, Las Vegas, Minneapolis, New York, Orlando, Philadelphia, Seattle and Washington, D.C.²⁸

Harnessing the power of blended learning is an obvious choice for educational leaders who are approaching the new standards and assessments as a way to personalize instruction and better prepare students to be college- and career-ready. This paper illustrates the potential to use ST Math as a proven blended learning solution with flexibility as a supplement to a traditional curriculum, part of a dynamic blend, or the core component of an innovative, competency-based approach.

MIND is closing the “experience gap” and building a pathway to proficiency for millions of students in America and worldwide.

Author Bios

Nigel Nisbet

Director, Content Creation

Nisbet began his education career by teaching a class of 15 at an idyllic private all-girls school in rural England. After moving to the U.S., Nisbet taught Mathematics, AP Physics, and AP Computer Science at Van Nuys Senior High, where he was a pioneer of integrating technology into the classroom, and utilizing project-based learning to engage students' critical thinking skills. At Van Nuys, he successfully spearheaded the implementation of the LAUSD Los Angeles Virtual Academy program as a solution for Algebra 1, and collaborated with AP Readiness Program in Computer Science.

Leaving the classroom in 2006, he became a Mathematics Specialist for the Los Angeles Unified School District, where he designed and delivered professional development programs and implemented the transition to Response to Intervention (RTI) programming. He has written, designed and implemented several instructional guides and curriculum, focusing on middle school and high school math (Grade 6 and 7; Algebra Readiness; Algebra 1 & 2; and Geometry).

Nisbet joined the nonprofit MIND Research Institute team as Senior Mathematics Specialist in the spring of 2010, becoming the Director of Content Creation in early 2011. At MIND, Nisbet devotes his time to reaching into the structure and beauty of mathematics and finding ways to build engaging, interactive and completely visual games that teach all students how math really works.

Dana Luther

Associate Product Manager

A previous math educator, Luther has combined experience with training and building strategic plans for increasing impact on student learning. She now works with MIND Research as Assoc. Product Manager, facilitating collaboration between engineering and other departments for releases and program launches. She is responsible for program roadmaps, participating in requirements writing with the engineering team, writing collateral and gathering information that influences prioritization of projects.

Disclosures

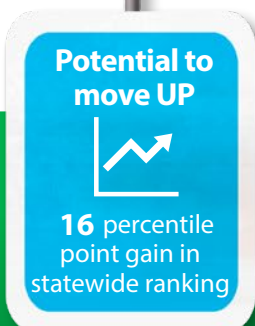
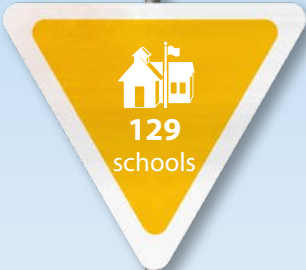
Tom Vander Ark is author of *Getting Smart: How Digital Learning is Changing the World* and CEO of Getting Smart, a education advocacy firm. Tom advocates for innovations that customize and motivate learning and extend access. MIND Research is a Getting Smart Advocacy Partner.

Endnotes

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ROADMAP TO THE REPORT:

WestEd Evaluation of MIND Research Institute's ST Math Program in California



[This study](#) looked at grade-level average California Standards Test (CST) Math scores at all schools in California having grades that used the ST Math program for the first time in 2010-11, and compared them to a matched set of other schools in the state that did not use ST Math. This roadmap points out key findings, report features and references pages from the full report for more information.

Who was included in the study?

This Roadmap focuses on the results found at the 129 California elementary schools that fully implemented ST Math for the first time during the 2010-11 school year, meaning at least 85% of the students in that grade were enrolled in the ST Math program and on average completed at least 50% of the program. Because the intention was to evaluate the impact of ST Math at schools that were not already high-performing, the study excluded grades in the top 15% of statewide math performance. The grades using ST Math included more than 19,980 second through fifth grade students in 209 grades. The demographics were on average 72% low income, 66% Latino and 6% African American.

What data was used?

Thanks to implementation of ST Math across all classrooms in each grade, the study used grade-average 2010 and 2011 California Standards Test (CST) Math scores and proficiency level percentages reported by the California Department of Education.

What are the main take-aways?

The study found the proportion of students who scored either Proficient or Advanced (i.e., above the No Child Left Behind requirement) after fully implementing ST Math to be, on average, 6.38 percentage points higher than students in the comparison grades, a 0.47 effect size* (p. 12, Exhibit 6). Additionally, the modeling predicted that grades fully implementing ST Math scored Advanced on the CST math at a rate that was, on average, 5.58 percentage points higher than in comparison grades that were not provided with ST Math. Here, ST Math's effect size was 0.40.* In a third measurement, the impact of ST Math on scale scores was evaluated, and the effect size was 0.42,* which means that a school at the 50th percentile statewide would move up 16 percentile points in statewide ranking after implementing ST Math for one year.

**These effect sizes are well beyond the federal What Works Clearinghouse (WWC) criteria of 0.25 for "substantively important" effect. Effect size is the difference between the mean values of two sets of data — one treatment and one control — and is measured in units of standard deviation. Each of these followed rigorous WWC standards for quasi-experimental match validity and met the rigorous WWC specifications for statistical significance, per the WWC Procedures and Standards Handbook, Version 3.*

MIND Research Institute
A neuroscience and education social benefit organization

mindresearch.org

Did the study look at individual grade levels?

In addition to aggregating results across all grade-levels, second through fifth, the study also looked at individual grade levels and reported out effect sizes on scale scores ranging from 0.28 to 0.56, at p-values from .001 to .068.

How were the comparison schools chosen?

The comparison grades were randomly selected schools that had not used ST Math prior to or during the 2010-11 school year but were matched in demographics and prior math performance. Comparison schools were selected from the same districts which were using ST Math, in order ensure that they were geographically similar to the ST Math schools. Mahalanobis distance matching was used to identify comparison grades similar in math performance and demographics (p. 6), and the comparison groups' selection process meets the rigorous What Works Clearinghouse standards. (Appendix B, p.19).

What kinds of analyses were done for the study?

This report performed Intent-to-Treat (ITT) as well as Treatment-on-Treated (ToT) analyses:

- ITT, considered a more conservative estimate of impact, looked at differences between all grades that were provided ST Math, regardless of the extent to which they implemented the program (p. 3).
- ToT analyses included only grades that implemented ST Math to a minimally adequate level of coverage of math concepts. That is, at least 85% of students in each grade used the program and covered at least 50% of the material.

Both analysis methods produced consistently favorable and significant results, with the ToT analysis showing as expected, notably higher effect sizes (p. 8, Exhibit 3; p. 12, Exhibit 6).

What outcomes did the study examine?

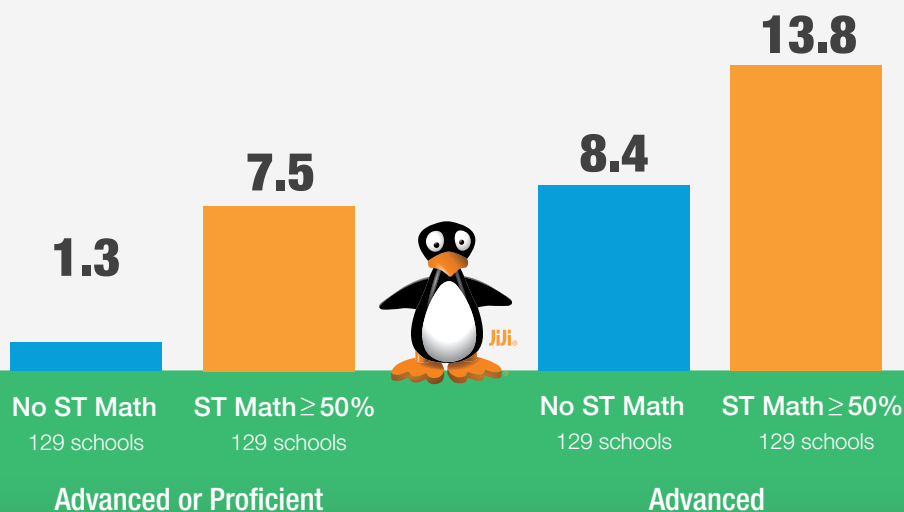
- Grade-level 2011 CST-Math mean scale scores. (0.42 effect size for grades fully implementing ST Math.)
- The proportion of students in each grade who were Advanced in math. (Effect size 0.40 for grades fully implementing ST Math; equivalent to ST Math students scoring 5.58 percentage points higher, on average, than students in comparison grades.)
- The proportion of students in each grade who were either Proficient or Advanced in math. (Effect size 0.47 for grades fully implementing ST Math; equivalent to ST Math students scoring 6.32 percentage points higher, on average, than students in comparison grades.)

The full report, titled "Evaluation of the MIND Research Institute's Spatial-Temporal Math (ST Math) Program in California" (WestEd, October 2014), can be found at <http://hubs.ly/y0hm2j0>.

Beyond the Report -- Absolute Growth Figures

Growth in math proficiency from baseline (2009-10) for ST Math schools compared to similar schools.

Increase in Percent of Students on California Standards Test



Data-Driven Instruction at Rocketship: Playbook (2014-2015 Edition)

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The 4 Habits of Data-Driven Educators

Rocketship Schools will be able to...	Because of...
<p>DDI HABIT #1: Gather EVIDENCE</p> <ul style="list-style-type: none"> accurately and efficiently gather quantitative and qualitative forms of data on what students are getting right or wrong and how they are progressing toward the big goal regularly gather diagnostic, formative, and summative data (i.e., before, during, and after a unit, or ~1x a week) to gauge mastery and growth regularly and sufficiently (i.e., ~1x a week) track and analyze data so that it can inform short- and long-term planning and differentiation 	<p>RESOURCES</p> <ul style="list-style-type: none"> Disaggregated formative data reports on SchoolZilla Student work portfolio guidelines and templates Streamlined, user-friendly SchoolZilla workbooks Sample formative assessment trackers for quantitative and qualitative data <p>TRAINING</p> <ul style="list-style-type: none"> PD for teachers on our suite of assessments PD for teachers on how to gather more varied, frequent formative data PD for school leaders on conducting data-driven coaching observations <p>STRUCTURES</p> <ul style="list-style-type: none"> Weekly/biweekly coaching observations Suite of high-quality, centralized assessments Expanded formative assessment network recommendations
<p>DDI HABIT #2: REFLECT on Data</p> <ul style="list-style-type: none"> triangulate more than one source of data to consider a wide, varied range of causal teacher student actions behind the trends in data accurately identify multiple trends in data against the big goal within student subgroups against the big goals, AND appropriately prioritize focus areas by weighing the urgency and feasibility of addressing them <ul style="list-style-type: none"> Read more about the Top 5 Metrics regularly analyze data (e.g., prior to weekly CPT and Data Day). 	<p>RESOURCES</p> <ul style="list-style-type: none"> Wide variety of analysis forms for both quantitative and qualitative data Data analysis “scope and sequence” for across the year <p>TRAINING</p> <ul style="list-style-type: none"> Integrated data platform and data analysis PD for instructional staff PD for school leaders on identifying coaching focus areas using observational and assessment data <p>STRUCTURES</p> <ul style="list-style-type: none"> Mid-unit step-back routines Pre-Data Day coaching conversations School leaders and teacher leaders prepared to provide support on data analysis

(Cont.)

Rocketship Schools will be able to...	Because of...
<p>DDI HABIT #3: <i>Meaningfully COLLABORATE</i></p> <ul style="list-style-type: none"> pull meaningful, goal-oriented data and pieces of evidence around which to collaborate actively participate in opportunities for goal-aligned collaboration (e.g., common planning time) and engage others for feedback and suggestions convene at regular formal interactions (e.g., grade level meetings, common planning time, coaching conversations, staff PD, etc.) 	<p>RESOURCES</p> <ul style="list-style-type: none"> PD for school leaders on identifying coaching focus areas based on observational and assessment data <p>TRAINING</p> <ul style="list-style-type: none"> School leader and teacher leader PD on facilitating data conversations <p>STRUCTURES</p> <ul style="list-style-type: none"> Weekly Common Planning Time data conversations with the grade team and/or content team
<p>DDI HABIT #4: ACT</p> <ul style="list-style-type: none"> use data analysis to identify action steps to address fundamental student gaps while maintaining their strengths use data analysis to identify effective action steps <ul style="list-style-type: none"> to tackle the prioritized focus area at varied levels (e.g., small group instruction, whole group instruction, instructional routines, etc.) within his/her own instruction, and <ul style="list-style-type: none"> to maintain the bright spots. tie clear anticipated outcomes and feasible timelines to all action steps. regularly adjust instruction in response to data (i.e., from lesson to lesson) 	<p>RESOURCES</p> <ul style="list-style-type: none"> Data Day action planning templates for whole group instruction, small group instruction, instructional routines, tutoring groups, and learning lab Lesson and unit planning templates <p>TRAINING</p> <ul style="list-style-type: none"> Ongoing content-specific professional development to build schools' knowledge of pedagogical best practices Ongoing individualized coaching conversations <p>STRUCTURES</p> <ul style="list-style-type: none"> Data Day conversations School leaders and teacher leaders prepared to support staff with action plan execution

The 3 Foundations of the Rocketship Data-Driven Instructional Model

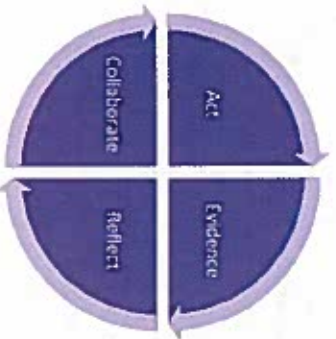
<i>Foundation</i>	<i>Objective</i>	<i>Data Analyzed</i>	<i>Timing and Structure</i>
Data Day	<ul style="list-style-type: none"> To identify wider-reaching trends in data in order to inform long-term and short-term planning 	<ul style="list-style-type: none"> Interim assessment data (i.e., STEP, benchmarks, mastery assessments, NWEA)* Culminating student performance tasks (e.g., writing final drafts)* The past cycle's weekly CPT notes and takeaways* Any anecdotal notes collected by the teacher as they observed students take the interim assessment* 	<p><i>Pre-Work:</i> Teachers administer interim assessments and analyze the data, either individually or in a Pre-Data Day 1:1 with their coach</p> <ul style="list-style-type: none"> Data Days occur at the end of every data cycle (~every 6-10 weeks) and take up one full work day. Begins with a State of the School address by the principal Throughout the day, instructional staff a) meets with coach for 1:1 data conversations and b) meets with grade team to revise the upcoming unit, incorporating next steps from the data conversation
Weekly Common Planning Time	<ul style="list-style-type: none"> Generally, to capture more frequent, ongoing snapshots of student learning within a grade level and/or content area in order to inform short-term planning 	<ul style="list-style-type: none"> Weekly formative assessment data* Student work samples ** Daily lesson assessment data and/or notes from each individual instructional staff member <i>Optional:</i> Data from SWIS, tutoring, ISE, OLP** (CPT leaders should refer to Table for further suggestions) 	<p><i>Pre-Work:</i> Teachers administer weekly formative assessments and analyze the data</p> <ul style="list-style-type: none"> Teachers in a particular grade level meet 1x a week during the day to identify short-term next steps Data conversation led by a coach or teacher leader Occasional attendees include the grade level ILS, any ISE staff who service students in the grade, other school leaders at the school site and at other school sites, and Network Support Team members
Coaching 1.1s	<ul style="list-style-type: none"> To identify the direct impact of an individual teacher's specific instructional actions on student outcomes within a lesson 	<ul style="list-style-type: none"> Coaching observation data Daily lesson assessment data and notes Student work samples ** 	<p><i>Pre-Work:</i> Instructional staff ensure their daily lesson assessment data/notes are accurate and updated; teachers attempt to pull out trends and identify hypotheses behind the trends</p> <ul style="list-style-type: none"> The grade level coach observes an instructional staff member ~1-2 times a week (more or less frequently depending on need), capturing data on teacher actions and student learning outcomes The grade level coach shares feedback with the instructional staff member in a weekly coaching conversation (or "1:1"), held about 1x a week (more

Data-Driven Instruction at Rocketship

How do the 4 Habits work together?

Closing the achievement gap is monumental work for which there is never enough time. To ensure that we are being as strategic and efficient as possible in helping our students achieve at the same levels as their more privileged peers, we must don our scientist hats and dive into data ([ROCKETSHIP CORE VALUE #4: DISCIPLINED THOUGHT](#)). Much like scientists, who employ the scientific method to direct their work, Rocketship educators make use of the following 4 Habits to ensure that the data is alive in instruction.

Rocketship instructors gather pre-determined *Evidence* of student learning, upon which they *Reflect* to pull out trends and formulate hypotheses around root causes. They *Collaborate* with their coach and their peers to further vet these hypotheses and design a plan to move forward with new pieces of evidence to monitor moving forward. They *Act* upon this plan, and begin the whole cycle anew.



How do the 4 Habits work within the 3 Foundations?

The cycle of these 4 Habits can – and should – be applied within the structure of Data Days, Weekly Common Planning Time, and Individual Coaching 1:1s in order for them to be successful.

Each of the chapters of the DDI Playbook go into further depth around what the 4 Habits look like within each structure.

How can I make sure that I am being truly and effectively data-driven?

[This rubric](#) provides a vision for the habits of data-driven educator at varied developmental levels. We encourage our staff to use it in setting goals for their professional development.

When will I engage in this practice across the school year?

The [DDI Implementation Calendar](#) gives you Data Day and assessment dates, as well as some key milestones related to data-driven instruction.

There are so many different ways to slice the data. What *exactly* do Rocketship educators need to be able to do in analyzing their data?

Instructional staff should always consider the following [Top 5 metrics](#) when reviewing formative assessment data prior to the data conversation at weekly CPT:

- Cohort's overall average score (How are students generally performing? Are there some teachers who are seeing more success than others?)
 - Cohort's overall average growth (when applicable) (How are students generally progressing? Are there some teachers who are seeing more progress than others?)
 - Standards showing high level of mastery v. standards showing low level of mastery (What skills/material are students grasping? What are they struggling with?)
 - Within these key standards, instructional staff should also pay attention to assessment items of note (What items did students really struggle on? What was the most common answer? What does this say about what students understand and what they don't?)
 - Average performance of student subgroups (e.g., Grade Level, Borderline, and Below Grade Level) (Are there any marked differences between subgroups? What is holding some subgroups back? What specialized supports will each group need?)
 - Instructional staff should pay attention to individual students who continually appear in the Borderline and Below Grade Level groups, even with changes in assessed content.
 - Average growth of student subgroups (e.g., Grade Level, Borderline, and Below Grade Level) (Are there any marked differences between subgroups? What is holding some subgroups back? What specialized supports will each group need?)
- Instructional staff should pay attention to student subgroups which remain stagnant in size for the same assessed content over time or display an otherwise negative trend (e.g., the amount of students who are Below Grade Level for X standard should ideally decrease over time; the amount in Grade Level should increase).

DDI Foundation #1: Data Day

[READ ME: About Data Day](#)

[Overview of Major Shifts in 14-15](#)

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[Unit Planning Kick-Off](#)

[Mid-Unit Step-Back](#)

Pre-Data Day 1:15

READ ME: About Data Day

The links below are important reading for any Rocketship employee:

- **Overview of Major Shifts in 14-15**

- There are 2 major shifts for Data Day in 14-15:
 - When teachers analyze their data for pre-work, they will also analyze artifacts from their own instruction to identify causal teacher actions as well (**REFLECT**)
 - Because formative data analysis will be happening regularly throughout the cycle, Data Day can be used for planning instead (**ACT**)These are general network shifts; individual schools may tailor these shifts to fit their own needs, especially if their staff already made these jumps previously. The Overview doc linked above goes into greater detail.

- **Checklist for Excellence**

- How should a team prepare for Data Day in order for it to be successful? What should be happening during this day? What does follow-up look like? Who's responsible for what? This document answers all those questions and more.

- **Structuring the Data Cycle**

- Each Data Cycle concludes with Data Day (in some cycles, two Data Days). Since we're aiming for this Day to be prioritized for planning - specifically, instructional staff revising already drafted unit and lesson plans based on the latest student data - we suggest blocking out some staff time in the weeks leading up to Data Day to prepare. This link from the FAQ can give you more ideas around how the Data Cycle can be strategically used to further instructor efficiency and effectiveness.

- **Matrix of Suggested Data to Analyze + When**

- With so many ways to slice data, anyone can easily become overwhelmed. This document provides teachers and school leaders with direction toward what kinds of data to prioritize and when.

Index of Resources

Gather Evidence

Resource	Description	Intended Audience

SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
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Analyze

Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
General Analysis Guidelines	Five steps to guide those new to data analysis	General; novice teachers
Mid-Unit Step-Back protocol	N/A	Teachers
Sample Data Breakdown handout from ROMO	Document breaks down which data sources will primarily inform action steps for specific instructional blocks of the day.	General
Data Day Analysis Templates	Self-explanatory. Collected from various schools, some RSED, over the years.	General
Using Your MAP Data to Plan	Training series for teachers on the NWEA MAP test.	Teachers

Collaborate

Resource	Description	Intended Audience
Data Day Protocols and Conversations	Collected data day protocols and question probes to use in conducting data conversations with your teachers.	School Leaders
Sample Data Day Emails	Sample emails to send your staff. Good for new school leaders who would like to see examples of Data Day communications.	New school leaders
Data Day Agenda Samples:	The only requirements for Data Day are that they a) provide a bulk of time for planning and	School Leaders

Data Day September 2014 Agendas	implementing data-driven revisions and b) provide an opportunity for teams to co-plan with each other. The agenda itself may vary from grade to grade or school to school so long as it meets the above requirements. Here, we've collected and created some samples of agendas from Rocketship and other high-performing CMOs. You may want to use these, or use them as inspiration for creating your own.	
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Act

Resource	Description	Intended Audience
Unit Planning Kick-off Protocol	Protocol to get your teachers started in unit planning	Teachers
ELA Long-Term Planning Document	Can be used to help teachers process their scope and sequence maps (SSMs), Pacing Guides, Curricula and other resources for the year so that they can unit plan with ease.	Teachers
Math Long-Term Planning Document	Can be used to help teachers process their scope and sequence maps (SSMs), Pacing Guides, Curricula and other resources for the year so that they can unit plan with ease.	Teachers
Data Day Planning Templates	Self-explanatory. Collected from various schools, some RSED, over the years.	General

Frequently Asked Questions

What is the purpose of Data Day?

During Data Day, instructional staff have an extended amount of student-free time to:

- discuss that data cycle's trends in student learning
- revise their upcoming instructional plans based on these trends
- share best practices
- participate in professional development sessions at their school
- collaboratively co-plan for the upcoming unit/data cycle
- seek out feedback from peers and a mentor (usually their school leader coach and/or a teacher leader)

Who attends CPT? Who leads it?

Common Planning Time is led by a school leader coach or a teacher leader. Typically, it is attended by the teachers within a specific grade level. CPT may be attended by a member of the ISE, the grade level's ILS, the principal, teachers from other grades, members of the Network Support Team, or visitors from other schools within the Rocketship network, but these individuals attend on a less frequent basis.

When and where does Data Day happen?

Data Day happens at the close of every Data Cycle (usually every 8-12 weeks). Particularly long data cycles are broken up with an "Interim Data Day", which functions like a typical Data Day with the exception that school is still in session. On these days, instructional may meet after school or get released by a sub for a half-day in order to congregate with their team.

Data Day - interim or otherwise - always happens at the school site. The first Data Day in September is unique in that it is two days long. This provides teachers with more time to plan at the beginning of the year.

What happens during Data Day?

Three main things happen during Data Day at every school, generally in this order:

- **STATE OF THE SCHOOL ADDRESS (Sots):** Data Day generally begins with a State of the School address delivered by the principal to the staff. This is a short presentation which drills down major trends - both highlights and focus areas - at a school level.
 - **DATA DAY CONVERSATION:** This is usually between just the school leader and an individual instructor. During this time, they partner to dive into trends in data, hypothesize about potential causal teacher actions behind the trends, and ideas for next steps. These conversations last anywhere from 30 min to an hour.
 - **PLANNING TIME:** A bulk of the Data Day is reserved for planning time. This usually falls in the latter half of the day. Staff members have the opportunity to collaborate during this time.
- Other activities which might happen during Data Day include, but are not restricted to staff meetings, staff professional development opportunities, and staff culture-building events.

Using Data Day for just planning sounds ideal - but how can I make it happen? There's always so much to accomplish during that time.

If schools are canny about using their time in the preceding weeks, instructional staff can have a lot of time reserved for just planning. Here are some items that schools should consider programming into their upcoming data cycle:

EVENT	WHEN?	DESCRIPTION
-------	-------	-------------

<p>Unit Planning Kick-Off</p>	<ul style="list-style-type: none"> • A few weeks before the next unit/data cycle begins • Recommend reserving an unbroken 2 hours after school (Thursday Minimum Day is ideal) 	<ul style="list-style-type: none"> • Teachers preview any available assessments, instructional materials, and scope and sequence maps for the upcoming unit/data cycle to internalize level of rigor • Teachers begin drafting upcoming unit plans either during this session or immediately afterward. They should aim to be finished with these plans by the time Data Day starts, so that they can use that time to revise their plans based on data vs. starting from scratch.
<p>Mid-Unit Step-Back</p>	<ul style="list-style-type: none"> • About halfway through a unit or data cycle • Reserve about 60-90 minutes; can happen during Thursday Minimum Day, during a CPT block, or during an extended coaching 1:1 	<ul style="list-style-type: none"> • Teachers assess their students progress so far, evaluate how far they are from their data cycle interim goals, and make predictions on student performance for the upcoming assessments • Teachers identify any new priorities and/or confirm existing ones, and adjust current unit plans and upcoming lesson plans accordingly
<p>Pre-Data Day 1:1s</p>	<ul style="list-style-type: none"> • During the week leading up to Data Day • Should happen during the regular 1:1 time 	<ul style="list-style-type: none"> • School leaders check in with each individual report to assist them in preparing for Data Day. This will look different depending on each teacher's individual need. Examples of what could happen during this time: <ul style="list-style-type: none"> • Coach assists a novice teacher in analyzing data • Coach guides a teacher toward identifying causal teacher actions behind the data trends • Coach helps a teacher in prioritizing focus areas pulled from the data

Here is an example of how a school could program this into their Data Cycle:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CPT	CPT: Student Huddles and SST Review	CPT	<ul style="list-style-type: none"> • 30 min: Grade Mtg • 60 min CPT: PBIS/SWIS Review 	CPT: Formative Data Conversations
CPT	CPT: Review CELDT/ELL Data	CPT	<ul style="list-style-type: none"> • 30 min: Staff Mtg • 60 min CPT: OLP/Tier II Review 	CPT: Formative Data Conversations
CPT	CPT: Student Huddles and SST Review	CPT	<ul style="list-style-type: none"> • 30 min: Grade Mtg • 90 min: Staff PD • 60 min CPT: ISE/Tier III Review 	CPT: Formative Data Conversations
CPT	CPT: Review CELDT/ELL Data	CPT	<ul style="list-style-type: none"> • 30 min: Staff Mtg • 120 min: Mid-Unit Step-Back 	CPT: Formative Data Conversations
CPT	CPT: Student Huddles and SST Review	CPT	<ul style="list-style-type: none"> • 30 min: Grade Mtg • 90 min: Unit Plan Kick-Off • 90 min unit planning time 	CPT: Formative Data Conversations
CPT	CPT: Review CELDT/ELL Data	CPT	<ul style="list-style-type: none"> • 30 min: Staff Mtg • 60 min CPT: PBIS/SWIS Review • 90 min unit planning time 	CPT: Formative Data Conversations
CPT	CPT: Student Huddles and SST Review	CPT	<ul style="list-style-type: none"> • 30 min: Grade Mtg 	<ul style="list-style-type: none"> • CPT: Formative Data Conversations

			<ul style="list-style-type: none"> 60 min CPT: OUP/Tier II Review 	INTERIM DATA DUE
<ul style="list-style-type: none"> CPT Pre-Data Day 1:15 	<ul style="list-style-type: none"> CPT: Review CELDT/ELL Data Pre-Data Day 1:15 	<ul style="list-style-type: none"> CPT Pre-Data Day 1:15 	<ul style="list-style-type: none"> 30 min: Staff Mtg 60 min CPT: ISE/Tier III Review 90 min: Pre-Data Day 1:15 	DATA DAY

Check out the Resource Index in this document for supporting documents on Unit Plan Kick-Off, Mid-Unit Step-Backs, and Pre-Data Day 1:15.

DDI Foundation #2: Common Planning Time

Required Reading for All

Overview of Major Shifts in 14-15

Checklist for Excellence

Matrix of Suggested Data to Analyze + When

Index of Resources

Gather Evidence

Analyze

Collaborate

Act

Frequently Asked Questions

What is the purpose of Common Planning Time (CPT)?

Who attends CPT? Who leads it?

When and where does CPT happen?

What happens during CPT?

But is CPT exactly the same from school to school?

Example Common Planning Time Schedule Across the Week

READ ME: About Weekly Common Planning Time

The links below are important reading for any Rocketship employee:

- [Overview of Major Shifts in 14-15](#)
 - There are 2 major shifts for Weekly CPT in 14-15:
 - At least once a week, the teachers within a particular grade level will meet during CPT to collaborate around next steps based on formative data analysis
 - During this weekly conversation about data, teachers will look at more than one type of data (quantitative *and* qualitative)These are general network shifts; individual schools may tailor these shifts to fit their own needs, especially if their staff already made these jumps previously. The Overview doc linked above goes into greater detail.
- [Checklist for Excellence](#)
 - How should a team prepare for CPT in order for it to be successful? What should be happening during this block? What does follow-up look like? Who's responsible for what? This document answers all those questions and more.
- [Structuring Common Planning Time Across the Week](#)
 - CPT occurs every week on Monday, Tuesday, Wednesday, and Friday. At least one of those instances should be used for grade levels to convene around formative assessment data, but that doesn't mean that every block needs to be used for that purpose. This section of the playbook will mostly focus on resources to support the data conversation, but this link from the FAQ can give you more ideas around how CPT can be used to further professional development.
- [Matrix of Suggested Data to Analyze + When](#)
 - With so many ways to slice data, anyone can easily become overwhelmed. This document provides teachers and school leaders with direction toward what kinds of data to prioritize and when.

Index of Resources

Gather Evidence

Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
Examples of formative lesson assessments (from Teach For America)	N/A	Teachers; ILSS
Examples of performance tasks by content area and grade level band (from Teach For America)	N/A	Teachers
Sample tracking system (from Teach For America)	N/A	Teachers; ILSS
Sample grading system (from Teach For America)	N/A	Teachers; ILSS
Considerations for Assessment Question Types (from Teach For America)	N/A	Teachers; ILSS
Tips for Making an Assessment Efficient (from Teach For America)	N/A	Teachers; ILSS

Analyze

Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
CPT Pre-work analysis templates	Templates for teachers to use in analyzing their data prior to CPT	General
General Analysis Guidelines	Five steps to guide those new to data analysis	General; novice teachers

Sample Data Breakdown handout from ROMO	Document breaks down which data sources will primarily inform action steps for specific instructional blocks of the day.	General
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Collaborate

Resource	Description	Intended Audience
Common Planning Time Agenda Samples	<p>The only requirements for Common Planning Time data conversations are that they a) are goal-oriented, b) ensure each meeting participant actively engages throughout, c) result in measurable, manageable instructional next steps for each participant, and d) remain relatively stable from week to week.</p> <p>The agenda itself may vary from grade to grade or school to school so long as it meets the above requirements. Here, we've collected and created some samples of agendas from Rocketship and other high-performing CMOs. You may want to use these, or use them as inspiration for creating your own.</p>	School Leaders; teacher leaders (or anyone else leading Common Planning Time)
Cognitive coaching techniques and questions	<p>Document of question probes to use during your 1:1s which will allow instructional staff to reflect on his/her lesson and give them the opportunity to reflect on the elements that contributed to the success of the lesson or that could be improved to have a more successful lesson.</p>	School Leaders
Sample CPT overview one-pager from Rocketship Mosaic	<p>Document outlines the schoolwide day-by-day breakdown of CPT and after-school meeting focus topics for grade level teams. Can be shared with teachers prior to rolling out CPT at the beginning of the year, or prior to rolling out a new structure.</p>	Teachers

Act

Resource	Description	Audience
CELDT levels breakdown (from UC Santa Cruz)	Resource on how to translate CELDT data into instructional implications	General

Frequently Asked Questions

What is the purpose of Common Planning Time (CPT)?

During Common Planning Time, instructional staff collaborate in small groups to discuss that week's trends in student learning, share best practices, co-plan for the upcoming week, and/or seek out feedback from peers and a mentor (usually their school leader coach and/or a teacher leader).

Who attends CPT? Who leads it?

Common Planning Time is led by a school leader coach or a teacher leader. Typically, it is attended by the teachers within a specific grade level. CPT may be attended by a member of the ISE, the grade level's ILS, the principal, teachers from other grades, members of the Network Support Team, or visitors from other schools within the Rocketship network, but these individuals attend on a less frequent basis.

When and where does CPT happen?

Teachers have a block in their schedule for CPT every day except for Minimum Days (Thursday). CPT happens at the school site.

What happens during CPT?

At least once a week, the grade level uses CPT to have a data conversation centered on the quantitative data from that week's formative assessment and whatever aligned qualitative data the teachers may have (e.g., student work samples, anecdotal teacher notes from the lesson, exit slip data, running records).

This data conversation follows a structured protocol and culminates in specific, measurable, and concrete instructional next steps for each attendee.

But is CPT exactly the same from school to school?

This data conversation has an elastic structure – it is flexible enough to accommodate the unique needs of every grade team. The school leader coach will play a key role in capitalizing on this flexibility to set parameters, and may solicit input from the rest of the team in making decisions:

Variable factors in CPT:

- Instructional content/standards that the team chooses to focus on in a particular CPT
- Student outcome data that the team chooses to analyze as pre-work and/or bring to the table during CPT
- How often the team chooses to engage in a data conversation throughout the week, and what they are doing during the times when they are not engaged in a data conversation
- Who else outside the grade level might attend CPT, and how frequently
- Team norms for CPT (especially around communication and engagement)
- When to discuss more operational agenda items that are not strictly instructional in nature (e.g., Exhibition Night, Parent Conferences, an upcoming field trip, grade level culture). We recommend that these items be contained within a weekly Grade Level Meeting (GLM), the timing of which can

be determined by the grade level team in conjunction with their coach. A school team may decide to use substitute one CPT a week for a GLM, although these should not be confused.

Universal network requirements for CPT:

- CPT must be used for teachers to collaborate around their instruction. This might take the form of co-planning, discussion protocols, lesson rehearsal, video co-watching, peer review of lesson plans or materials, discussing students of concern, SST/SAT/IEP status updates, etc. The content of CPT should follow a loosely routinized structure from week to week to allow teachers some level of consistency and predictability, thus enabling them to better prepare and utilize this time.
- At least once a week, CPT must be used for the team to engage in a data conversation about that week's student learning. This conversation must be facilitated by a school leader coach or a teacher leader.
- Other recommendations for data that must be reviewed periodically, if not weekly, can be found [here](#).
- CPT is *not* a prep period – staff members will have other times in the week to tackle things like running copies, contacting families, straightening up or redecorating their classroom, etc.

Example Common Planning Time Schedule Across the Week

Monday	• Rehearsal protocol + peer feedback for upcoming lessons
Tuesday	• Grade Level Meeting
Wednesday	• Co-planning next week's lessons
Friday	• Formative data conversation + lesson revision

Common Planning Time may also include additional formative data conversations to touch base on other sources of data which inform instruction. Click [here](#) for recommendations.

DDI Foundation #3: How Coaching Supports DDI

[READ ME: About the Intersection of DDI and Coaching](#)

[Overview of Major Shifts in 14-15](#)

[DDI Intersections Within the Coaching Cycle](#)

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[Gather Evidence](#)

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[Frequently Asked Questions](#)

[What does coaching look like at Rocketship?](#)

[How does the Coaching Cycle intersect with DDI?](#)

READ ME: About the Intersection of DDI and Coaching

The links below are important reading for any Rocketship employee:

- [Overview of Major Shifts in 14-15](#)

- In the 14-15 school year, we want our instructional staff to become better at two things: 1) gathering and analyzing qualitative evidence of student learning as well as quantitative and 2) identifying the causal teacher actions behind the trends in student data. Therefore, we've identified two ways that coaching can support staff members in making these shifts:

- When we collect data in coaching observations, we're modeling for our teachers the types of data that they should be collecting on their own. Therefore, we want to aim to gather more qualitative evidence of student outcomes during our coaching observations. **(EVIDENCE)**

- Through our coaching interactions, we want to build our staff's capacity to identify causal teacher actions. **(REFLECT)**

These are general network shifts; individual schools may tailor these shifts to fit their own needs, especially if their staff already made these jumps previously.

- [DDI Intersections Within the Coaching Cycle](#)

- The coaching cycle at Rocketship mimics the Data-Driven Instructional Cycle

- School leaders review plans and observe lesson **(GATHER EVIDENCE)**

- School leaders review this information, and prior to a coaching 1:1 or in the moment, formulate a hypothesis around what the staff member's next steps should be **(REFLECT)**

- School leaders meet with staff members to give feedback, norm on next steps, and practice **(COLLABORATE)**

- School leaders follow up on next steps through more lesson plan review and observation **(ACT)**, thus kicking off the cycle once again

Since there are specific shifts we want our instructional staff to make this year in becoming more data-driven, and since what we do in coaching models what we want our staff members to do independently, it's important for coaches to step back and consider how they may adjust their coaching to further develop their staff. This link from the FAQ can give you more ideas around how the coaching cycle can be strategically used to develop staff members into becoming data-driven educators.

Index of Resources

Gather Evidence

Resource	Description	Intended Audience
SchoolZilla formative data workbooks + how-to analysis guide	SchoolZilla is the data reporting platform used by RSED. This link takes you to the data sets that will be analyzed prior to a CPT conversation and how-to guides on using the tool.	General
Coaching Observation Forms	Sampling of coaching observation templates to use which will help you gather more streamlined data on teacher actions and resulting student outcomes	School Leaders

Analyze

Resource	Description	Intended Audience
Cognitive coaching techniques and questions	Document of question probes to use during your 1:1s which will allow instructional staff to reflect on his/her lesson and give them the opportunity to reflect on the elements that contributed to the success of the lesson or that could be improved to have a more successful lesson.	School Leaders
Sample Data Breakdown handout from ROMO	Document breaks down which data sources will primarily inform action steps for specific instructional blocks of the day.	General

Collaborate

Resource	Description	Intended Audience
Coaching 1:1	One to ones are weekly or bi-weekly meetings between instructional staff and a coach in which goals and progress are reflected on, a new goal is set, and a new skill is practiced.	School Leaders
Cognitive coaching techniques and questions	Document of question probes to use during your 1:1s which will allow instructional staff to reflect on his/her lesson and give them the opportunity to reflect on the elements that contributed to the success of the lesson or that could be improved to have a more successful lesson.	School Leaders

1. The first part of the text discusses the importance of understanding the user's needs and expectations. It emphasizes that a successful user interface design is one that is intuitive and easy to use. This involves conducting thorough research and gathering feedback from users throughout the design process.

2. The second part of the text focuses on the principles of user interface design. It covers topics such as layout, typography, and color. The author explains how these elements can be used to create a visually appealing and functional interface. Key principles mentioned include consistency, simplicity, and user-centered design.

3. The third part of the text discusses the importance of usability testing. It describes how testing can help identify usability issues and improve the overall user experience. The author provides a step-by-step guide to conducting usability testing, including selecting participants, defining tasks, and analyzing the results.

4. The fourth part of the text explores the role of user interface design in the overall user experience. It explains how a well-designed interface can enhance the user's interaction with a product and increase their satisfaction. The author also discusses the importance of maintaining a consistent design across different devices and platforms.

5. The final part of the text provides a summary of the key points discussed in the document. It reiterates the importance of user-centered design, usability testing, and consistency in user interface design. The author concludes by encouraging designers to continue learning and staying up-to-date with the latest trends and technologies in the field.

Frequently Asked Questions

What does coaching look like at Rocketship?

The RSED Coaching Playbook is your best resource for what this looks like.

How does the Coaching Cycle intersect with DDI?

To make the identified big DDI shifts occur, we need to be mindful about how our coaching must also shift to support these changes. Below, some coaching actions to take into consideration:

DDI Habit	Shifts in DDI for 14-15	What Should I Do in My Coaching?
GATHER EVIDENCE	Across these weekly data conversations, grade level teams will look at multiple types of data (quantitative and qualitative)	In coaching observations, be sure to gather qualitative and quantitative data on student outcomes. These data points can be shared with instructional staff when giving feedback (e.g., <i>"I noticed that 2 out of the 5 students that I surveyed were unable to identify the correct supporting quote - let's look at the difference between the close reading annotations of the students who were mastering the material and the ones who weren't"</i>).
REFLECT	When teachers analyze their data for pre-work, they will also analyze artifacts from their own instruction to identify causal teacher actions as well	In giving feedback - whether it is written or delivered verbally, face-to-face - coaches should aim to make the connection between the data gathered on student outcomes and the data gathered on teacher actions. This can be differentiated depending on the teacher. E.g., <ul style="list-style-type: none"> ● <i>Low skill, high will:</i> The coach can take a directive approach, explicitly identifying the link between student outcomes and teacher actions for the staff member being coached. ● <i>High skill, low will:</i> The coach can take a facilitative approach, using conversation probes to draw the staff member's eye to specific points in data. ● <i>High skill, high will:</i> The coach can take a more collaborative approach, presenting the staff member with the data and asking them to identify links on his/her own.
COLLABORATE	At least once a week, teachers will meet during CPT (following established routines and following structured protocols) to collaborate around next steps based on formative data analysis	<ul style="list-style-type: none"> ● If an individual teacher is exhibiting difficulties or challenges during CPT, coaches may consider addressing it with the staff member 1:1; e.g., if a teacher is struggling to analyze their formative data prior to CPT each week, a coach may strategically schedule their 1:1 so that part of that block could be used for data analysis. ● Likewise, a coach may consider the CPT routine as another avenue to extend an individual teacher's coaching focus; e.g., a coaching action step could be to co-plan with particular lead teacher during CPT once a week.

ROCKETSHIP WALL TRACKER

ADVANCED	PROFICIENT	BASIC	BELOW BASIC	FAR BELOW BASIC
<u>94 - 100%</u>	<u>80% - 93%</u>	<u>70% - 79%</u>	<u>60 - 69%</u>	<u>59% ↓</u>
Mavy Daniel Octavio Kevin Q. Felix Huy Thanh Vanessa Jordyn Sophia Josue Jose M. Dorothy	Javier Jose L. Huy Maria Vy Osvaldo Evelia William Jayden Juan C. Andres Alfredo Fernando Gustavo Leopoldo Mariana Chris Justin N. Pam	Pamela Thurman	Jackie C. Luis Jennifer Lesty Estefany Aliyah Kevin M. Michelle Bianey	Jessica Andrea Emiliano Alex G. Iakupo Mark Markus Oscar Joey Karla Christy Carlos Jonathan Alejandra Marco Yerson Vivian Giovanny Justen Jackie
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> <p>TOPIC 1 POST TEST RESULTS</p> </div>				


21. [REDACTED] Dacker Photo

	Program	Minutes Per Week	Recommended Sequencing	Academic Target (Goal)	Life Work/ Homework Minutes (Recommended)	Rationale
MATH	Dreambox	60 minutes	M, T, W	K-3: 6 unique lessons/week mastered 4-5: 1 unit/week mastered		Of the three math programs, Dreambox is most similar to EnVision and Singapore in the approach to teaching conceptual math. Students in K-3 should be able to complete 2 lessons for every 20 minutes they are on Dreambox which equates to 6 lessons per week if 60 minutes are completed. Grades 4-5 should aim for completing 1 unit per week when they complete an average of 60 minutes as well. ST Math provides opportunities for students to strengthen their foundational understanding of math and develop fluency in math. Achieving 3% growth towards completion of the syllabus is a reasonable target if students are spending 40 minutes on ST Math each week. The recommendation is spending at least 20 minutes in one sitting on the program. iReady is most recommended to supplement homework for two reasons. First, teachers can assign fairly easily assign specific objectives for students to work on that align with their in-class objectives. Second, students are independent on iReady and typically have very few questions which means family members do not need to offer much support while they work through the program. The homework minutes are a suggestion and are not required. The math goal each week is any combination of the 3 programs for 100 minutes. This enables schools to be flexible in which programs they choose to use during OLPs and 100 minutes is a reasonable target that all schools should be able to reach.
	ST Math	40 minutes	Th, F	3% syllabus progress/week		
	iReady	100 minutes*	at home	85% pass rate	100 minutes recommended*	
	Total	100 minutes				
READING	Lexia	60 minutes	M, T, W	1 unit mastered/week		Students who complete 60 minutes on Lexia each week should gain 1 unit. This is a reasonable expectation. It is recommended that they spend at least 20 minutes on Lexia when they are on the program. Three lessons per week is a reasonable expectation if students are spending an average of 40 minutes on iReady in a given week. The recommendation is to spend at least 20 minutes in one sitting on the program. iReady is most recommended to supplement homework for two reasons. First, teachers can assign fairly easily assign specific objectives for students to work on that align with their in-class objectives. Second, students are independent on iReady and typically have very few questions which means family members do not need to offer much support while they work through the program. The reading goal each week is any combination of these 2 programs for 100 minutes. This enables schools to be flexible in which programs they choose to use during OLPs and 100 minutes is a reasonable target that all schools should be able to reach.
	iReady	40 minutes	Th, F	85% pass rate	iReady is the recommended reading program to use at home to supplement homework.	
	Total	100 minutes				
INDEPENDENT READING	Accelerated Reader	100 minutes of independent reading (not AR time)	Independent reading of 20 minutes per day and testing when books have been read *Best Practices Tip: Picture books and books less than 20 pages should be read 3 times prior to taking an AR quiz. It is recommended that students complete a reading log/reading comprehension activity/character sketch/plot map/story retell/etc. prior to taking an AR quiz.	1 AR point gained/week		While 100 minutes of independent reading are recommended on a weekly basis, this data will not be tracked. AR points will be tracked. Students earn a very small number of AR points (0.5 - 2) for reading short, simple books. Students earn a high number of points for reading more complex books (5+). Knowing this, not all students will take an AR quiz weekly. The average for each student should come out to 1 point per week which means that students who read the smaller, simpler books should be testing more frequently and students reading longer, more complex books should be testing less frequently but they will receive more points. 1 point per student per week on average is a very reasonable expectation.

[REDACTED]

Math OLPs	Independent Work	Whole Group	Remediation	Stations/Centers	Homework/Life Work	Corrective Instruction
	can complete without assistance	used by a teacher for direct instruction	Supports Tier II	can collaborate with a friend, target skills to work on, assigned worksheet	can complete without assistance and is easier to track as to whether or not activities were completed	Progress Monitoring
Dreambox	Dreambox is 100% adaptive and corrects students' misunderstandings. It's almost like having another teacher in the classroom.	Cannot cue up specific content but excellent access to manipulatives to demo for students' concepts	Dreambox is 100% adaptive and corrects students' misunderstandings. It's almost like having another teacher in the classroom.		Parents are typically not able to support and help at home. The program requires the use of headphones for the auditory components which can be complicated.	Not assignable
ST Math	ST Math provides grade level math practice		ST Math is only on grade level and does not adapt to lower grade levels.		This program can be tracked by staff to see if students logged in at night and used it. The program does not require headphones or support from parents.	
iReady	Completely adaptive if the diagnostic placed them correctly.	Can cue up specific pieces and content.	Teachers are able to assign specific objectives for students to complete.	Teachers are able to assign specific objectives for students to complete.	Teachers are able to assign specific objectives for students to complete. It is very difficult to check if students logged in at home and it doesn't correct misunderstandings to help a student progress.	Teachers are able to assign specific objectives for students to complete.
Reading OLPs						

Math OLPs	Independent Work	Whole Group	Remediation	Stations/Centers	Homework/Life Work	Corrective Instruction
	can complete without assistance	used by a teacher for direct instruction	Supports Tier II	can collaborate with a friend, target skills to work on, assigned worksheet	can complete without assistance and is easier to track as to whether or not activities were completed	Progress Monitoring
Lexia	Completely adaptive	Not assignable	Completely adaptive	Not assignable	Completely adaptive	Not assignable
	Completely adaptive if the diagnostic placed them correctly. Diagnostic is lengthy.	Can cue up specific pieces and content. Students may take AR tests off of read alouds and shared reading in class.	Teachers are able to assign specific objectives for students to complete.	Teachers are able to assign specific objectives for students to complete.	Teachers are able to assign specific objectives for students to complete. It is very difficult to check if students logged in at home and it doesn't correct misunderstandings to help a student progress.	Teachers are able to assign specific objectives for students to complete.
iReady	Independent Reading			Independent Reading	Students should be reading at home but quizzing at school.	
Accelerated Reader						

Weekly		Daily
School leaders can use the data to coach ILSeS and teachers.		Students and ILSeS can track student progress and hold themselves accountable daily.
School leaders will receive a data tracker every Monday reporting school progress on OLPs the week prior		Students can maintain their own tracker and keep track of their minutes/lessons completed every day.
Begins 9/30		Students can reflect on how well they are progressing toward their own goals.
Compiled by Maggie		ILSeS in the Learning Lab can track by class and by student and post/record student minutes and lessons completed.

 College Pennant Picture



 Rocketship report card

ROCKETEER

Report Card



Name:
 ELA Teacher:
 Math Teacher:
 College:

Assessment	Aug/ Sep	Oct	MAP Goal
Math MAP			
Math Benchmark			
ELA MAP			
ELA Benchmark			

Math Strand Name	Fall	Winter	Spring

ELA Strand Name	Fall	Winter	Spring

STEP & HFW	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Goal
STEP						
HFW						

Parent Expectations	Fall	Winter	Spring
Tardies			
Absences			
Homework			
Parent Hours			

Core Values	Fall	Winter	Spring
Responsibility			
Persistence			
Empathy			
Respect			

Comments:



[REDACTED] Illuminate Screen Shot

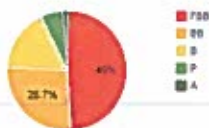
Overview

- 23 Linked Standards
- 4 Question Groups
- 65 Questions
- 359 Students

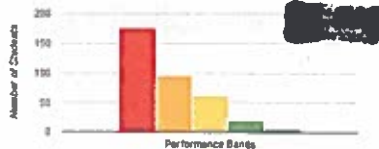
Reports

- Response Frequency
- Performance Summary
- Peer Comparison
- District Peer Comparison
- See Peer Comparison
- Teacher Peer Comparison
- Student & Parent Letters
- Student Small Steps
- Statistics
- Standard Progress
- District Overview
- See Overview

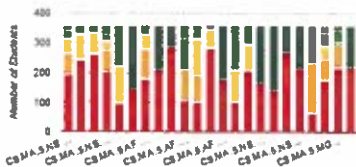
Overall Performance



Overall Performance



Standard Performance



Question Group Performance



 Schoolzilla screen shots



Interim School Overview

Interim workbook for teachers 2.0
Back Workbook

Share Remember my changes Edit

Intro School Overview Grade Overview Interim Table Class Dashboard STEP Growth Student All Scores Selected

School Interim Assessment Summary for Each Round Average Score, Average Round Growth, Number of Scores

Good For: Quick overview for ONE school of average scores, growth, and number of students with scores. See changes throughout the year. Compare across grades, teachers, classes, or teachers and classes.
Look for: Highest and lowest absolute scores, highest and lowest growth each round, accurate number of students. You can also see standard deviation if you hover over a bar.
Note: Growth data will be added when available in Ordinar

Filters

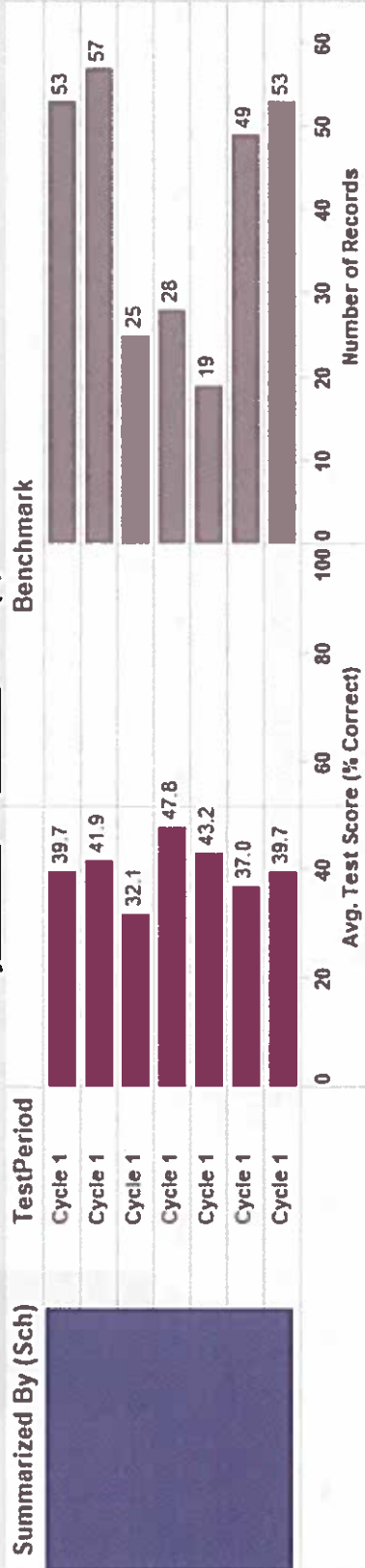
Select School
RSK

Select Subject
ELA

Summarized By
Teacher

Select Grade
(Historical)
(All)

2013-2014 ELA Interim Assessments: Average Score, Average Round Growth, Number of Scores By Teacher for RSK All Grade(s)



Only includes instances where students took their grade-level test.
Data updates nightly (e.g., if you entered scores on Tuesday, they would be available on Wednesday).



Interim – Student All Scores

Interim workbook for teachers 2.0
 Back Workbook

Share Remember my changes Edit

Intro School Overview Grade Overview Interim Table Class Dashboard STEP Growth Student All Scores Selected

Current and Historical Scores for 2013-14 RSSP 3rd Grade Students

2013-2014 2012-2013

Filters

Set filters to view current and past scores for students on all assessments. Note that most students do not have benchmark data from 2012-13 in Schoolzilla

Select School
 RSSP

Select Current Grade
 3rd

Select Class(es)
 Ducks

Select Student(s)
 (All)

Legend: Proficiency Levels
 A P B BB FBB Full

Grade Level	Enrollment Classroom	FullName	Subject	2013-2014		2012-2013		STEP	
				Benchmark Cycle 1	End of Year	MAP Winter	Spring		
3rd	Ducks	[Redacted]	ELA	50.8	4.0	153.0	172.0	193.0	4.0
		[Redacted]	Math	56.9	5.0	161.0	182.0	193.0	
		[Redacted]	ELA	38.5	4.0	156.0	176.0	203.0	3.0
		[Redacted]	Math	47.7	5.0	171.0	191.0	206.0	4.0
		[Redacted]	ELA	32.3	3.0	155.0	162.0	169.0	2.0
		[Redacted]	Math	43.1	4.0	159.0	176.0	187.0	
		[Redacted]	ELA	35.4	3.0	172.0	175.0	194.0	5.0
		[Redacted]	Math	43.1	4.0	172.0	183.0	199.0	
		[Redacted]	ELA	49.2	5.0	175.0	192.0		5.0
		[Redacted]	Math		5.0	199.0		205.0	
		[Redacted]	ELA	38.5	3.0	151.0	155.0	170.0	0.0
		[Redacted]	Math		5.0	161.0	173.0	197.0	
		[Redacted]	ELA	84.6	5.0	191.0	202.0	212.0	6.0
		[Redacted]	Math	86.2	5.0	210.0	215.0	220.0	
		[Redacted]	ELA	27.7	3.0	156.0	163.0	167.0	2.0
		[Redacted]	Math		4.0	167.0	176.0	201.0	
		[Redacted]	ELA	55.4	4.0	165.0	199.0	193.0	5.0
		[Redacted]	Math		5.0	195.0	196.0	204.0	
		[Redacted]	ELA	41.5	4.0	183.0	193.0	199.0	5.0
		[Redacted]	Math		5.0	188.0	198.0	208.0	

Download



Interim – Class Dashboard

Class Dashboard by Round
Good For: Compare how your students are doing toward achieving proficiency (left) and how they for this point in the year (right).
Look For: Positive changes in groups from cycle to cycle (taller green sections and/or shrinking red sections).

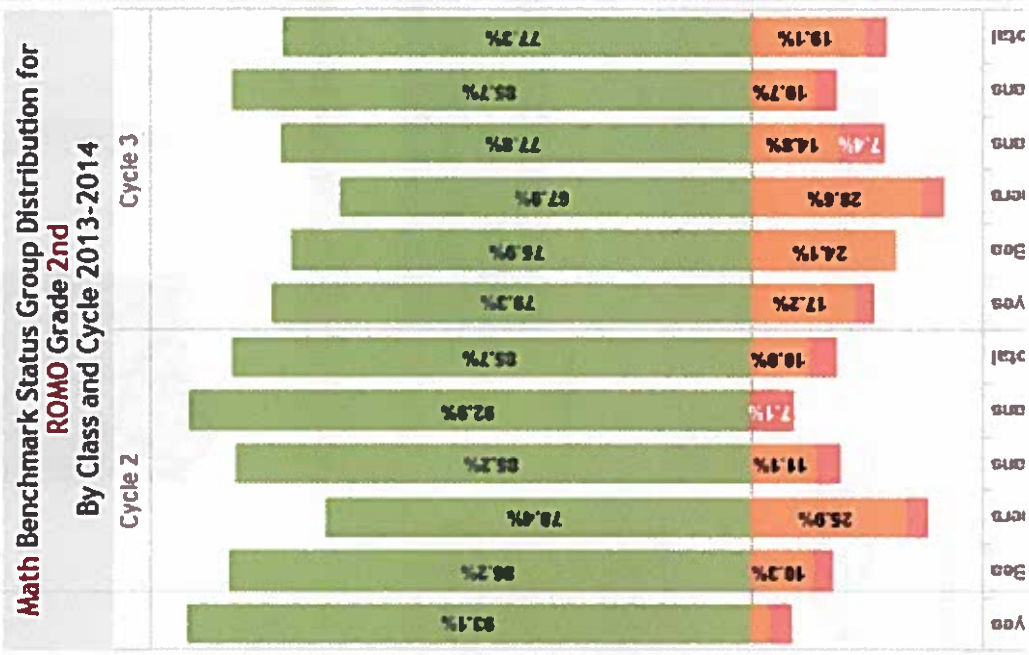
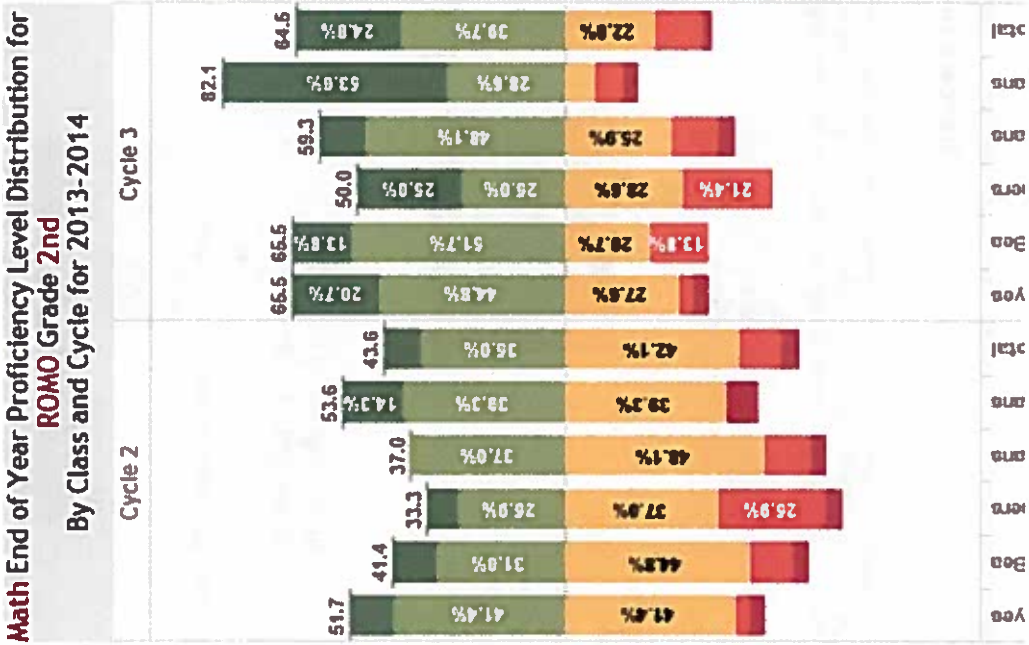
Filters

Select School: ROMO

Select Subject: Math

Select Grade: 2nd

Select Class(es): (All)



2013-



Breakdown - Standard

Standard Breakdown

Good For: Identify strengths and weaknesses in standards and improvement over time. Then, investigate specific questions that students are having trouble answering. **Actions:** Click on a standard score percentage from the bottom left table to view how students scored on the relevant questions. **Question Performance:** Displays percentage of students who got the question correct. **Student Answers:** Displays which letter choice each student selected (green is the correct answer).

Filters		Strand Scores RSSP Math	
SchoolYear	School	TestPeriod	
2013-2014	RSSP	Cycle 1	
Test Subject	GradeLevel		
Math	2nd		
		Cycle 1	
Algebra & Functions		30%	
Measurement & Geometry		54%	
Number Sense		52%	
Statistics, Data, Probabilities		36%	
Grand Total		49%	

Click on a percentage in the Standard Scores table to view the relevant Question Numbers and Student Responses for those questions.

Question Performance	
MA.2.MG.2.2 - Cycle 1 - RSSP 2nd Grade - Class Broncos	
StandardName / TestPeriod	
MA.2.MG.2.2	
Cycle 1	
QuestionNum.	
50	52%
53	33%
58	74%
Grand Total	53%

Standard Scores for RSSP Math	
Grade 2nd Class Broncos	
StandardName	TestPeriod
MA.2.MG.1.4	Cycle 1
MA.2.MG.1.5	20%
MA.2.MG.2.1	52%
MA.2.MG.2.2	74%
MA.2.MG.2.2	53%
MA.2.NS.1.1	59%
MA.2.NS.1.2	52%
MA.2.NS.1.3	44%
MA.2.NS.2.1	68%
MA.2.NS.2.2	15%
MA.2.NS.3.1	53%
MA.2.NS.3.2	17%
MA.2.NS.3.2, MA.2.	7%

Student Answers	
TestPeriod / QuestionNumber	
Cycle 1	
50	D D D A C A D D C C A D D C D D C
53	B D D A D C B B C B C B
58	D D D C C A D D D D D D D



Breakdown - Item

Item Breakdown

Good For: Identify which questions/items students struggled to answer correctly. Action: Click on any item in the left-most table to view how each student answered it. Item Answers: For each item, view the distribution of student answers (green indicates correct). Question: Lists each student's answer choice for the selected item. Display Correct Answer?: Select "Y" to filter the students list down to those who answered correctly. Select "N" for incorrect.

Click on a question from the "Item % Correct" table to see student-level answers to the far right.

Filters

SchoolYear: 2013-2014

School: RSP

TestSubject: Math

Grade Level: 2nd

Class: Elephants

TestPeriod: [Dropdown]

StrandName:

- (All)
- Algebra & Functions
- Measurement & Geo...
- Number Sense
- Statistics, Data, Pro...

Item % Correct for RSP Math Cycle 1 2nd Grade, Class Elephants

Questi..	StrandName	StandardName	TestPeriod	
			Cycle 1	
1	Number Sense	MA.2.NS.1.3	34%	
2	Number Sense	MA.2.NS.5.2	100%	
3	Number Sense	MA.2.NS.1.3	75%	
4	Number Sense	MA.2.NS.2.2	52%	
5	Number Sense	MA.2.NS.1.1	76%	
6	Number Sense	MA.2.NS.6.1	48%	
7	Number Sense	MA.2.NS.3.2	28%	
8	Number Sense	MA.2.NS.4.2		
9	Number Sense	MA.2.NS.4.1	100%	
10	Number Sense	MA.2.NS.1.1	30%	
11	Number Sense	MA.2.NS.4.3	34%	
12	Number Sense	MA.2.NS.2.1	100%	
13	Number Sense	MA.2.NS.3.1	97%	
14	Number Sense	MA.2.NS.1.3	67%	
15	Number Sense	MA.2.NS.5.1	65%	
16	Number Sense	MA.2.NS.3.2	60%	
17	Number Sense	MA.2.NS.3.3	75%	
18	Number Sense	MA.2.NS.2.2	69%	
19	Number Sense	MA.2.NS.4.2	68%	
20	Number Sense	MA.2.NS.4.3	47%	
21	Number Sense	MA.2.NS.2.2	71%	
22	Number Sense	MA.2.NS.3.1	100%	
23	Number Sense	MA.2.NS.3.2	24%	

Item Answers for RSP Math Cycle 1 2nd Grade, Class Elephants

Quest.	StandardName	Answer				
		A	B	C	D	
1	MA.2.NS.1.3	3%	24%	34%	31%	7%
2	MA.2.NS.5.2	7%	50%	33%	10%	1%
3	MA.2.NS.1.3	21%	3%	3%	7%	7%
4	MA.2.NS.2.2	30%	22%	30%	18%	0%
5	MA.2.NS.1.1	3%	75%	10%	7%	7%
6	MA.2.NS.6.1	16%	24%	81%	7%	0%
7	MA.2.NS.3.2	7%	28%	17%	48%	0%
8	MA.2.NS.4.2					
9	MA.2.NS.4.1			100%		
10	MA.2.NS.1.1	7%	40%	3%	30%	20%
11	MA.2.NS.4.3	55%	7%	7%	34%	0%
12	MA.2.NS.2.1	62%	34%	3%	3%	0%
13	MA.2.NS.3.1		3%	97%		
14	MA.2.NS.1.3	19%	72%	9%	0%	0%
15	MA.2.NS.5.1	3%	7%	17%	69%	3%
16	MA.2.NS.3.2	12%	3%	31%	52%	0%
17	MA.2.NS.3.3	7%	14%	12%	7%	0%
18	MA.2.NS.2.2	55%	24%	15%	7%	0%
19	MA.2.NS.4.2	17%	10%	7%	66%	0%
20	MA.2.NS.4.3	17%	10%	22%	45%	0%
21	MA.2.NS.2.2	21%	10%	54%	10%	3%
22	MA.2.NS.3.1	100%	0%	0%	0%	0%
23	MA.2.NS.3.2	74%	24%	2%	0%	0%

Question 7

FullName

7

Answer	Count	Percentage
A	1	14.3%
B	3	37.5%
C	17	19.8%
D	26	29.4%
E	0	0%



Standard Mastery

Directions: Select one or more standards to track mastery over time. All formative assessments that contain at least one question associated to that standard will show up in the data. Note: Make sure Formative Assessments are named alphabetically to ensure the correct chronological order.

Filters

Select School: RSA

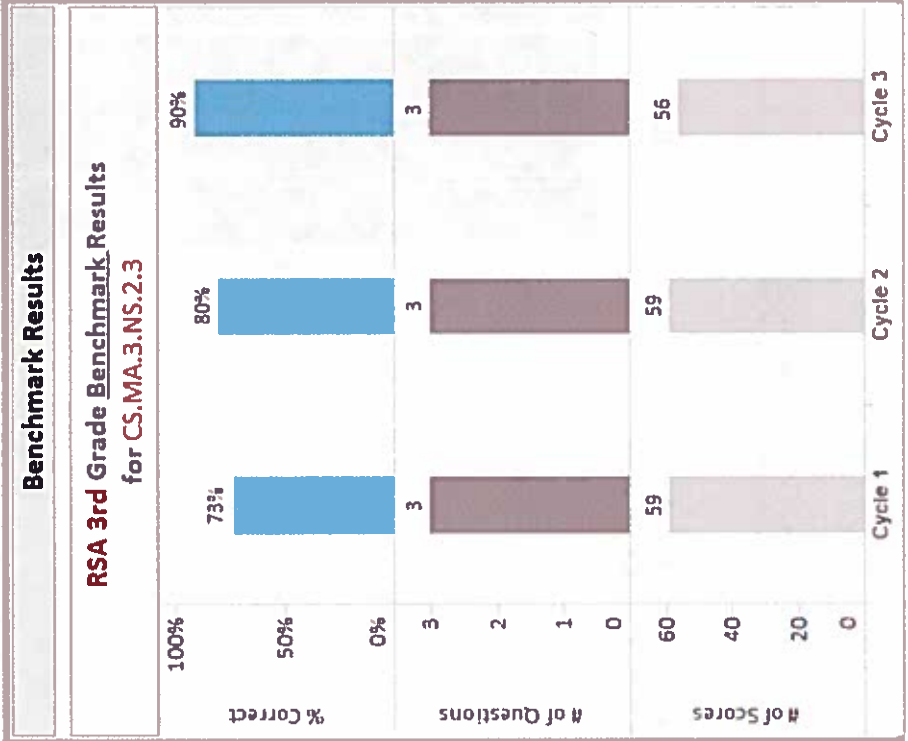
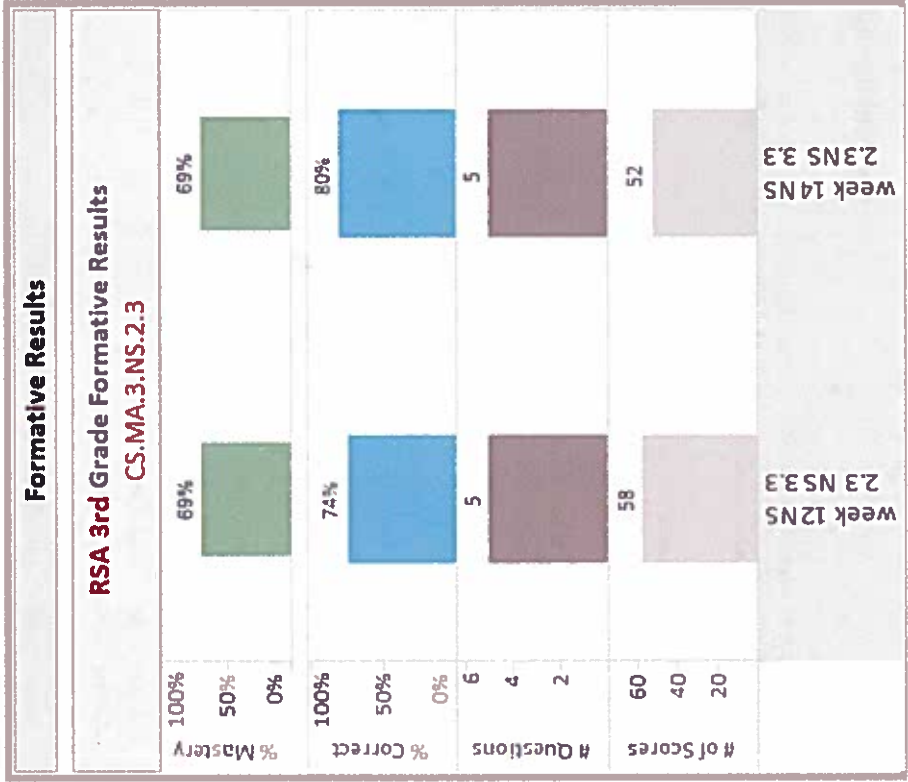
Select Grade: 3rd

Enrollment_Classroom: (All) Bruins Buffaloes

Select Subject: Math

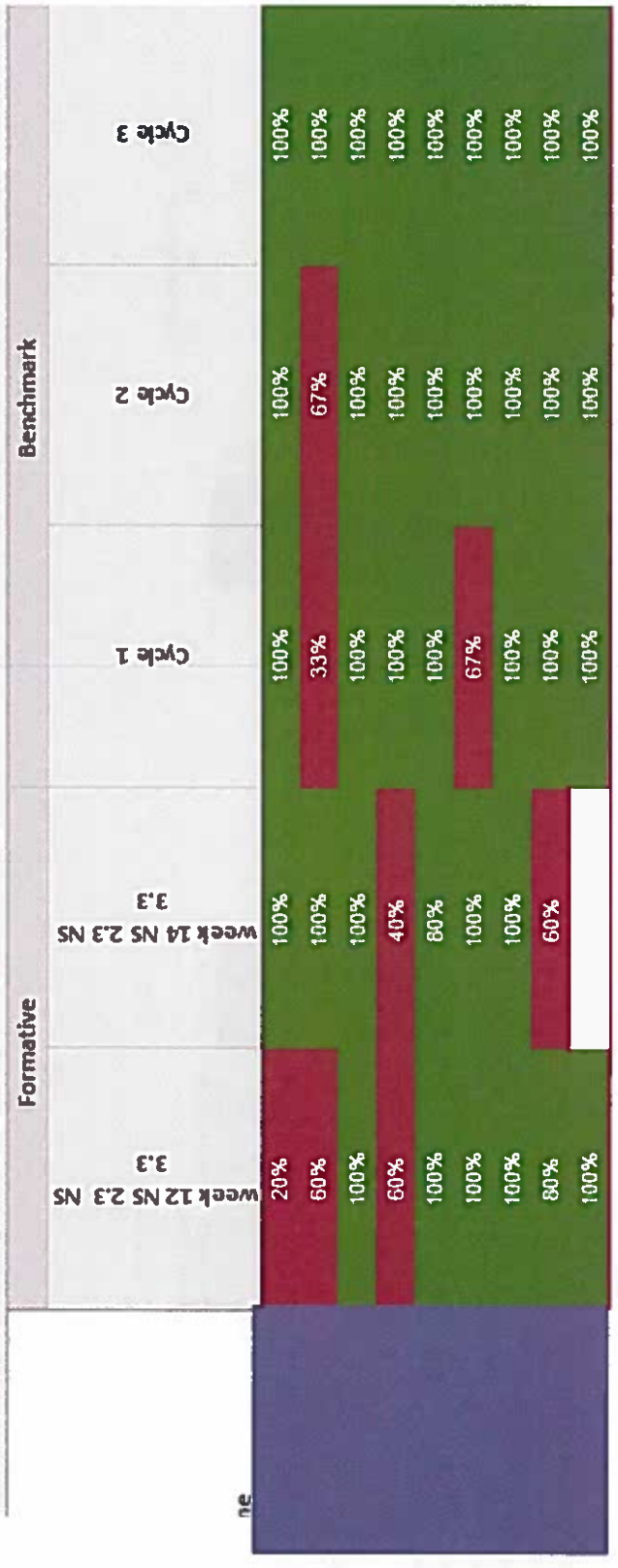
Select Standards: CS.MA.3.NS.2.3

Select Date Range: 7/10/2013 - 12/20/2013





RSA 3rd Grade Standards Mastery by Student
CS.MA.3.NS.2.3
How have students performed on questions aligned to these standards across various assessments?





NWEA MAP Strand Summary

Strand Performance Summary

RMS - 5th Grade - W, 2013-2014

RMS
W

Reading

Category	Percentage
Foundational Skills & Vocab	25%
Informational Text	21%
Literature	21%

Student Strand Scores

Click one of the bars in the Strand Performance Summary (left) to see a filtered list of students in that group and student score on the selected strand

Student	Score
FullName	188
Student 1	189
Student 2	191
Student 3	192
Student 4	195
Student 5	197
Student 6	197
Student 7	198

MAP Workbook for School Leaders – Percentile Ranks

NWEA MAP: Performance Trends in Percentile Rankings by Grade

Good For: Comparing performance by grade throughout the year or to other years. Identify strengths and weaknesses, in terms of grade level performance, across the network or at your individual school.

Data Filters

- Select School Year: 2013-2014
- Select Subject: Reading
- Select School(s): RMS
- Select Test Period(s): (All)

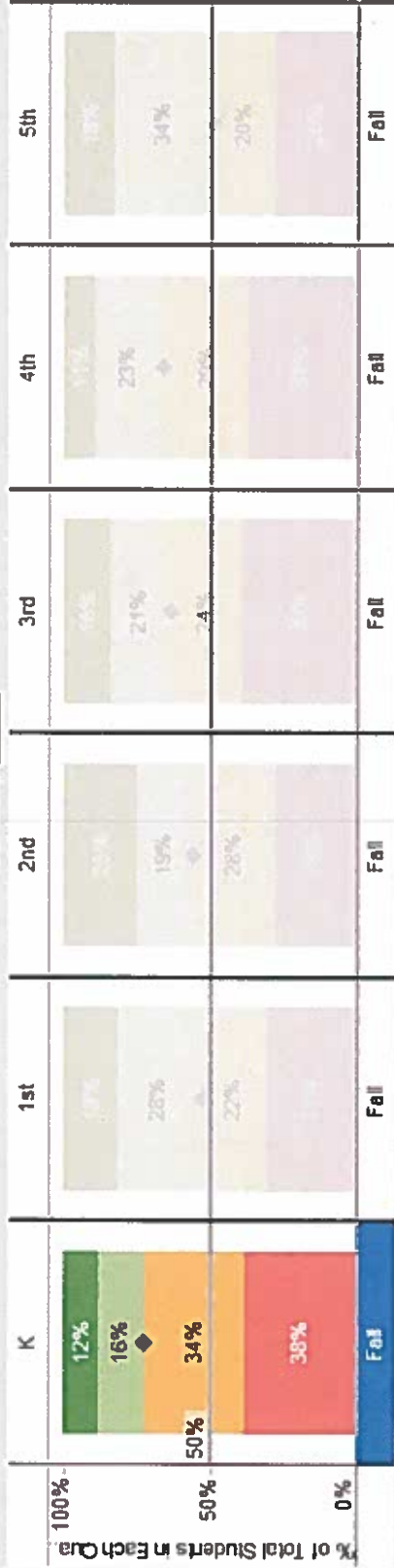
- a) Click on a test round in top graph to see that round compared to performance in other years.
- b) Hover over a bar to see number of scores included.
- c) Hover over the diamond



Select School Year: (Multiple values)

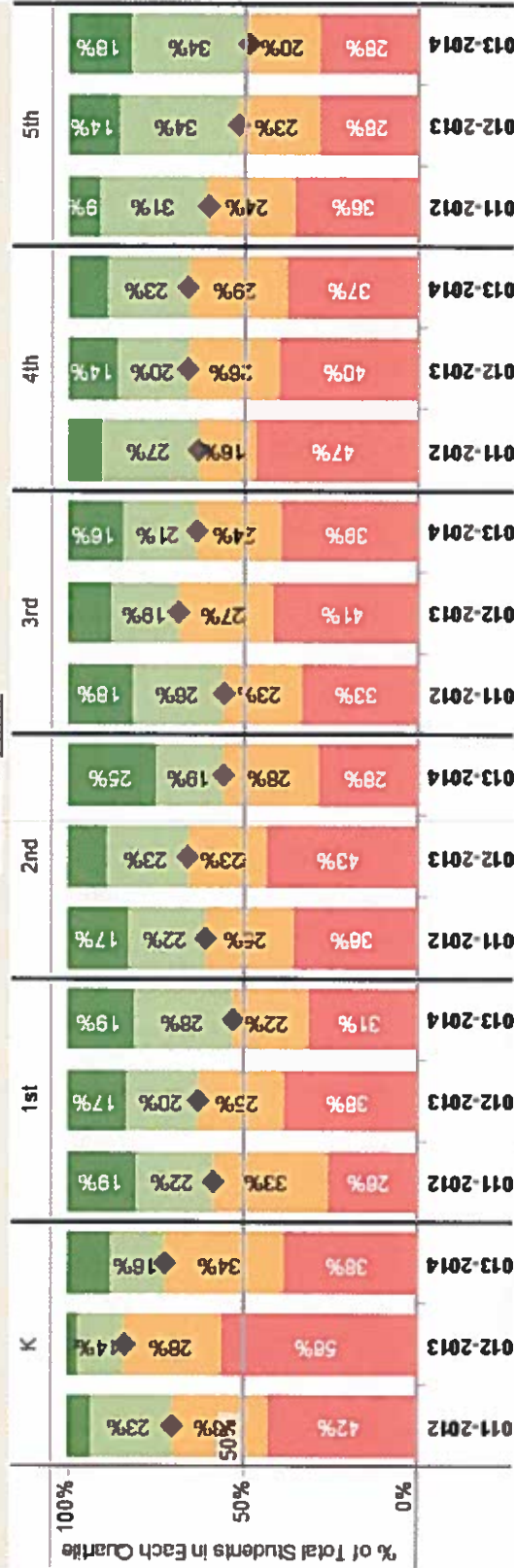
Reading 2013-2014: Distribution of Students by Grade and Round

Schools: RMS



Reading YOY: Distribution of Students by Grade in Fall

Schools: RMS



ROCKETSHIP

Response to Intervention (RtI) Playbook



Rocketship Education
2015-2016



Welcome to the 2015-16 Rtl Playbook, Rocketship's one-stop-shop for all things Rtl!

Table of Contents

[Fundamentals of an Rtl Approach](#) *(This section of the playbook provides an overview of the essential components of any Rtl framework, and is most helpful for **school leaders, ILSs, and ISE staff** who are new to working in an Rtl model).*

[Rtl at Rocketship](#): *(This section of the playbook details the way in which Rocketship implements the Rtl framework. It is most helpful for **school leaders managing Rtl/Tier 2** and **ISE NeST staff** who support Rtl implementation).*

- [Universal Screening](#)
- [Progress Monitoring](#)
- [Data-based decision making](#)
- [Data Days - Prior to and During](#)
- [Intervention Resources](#)
 - [Curriculum Overviews](#)
 - [Designing Tier 3 Interventions](#)
 - [Implementing Ready Common Core](#)
- [Roles and Responsibilities](#)
- [2015-16 Rtl Implementation Calendar](#)
- [ILS Professional Development Scope and Sequence](#)
- [Rtl Checklist for Tier 2/Learning Lab Leads](#)

[Resources](#): *(This section is helpful for **all staff members** who support Rtl implementation)*

- AIMSweb Resources:
 - [AIMSweb Benchmarks](#)
 - [AIMSweb Benchmark Trackers](#)
 - [Progress Monitoring Data Tracking Template](#)
 - [Student Facing PM Trackers](#)
 - [AIMSweb National Norms/Percentile Bands](#)
 - [AIMSweb How Tos](#)
 - [AIMSweb Video Tutorials](#)
- Intervention Curricula Resources
 - [Implementation Fidelity Checklists](#)
 - [SIPPS resources](#)
 - [Ready Common Core PPT Deck](#)



- [Sample Parent Notification Letters](#)



Fundamentals of a Response to Intervention (Rtl) Approach

At Rocketship Education, we use a Response to Intervention framework to organize our academic intervention efforts. The Rtl framework ensures that our struggling students get the intervention they need in order to access and excel in grade-level curriculum. Rtl is an ongoing process of using student data to make universal and individual instructional and intervention decisions. The ultimate goal of Rtl is for all students to perform at a proficient or advanced level because they have received appropriate instruction, accommodations, and modifications throughout the year.

There is no prescribed 'right' way to implement Rtl. There are, however, seven guiding principles or 'essentials' that aid schools in building out effective frameworks, systems, and structures. They are:

- [Multiple Tiers of Support and Intervention](#)
- [Evidence-Based Interventions](#)
- [Universal Screening](#)
- [Progress Monitoring](#)
- [Data-Based Decision Making](#)
- [Treatment Integrity](#)
- [Problem Solving Teams](#)

The seven essentials provide the backbone of this guide and Rocketship's Response to Intervention approach.

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1. Multiple Tiers of Support and Intervention

Within Rocketship's RtI framework, there are three tiers of instruction and intervention to target the varied needs of students. While each tier consists of its own curriculum and assessments to address these needs, curriculum can be interchangeable throughout the tiers, depending on the implementation model. Most often the three tiers of instruction are represented by an image of a triangle with corresponding percentages.



Tier I is called the *Universal Tier* and all students receive instruction, accommodations and assessments at this tier. In the Universal Tier, instruction is tied to Common Core State Standards. Teachers deliver Tier I instruction and provide appropriate accommodations and differentiation, such as GLAD strategies and guided reading, for all students regardless of whether or not they receive additional Tier II or III interventions. In successful RtI frameworks, the target is to have 80% of students performing on grade-level with appropriate accommodations and differentiation.

Students who are not performing on grade level with appropriate accommodations and differentiation or who score in the bottom 25th percentile on Universal Screens are considered

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to be “at risk” and in need of interventions that address foundational skills. These students are flagged for Tier II and Tier III interventions.

Tier II students often have knowledge gaps that can be filled by targeted instruction in their area of need. Instruction at these tiers is not tied to specific standards; rather, it addresses more universal foundational knowledge gaps. Tier II interventions are not simply ‘more guided reading’ or increased exposure to the standard addressing commas in a series. Those instructional actions are for teachers to make in their Tier I instruction. Tier II and Tier III interventions target gaps in Phonics, Phonemic Awareness, and Fluency that are holding these students back from being able to access Tier I instruction successfully.

Tier III students, traditionally, are selected because they are in the bottom 2-5% of Universal Screen test takers or because they have not responded to Tier I or II instruction. Often they have either more significant gaps (performing 2+ grade levels below) or a specific learning disability preventing them from succeeding in Tier I and Tier II instruction.

To help schools measure the success of their instruction and interventions, the framework provides target cutoff percentages of 80%, 15% and 5%. Refer to the chart below to understand the important target percentages that signify a well-functioning three-tiered instructional program.

100%			
Percentage of students who receive Tier I instruction with accommodations and differentiation.			
↓		↓	
80%		20%	
Percentage of students who are successful in Tier I with accommodations and differentiation.		Percentage of students who are unsuccessful in Tier I and are in need of Tier II or Tier III interventions. In a well-functioning RtI model, no more than 20% of a grade-level and/or school population should be receiving Tier II or Tier III instruction at a time.	
		↓	
		15%	2-5%
		Percentage of students requiring Tier II interventions.	Percentage of students requiring Tier III Interventions



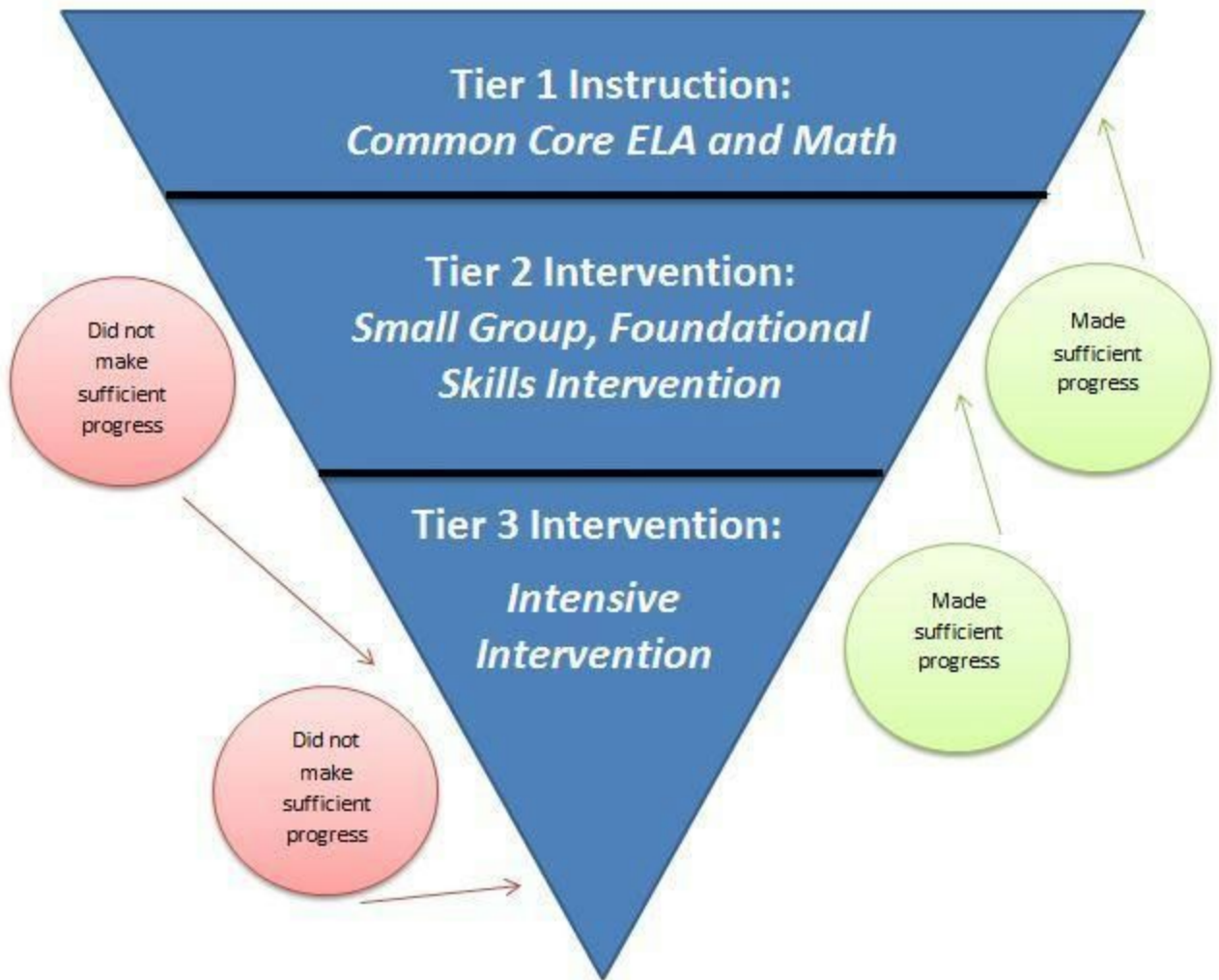
Because we recognize that each student population is different and represents a diverse array of needs, the above percentages represent aspirational goals, but are useful as guiding principles to ensure that your school's RtI program serves the needs of your students as it was intended.

Movement Across Tiers

In general terms, students move between tiers based on their responsiveness to intervention, as evidenced by their progress monitoring data. For example, a student who shows insufficient responsiveness to small group, foundational intervention (e.g. SIPPS) at Tier 2, as evidenced by failing to make progress towards his AIMSweb goal, may be referred for more intensive, individualized intervention (e.g. 1-on-1 SIPPS) at the Tier 3 level.

The graphic below depicts how movement between tiers may occur, but bear in mind that each student's circumstances will be slightly different, and decisions regarding movement for individual students will be made by the team at that student's school.

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2. Evidence Based Curriculum and Interventions

In each tier of instruction and intervention, there are specific curricula implemented by teachers and tutors. The chart below illustrates the current curricula to be used throughout the tiers. The programs at Tier II and III have been vetted by the Achievement and ISE teams and were selected with feedback from teachers, school leaders, and an analysis of the available evidence of effectiveness. There are one-pagers available in the “[Resources](#)” section of the playbook that provide an overview of each program.

	ELA	Math
--	-----	------



<p>Universal Curricula</p> <p>TIER I</p> <p><i>Classroom Teacher</i></p>	<ul style="list-style-type: none"> • Rocketship Humanities Units 	<ul style="list-style-type: none"> • Singapore
<p>Intervention Curricula</p> <p>TIERs II and III</p> <p><i>ILSs</i> <i>ISE Specialists</i> <i>Paras</i></p>	<p><u>Phonics/Phonemic Awareness/Fluency</u></p> <ul style="list-style-type: none"> • Sound Partners (K for Tier 2; K-5 for Tier 3) • SIPPS (Tier 2; 1-5) • Seeing Stars (Tier 3; K-5) • ELSB (SIP; K-5) <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> • Ready Common Core (Tier 2; 2-5) • Building with Stories (SIP; K-5) <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Step up to Writing (Tier 3; K-5) 	<p><u>Intervention within the classroom:</u></p> <ul style="list-style-type: none"> • Ready Common Core (Tier 2; K-5) • On Cloud 9 (Tier 3; K-5) • Touch Math (Tier 3; K-5)



3. Universal Screening

In order to determine which students are performing on grade level and which are “at risk,” Rocketship uses a suite of universal screening tools. Universal screeners are assessments that all students take at scheduled intervals throughout the school year. At Rocketship, these include, NWEA MAP and STEP. The data from these screens are used to differentiate instruction at Tier I, determine student growth and identify students in need of intervention.

Universal screening is most effectively conducted using a “multiple gating process,” in which data from multiple measures is cross-referenced. Multiple gating is an important practice because there are some students who may underperform on one test but actually score as proficient on another due to investment, testing circumstances, social-emotional factors, or other factors. By looking at more than one set of data, School Leaders are more likely to select the students truly in need of intervention because they will have scored beneath their peers on both assessments.

You can find additional detail on Rocketship’s approach to universal screening in the “[Universal Screening](#)” section of this playbook.



4. Progress Monitoring

Progress monitoring is the process of administering regular assessments to determine the extent to which students participating in intervention are responding to those supports. At Rocketship, [AIMSweb](#) is the online system we use for universal screening, progress monitoring, and data management/reporting. AIMSweb provides us with curriculum based measurements which assess foundational academic skills (oral reading fluency/accuracy, letter name/sound, nonsense word decoding) that are indicative of overall ability to access grade level curriculum successfully. Because AIMSweb provides us with national norms, much like NWEA MAP/MPG, it will allow us to compare where students are relative to others in their grade and to track student progress across the year and year over year. Based on 30+ years of research, AIMSweb is used by many schools with a fully developed Rtl framework. How-to guides for using AIMSweb can be found in the “[Resources](#)” section of this playbook.

At Rocketship, we monitor the progress of students participating in ELA interventions according to the following schedule:

	Progress Monitoring
Tier I	<ul style="list-style-type: none">• Regular formative assessments
Tier II	<ul style="list-style-type: none">• Weekly curriculum based measure (AIMSweb 1-minute ELA probes)
Tier III	<ul style="list-style-type: none">• Weekly curriculum based measure (AIMSweb 1-minute ELA probes)



5. Data Based Decision Making

Data-based decision making is the process in which a team of educators reviews and analyzes data (both universal screening and progress monitoring) in order to inform decisions ranging from placing students in intervention to assessing the overall health of an intervention program.

The table below outlines Rocketship's data-based decision making processes across the tiers.

	Data-based Decision Making Actions
Tier I Universal, Class-level analysis	<p>Teachers and coaches engage in weekly, grade-level data meetings to discuss standards to focus on, reteach groups, accommodations and modifications that will help students successfully access content in tier I, and focus students in Student Huddle meetings.</p> <p>Emphasis is on identifying root causes of student struggles and high quality, tier 1 teaching strategies to address them.</p>
Tier II Small group and Individual Analysis	<p>Each cycle, interventionists, coaches, and grade level teams look at universal screening data (supported by Schoolzilla report) to identify students who are candidates for Tier II intervention.</p> <p>Coaches have regular data discussions (based on AIMSWeb progress) with interventionists and grade-level teams about individual and groups of students who are/aren't making progress.</p>
Tier III Individual Analysis	<p>SST teams meet to plan targeted, individualized interventions for students who are not making adequate progress in Tiers 1 and 2.</p>



6. Treatment Integrity

Treatment integrity (also referred to as “implementation fidelity”) refers to the extent to which a given evidence-based intervention is implemented in the manner in which it was designed to be implemented. It is important for Rtl schools to develop and implement processes for monitoring treatment integrity so that, when engaging in data-based decision making, they can rule out poor instruction as the cause of low student responsiveness to intervention.

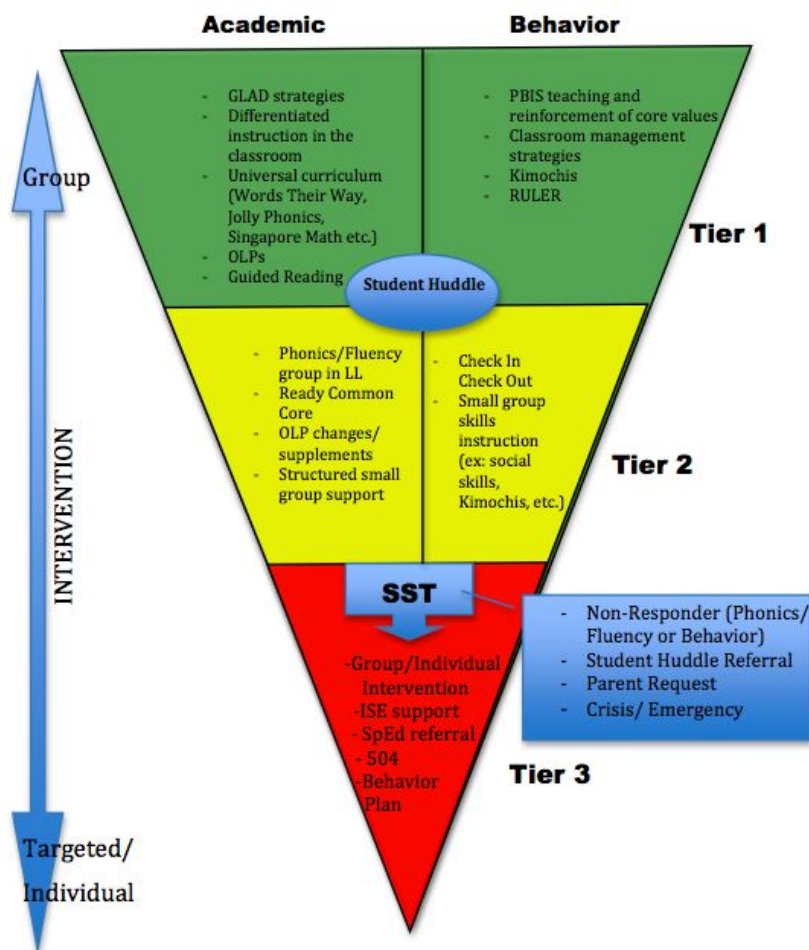
Rocketship has developed a series of Implementation Fidelity Checklists correlated with our suite of evidence-based interventions to support school leaders in assessing treatment integrity at their school sites. These can be found in the [“Resources”](#) section of this playbook.

ROCKETSHIP

7. Problem Solving

Problem solving within an RtI framework is closely related to the data-based decision making process, and involves a team-based approach to identifying and responding to ‘problems’ within the framework. These ‘problems’ can range from individual students who are not responding to interventions to interventionists who have consistently low rates of responsiveness from students in their groups to a mismatch between individual student needs and the available interventions on site.

The SST process is Rocketship’s formal structure for engaging in team-based and data-based problem solving for individual students. Students can be referred to the SST process through several avenues, including non-responsiveness to Tier 2 interventions, the Student Huddle process, or a parent request for special education assessment. Please see “[SST and Pre-referral](#)” folder for more detailed explanations of the SST process, including the SST forms.



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Rtl at Rocketship: Universal Screening

Rocketship uses NWEA MAP, AIMSweb benchmarks, and STEP as the universal screeners which identify students who are not responding adequately to tier 1 instruction and may require additional, supplemental interventions. The following charts briefly outline the progressive administration of universal screeners throughout the year.

Timeline	Universal Screening Process
Existing Schools: Spring 2015 New Schools: Fall 2015	First Gate: MAP - 100% of Rocketship students take the NWEA MAP assessment. Students performing below the 35th percentile are flagged for additional assessment (via the AIMSweb benchmark).
Existing Schools: Summer/Fall 2015 New Schools: Fall 2015	Second Gate: AIMSweb - All students performing below the 35th percentile on NWEA MAP take the grade level AIMSweb benchmark. Students below the 25th percentile are flagged as intervention candidates.
Fall 2015	Diagnostic: SIPPS - All students performing below the 25th percentile on NWEA MAP take the SIPPS diagnostic. Ability-based, cross grade level intervention groups are formed based on identified starting points.
Fall 2015	Third Gate: STEP - Students performing below a certain level on the fall STEP assessment (see guidelines below) are identified, administered the SIPPS diagnostic, and programmed into intervention groups as space allows.
Winter 15-16	First Gate, New Students: STEP - Students performing below a certain level on the winter STEP assessment (see guidelines below) are identified, administered the SIPPS diagnostic, and programmed into intervention groups as space allows.

Survey Level Assessments (SLAs)

In order to accurately indicate whether a student is responding appropriately to interventions, a progress monitoring tool must be sensitive to change. For students performing very far below grade level, grade level probes are not an appropriate progress monitoring tool - because they are far above the student's reading level, the student could be making progress in intervention that would not be reflected on a grade level progress monitoring probe. In those cases, schools



should conduct “Survey Level Assessments” (SLAs).

Anytime a student falls below the 10th percentile on the grade level AIMSweb benchmark the interventionist will conduct an SLA. In this process, progressively lower level probes are administered until the interventionist identifies the grade level at which the student performs between the 10th and 25th percentiles.

A couple of notes on survey level assessments:

- Students **always** take the AIMSweb benchmark assessment for their grade level, even if they are being progress monitored out of grade level.
- If a student performs below the 10th percentile on a given grade level, but above the 25th percentile on the next lower grade level, use the **higher** grade level as the student’s progress monitoring level.
- If a student performs below the 10th percentile on the 1st grade OR CBM, administer the NWF probe from the early literacy suite.
- If the student performs below the 10th percentile on the NWF probe, administer the LSF probe. LNF is the lowest probe - this will be a student’s progress monitoring level even if they perform below the 10th percentile on the initial administration.

Prioritizing Students for Intervention

During the universal screening process, your site may find that you have more students who “qualify” for intervention than you can accommodate (particularly new schools). In these cases, schools should prioritize the most “behind” students for intervention. The following data charts are intended to assist in determining student eligibility for Tier II and III intervention groups. For Cycle 2 and Cycle 3, STEP will be the exclusive Universal Screener to determine Tier II eligibility and this guide should also be used to identify students for intervention during those cycles.

Cycle 1

STEP	1st Priority	2nd Priority	3rd Priority	Not Prioritized
Kinder	Before STEP	Pre-Reading		STEP 1 – 3
Grade 1	Bef. STEP- Pre-Reading	STEP 1	STEP 2	STEP 4 – 6
Grade 2	Bef. STEP- STEP 2	STEP 3 – STEP 4	STEP 5 - 6	STEP 7 – 9

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Grade 3	Bef. STEP-STEP 3	STEP 5- STEP 7	STEP 8 – 9	STEP 10 – 12
Grade 4	Bef. STEP -STEP 5	STEP 6 – STEP 9	STEP 10 - 12	STEP 13 – 15
Grade 5	Bf. STEP-STEP 5	STEP 6 – 10	STEP 11 – 16	STEP 16 – 18

Cycle 2

STEP	1st Priority	2nd Priority	3rd Priority	Not Prioritized
Kinder	Before STEP	Pre-Reading	STEP 1	STEP 2 – 3
Grade 1	Bef. STEP-Pre-Reading	STEP 1 -2	STEP 3	STEP 3 – 6
Grade 2	Bef. STEP-STEP 2	STEP 3 – STEP 4	STEP 5 - 6	STEP 7 – 9
Grade 3	Bef. STEP-STEP 3	STEP 5- STEP 7	STEP 8 – 9	STEP 10 – 12
Grade 4	Bef. STEP -STEP 5	STEP 6 – STEP 9	STEP 10 - 12	STEP 13 – 15
Grade 5	Bf. STEP-STEP 5	STEP 6 – 10	STEP 11 – 16	STEP 16 – 18

Cycle 3

STEP	1st Priority	2nd Priority	3rd Priority	Not Prioritized
Kinder	Before STEP	Pre-Reading	STEP 1	STEP 2 – 3
Grade 1	Bef. STEP-STEP 1	STEP 2	STEP 3	STEP 5 – 6

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Grade 2	Bef. STEP- STEP 2	STEP 3 – STEP 5	STEP 6 – 7	STEP 8 – 9
Grade 3	Bef. STEP- 4	STEP 5- STEP 7	STEP 8 – 10	STEP 11 – 12
Grade 4	Bef. STEP- 7	STEP 8 – 10	STEP 11 - 13	STEP 14 – 15
Grade 5	Bef. STEP- 10	STEP 11 – 13	STEP 14 – 16	STEP 17 – 18

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Rtl at Rocketship: Progress Monitoring

At Rocketship, we utilize [AIMSweb](#) as our progress monitoring platform for students participating in Tier 2 and 3 ELA interventions. AIMSweb provides both the assessments we use for progress monitoring, as well as the database for storing and analyzing progress monitoring data on an ongoing basis.

The assessments provided by AIMSweb are called “curriculum-based measurements” (CBMs). These are short (1 minute) probes designed to assess a student’s performance on a specific, early or basic literacy skill. They are not designed to be comprehensive assessments of a student’s reading skills; rather, they are designed to be sensitive to change, to provide reliable and frequent information regarding a student’s responsiveness to an intervention, and to indicate whether a student is increasing in a targeted, basic skill that is required in order for them to access grade level content.

AIMSweb has a suite of ELA CBMs*, including:

Tests of Early Literacy		
<i>Probe</i>	<i>Grade Levels</i>	<i>Description</i>
Letter Naming Fluency	Kinder, Fall → 1st, Fall	Students state a letter name
Letter Sound Fluency	Kinder, Winter → 1st, Fall	Students state a letter sound
Phoneme Segmentation Fluency**	Kinder, Winter → 1st, Winter	Students segment a CVC word into individual phonemes
Nonsense Word Fluency	Kinder, Winter → 1st, Spring	Students read or segment phonetic CVC words
Oral Reading Fluency***		
<i>Probe</i>	<i>Grade Levels</i>	<i>Description</i>
Oral Reading	1st, Winter → 8th	Students read short passages.

*See the “[AIMSweb Benchmark](#)” folder for a samples of each CBM

**Rocketship does not recommend the use of the PSF probes.

***See pages 7, 11, 15, and 20 of the [Test of Early Literacy Administration and Scoring Guide](#) for scripted directions to administer the early literacy probes.

****See page 6 of the [RCBM Administration and Scoring Guide](#) for scripted directions to administer the ORF probes



Interventionists monitor student's progress using AIMSweb probes on a **weekly** basis at Rocketship. On Thursday minimum days, ILSS should not pull intervention groups and should instead use this time to administer progress monitoring assessments to the student's on their caseloads.

ILSS may also choose to have students monitoring their own progress in intervention - research shows that simply self recording CBM results can positively impact student fluency rates. Sample student-facing trackers are available in the "[Resources](#)" section of the playbook.

Setting Progress Monitoring Goals

Every student participating in Tiers 2 and 3 interventions at Rocketship has a specific progress monitoring goal. This allows school teams to easily determine if a student needs additional intervention or is ready to exit intervention based on their progress towards this goal. Setting progress monitoring goals in AIMSweb is the responsibility of the interventionist (ILS or ISE Specialist), to be monitored and supported by the school leader.

Goal Setting Assumptions:

- **Students who are at or above 25th percentile:** Students who are at or above the 25th percentile according to AIMSWeb benchmarks should *not* be in Tier II or Tier III
- **Students who are between the 10th and 25th percentile:** Students who are between the 10th and 25th percentile should be progress monitored ON grade level
- **Students who are below the 10th percentile:** Students who are below the 10th percentile according to AIMSWeb benchmarks should be progress monitored below grade level until they demonstrate they are at or above the 10th percentile according to AIMSWeb benchmarks
- **Re-evaluation cycle:** Students in Tier II or Tier III will be assessed and reevaluated around Data Days in December/January, March, and May
- **Higher BOY AIMSWeb percentile:** The higher a student's BOY AIMSWeb percentile, the earlier in the school year the student should be expected to reach the 25th percentile

AIMSweb considers students within grade level expectations when they are performing at or above the 25th percentile on grade level CBMs. For this reason, the 25th percentile is generally used as the 'goal' for students in intervention, with the timeline for meeting the goal depending on the student's starting point. See "[Goal Setting Guidelines](#)" in the "[Resources](#)" section of this playbook for specific goal setting guidelines.

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Rtl at Rocketship: Data-Based Decision Making

Data-based decision making for students participating in tier 2 ELA interventions occurs on an ongoing basis through coaching conversations between school leaders and interventionists, as well as at the end of data cycles. The end of the data cycle is the time when problem solving teams work together to determine which students have made enough progress to exit intervention, which students should remain in their current intervention and which students have made insufficient progress and should be considered for a more intensive level of intervention. The data-based decision making process at data days is as follows (you can find [a version of this protocol which includes a visual decision making tree in Box](#)):

1) Determine if sufficient data points have been collected:

CBM data isn't considered valid for the purposes of instructional decision making until we have enough data points to generate a stable trend line. We need to collect at least four data points within a six week period in order to make instructional decisions. If we don't have sufficient data for the student, continue providing the intervention and monitoring progress. If we do have sufficient data...

2) Determine if the student is making sufficient progress:

We can use two methods to determine progress:

- The "Three Point Rule": If the at least three of the most recent four data points are close to, at, or above the student's goal line, we can conclude that the student is responding favorably.
- The "Trendline Rule" If the student's trendline is trending upward, and is showing that the student will meet (or will be close to meeting) their goal by its assigned date, we can conclude that the student is responding favorably.

If this the student is responding favorably... (if the student is not responding favorably to intervention, skip to step 6)

3) Determine if the student has met their progress monitoring goal, and whether the student was being monitored on or off grade level.

4) If the student is being progress monitored on grade level, and they have met their progress monitoring goal, **administer the AIMSweb benchmark to ensure they are now performing above the 25th percentile on the benchmark.** If they are, they are ready to exit from intervention. If not, **continue to provide intervention and monitor progress.**

5) If the student is being progress monitored off grade level, **increase the progress monitoring grade level and continue to provide the intervention.**



6) If the student is not responding favorably to the intervention as evidenced by a lack of progress towards the progress monitoring goal, **determine if the intervention is being implemented with fidelity:**

- Two data sources can provide information about the fidelity of the intervention implementation – observations using implementation fidelity checklists and the progress of the other students in the group (if the majority of the students in the group are making progress, you can conclude that the intervention is being implemented with fidelity. If not, that is an indication that there may be a need to investigate implementation challenges).

7) If the intervention is not (or may not be) implemented with fidelity:

Develop a plan to coach the interventionists towards fidelity of implementation

8) If the intervention is being implemented with fidelity:

Determine if attendance, behavior, or motivational factors are significantly impacting student progress. If a student is not able to access the intervention because of any of the factors listed above, the team will want to develop a plan to address these issues before making an instructional change for the student.

9) If there are no attendance, behavior, or motivational factors significantly impacting student progress, **consider referring the student to a more targeted, intensive level of intervention.** In most cases, this will mean referring the student for an SST so the SST team can plan a targeted, individualized support plan for the student.

Tips for using these guidelines:

These guidelines are meant to provide a general process that teams can follow when analyzing student progress. However, teams may use their discretion to deviate from them on a case-by-case basis depending on student need. For example, if the student is new to Rocketship and has only been in intervention for one data cycle, the team may decide to continue a Tier 2 intervention even if the student isn't yet responding favorably to give the student more time in the intervention. Alternatively, if the student is in their second year of intervention and is still not making sufficient progress, the team may accelerate intensive planning for the student

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Rtl at Rocketship: Data Days

There is quite a bit of Rtl-related work that occurs on data days, to align with the end of data cycles. The scope and sequence below provides guidelines on what school leaders and ILSs should do prior to and during data days to stay on track with tier 2 interventions. We have also created a stand alone [“Winter Rtl Handbook”](#) and [“Spring Rtl Handbook”](#) which contain *just* the information that Tier 2 leads need to prepare for data days at the end of each of those cycles.

<u>Data Day</u>	<u>Prior to...</u>	<u>During...</u>
September	<p>Step 1: Give AIMSWeb benchmark to bottom 35th percentile of students and any new students in GL (as determined by Spring MAP results)</p> <p>Step 2: Enter all results in AIMSWeb</p> <p>Step 3: Give SIPPS diagnostic to any student who falls in the bottom 25th percentile according to AIMSWeb</p> <p>Step 4: Give SLA to any student who falls below the 10th percentile on their grade-level benchmark</p>	<p>9.18: Use Data Day #1 to create ability-based groups across GLs and determine tutoring logistics</p> <ul style="list-style-type: none"> ● All students performing below the 25th percentile qualify for SIPPS/phonics intervention (exception: ISE students who are receiving tier 3 support from their ISE case manager) ● Priorities phonics/fluency needs. If you have many students who qualify for SIPPS/phonics intervention, fill your ILSs’ schedules with these groups. ● If you have capacity (i.e. lower numbers of students needing phonics intervention), leave room in your ILSs’ schedules for comprehension groups to start in October. <p>9.19: Use Data Day #2 to enter students names in caseload and create progress monitoring goals</p>
January	<p>Step 1: Give AIMSWeb benchmark to ALL Tier II and III students (in December)</p>	<p>Step 1: Exit from intervention any student who has already met their AIMSWeb goal (*for SLA students, move them to the next grade level)</p> <ul style="list-style-type: none"> ● Cross reference STEP score: anyone 2 years or more below GL on STEP should be moved into RCC comprehension ● Anyone NOT 2 years or more below GL should be exited



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		<p>Step 2: Utilize the AIMSWeb Data Analysis Protocol to review progress monitoring status of students participating in intervention to determine next steps.</p> <p>Step 3: Use STEP data from December to add any additional students to Tier II (2 years or more below GL)</p> <ul style="list-style-type: none"> • Use same diagnostic and placement process from September after Data Day (*refer to Rtl Calendar.)
March	<p>Step 1: Give AIMSWeb benchmark to ALL Tier II and III students</p>	<p>Step 1: Exit from intervention anyone who has already met their AIMSWeb goal</p> <ul style="list-style-type: none"> • Cross reference STEP score: anyone 2 years or more below GL should be moved into RCC comprehension, *comprehension students do NOT receive AIMSWeb benchmark • Anyone NOT 2 years or more below GL should be exited <p>Step 2: DO NOT add any additional Tier II students; ONLY exiting or moving students from phonics to comprehension</p>

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RtI at Rocketship: Intervention Resources

Curriculum Overviews

This section of the RtI Playbook provides an overview of each of the programs in Rocketship's intervention suite, including:

- [Sound Partners](#)
- [Systematic Instruction in Phonics and Phonemic Awareness \(SIPPS\)](#)
- [Fluency Supplement Recommendation for SIPPS](#)
- [Ready Common Core](#)
- [ELSB](#)
- [Step Up To Writing](#)



Sound Partners

Tier: Tier II (Kinder only) and Tier 3 (K-5)

Interventionists: ILS and ISE

Grades: Primarily Kindergarten, Grades 1-2 on a need basis

Sound Partners is an intervention program in phonics-based early reading, designed primarily for lower-grade students (K-2) lacking foundational phonics and phonemic awareness skills. Sound Partners routines include letter-sound correspondence, segmentation, individual word reading, sight word practice, and practice reading with connected text. The ideal group size is 3 students or less, and Sound Partners is implemented by ISE Specialists, Para-professionals, and ILSes.

Materials:

- Sound Cards
- BOB books (for connected reading)
- Lesson Book
- Student Mastery Tests
- Tutor Implementation Manual
- Attendance/Lesson Completion Logs
- Progress Reports (for teachers and/or parents)
- Tutor Observation Forms (Treatment Integrity Checklists)

Lesson Components

- Say the Sounds (*student practices saying the sound associated with a letter or letter pair and practices writing the letter(s) associated with a sound*)
- Letter Sound Cards (*student practices pairing sounds with key words*)
- Segmenting (*student practices listening for the separate sounds in a word and saying them one at a time*)
- Word Reading (*student reads words by saying their sounds and blending them aloud. Student spells words by listening for and writing down the sequence of sounds in the word*)
- Sight Words (*student practices reading words that cannot be sounded out*)
- Sentence Reading (*student reads sentences made up of taught sight and decodable words*)
- Magic -e- (*student practices reading words using the “magic -e- rule”*)
- Word Endings (*student practices reading words with the endings –s, -ed, -y, and –ing*)
- Pair Practice (*student practices reading and spelling words and nonwords with new letter pairs*)
- Reading Long Words (*student practices reading compound and multisyllable words*)
- Book Reading (*student practices reading newly taught sounds and words in a story*)



Curriculum Starting Point

All students start Sound Partners at lesson 1; however, students move through the lessons at different rates depending on their skill and mastery of the material.



SIPPS

Tier: Tier II, Phonics and Fluency

Interventionists: ILSs

Grades: Grades 1-5

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a program for struggling readers from kindergarten through 12th grade. SIPPS routines include letter, sound and word cards as well as decodable books to apply instruction to a more realistic setting. The ideal group size is 6 student or less.

SIPPS Levels:

- *SIPPS Beginning:* Designed for students in Grades 1-3 who know their letter sounds, but have not mastered blending or segmentation.
- *SIPPS Extension:* Designed for students in Grades 1-3 who can read and spell simple simple vowel patterns.
- *SIPPS Plus:* Condensed version of Beginning and Extension, designed for students in Grades 4+.
- *SIPPS Challenge:* The end of the SIPPS spectrum; any student who has surpassed Extension or Plus could enter into Challenge.

Materials

- | | |
|--------------------------------------|-----------------------------|
| ● Sound Cards | Sight Word Cards |
| ● Sight Word Wall Cards | Spelling-Sound Cards |
| ● Story Posters | Sets of Little Books |
| ● Reproducible Stories Book | DVD with Videos of Routines |
| ● CD-ROM with all reproducible pages | Online resources |

Lesson Components (for resources/videos go to: <https://teach.devstu.org/session/new>; use username: mwunderlich@rsed.org and password: rocketship)

- Rereading a Story
- Phonological Awareness
- Phonics and Decodable Words
- Sight Words
- Reading a Story
- Guided Spelling and Segmentation
- Fluency Practice

Curriculum Starting Points

SIPPS has a placement assessment that will be given to students within the first week of intervention. For students in Grades K-3, there are 3 levels at which they could enter: Beginning, Extension, and Challenge. For students in Grades 4-5, there are 2 levels at which



they could enter: Plus or Challenge. Each level has 5 different entry points (ie. Lesson 1 or Lesson 21), except for Challenge. At the Challenge level, everyone starts at Lesson 1.

- [SIPPS K-3 Diagnostic](#)
- [SIPPS 4-12 Diagnostic](#)

Fluency Supplement Recommendation for SIPPS

Rationale

Although SIPPS' systematic, routinized approach to phonics instruction is extremely effective, our SIPPS program lacks an effective fluency component. The SIPPS curriculum does in fact have a fluency element - 20- 30 minutes of fluency practice after the 30 minute scripted lesson - but our 30-minute time constraints do not enable us at Rocketship to make use of it. Since students are being progress monitored through AIMSWeb on fluency assessments, it makes sense to supplement the SIPPS curriculum with fluency practice. Below we have outlined a few suggested recommendations.

Suggestions for When to Supplement

Curriculum Level	Grade-Level	Supplement	Why/When
SIPPS Beginning	Typically Grades 1-2	No	Too low-level; students in Beginning have only mastered short vowels
SIPPS Extension	Typically Grades 1-3	Yes	Starting at Lesson 1
SIPPS Plus	Grades 4-5	Yes	Starting at Lesson 1
SIPPS Challenge	Any student in Grades 1-5 who has completed either SIPPS Extension or Plus	Yes	Starting at Lesson 1

Suggestions for What to Use to Supplement

Curriculum	Important to Know	Materials Available	Suggested Frequency
Lakeshore	NOT FREE: Will have	~20 passages per grade-level	At least 1x/week - either



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	to purchase and have shipped		hold 1-2 students after the lesson to do 1 minute fluency practice OR practice with entire group on minimum days when not progress monitoring
HELPS (Helping Early Literacy with Practice Strategies)	FREE: You will have to create a log-in and will be asked to make a donation, but will not be charged for materials	Teacher's Manual Student Passages Teacher Passages	At least 1x/week - either hold 1-2 students after the lesson to do 1 minute fluency practice OR practice with entire group on minimum days when not progress monitoring
Reading A-Z	NOT FREE: Must have a member log-in to access	169 passages available; 8 per reading level from Levels F-Z on Fountas & Pinnell scale	At least 1x/week - either hold 1-2 students after the lesson to do 1 minute fluency practice OR practice with entire group on minimum days when not progress monitoring



Ready Common Core*

*See "Implementing Ready Common Core" for more details on how to select and set goals for students participating in Ready Common Core

Tier: Tier II, Comprehension

Interventionists: ILSes

Grades: Grades 2-5

Ready Common Core is a comprehension program that employs a gradual-release model to enable struggling readers to access grade-level text. While the curriculum is available from Grades K-8, Rocketship has RCC available in Grades 2-5 as the comprehension component of our RtI program. The ideal group size is 6 student or less.

Materials

- Student Workbook
- Teacher Edition

Lesson Components

Each lesson is 5 components; Parts 1 and 2 can be taught together. Each lesson lasts 1 week with 30 minute small group instructional periods 4x/week.

- *Part 1: Introduction* - Think of this as the hook. It is intended to introduce the comprehension skill they will be practicing for the week in a student-friendly and engaging way.
- *Part 2: Modeled Instruction* - Students read a short text and are guided, through modeled think-alouds and sentence frames, to discuss comprehension questions.
- *Part 3: Guided Instruction* - Students continue reading the same text and use the skills they have just practiced to answer discussion questions.
- *Part 4: Guided Practice* - Students read a longer text and respond to comprehension questions with less guidance from the instructor.
- *Part 5: Common Core Practice* - This is designed as the weekly formative assessment. Students complete the assessment independently, after which they justify and discuss their answers as a group.

Digital Access

- [Online Teacher Toolbox](#)

Curriculum Starting Points

Ready Common Core is aligned to iReady; thus, when students complete the iReady diagnostic, the system will suggest lessons from RCC. Students can then be grouped according to their specific comprehension needs.



ELSB

Early Literacy Skill Builder One Pager

ELSB at a glance...

ELSB is an intensive intervention program that incorporates systematic instruction to teach both print and phonemic awareness. ELSB is a multi-year program with seven distinct levels and ongoing assessments so students progress at their own pace. It incorporates scripted lessons, least-prompt strategies, teachable objectives, built-in lesson repetition, and ongoing assessments. All students begin at Level 1. Instruction is one-on-one or in small groups. Teach scripted lessons daily in two 30-minute sessions. On the completion of each level, formal assessments are given. ELSB should be done in small groups. It should be implemented by any trained professional.

Essential Elements

Materials
Implementation Guide Teacher's Manuals Student Material Books Student Assessment Books Moe the Frog Puppet All About Moe Stories DVD for staff training CDs with printable PDFs and other reproducible resources Sight Word Flashcards Implementation Fidelity Checklist

Lesson Components

Phonemic Awareness

Phonics

Comprehension

Vocabulary and Fluency Work

Curriculum Starting Points

Students start at lesson 1.

Progress Monitoring-Formal (Answers question: Are they growing?)

- Built-in mastery assessments

Informal (Answers question: Did they get what I just taught?)

- Performance observations



Step Up To Writing

SUTW at a glance...

Step Up To Writing is an intervention program that is successful in increasing writing proficiency through explicit, hands-on, research-validated strategies. SUTW Complements any writing curriculum and it is aligned to Common Core. This program improved literacy skills across content areas and grade levels. Reading comprehension strategies are a focus and strategies are embedded to assist with reading, writing, listening, and speaking. SUTW should be done in small groups. It should be implemented by any trained professional.

Essential Elements

Materials
Teacher's Guide and Implementation Guide Handy Pages SUTW CD-ROM Attendance/Lesson Completion Logs Progress Reports (for teachers and/or parents) Implementation Fidelity Checklist

Lesson Components

1. Planning a Story
2. A Story
3. Accordion Paragraphs
4. Kinds of Topic Sentences
5. Closing Your Paragraph
6. Transitions
7. Summary Paragraph
8. Planning a Paragraph
9. Two Kinds of Writing—A Story
10. Two Kinds of Writing—Information
11. 6-Sentence Paragraph
12. Two-Column Notes
13. 7-Sentence Paragraph

Curriculum Starting Points

All students start at the beginning of the program, but students progress at different rates

Progress Monitoring-Formal (Answers question: Are they growing?)

- Writing Samples Assessed weekly by Tier III Instructor

Informal (Answers question: Did they get what I just taught?)



- Built in performance observations

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Designing Tier 3 Interventions

Within the Rtl framework, interventions at the tier 3 level are not defined by a specific curriculum, or a particular service provider. Rather, they are differentiated from tier 2 in that they are more **intensive** and more **individualized**. This is an important concept for schools because it allows you to use your resources more flexibly in order to meet the needs of all students. For example, if the only tier 3 intervention you have available at your site is a Seeing Stars group with your ISE Specialist, there will likely be much more limited capacity to serve students at that level than if you consider tier 3 intervention as any intensive, targeted, and individualized intervention provided by any qualified service provider on your campus.

Step 1: Selecting an Instructional Platform

The first step in designing a tier 3 intervention for a student is selecting an instructional platform. School leaders should consider all of the evidence-based interventions available on their sites when selecting the instructional platform for tier 3, including interventions that are typically used at tier 2 or even tier 1 for younger grades, including but not limited to:

- Open Court
- SIPPS
- Seeing Stars
- Sound Partners
- On Cloud 9
- Step up to Writing

Step 2: Intensify the Instructional Platform

The key differentiating features between tier 2 and tier 3 is intensification and individualization. There are several methods by which an intervention can be intensified and/or individualized, including:

- Reducing the group size (e.g. individual intervention rather than a group of four students)
- Increasing the frequency of the intervention (e.g. twice per day rather than once per day)
- Increasing length of intervention sessions (e.g. 40 minutes per session rather than 20 minutes per session)
- Supplementing intervention with additional practice or exercises (e.g. adding an individualized daily fluency routine to a student's SIPPS session)
- "Double dosing" particular components of the intervention based on student need (e.g. repeat the short vowel routine of SIPPS twice within a single intervention session)
- Implementing a different intervention (e.g. switching from SIPPS with the ILS to Seeing Stars with the ISE Specialist)



Step 3: Make a Progress Monitoring Plan

Progress monitoring for students in tier 3 is identical to tier 2.

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Implementing Ready Common Core (a stand alone [Ready Common Core implementation guide](#) is also available)

The majority of the programs in Rocketship's ELA intervention suite are designed to support students who have basic, early literacy needs such as phonics and fluency. However, some students will have adequate basic reading skills but require intervention in the areas of reading comprehension and vocabulary development. These students may benefit from small group instruction using the Ready Common Core program. Guidelines for selecting and progress monitoring these students follows.

Student Identification

1. Use STEP as universal screener to identify which students qualify for Ready Common Core.

OPTION 1: Identify students using the guidelines below.

NOTE: These windows can be adjusted (e.g. to 3 or 4 STEP levels below grade-level) depending on how many students you are able to serve with your ILS schedules.

Kinder	STEP 1 or below
1st	STEP 2 or below
2nd	STEP 5 or below
3rd	STEP 8 or below
4th	STEP 10 or below
5th	STEP 12 or below

OPTION 2: Identify students using bottom 35% of students as determined by STEP data by grade-level.

2. For each student that qualifies according to the above STEP windows, use STEP tool to determine which areas on the STEP assessment are contributing to their DNA.
 - a. If students are **at/above target** in Reading Accuracy, Reading Rate, and/or Fluency but **below target** in Oral Comprehension and/or Silent Comprehension, **they qualify for Ready Common Core.**
 - b. If students are **below target** in Reading Accuracy, Reading Rate and/or Fluency, **they qualify for SIPPS.**



1. If, once students are AIMSweb benchmarked, and they fall above the 25th percentile but still fall within the STEP ranges above, **they qualify for Ready Common Core.**
- c. If students are **below target** in both Reading Accuracy, Reading Rate, Fluency and Comprehension, they can be recommended for **both Ready Common Core and SIPPS.**
- d. Collaborate with ELA teachers to determine additional students who need comprehension support.

Student Placement in Ready Common Core Curriculum

OPTION 1: Give students identified via STEP the i-Ready Diagnostic.

1. Drill down into Student Profile report in i-Ready.
2. Click on Comprehension: Literature or Comprehension: Informational Text.
3. Scroll down to the bottom of the screen to determine which Ready Common Core lessons the student needs and at which lesson he/she should start.

OPTION 2: Use current reading level (as determined by STEP) and correlate with grade-level to determine starting point.

1. Correlate student's current reading level with the associated grade-level (e.g. a 2nd grader reading at a STEP 6 is reading at a 1st grade level).
2. Start students at Lesson 1 of the associated grade-level materials.

Progress Monitoring

OPTION 1: Give all students mini-diagnostics through i-Ready each month.

Use Progress Monitoring reports through i-Ready to track growth according to grade-level targets (e.g. 1.5 years of growth).

1. Pros: mini-diagnostics can be scheduled in advance, provides comprehensive achievement data
2. Cons: comprehensive assessment (so not just reading comprehension), can take 20-30 minutes

OPTION 2: Assign i-Ready lessons each week that correlate to standards taught in RCC lessons.

Use Pass Rate to track growth on associated standards.

1. Pros: easily assignable, correlate directly to material taught in RCC, quick assessment
2. Cons: multiple choice questions only

OPTION 3: Use questions at end of each RCC lesson (and unit assessments after each 5 lessons) to track growth.



Use Pass Rate to track growth on concepts/standards presented in each lesson.

1. Pros: can immediately adjust instruction based on data, direct correlation of assessment to instruction
2. Cons: only grades 2-5 have this feature in the RCC books

Goal Setting

Since STEP is the universal screener for Ready Common Core, we can set a STEP improvement goal for students based on their starting STEP level.

Current STEP Level	STEP Level Goal	End Date
PR	2	April 1st
1	3	April 1st
2	4	April 1st
3	5	April 1st
4	6	April 1st
5	6	April 1st
6	7	April 1st
7	8	April 1st
8	9	April 1st
9	10	April 1st
10	11	April 1st

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Rtl at Rocketship: 2015-16 Implementation Calendar

The most comprehensive calendar of all Tier 2 tasks (with differentiated timelines for the Nashville school calendar as well as the new schools) can be found [here](#). Below is a high level overview of Rtl tasks over the course of the year.

Bay Area & MKE (existing schools)

August	<p>Assessment:</p> <ul style="list-style-type: none"> • BOY screening and benchmarking • SIPPS diagnostic • Survey Level Assessments
September	<p>Intervention:</p> <ul style="list-style-type: none"> • Create ability-based SIPPS groups based on screening data • Launch interventions
October	<p>Assessment:</p> <ul style="list-style-type: none"> • Second screen (via STEP) • Create RCC/comprehension groups • Ongoing progress monitoring <p>Intervention:</p> <ul style="list-style-type: none"> • Continue SIPPS groups
November	<p>Intervention:</p> <ul style="list-style-type: none"> • Launch comprehension intervention groups • Continue SIPPS groups <p>Assessment:</p> <ul style="list-style-type: none"> • Ongoing progress monitoring
December	<p>Intervention:</p> <ul style="list-style-type: none"> • Continue intervention groups <p>Assessment:</p> <ul style="list-style-type: none"> • Ongoing progress monitoring • Mid-year AW benchmarking
January	<p>Data-based decision making:</p> <ul style="list-style-type: none"> • Students exit and enter intervention based on assessment data • Students who are not responding to intervention are referred for more intensive support <p>Assessment:</p> <ul style="list-style-type: none"> • Benchmark and diagnostics for new students

ROCKETSHIP

February	<p>Intervention:</p> <ul style="list-style-type: none">• Launch/ continue intervention groups <p>Assessment:</p> <ul style="list-style-type: none">• Ongoing progress monitoring
March	<p>Data-based decision making:</p> <ul style="list-style-type: none">• Students exit intervention based on assessment data• Students who are not responding to intervention are referred for more intensive support <p>Intervention:</p> <ul style="list-style-type: none">• Continue intervention groups <p>Assessment:</p> <ul style="list-style-type: none">• Spring benchmarking• Ongoing progress monitoring
April	<p>Intervention:</p> <ul style="list-style-type: none">• Continue intervention groups <p>Assessment:</p> <ul style="list-style-type: none">• Ongoing progress monitoring
May	<p>Assessment:</p> <ul style="list-style-type: none">• Final benchmark <p>Intervention:</p> <ul style="list-style-type: none">• Intervention ends



ROCKETSHIP

NSH (RNNE)

July	<p>Assessment:</p> <ul style="list-style-type: none"> • BOY screening and benchmarking
August	<p>Assessment:</p> <ul style="list-style-type: none"> • SIPPS diagnostic • Survey Level Assessments <p>Intervention:</p> <ul style="list-style-type: none"> • Create ability-based SIPPS groups based on screening data • Launch interventions
September	<p>Assessment:</p> <ul style="list-style-type: none"> • Second screen (via STEP) • Ongoing progress monitoring <p>Intervention:</p> <ul style="list-style-type: none"> • Continue SIPPS groups
October	<p>Assessment:</p> <ul style="list-style-type: none"> • Create/launch RCC/comprehension groups • Ongoing progress monitoring <p>Intervention:</p> <ul style="list-style-type: none"> • Continue SIPPS groups
November	<p>Intervention:</p> <ul style="list-style-type: none"> • Continue intervention groups <p>Assessment:</p> <ul style="list-style-type: none"> • Ongoing progress monitoring
December	<p>Intervention:</p> <ul style="list-style-type: none"> • Continue intervention groups <p>Assessment:</p> <ul style="list-style-type: none"> • Ongoing progress monitoring • Mid-year AW benchmarking
January	<p>Data-based decision making:</p> <ul style="list-style-type: none"> • Students exit and enter intervention based on assessment data • Students who are not responding to intervention are referred for more intensive support <p>Assessment:</p> <ul style="list-style-type: none"> • Benchmark and diagnostics for new students

ROCKETSHIP

February	<p>Intervention:</p> <ul style="list-style-type: none">• Launch/ continue intervention groups <p>Assessment:</p> <ul style="list-style-type: none">• Ongoing progress monitoring
March	<p>Data-based decision making:</p> <ul style="list-style-type: none">• Students exit intervention based on assessment data• Students who are not responding to intervention are referred for more intensive support <p>Intervention:</p> <ul style="list-style-type: none">• Continue intervention groups <p>Assessment:</p> <ul style="list-style-type: none">• Spring benchmarking• Ongoing progress monitoring
April	<p>Intervention:</p> <ul style="list-style-type: none">• Continue intervention groups <p>Assessment:</p> <ul style="list-style-type: none">• Ongoing progress monitoring
May	<p>Assessment:</p> <ul style="list-style-type: none">• Final benchmark <p>Intervention:</p> <ul style="list-style-type: none">• Intervention ends



New Schools (RUA and RRWC)

August	<p>Assessment:</p> <ul style="list-style-type: none"> • ISE benchmarks caseload
September	<p>Assessment:</p> <ul style="list-style-type: none"> • BOY benchmarking • SIPPS diagnostic • Survey Level Assessments
October	<p>Assessment:</p> <ul style="list-style-type: none"> • Ongoing progress monitoring <p>Intervention:</p> <ul style="list-style-type: none"> • Create/launch SIPPS groups
November	<p>Intervention:</p> <ul style="list-style-type: none"> • Continue intervention groups <p>Assessment:</p> <ul style="list-style-type: none"> • Ongoing progress monitoring
December	<p>Intervention:</p> <ul style="list-style-type: none"> • Continue intervention groups <p>Assessment:</p> <ul style="list-style-type: none"> • Ongoing progress monitoring • Mid-year AW benchmarking
January	<p>Data-based decision making:</p> <ul style="list-style-type: none"> • Students exit and enter intervention based on assessment data • Students who are not responding to intervention are referred for more intensive support <p>Assessment:</p> <ul style="list-style-type: none"> • Benchmark and diagnostics for new students
February	<p>Intervention:</p> <ul style="list-style-type: none"> • Launch/ continue intervention groups <p>Assessment:</p> <ul style="list-style-type: none"> • Ongoing progress monitoring
March	<p>Data-based decision making:</p> <ul style="list-style-type: none"> • Students exit intervention based on assessment data • Students who are not responding to intervention are referred for more intensive support

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	<p>Intervention:</p> <ul style="list-style-type: none">• Continue intervention groups <p>Assessment:</p> <ul style="list-style-type: none">• Spring benchmarking• Ongoing progress monitoring
April	<p>Intervention:</p> <ul style="list-style-type: none">• Continue intervention groups <p>Assessment:</p> <ul style="list-style-type: none">• Ongoing progress monitoring
May	<p>Assessment:</p> <ul style="list-style-type: none">• Final benchmark <p>Intervention:</p> <ul style="list-style-type: none">• Intervention ends



Rtl at Rocketship: Roles and Responsibilities

Interventionists and Tier 2/LL Lead:

	ILS	TK Teacher / AT	Tier 2/LL Lead	ISE Staff
Planning	Backwards-plan a scope and sequence of lessons for each data cycle for each group of Tier II/III students on a both a weekly and daily basis	Backwards-plan a scope and sequence of lessons for each data cycle for each group of Tier II/III students on a both a weekly and daily basis	Develop a system to hold interventionists accountable for scope and sequence and efficient pacing of lessons by developing a pacing tracker	Backwards-plan a scope and sequence of lessons for each data cycle for each group of Tier III /ISE students on a both a weekly and daily basis
Intervention	Deliver Tier II/III curriculum with fidelity to each Tier II group four times per week (except Thursday)	Deliver SIPPS and/or Sound Partners curriculum with fidelity to each Tier II/III group four times per week (except Thursday) Conduct progress monitoring data analysis regularly to determine which students need additional intervention or need to be referred to the SST process.	Support Tier II /III intervention fidelity by conducting four fidelity walk-throughs on a quarterly basis Connect with ILSes in 1:1 to give walkthrough feedback and review data analysis Facilitate professional development for ILSes covering a variety of topics, depending on time of year	Deliver Tier III curriculum with fidelity to each Tier III/ISE group
Screening	Administer AIMSWeb benchmark to bottom 35th percentile of students (on MAP) in a particular grade-level by end of first week of school Enter all AIMSWeb benchmark data in AIMSWeb and use data to determine which students are eligible for Tier II/III intervention Administer SIPPS diagnostic to place	Support administration of AIMSWeb benchmark to bottom 35th percentile of students in a particular grade-level by end of first week of school Support subsequent administrations of AIMSWeb benchmark in winter and spring to current Tier II/III students Create Tier II /III groups and create	Create Tier II roll-out plan so that all identified students are benchmarked by end of first week of school, given SIPPS diagnostic/SLA's and tutoring rolls out by 9/21 Check in with ILSes on a daily basis during benchmarking & diagnostic periods to ensure they have the support they need to finish by deadline	Administer AIMSWeb benchmark all caseload students (ISE and non-ISE Tier III) Enter all AIMSWeb benchmark data in AIMSWeb Create Tier III/ISE groups and create rigorous, but realistic progress monitoring goals for each student



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	<p>students in Tier II/III curriculum twice per year</p> <p>Create Tier II groups and create rigorous, but realistic progress monitoring goals for each student in Tier II/III</p>	<p>rigorous, but realistic progress monitoring goals for each student in Tier II/III</p> <p>Administer SIPPS diagnostic to place students in Tier II /III curriculum twice per year</p>	<p>Provide structured support around creation of groups, setting progress monitoring goals, and managing AIMSWeb caseload</p>	
Progress Monitoring	<p>Administer AIMSWeb progress monitoring probes on a weekly basis on Thursdays</p> <p>Analyze progress monitoring data on an ongoing basis to determine if students are on track towards goals</p>	<p>Administer AIMSWeb progress monitoring probes on a weekly basis</p>	<p>Provide ongoing progress monitoring and support to ILSs</p> <p>Facilitate Data Day professional development and GL collaboration</p>	<p>Administer AIMSWeb progress monitoring probes on a weekly basis on Thursdays</p> <p>Analyze progress monitoring data on an ongoing basis to determine if students are on track towards goals</p>
Communication	<p>Communicate intervention status on report cards</p> <p>Share AIMSWeb data with grade-level teachers at CPT at a minimum of a monthly basis</p>	<p>Communicate intervention status on report cards</p> <p>Share AIMSWeb data with grade-level teachers at CPT at a minimum of a monthly basis</p>	<p>Manage ILSes to indicate intervention status on report cards</p> <p>Ensure that ILSes meet with teachers at CPT and share AIMSWeb data at a minimum of a monthly basis</p> <p>Track overall schoolwide RtI progress on a quarterly basis (coinciding with Data Days) and communicate to School Leadership team</p>	<p>Communicate intervention status on report cards</p> <p>Share AIMSWeb data with grade-level teachers at CPT at a minimum of a bi-monthly basis</p>

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Principal and Schools Team

Although the Tier 2/LL Lead is ultimately responsible for the successful implementation of your site's Rtl program, the Principal oversees the overall achievement of his/her site, so it is incumbent on the Principal and the Schools Team to be both aware of and check in on critical Tier II milestones. Thus, the timeline was designed to clearly illustrate critical Tier II milestones so that Principals and Schools Team know what to look for and how to follow up.

	Principal	Schools Team
Data Cycle 1 (8.17-10.15)	<p>8.17-8.21: Check with Rtl Lead to ensure they will be able to finish benchmarking all students by 8.21 and that the ILS team knows how to administer SIPPS diagnostic and SLA</p> <p>9.17-9.18: Check with Rtl Lead to ensure they have all materials they need for Data Day (completed AIMSWeb benchmarks, completed SIPPS diagnostics, LL bell schedule)</p> <p>9.18: Check in on status of Tier II groups (groups are created, AIMSweb goals are set)</p> <p>9.21-9.25: Conduct a walk-through of LL with a member of the Schools Team to ensure that groups are happening and that SGI reflects the quality and rigor we want <i>(Should also conduct individual walk-through)</i></p>	<p>9.21-9.25: Conduct a walk-through with Principals to answer following questions:</p> <ul style="list-style-type: none"> ○ Are groups happening when they should be happening? ○ Does the SGI reflect the quality and rigor we want?
Data Cycle 2 (10.26-12.18)	<p>Every Thursday: Spot check to be sure progress monitoring is happening in the Learning Lab.</p> <p>12.14-12.18: Check in with Rtl Lead to ensure that AIMSWeb mid-year benchmarks will be complete by 12.18 and that ILSes are set up for success to complete Data Analysis on 1.4 and 1.5</p>	
Data Cycle 3 (1.6.16-3.11.16)	<p>1.6.16: Check in with Rtl Lead to ensure that students who reached their goals have been exited from AIMSWeb, new students</p>	<p>1.25.16-1.29.16: Conduct a walk-through with Principals to answer following</p>



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	<p>have been added to groups, and relevant students have been transferred to comprehension</p> <p>1.25.16-1.29.16: Conduct a walk-through of LL with a member of the Schools Team to ensure that groups are happening and that SGI reflects the quality and rigor we want</p> <ul style="list-style-type: none"> ○ Should also conduct individual walk-through 	<p>questions:</p> <ul style="list-style-type: none"> ○ Are groups happening when they should be happening? ○ Re-visit quality and rigor from previous visit
<p>Data Cycle 4 (3.14.16-5.20.16)</p>	<p>3.14.16: Check in with Rtl Lead to ensure that students who met their goals have been exited from Tier II (no new students added at this point)</p> <p>5.7: Check in with Rtl Lead to make sure ILSes are set up for success to finish benchmarking by 5.20</p>	

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Rtl at Rocketship: ILS PD Scope and Sequence

The PD scope and sequence below reflects *suggested* PD topics that the Rtl Lead and/or Lead ILS will want to revisit with your ILS team. The topics are closely tied to the [Rtl Calendar](#) and [Monthly Timeline](#) so that all parties involved in Tier II have the clarity they need to follow through with next steps. Feel free to use the hyperlinked PPT presentations as a jumping off point and adapt them as you see fit for the particular Rtl needs of your site.

Month	PD Topic
August	<ul style="list-style-type: none"> ● Refresher: How to Administer AIMSWeb Benchmark and Enter Data in AIMSWeb ● How to Administer SIPPS Diagnostic ● How to Administer SLA Assessments
September	<ul style="list-style-type: none"> ● Refresher: How to Set Progress Monitoring Goals (including SLA) ● How to Use STEP Data to Add New Students to Intervention
October	<ul style="list-style-type: none"> ● What an Excellent SIPPS Lesson Looks Like ● How to Interpret AIMSweb Data ● How to Plan RCC Lessons (if using RCC)
November	<ul style="list-style-type: none"> ● How to Exit Students from Intervention ● How to Determine if Students Exited from Phonics Should be Placed in Comprehension
December	<ul style="list-style-type: none"> ● Refresher: How to Administer AIMSWeb Benchmark and Enter Data in AIMSWeb ● How to Identify New Students for Tier II ● How to Reset Progress Monitoring Goals (including SLA)
January	N/A
February	<ul style="list-style-type: none"> ● Refresher: How to Reset Progress Monitoring Goals (including SLA)
March	<ul style="list-style-type: none"> ● Refresher: How to Exit Students from Intervention ● How to Determine if Students Exited from Phonics Should be Placed in Comprehension
April	N/A
May	<ul style="list-style-type: none"> ● Refresher: How to Administer AIMSWeb Benchmark and Enter Data in AIMSWeb ● Refresher: How to Exit Students from Intervention
June	N/A

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Rtl at Rocketship: Beginning of Year Rtl Checklist (for school leaders)

The Rtl Checklist below (also see [Learning Lab Vision of Excellence](#)) is designed to provide the foundations for what you will need to brainstorm/plan/do/implement in order to launch a highly effective Rtl program at your site.

Roles/Responsibilities

Suggested Due Date	Action Item	Owner
By End of SLL	Clarify and distinguish coaching and data management responsibilities of the Rtl Lead and grade-level coach	Leadership Team
By End of SLL	Sit down with the rest of Leadership Team to share key points about Rtl curriculum and AIMSWeb that School Leaders will need to know to support their particular grade-level	Rtl Lead
By End of SLL	*If your site will have a Lead ILS role, clarify expectations for how Rtl Lead/Lead ILS will divvy up responsibilities most effectively	Leadership Team
By End of SLL	Clarify backwards planning scope and sequence expectations for each data cycle for interventionists; create scope and sequence/pacing trackers for interventionists	Rtl Lead
By End of SLL	Clarify weekly/daily lesson planning expectations/feedback cycle for interventionists	Rtl Lead

Coaching Tools

Suggested Due Date	Action Item	Owner
By End of SLL	Create a PD scope and sequence for ILS Summer PD that involves suggested management, AIMSWeb, and curricular topics	Rtl Lead
By End of 1 st Month of School	Create a PD scope and sequences for year-long ILS PLC that involves suggested management, AIMSWeb, and curricular topics (*refer to Suggested PD Scope and Sequence)	
By End of	Create a backwards planning scope and sequence template	Rtl Lead



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School PD Week 1	for interventionists to use to plan scope and sequence of each group between data cycles	
By End of School PD Week 1	Create a lesson planning template for interventionists to use for both weekly/daily lesson planning	Rtl Lead
By End of School PD Week 1	Create an observation tool that allows you to record observation notes/next steps for each interventionist	Rtl Lead

Communication

Suggested Due Date	Action Item	Owner
By End of School PD Week 2	Review the Rtl calendar for 15-16 and create calendar notifications as reminders for critical due dates	Leadership Team
By End of School PD Week 2	Sit down with the Interventionist Team to review Rtl calendar and expectations for each critical due date, share coaching expectations, and share all templates created	Rtl Lead
Before First Data Day	Communicate intervention status of each student selected to be in Tier II/III to ELA teacher and SL coach to get anecdotal feedback	Rtl Lead
Before First Data Day	Communicate intervention status of each student selected for Tier II/III to family	Rtl Lead

Curriculum/AIMSWeb

Suggested Due Date	Action Item	Owner
By End of School PD Week 2	Ensure that the ILS Team knows how to administer AIMSWeb benchmarks, how to enter data in AIMSWeb, and how to administer SIPPS diagnostic	Rtl Lead
By the End of 1 st Data Day	Ensure that every SL is familiar both with the critical components of each curriculum used for Rtl (Seeing Stars, Sound Partners, SIPPS, Ready Common Core) and with the coaching resources available to support each curriculum	Rtl Lead
By the End	Ensure that every SL is familiar with how to do the following	Rtl Lead

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of 1 st Data Day	in AIMSWeb: log on, where to find AIMSWeb benchmark and administration guides, how to set progress monitoring goals, where to find individual student reports, where to find schoolwide reports, how to exit students from Tier II	
Before 1 st Data Day	Ensure that the Intervention Team knows how to use SIPPS diagnostic information and LL bell schedule to create ability-based groupings	RtI Lead
By the End of 2 nd Data Day	Guide the Intervention Team through a feedback-oriented rehearsal of a SIPPS lesson	RtI Lead

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Resources

- **AIMSweb Resources:**
 - [Benchmarks](#)
 - [Benchmark Trackers](#) (Google Sheet)
 - [Progress Monitoring Data Tracking Template](#) (Google sheet)
 - Student Facing PM Trackers:
 - [Sample 1](#)
 - [Sample 2](#)
 - [National Norms/Percentile Bands](#)
 - AIMSweb How Tos
 - [How to Give Survey Level Assessments \(and to whom\): Fall](#)
 - [How to Give Survey Level Assessments \(and to whom\): Winter](#)
 - [How to Transfer Students to Another Provider's Caseload](#)
 - [How to Set Progress Monitoring Goals](#)
 - [Progress Monitoring Goals - Guidelines by Cycle](#)
 - [Goal-Setting Recommendations for Students that Fall Below the 10th Percentile on their Grade-Level Benchmark](#)
 - [How to Change Progress Monitoring Measurement, Goal, and/or End Date](#)
 - [RCBM Administration and Scoring Guide](#)
 - [Test of Early Literacy Administration and Scoring Guide](#)
 - [How to Access Whole-School and Individual Reports](#)
 - AIMSweb Video Tutorials:
 - [AIMSweb Overview](#)
 - [Helpful Tips for Reading CBMs](#)
 - [How to Print Probes](#)
 - [How to Enter Benchmark Scores from Paper Probes](#)
 - [How to Administer Benchmarks Digitally](#)
 - [How to Progress Monitor Digitally](#)
 - [How to Set Progress Monitoring Goals \(On Grade Level\)](#)
 - [How to Set Progress Monitoring Goals \(Off Grade-Level or SLA\)](#)
 - [How to Set Progress Monitoring Goals \(Special Cases\)](#)
 - [Reviewing student progress \(to inform exit decisions @ end of cycle\)](#)
 - [How to Exit Students from Intervention](#)
 - [Reviewing Individual Student Progress](#)
 - [How to Create Custom Groups](#)
 - [How to Add/Delete Students and Staff/Users](#)
- [Intervention Curricula Implementation Fidelity Checklists](#)
 - [Sound Partners](#)
 - [SIPPS](#)

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- [Ready Common Core](#)
- [ELSB](#)
- [Seeing Stars](#)
- [Step up to Writing](#)

- [SIPPS Resources:](#)
 - SIPPS Diagnostics - [K-3](#) and [4-12](#)
 - [SIPPS Diagnostic Tracking Template](#)
 - SIPPS Pacing Resources - [Bay Area + MKE](#), [NSH](#), and [new schools](#)

- [Ready Common Core PowerPoint Resource](#)

- [Rtl Glossary of Acronyms](#)

- [Sample Parent Notification Letters](#)

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How to Give Survey Level Assessments (and to whom): Fall

1. Any students who score in or below the 10th percentile (in the orange percentile range) should be given a Survey Level Assessment (SLA) to determine the grade level at which they score within the 10th to 25th percentile.
 - a. **For Kinder:** There is no SLA for Kinder. If a Kinder student scores in or below the 10th percentile, he/she is absolutely in need of intervention.
 - b. **For Grade 1:** If a Grade 1 student scores in or below the 10th percentile for NW (Nonsense Word), give him/her the Kinder LS (Letter Sound) assessment. If the score is within the 10th to 25th percentile, the student should be progress monitored using LS at Kinder grade level.
 - c. **For Grades 2-5:** If a student in Grades 2-5 scores in or below the 10th percentile for OR (Oral Reading), give him/her a probe at the next lower grade level until the score is within the 10th to 25th percentile. If the score is within the 10th to 25th percentile, the student should be progress monitored using OR at that grade level.

Print Supporting Materials ✕

Print:

Type:

Measure:

Grade:

Probes:

[Other Supporting Materials](#)

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How to Give Survey Level Assessments (and to whom): Winter

1. Any students who score in or below the 10th percentile should be given a Survey Level Assessment (SLA) to determine the grade level at which they score within the 10th to 25th percentile.

a. For Kinder: If a Kinder student scores in or below the 10th percentile for LSF (Letter Sound), give him/her the LNF (Letter Name) assessment. If the score is within the 11th-24th percentile, the student should be progress monitored using LN.

b. For Grade 1: If a Grade 1 student scores in or below the 10th percentile for OR (Oral Reading,) give him/her the NW (Nonsense Word) assessment. If he/she scores between the 11th-24th percentile, he/she will be progress monitored using NW.

If he/she scores below the 10th percentile in the NW (Nonsense Word) assessment, give him/her the Kinder LS (Letter Sound) assessment. If the score is within the 10th to 25th percentile, the student should be progress monitored using LS at Kinder grade level.

c. For Grades 2-5: If a student in Grades 2-5 scores in or below the 10th percentile for OR (Oral Reading), give him/her a probe at the next lower grade level until the score is within the 11th to 24th percentile. If the score is within the 11th to 24th percentile, the student should be progress monitored using OR at that grade level.

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How to Transfer Students to Another Provider's Caseload

1. In the "Benchmark" home screen, click on the student whom you would like to transfer to another provider's caseload.
2. Click on the "Manage Monitoring" button in the lower left-hand corner.
3. You can assign a student to a new provider by entering the name in the "Assign to" area.

Manage Monitoring - Reyna, Jared (K grade)

Select Schedule Include Expired Schedules

Monitoring **Intervention**

Score Errors Probe Monitor Frequency: Weekly Monthly
Baseline Score: This Week
Monitor Grade:
Comparison: Baseline %ile: 0th
Progress: N/A ROI: N/A

Date: 0 wks

Loading ...

Show Comparison

N/A

0 Correct

Set to End of Year

Assign to: Assigned to Manager

Cancel Save Save and Close

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How to Set Progress Monitoring Goals

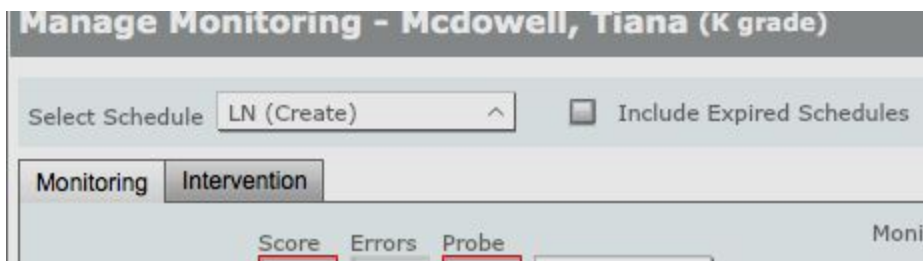
1. Any student who falls **below the 25th percentile** in his/her grade-level on AIMSWeb **will be entering Tier II/III** and AIMSWeb.
2. Any student who falls **between the 11th and 24th percentile** in his/her own grade level will be **progress monitored ON GRADE-LEVEL**.
3. Any student who falls in the **10th percentile or below** needs to be given a Survey Level Assessment 19(SLA) until their benchmark score falls within the 11th to 24th percentile. These students will be progress monitored **BELOW GRADE LEVEL**.

Setting Progress Monitoring Goals – Determining the Goal and Entering in AIMSWeb

1. Once you identify students who will be in Tier II/III and need to have progress monitoring goals, select the student's name and click **"Manage Monitoring."**



2. **Select Schedule:** First you will need to select the progress monitoring measurement assessment tool. Click on "Select Schedule."



- a. **Kinder (Winter):** Click **"Early Literacy"** and then **"LS" (Letter Sounds)**.
- b. **Kinder (Spring):** Click **"Early Literacy"** and then **"LN" (Letter Names)** or **"LS" (Letter Sounds)**.



- c. Grade 1 (Fall): Click “Early Literacy” and then “NW” (Nonsense Word).
 - d. **Grade 1 (Winter): Click “Reading CBM” and then “OR.”**
 - e. Grades 2-5: Click “Reading CBM” and then “OR.”
3. **Baseline Score:** Enter Baseline Score (*baseline score should already be in AIMSWeb since students below 35th percentile were given AIMSWeb benchmark). If for some reason the baseline score is not entered, enter “Score” (total # correct), “Errors” (total # of errors), “Probe” (# of probe), and whether data was gathered “This Week” or “Last Week”.

Baseline Score: ▾

4. **Monitor Grade:** Refer to “Determining the Progress Monitoring Grade Level” above.

Monitor Grade: ▾

5. **Comparison:** To set “Comparison”, select “National.” (*This means our students are compared to national norms.)

Comparison: ▾ **Baseline %ile: 0th**

6. **Monitor Frequency:** Although AIMSWeb only offers “Weekly” or “Monthly” as your progress monitoring options, we progress monitor our Tier II students on a bi-weekly basis and our Tier III students on a weekly basis. Thus, click “Weekly” and select “Thursdays”, but pay attention to the [Rtl Calendar](#) for the exact dates progress monitor.

Monitor Frequency:

On: ▾

7. **Date:** The end date for goal-setting depends on the Beginning-of-Year percentile the

ROCKETSHIP

Date: JUL AUG SEP OCT NOV DEC JAN FEB MAR APR MAY JUN JUL



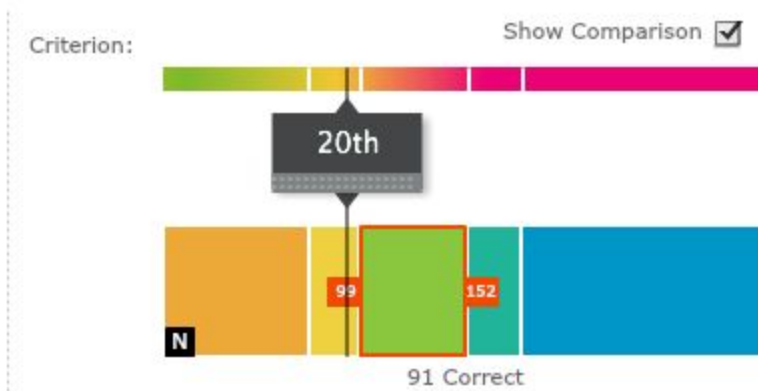
Set to End of Year

student falls in, _____
according to the AIMSWeb benchmark. Refer below for specific instructions on what dates to set.

- Criterion:** This is where you set the goal percentile for the student to achieve. Read below for the specific goal percentile to set, depending on the student's BOY AIMSWeb percentile. As a rule, you will either be setting the goal percentile to the **20th** or the **25th**. *Make sure to check the box "**Show Comparison**" in order to see the percentiles as you slide the slider tool. (See guidelines in "[Progress Monitoring Goals - Guidelines by Cycle](#)")
- Assign To:** This is where you enter the specific interventionist (ILS or ISE) that will manage this student's caseload.

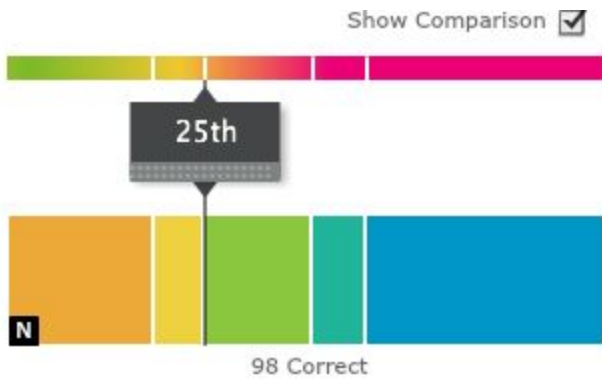
Assign to:

20th percentile goal:



ROCKETSHIP

25th percentile goal:



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Progress Monitoring Goals - Guidelines by Cycle

Cycle 1: Grades 2-5

BOY AIMSWeb Percentile	Assessment and Goal Percentile	End Date
<25th - 20th percentile	OR 25th percentile	December 18, 2015
<20th - 15th percentile	OR 25th percentile	March 11, 2016
<15th - 10th percentile	OR 20th percentile	May 13, 2016
<10th percentile	Use SLA to determine grade for which student falls within the 10th-25th percentile and then use above norms for that grade-level	May 13, 2016

Cycle 1: Grade 1

BOY AIMSWeb Percentile	Goal Percentile	End Date
<25th - 20th percentile	NWF - 25th percentile	December 18, 2015
<20th - 15th percentile	NWF - 25th percentile	December 18, 2015
<15th - 10th percentile	NWF - 20th percentile	March 11, 2016
<10th percentile	Use SLA to determine grade for which student falls within the 10th-25th percentile and then use above norms for that grade-level	May 13, 2016

Cycle 2: Grades 2-5

Winter AIMSWeb Percentile	Assessment and Goal Percentile	End Date
<25th - 20th percentile	OR 25th percentile	March 11, 2016
<20th - 15th percentile	OR 25th percentile	March 11, 2016
<15th - 10th percentile	OR 20th percentile	May 13, 2016
<10th percentile	Use SLA to determine grade for which student falls within the 10th-25th percentile	May 13, 2016

ROCKETSHIP

	and then use above norms for that grade-level	
--	---	--

Cycle 2: Grade 1: Students who did not meet NWF goal in Fall

Winter AIMSWeb Percentile	Goal Percentile	End Date
<25th - 20th percentile	NWF - 25th percentile	March 11, 2016
<20th - 15th percentile	NWF - 25th percentile	March 11, 2016
<15th - 10th percentile	NWF - 25th percentile	May 13, 2016
<10th percentile	Use SLA to determine grade for which student falls within the 10th-25th percentile and then use above norms for that grade-level	May 13, 2016

Cycle 2: Grade 1

Winter AIMSWeb Percentile	Goal Percentile	End Date
<25th - 20th percentile	OR - 25th percentile (Winter + Spring)	March 11, 2016
<20th - 15th percentile	OR - 25th percentile (Winter + Spring)	March 11, 2016
<15th - 10th percentile	OR - 20th percentile (Winter + Spring)	May 13, 2016
<10th percentile	Use SLA to determine grade for which student falls within the 10th-25th percentile and then use above norms for that grade-level	May 13, 2016

Cycle 2: Grade K

Winter AIMSWeb Percentile	Goal Percentile	End Date
<25th - 20th percentile	LS - 25th percentile (Winter + Spring)	March 11, 2016

ROCKETSHIP

<20th - 15th percentile	LS - 25th percentile (Winter + Spring)	March 11, 2016
<15th - 10th percentile	LS - 20th percentile (Winter + Spring)	May 13, 2016
<10th percentile	Use SLA to determine grade for which student falls within the 10th-25th percentile and then use above norms for that grade-level	May 13, 2016

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Goal-Setting Recommendations for Students that Fall Below the 10th Percentile on their Grade-Level Benchmark

Below are the goal-setting recommendation for students who fall **below the 10th percentile on their grade-level benchmark but too high (above 25th percentile)** on their SLA. The rationale for this is to be sure that students are being asked to grow at reasonable rates. Below are the recommendations:

Grades 2-5: For students who fall below the 10th percentile in their grade-level benchmark but above the 25th percentile in the next grade-level below, their goal will be set **5 percentile points higher than their winter benchmark percentile** (e.g. 9th percentile if you achieved 4th percentile) **on their current grade-level OR measure.**

Grade 1: For students who fall below the 10th percentile in the 1st grade OR benchmark but above the 25th percentile on the NWF benchmark, their goal will be set **to the 15th percentile** on the **1st grade OR measure.**

Grade 1: For students who fall below the 10th percentile in the 1st grade NWF benchmark but above the 25th percentile on the LSF benchmark, their goal will be set **to the 15th percentile** on the **1st grade NWF measure.**

Grade K: For students who fall below the 10th percentile the LSF benchmark but above the 25th percentile in the LNF benchmark, their goal will be set **to the 15th percentile** on the **LSF benchmark.**

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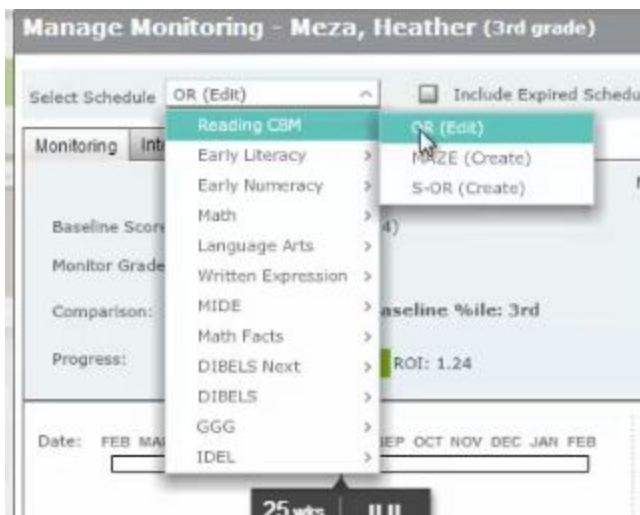


How to Change Progress Monitoring Measurement, Goal, and/or End Date

1. You can change the progress monitoring goal at any time by going to the “Benchmark” tab, selecting the student name, and clicking on “Manager Monitoring.”



2. You can then change the measurement (Select Schedule), “Monitor Frequency”, “Date”, and goal “Criterion.”



3. Click “Save and Close” to finalize the change to the progress monitoring goal.

ROCKETSHIP

Manage Monitoring - Meza, Heather (3rd grade)

Select Schedule: Include Expired Schedules

Monitoring **Intervention**

Monitor Frequency: Weekly Monthly
On:

Baseline Score: 30 (Week of 02/03/2014)
Monitor Grade: 3 (current grade)
Comparison: Baseline %ile: 3rd
Progress: **Ambitious** ROI: 4.60

Date: FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC JAN FEB
25 wks JUL
Set to End of Year

Criterion: Show Comparison
0 100
145 Correct

Assign to: Assigned to Manager [Delete Schedule](#)

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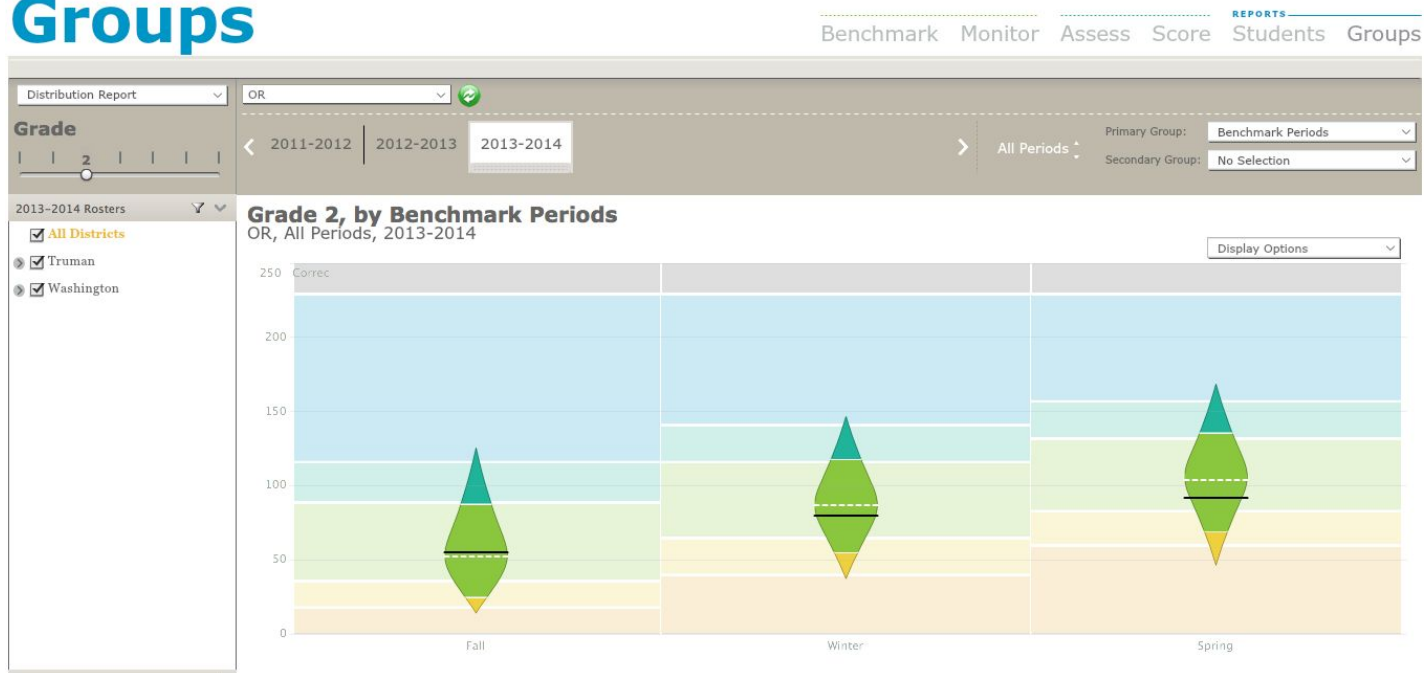


How to Access Whole-School and Individual Reports

Accessing Whole-School Reports

1. Go to the main “Reports” section and select “Groups”.
2. **Report:** Choose “Distribution Report.”
3. **Measurement:** Choose the assessment measurement: LN, LS, NW, or OR.
4. **Grade:** Select either the *exact* grade-level you’re interested in or the *range* of grade-levels.
5. **Primary Group:** Select “Benchmark periods” (or any other group you’re interested in.)
6. **Secondary Group:** It’s not necessary to choose a secondary group, but it is possible to analyze additional subgroups.

Groups





Accessing Individual Student Reports

1. Go to the main “Reports” section and select “Students.”
2. **Grade:** Select the exact grade level for the student you’re interested in.
3. **Student Name:** Select the individual student name.
4. Click “View Report” under the student name.

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Program Fidelity Checklists

Sound Partners

Sound Partners Implementation Fidelity Observation Checklist

Observer Name:		<u>Fidelity (80%+)</u> YES NO
Interventionist Name:	_____ # of 3s	
Date:	/ _____ total possible	
Lesson #:	= _____ % fidelity	

Scoring Guide: 1 – Not evident 2 – Partially evident 3 – Fully evident

Part 1: Say the Sounds

- Teacher models sound in box correctly. 1 2 3
- Teacher reminds student to say sounds from left to right. 1 2 3
- Follows lesson sequence. 1 2 3

Part 2: Segmenting

- Teacher says word and tells student to listen (not read). 1 2 3
- Teacher and student point to each box when segmenting. 1 2 3
- Teacher follows script and lesson sequence. 1 2 3

Part 3: Word Reading

- Teacher models sounding out without stopping between sounds. 1 2
- 3
- Teacher selects appropriate spelling words for the student. 1 2 3
- Follows script and lesson sequence. 1 2 3

Part 4: Sight Words

- Teacher models new word (says, spells, says). 1 2
- 3
- Teacher follows script and lesson sequence. 1 2 3

Part 5: Sentence Reading

- Teacher requires student to finger point. 1 2 3
- Uses appropriate error correction (isolates, gives word, rereads). 1 2 3
- Follows script and lesson sequence. 1 2 3

Part 6: Magic –e- (begin lesson 46)

- Teacher demonstrates each step of using the rules. 1 2

ROCKETSHIP

3

Follows lesson script and sequence.

1 2 3

Part 7: Word Endings

Teacher models by pointing and saying the word ending with a word.

1 2 3

Follows lesson script and sequence.

1 2 3

Part 8: Pair Practice

Teacher says letter pairs (the sounds) for student to spell.

1 2 3

Follows lesson script and sequence.

1 2 3

Part 9: Reading Long Words

Teacher has student break the word into parts, then read the whole

1 2

3

word.

Correct by isolating each part for students and student read each part and whole word.

1 2 3

Teacher follows lesson script and sequence.

1 2 3

Part 10: Book Reading

Teacher demonstrates reading methods (ind., partner, echo).

1 2

3

Teacher models finger pointing and rereading.

1 2

3

Teacher shows error correcting procedures.

1 2 3

Teacher identifies correct reading steps.

1 2 3

*new book once, last book once, and previously read book

General:

Teacher models lesson components correctly.

1 2 3

Teacher demonstrates correct error handling.

1 2 3

Teacher provides positive praise.

1 2 3

Teacher demonstrates levels of scaffolding.

1 2 3

Notes:

[Click here to enter text.](#)



SIPPS Fidelity Checklists

SIPPS Fidelity Checklist: [Beginning](#)

SIPPS Fidelity Checklist: [Extension](#)

SIPPS Fidelity Checklist: [Plus](#)

SIPPS Fidelity Checklist: [Challenge](#)



Ready Common Core

Ready Common Core (RCC) Fidelity Checklist

Observer's Name: _____, Interventionist's Name: _____

<ul style="list-style-type: none"> • Date: _____ • Grade Level: _____ • Lesson #: _____ • Lesson Objective: _____ 	<p style="text-align: center;">_____ # of checks / _____ total possible = _____ % fidelity</p>	<p><u>Fidelity (80%+)</u></p> <p>YES</p> <p>NO</p>
---	--	---

Overall

- The 5 instructional routines are delivered in **the course of the week**, approximately 30 minutes per component.
- The 5 instructional routines are delivered in the **correct order**; interventionist does not jump around
- On average throughout the lesson, **teacher: student talk ratio** is at approximately **40:60**.
- Students **respond in complete sentences** when prompted, both orally and in written form.
- The instruction is **evenly paced** for student needs, neither rushed, nor too slow
- The teacher models and enforces **close reading techniques** throughout to develop habits of an effective reader.
- The teacher **introduces Tier II vocabulary** by activating prior knowledge and discussing the word in context.
- The teacher frequently **checks for understanding** and engages students in discussion to help clarify misunderstandings.
- The teacher uses **effective questioning strategies** and **habits of discussion** to enable metacognition throughout the lesson.



ROCKETSHIP



1. Part 1: Introduction

- The teacher uses a **thoughtful, student-friendly hook** to engage students in the lesson.
- The teacher **introduces the lesson objective** and emphasizes why it matters.

2. Part 2: Modeled Instruction

- The teacher **models thoughtful, purposeful “think-alouds”** in order to demonstrate the thinking habits of effective readers.
- The teacher invites students to **activate prior knowledge** in order to make sense of what they are reading.

3. Part 3: Guided Instruction

- The teacher **models effective close reading techniques** and ensures that students are using them when reading independently
- The teacher reminds students to **refer back to the text** when selecting answer choices.
- The teacher leads a discussion around student answer choices by asking them to **justify their answers**.

4. Part 4: Guided Practice

- The teacher has the students **read the text independently** the first time.
- The teacher **leads the students in a discussion of the text** by using thoughtful, purposeful comprehension questions, designed to gauge their overall understanding of what they read.
- The teacher has the students **answer the comprehension questions independently** initially.
- The teacher leads a discussion around student answer choices by asking them to **justify their answers**.

5. Part 5: Common Core Practice

- The **teacher reminds** students to utilize the close reading and other comprehension strategies they have learned when reading the text.
- The teacher has the students read the text and answer the questions **independently**.
- The teacher leads a discussion around student answer choices by asking them to **justify their answers**.



***Assessment:** (*does not need to be included in fidelity check total)

- The teacher **records each student's weekly assessment mastery** (from "Part 5: Common Core Practice") and analyzes misunderstandings to determine what to return to the following week.
- The teacher **gives the Unit Interim Assessments** (every 5 lessons or so), records each student's mastery, and analyzes misunderstandings to determine what to return to in the upcoming unit.



ELSB

ELSB Implementation Fidelity Observation Checklist

Observer Name:	_____ # of 3s / _____ total possible = _____ % fidelity	Fidelity (80%+)
Teacher Name:		YES
Date:		NO
Lesson #:		

UK – Unknown 1 – Not evident 2 – Partially evident 3 – Fully evident

Components	Rating	Notes
1. Quality of Instruction		
Classroom Environment		
ELSB materials are readily available.		
ELSB materials are available to the teacher.		
Student work is posted or in student notebook.		
Room is arranged to facilitate instruction.		
Organization		
Program materials are used		
Evidence of lesson preparation prior to instruction is apparent.		
Use of Curriculum		
Use of Teacher’s Guide is evident.		
Accurate and clear explanation of ELSB strategy and its application to reading/other content provided.		



ROCKETSHIP

Immediate feedback, reinforcement, or re-teaching is provided to reinforce student understanding of lesson objectives.		
Skills are modeled correctly.		
Student Engagement		
Students are actively engaged and on-task using curriculum materials		
Teacher models instruction and allows for student practice (I do, we do, you do).		
A variety of interactions amongst peers is evident.		
2. Amount of Instruction		
Instruction delivered regularly based on implementation plan		
3. Classroom Management		
All students are actively engaged in instructional activities.		
Interruptions are minimal.		
4. Use of Assessments		
A qualitative and quantitative process is used to appropriately assess student progress.		
Student progress is monitored.		
Data is analyzed to inform instruction.		
5. Differentiation		
Instruction is differentiated to meet needs.		

ROCKETSHIP

Re-teaching, reinforcement, and extension activities are implemented as needed based on student need.		
Effective use of manipulatives and multi-sensory techniques.		
Resources for re-teaching are used to intensify instruction.		



Seeing Stars

Seeing Stars Implementation Fidelity Observation Checklist

Observer Name:		Fidelity (80%+)
Teacher Name:	_____ # of 3s	YES
Date:	/ _____ total possible	NO
Lesson #:	= _____ % fidelity	

Scoring Guide: 1 – Not evident 2 – Partially evident 3 – Fully evident

Part 1: The Climate

The teacher explains to the students the *what* and the *why*. 1 2 3

Part 2: Imaging Letters

Imaging with a letter card:

The teacher shows the letter card for approximately two seconds. 1 2 3

After the card is removed, students write the letter in the air and say letter name and sound. 1 2 3

Imaging without a letter card:

The teacher says a sound or letter name. 1 2 3

The students write the letter in the air and say letter name and sound. 1 2 3

Part 3: Imaging Symbol Cards

The teacher shows the symbol card for one second per letter. 1 2 3

After the card is removed, students say and write the letters in the air. 1 2 3

Students read the nonword syllable from memory. 1 2 3

The teacher asks the student to recall a specific letter by its place in the syllable. 1 2 3

The teacher asks the student to change, add, or delete one 1 2
 3

letter in the syllable. 1 2 3

Part 4: Imaging & Sequencing Syllables: Syllable Board

The teacher says a nonword syllable. 1 2 3

The student repeats the nonword syllable. 1 2 3

The student says and writes the imaginary letters.* 1 2 3

*Whiteboard or syllable board

The student reads the nonword syllable. 1 2 3

The teacher asks the student to recall a specific letter by its place in the syllable. 1 2 3

The teacher asks the student to change, add, or delete one 1 2

ROCKETSHIP

- 3
letter in the syllable.
- The teacher asks that student to say the letters backwards. 1 2 3
- The student says the new nonword syllable. 1 2
- 3
The student says and writes the imaginary letters.* 1 2 3
- *Whiteboard or syllable board

Part 5: Imaging & Sequencing Syllables: Syllable Board *with* a Chain

- The teacher says syllables in a chain. 1 2 3
- The teacher says the letters in the syllable. 1 2 3
- The student says and air-writes the syllables. 1 2
- 3
The student reads the syllable from memory. 1 2 3
- The teacher asks the student to recall a specific letter by its place in the syllable. 1 2 3
- The teacher asks the student to say the letters backwards. 1 2 3
- The teacher asks the student to change, add, or delete one 1 2
- 3
letter in the syllable.
- The teacher manipulates the letters and the student reads the new word. 1 2 3
- The student sometimes only imagines the letters (w/o air-writing) 1 2 3
- The teacher uses both “whole to parts” and “parts to whole” imaging. 1 2 3
- The teacher uses the phrase “see it and say it” when having students decode from imagery. 1 2 3

Part 6: Imaging & Sequencing Syllables: Syllable Board *without* a Chain

- The teacher says syllables or letters without a chain. 1 2 3
- The student says and air-writes the syllables. 1 2
- 3
The teacher miscalls the imaged word and the student notes the error. 1 2 3
- The teacher uses common spelling irregularities. 1 2 3
- The teacher uses both “whole to parts” and “parts to whole” imaging. 1 2 3

Part 7: Imaging Sight Words

- The teacher works on sight words with *individual* students (this is not a group activity) 1 2 3
- The teacher has identified a list of apx. 10 sight words for each student (from their individual, sight word deck) 1 2 3
- The student’s sight words are written on index cards in black ink or marker (no colors). 1 2 3
- The teacher appropriately categorizes words in slow, medium, fast piles. 1 2 3

ROCKETSHIP

- The teacher uses a variety of symbol imagery exercises. 1 2 3
The teacher facilitates a variety of sight word challenges. 1 2 3

Part 8: Imaging Spelling

- The teacher has identified a list of apx. 10 sight words for each student. 1 2 3
The student's sight words are written on the VSC in lowercase letters. 1 2 3
The student analyzes the word for phonetic irregularity
(i.e. which part doesn't "play fair") 1 2 3
The student marks the phonetic irregularity. 1 2 3
The student images, air-writes, and says the letters. 1 2
 3
The student writes the word on paper. 1 2 3
The student compares response to stimulus. 1 2 3

General:

- Saying and air-writing are simultaneous. 1 2 3
Air-writing is lower-case. 1 2 3
Air-writing is properly sized and "legible." 1 2 3
The teacher used structured questioning to handle errors. 1 2 3
The teacher uses a variety of symbol imagery exercises throughout
 3 1 2
the lesson.
The lesson is appropriately paced. 1 2 3
The complexity of the letters/sounds/symbols is appropriately matched
to student ability. 1 2 3
The teacher checks-for-understanding with all students throughout
 3 1 2
the lesson.
Students are invested in the lesson. 1 2 3
The teacher references imaging or visualizing throughout the lesson. 1 2 3



Step Up To Writing

Step Up to Writing Implementation Fidelity Observation Checklist

Observer Name:		Fidelity (80%+) YES NO
Teacher Name:	_____ # of 3s	
Date:	/ _____ total possible	
Lesson #:	= _____ % fidelity	

UK – Unknown 1 – Not evident 2 – Partially evident 3 – Fully evident

Components	Rating	Notes
1. Quality of Instruction		
Classroom Environment		
SUTW materials are readily available.		
SUTW materials are available to the teacher.		
Student work is posted or in notebook.		
Room is arranged to facilitate effective instruction.		
Organization		
Program materials are used (Teacher's Guide, posters, Handy Pages).		
Evidence of lesson preparation prior to instruction is apparent.		
Use of Curriculum		
Use of Teacher's Guide is evident.		



ROCKETSHIP

Accurate and clear explanation of SUTW strategy and its application to reading/other content provided.		
Immediate feedback, reinforcement, or re-teaching is provided to reinforce student understanding of lesson objectives.		
Skills are modeled correctly.		
Student Engagement		
Students are actively engaged and on-task using curriculum materials		
Teacher models instruction and allows for student practice (I do, we do, you do).		
A variety of interactions amongst peers is evident.		
2. Amount of Instruction		
Instruction delivered regularly based on implementation plan		
3. Classroom Management		
All students are actively engaged in instructional activities.		
Interruptions are minimal.		
4. Use of Assessments		
A qualitative and quantitative process is used to appropriately assess student progress.		
Student progress is monitored.		

ROCKETSHIP

Data is analyzed to inform instruction.		
5. Differentiation		
Instruction is differentiated to meet the needs of students.		
Re-teaching, reinforcement, and extension activities are implemented as needed based on student need.		
Effective use of manipulatives and multi-sensory techniques.		
Resources for re-teaching are used to intensify instruction for students who do not demonstrate mastery.		

Debriefing Summary

Glows	Grows

Teacher's Next Steps	Coach's Next Steps



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Sample Parent Notification Letters

Initial Notification Letter English 1

Student Name: **Andrea Lemus**

Class: **4B Trees**

April 9, 2013

Rtl Tier 2 Tutoring, Cycle 4

Who: Your child, **Andrea Lemus**, will receive additional small group tutoring in reading with **Ms. Momoki** during computer time. The Morning Computer Program (see below) is an extension of the tutoring program.

When: From **Thursday, April 11th – June 6th**, tutoring will occur on three to four days a week for 30 – 40 minutes **during the school day**.

What: Your child has been placed in a group with other students who have similar reading levels and reading needs. Our tutors are trained in the SIPPS curriculum.

Why: Students in tutoring are significantly below grade level in reading. We will provide the additional support needed to help your child to grow 1.5 years or more.

More Information: If you would like to know more about your child's reading level, please reach out to her/his Humanities Teacher, **Ms./Mr. Orozco**. If you have questions about tutoring, please reach out to your child's Reading Tutor, **Ms. Momoki**.

Morning Computer Program

What: Your child has the **option** to make up for lost Learning Lab time during the Morning Program with Ms. Musquez. It is not mandatory.

When: **Mondays, Tuesdays, Thursdays, and Fridays from 7:15 – 7:45.**

Why: Because tutoring happens during the school day, students lose time on their online learning programs. We open up the lab in the morning so that your child can make up the practice that s/he missed.

More Information: If you would like to know more about the morning program, please reach out to Ms. Musquez or Ms. Fab.

Initial Notification Letter Spanish 1

Nombre del Estudiante: **Andrea Lemus**

Clase: **4B Trees**

9 de abril 2013



ROCKETSHIP



Tutoría Rtl Ciclo 4°

Quien: Su hijo(a), **Andrea Lemus**, comenzará a recibir tutoría adicional en grupos pequeños en lectura con **Ms.Momoki** durante el tiempo de computadora. El Programa de Computación por las Mañanas (ver abajo) es una extensión al programa de tutoría.

Cuando: **Comenzando el jueves, 11 de abril al 6 de junio**. La tutoría será tres o cuatro días por semana por 30 - 40 minutos **durante el día de clases**.

Que: Su hijo(a) a sido colocado en grupos pequeños junto con otros estudiantes los cuales su nivel de lectura y necesidades son similares. Nuestros instructores han sido entrenados en SIPPS.

Porque: Los estudiantes en los grupos de tutoría están significativamente bajos en lectura en su grado. Nosotros les proveeremos el apoyo adicional necesario para que ellos aumenten 1.5 años o más.

Mas Información: Si a usted le gustaría conocer más acerca del nivel de lectura de su hijo(a), por favor comuníquese con su maestro(o) de Humanidades (**Ms./Mr. Orozco**). Si tiene alguna pregunta acerca de la tutoría, por favor con el tutor de lectura de su hijo(a) **Ms. Momoki**.

Programa de Computación por la Mañana

Que: Su hijo(a) tiene la **opción** recuperar el tiempo de computadora perdido durante el programa de computación por la mañana con Ms. Musquez. No es mandatorio.

Cuando: **los lunes, martes, jueves y viernes de 7:15 – 7:45.**

Porque: Como la tutorial sucede en el Centro de Aprendizaje, los estudiantes pierden tiempo en sus programas en línea. Abrimos el laboratorio en la mañana para que su hijo(a) recupere la practica que el/ella perdió.

Más Información: Si usted necesita mas información acerca del programa de la mañana, por favor comuníquese con Ms. Musquez o Ms. Fab.



Notification Letter 2

September 12, 2012

1A Ducks

Your child's ILS: Silva

Rocketship Los Sueños Academy 2012-2013

Parent or Guardian,

*Your student **John Ruiz** has been selected for Rocketship Los Sueños's academic intervention program and before school supplemental instruction time. Students who qualify for the program are significantly below grade level in reading. They need extra time and attention now in order to meet their big goals by the end of the year.*

There are four cycles for the intervention program each year: during this cycle, your student has a spot in the program from September 17th until November 12th. At that time, teachers will reassess students to see who qualifies for the next cycle. If you have questions about your student's reading or math level you can speak with his/her teachers or with me and we'd be happy to tell you more about where your student is academically.

Qualifying for this program means that your student now receives 30-40 minutes of small group tutoring during Learning Lab each day: students will be working with others who are at their level to practice skills that will help them all make progress.

The before school program is free and mandatory and runs Monday, Tuesday, Thursday, and Friday from 7:00-7:45am (there is no program on Wednesdays). During that time, students will be using computer programs that focus on skills they missed on their most recent assessments. This program is not designed to help with homework – there is no time in the regular intervention schedule that is allotted for homework.

Starting Monday, your child can be in the computer center every day from 7:00a-7:45a.

If you have another child at this school, you can drop them off at this time as well and they can sit in the breakfast area before school begins.

Thank you – we look forward to seeing how far our Rocketeers can go!

Name



*Assistant Principal
email
School phone number*

*12 setiembre 2012
1A Ducks
Tutor de su hijo: Silva*

*Rocketship Los Sueños Academy
2012-2013*

Estimadas familias,

Su hijo/a John Ruiz ha sido seleccionado para nuestro programa de tutoría y también el programa de antes de la escuela. Los estudiantes que califican para el programa están atrasados en lectura y sabemos que pueden estar a nivel de grado pero tenemos que trabajar mucho – necesitan más tiempo de aprendizaje ahorita para poder alcanzar sus metas al final del año.

Hay cuatro sesiones de nuestro programa de intervención cada año; en esta sesión su niño/a tiene su lugar asegurado desde el 17 setiembre hasta el 12 noviembre. En el mes de noviembre los maestros les van a dar los exámenes a los estudiantes otra vez para ver quien califica para la próxima sesión. Si usted tiene preguntas sobre el nivel de su hijo/a en lectura o matemáticas nos puede hablar a los maestros o a mi y podríamos hablar exactamente donde está y que significa.

Todos los niños que califican para el programa tienen 30-40 minutos de tutoría en grupos pequeños durante su hora de "Learning Lab" (el tiempo cuando los demás están usando las computadoras).

El programa de después de la escuela es gratis y obligatorio, será diariamente (lunes a jueves) de 7:00 a 7:45am: no hay programa los días viernes. Durante esta hora los estudiantes tienen tiempo para aprender usando computadoras y programas electrónicos enfocados en las cosas que les faltaban en sus exámenes. Nuestro programa no es para ayuda con la tarea, y no les damos ningún tiempo a los niños que están en el programa de intervención para hacer la tarea.

Empezando el lunes, su hijo/a estará en las computadoras diariamente de 7:00 a 7:45. Tendrá la opción de comer un bocadillo antes que ir a las computadoras, pueden mandarle algo



saludable para comer si quieren.

Si tiene otro hijo en esta escuela, colocarlos en este momento así y se puede sentar en el área de desayuno antes de comenzar la escuela.

Gracias – ¡Ayudemos a que nuestros Rocketeers tengan mas éxito!

Name

Assistant Principal

email

School phone number

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AIMSweb Data Analysis Protocol

At the end of each data cycle, interventionists, school leaders, and school psychologists will engage in an analysis of progress monitoring data in order to make data-informed instructional decisions for students participating in intervention. Teams can follow the protocol described below (and outlined in the subsequent decision making tree) to engage in this data-based decision making process.

1) Determine if sufficient data points have been collected:

CBM data isn't considered valid for the purposes of instructional decision making until we have enough data points to generate a stable trend line. We need to collect at least four data points within a six week period in order to make instructional decisions. If we don't have sufficient data for the student, continue providing the intervention and monitoring progress. If we do have sufficient data...

2) Determine if the student is making sufficient progress:

We can use two methods to determine progress:

- The "Three Point Rule": If the at least three of the most recent four data points are close to, at, or above the student's goal line, we can conclude that the student is responding favorably.
- The "Trendline Rule" If the student's trendline is trending upward, and is showing that the student will meet (or will be close to meeting) their goal by its assigned date, we can conclude that the student is responding favorably.

If this the student is responding favorably... (if the student is not responding favorably to intervention, skip to step 6)

3) Determine if the student has met their progress monitoring goal, and whether the student was being monitored on or off grade level.

4) If the student is being progress monitored on grade level, and they have met their progress monitoring goal, administer the AIMSweb benchmark to ensure they are now performing above the 25th percentile on the benchmark. If they are, they are ready to exit from intervention. If not, **continue to provide intervention and monitor progress.**

5) If the student is being progress monitored off grade level, increase the progress monitoring grade level and continue to provide the intervention.

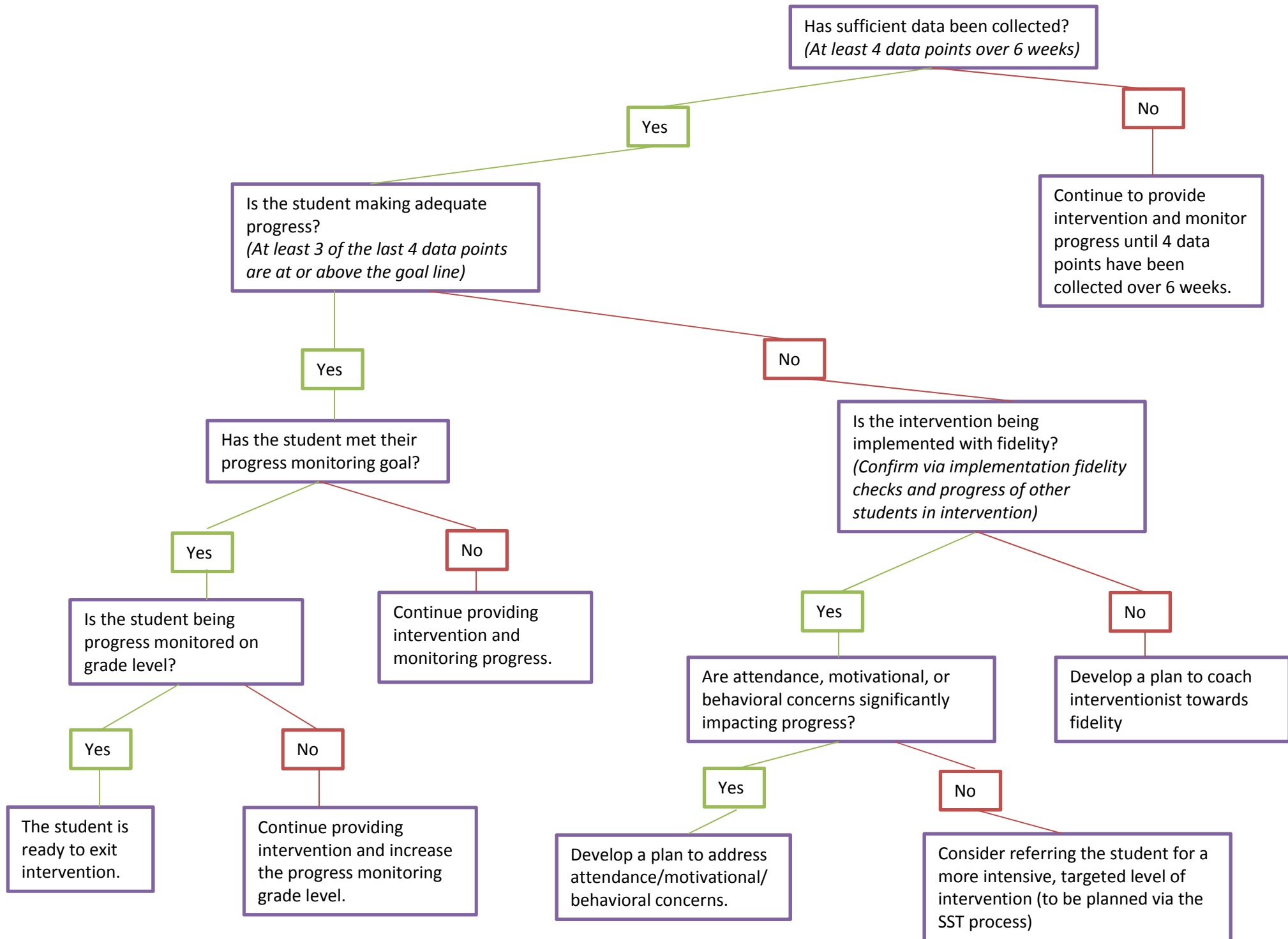
6) If the student is not responding favorably to the intervention as evidenced by a lack of progress towards the progress monitoring goal, determine if the intervention is being implemented with fidelity:
Two data sources can provide information about the fidelity of the intervention implementation – observations using implementation fidelity checklists and the progress of the other students in the group (if the majority of the students in the group are making progress, you can conclude that the intervention is being implemented with fidelity. If not, that is an indication that there may be a need to investigate implementation challenges).

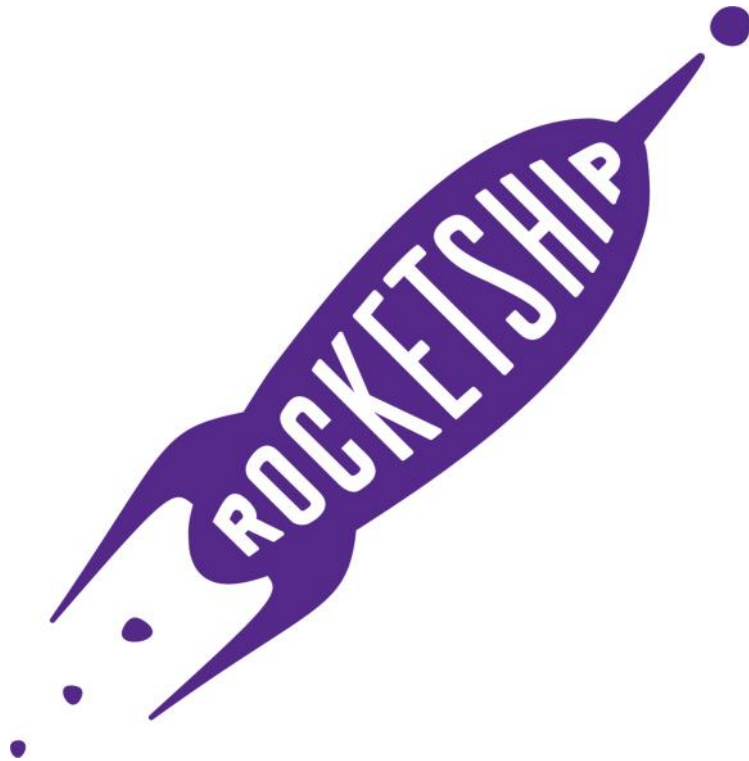
**7) If the intervention is not (or may not be) implemented with fidelity:
Develop a plan to coach the interventionists towards fidelity of implementation**

- 8) If the intervention is being implemented with fidelity:
Determine if attendance, behavior, or motivational factors are significantly impacting student progress. If a student is not able to access the intervention because of any of the factors listed above, the team will want to develop a plan to address these issues before making an instructional change for the student.
- 9) If there are no attendance, behavior, or motivational factors significantly impacting student progress, **consider referring the student to a more targeted, intensive level of intervention.**
In most cases, this will mean referring the student for an SST so the SST team can plan a targeted, individualized support plan for the student.

Tips for using these guidelines:

- These guidelines are meant to provide a general process that teams can follow when analyzing student progress. However, teams may use their discretion to deviate from them on a case-by-case basis depending on student need. For example, if the student is new to Rocketship and has only been in intervention for one data cycle, the team may decide to continue a Tier 2 intervention even if the student isn't yet responding favorably to give the student more time in the intervention. Alternatively, if the student is in their second year of intervention and is still not making sufficient progress, the team may accelerate intensive planning for the student





SST & Pre-Referral Playbook

2015-2016 School Year

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 SIPPS small groups that occur with tutors in the learning lab to the Class for Articulation Remediation (our speech pre-referral program) to actual SST meetings. The focus of this playbook is on the ‘Student Huddle’ and ‘Student Study Team’ (SST) components of our pre-referral process.

Both the “Student Huddle” and SST are problem-solving processes during which stakeholders come together to generate solutions for individual student challenges in the classroom. SSTs are held when other classroom-based interventions have been unsuccessful in order to address a range of student needs, which might include academic, behavioral, social-emotional, 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).

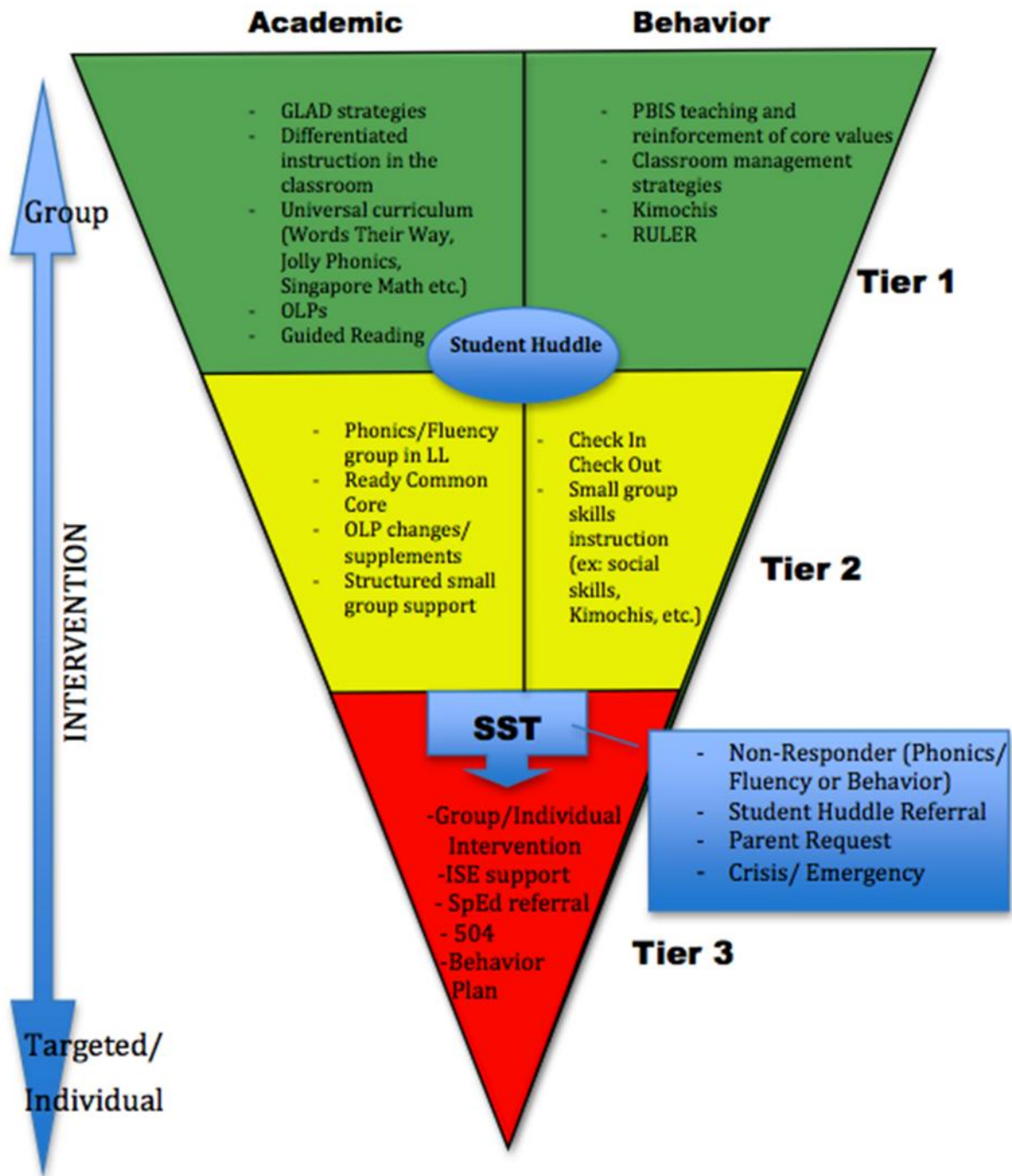
What is the purpose of a pre-referral process?

The primary purpose of a formal pre-referral process is to provide early identification and intervention for general education students who are having difficulties in school. Because Student Huddles and SSTs are a team-based approach to student support, they also serve the purpose of involving all stakeholders in the interventions and next steps for the target student. Interventions and supports that are generated during a Student Huddle or an SST are often a combination of classroom-based strategies (Tier 1) and more intensive intervention (Tier 2 or 3). Follow-up SST meetings allow team members to evaluate the effectiveness of interventions and generate next steps accordingly.

What legal requirements inform pre-referral policies and procedures?

California Education Code mandates that, before a student is assessed for Special Education services, all resources within general education must be considered and, where appropriate, utilized (Section 56303). The pre-referral process ensures that school teams are considering classroom and instructional factors that impact student performance, implementing interventions, and evaluating student responsiveness before moving to an assessment for Special Education services.

The graphic below depicts how and where the Student Huddle and SST processes fit in to Rocketship's larger three-tiered model for academic and behavioral supports.



SECTION 2: THE STUDENT HUDDLE PROCESS

At Rocketship, the first step in the pre-referral process is known as a “Student Huddle.” The “Student Huddle” is a team-based problem solving process which focuses on generating interventions and supports for an individual student in a grade level team, 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.

When do Student Huddles occur?

Student Huddles occur during Common Planning Time meetings with each individual grade level. We recommend that school leaders plan for each grade level to hold Student Huddles at least biweekly.

Who facilitates Student Huddles?

Each school leader is responsible for facilitating Student Huddles with the grade level teams that he or she manages.

What do teachers need to do to prepare for a Student Huddle?

To prepare for a Student Huddle, teachers simply need to notify their grade level coaches that they have a student they would like to refer to the Student Huddle process. The teacher should also prepare any data they have (e.g. growth on STEP, number of office referrals) that will help clarify the area of concern for the team.

What happens during a Student Huddle?

During a Student Huddle, the grade level team discusses an individual student of concern. The presenting concern can be academic, behavioral, or both. The team clarifies the concern, brainstorms potential interventions, aligns on a plan of action, and makes a plan 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 interventions and supports that were agreed upon, and the school leader monitors and supports the implementation of these interventions. The grade level team should revisit the student 4-6 weeks after the initial Student Huddle. 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 functioning without the support of the intervention)

Refer the student to SST, a more intensive level of support

How do we know if a student should be referred from the Student Huddle process to an SST?

This will depend on the student, but some indicators that suggest that an SST referral may be appropriate include:

Lack of growth on formative assessments, STEP tests, NWEA, etc.

General (informal) academic guidelines:

2 years below grade level and/or significantly below class average

Slower academic growth than peers

Lack of significant growth over multiple school years

Concerns exist in multiple academic areas

Did not show response to supports implemented after student huddle

Continued behavior concerns that significantly impede student's learning or the learning of others

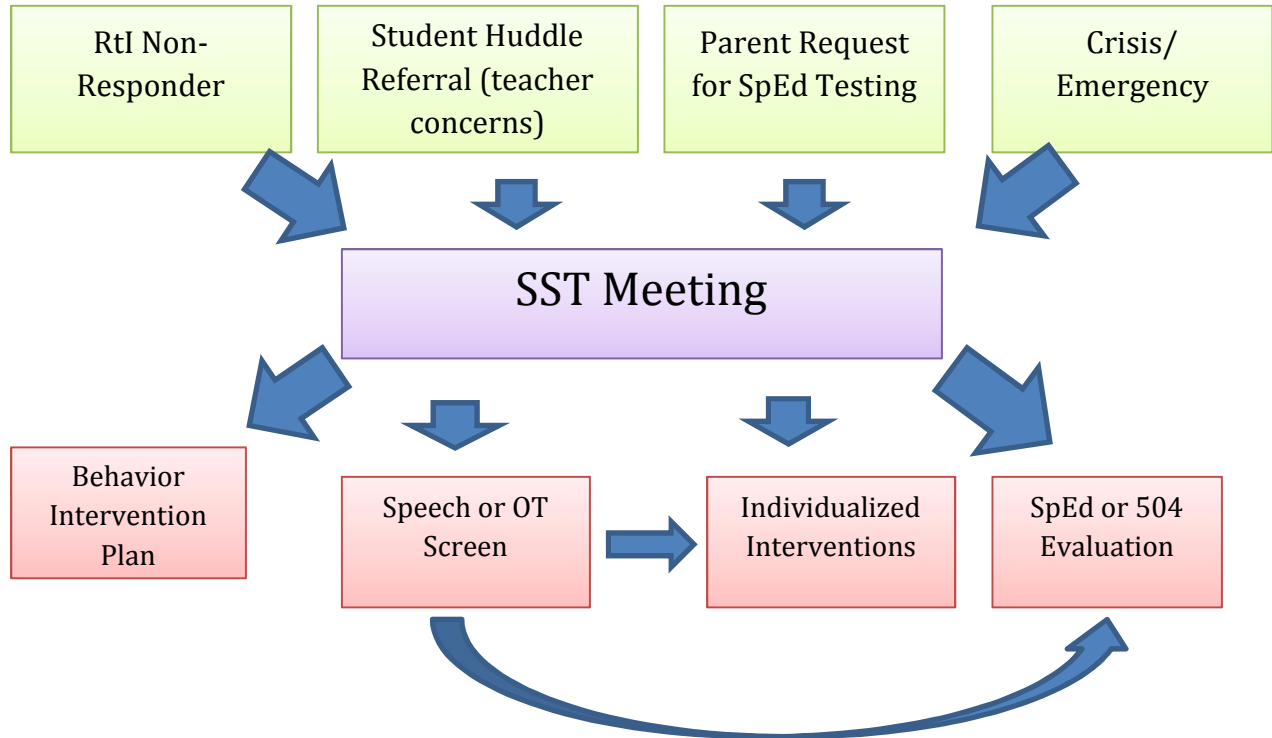
Any behavior that is dangerous to student or staff, and has occurred repeatedly

Student is unable to care for personal needs at an age-appropriate level (feeding, toileting, following routines, age-appropriate independence skills, etc.)

*A link to the Student Huddle paperwork can be found in the "Resources" section of this Playbook

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:



When do SSTs occur?

Each school will designate an hour long “SST Block” that will occur every week. Schools are able to hold SST meetings outside of this block, but because they are serving multiple school sites, School Psychologists are only able to attend SST meetings during the school’s SST block.

Who facilitates SST meetings?

Each school leader is responsible for facilitating SST meetings for students in the grade levels they coach.

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 intervention, the intervention provider should be prepared to share the student's current progress monitoring data (e.g. AIMSweb or CICO data). If behavior concerns are indicated, the school leader/grade level coach should be prepared to share any relevant discipline data (e.g. suspension reports or ODR data). If special education assessment is being discussed at the meeting, the school psychologist will prepare any required paperwork.

What happens during an SST meeting?

During an SST meeting, staff review available data and generate interventions to support the student. See the "Selecting and Designing Tier 3 Interventions" guidelines in 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. If relevant, the team should also discuss and document any accommodations the student may require for the statewide assessment. 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.

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 pathologist (for speech/language concerns) must **always** be involved in the decision to refer a student for a special education evaluation.

Can I refer a student with an IEP for an SST meeting?

Nope! 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.

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

At Rocketship, we utilize our Student Huddle and SST process as the formal mechanisms for responding to parent requests for special education assessment. The process is as follows:

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, if necessary, the speech pathologist (if a language assessment is requested)	The individual receiving the request	Immediately upon receiving the request
Schedule and facilitate a Student Huddle meeting*	The school leader managing the grade level	Within 7 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 available data, if the school will proceed with a special education evaluation	The Student Huddle team (classroom teachers, school leader, and school psychologist)	During the Student Huddle meeting
Prepare the paperwork based on the school team's decision	The school psychologist	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	Within 15 days of receiving the request (remember that this is our legally mandated timeline)

*All of the classroom teachers who work with the student should attend this Student Huddle, and should be prepared to share quantitative data and anecdotal feedback on the student's present levels of performance. This Huddle ideally occurs during CPT. The school psychologist must attend this huddle, but it is facilitated by the school leader managing the grade level.

SECTION 5: ROLES AND RESPONSIBILITIES

All School Leaders:

- Facilitate “Student Huddle” meetings for assigned grade levels
- Support teachers in determining when a formal SST meeting is warranted
- Coordinate with the SST Lead the scheduling of SST meetings
- As the grade-level lead, facilitate the SST and take notes. Ensure follow-up meeting is scheduled
- Support teachers in implementation of Student Huddle recommendations and SST interventions

SST Leads:

- Maintain the SST master calendar; send reminders to team members one week prior to meetings
- Ensure consistent documentation in SST Gfolder (i.e. keep SST tracker updated, remind other school leaders to complete and upload SST paperwork as needed)
- Facilitate leadership team conversations about the overall health of the SST process as needed (e.g. flag when certain grade levels are over or under referring students for SSTs)
- Facilitate professional development on the pre-referral process to school leadership team (during the summer) and full staff (in the summer/fall as well as booster sessions as needed)

Teachers:

- Refer students to the Student Huddle process (inform coach of need to huddle for particular students)
- Bring relevant student data to Huddles and SST meetings
- Implement interventions and monitor progress
- Complete speech and/or OT screening request paperwork when needed

School Psychologists:

- Attend SST meetings as requested (*during scheduled SST block)
- Review student’s cumulative file prior to scheduled SSTs
- Contribute to intervention planning
- Assist in interpreting data and determining next-steps

Speech Language Pathologists/Occupational Therapists:

- Conduct screenings as requested
- Provide screen results within 6-8 weeks of receiving request
- Attend SST meetings when needed (pending outcome of screens)

ISE Specialists

ISE Specialists typically do not attend Huddles or SSTs, as these are a function of general education. They may however attend in unique cases (and if the specialists schedule allows), such as:

- If an Assessment Plan will be proposed
- Tier 3 interventions with ISE groups are being considered (pending capacity)

SECTION 6: REFERRING STUDENTS FOR SPEECH OR OT SCREENS

Teachers and school leaders often have concerns about a student's language or fine motor development, but aren't sure if the concerns warrant a formal referral for special education services. In these cases, teams can request that the speech pathologist or occupational therapist conduct a screen, which is a less formal assessment of the student's skills. The data from this screen is used to inform recommendations to the team, including whether a formal evaluation for services is warranted. It should be noted that occupational therapy is not a "stand alone" special education service, meaning that a student can only qualify for formal OT services if they are already eligible for special education services under another eligibility category.

What is the process for referring a student for a speech or OT screen?

1. Hold a Student Huddle meeting in which concerns are discussed and clarified and classroom-based supports are generated.
2. If the concerns remain, the school leader or a classroom teacher should complete the screening request form (linked in the "Resources" section of this Playbook) and bring it to the first SST meeting.
3. The screening should be documented on the school's "Speech/OT Screening Tracker" (linked in the "Resources" section)
4. At that SST meeting, the family will sign the screen request form to give permission for the screen to be conducted.
5. The SLP or OT will complete the screen before the second SST meeting is held in 6-8 weeks.
6. At the follow-up meeting, the SLP or OT will share the screening results and discuss next steps.

Because our SLPs and OTs each support several school sites, it is important that we follow this process (rather than, say, asking them to screen a child in passing in the hallway) so that they can keep track of screening requests across sites.

What types of concerns might indicate that a speech or OT screening referral should be made?

The following concerns may indicate the need for a speech screening referral:

- 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.

The following concerns may indicate the need for an OT screening referral:

- Difficulty with age-appropriate fine motor tasks, such as writing letters or numbers, cutting, or copying work from the board
- Inability to maintain a safe, seated position for a significant portion of class

What are the potential results of a speech or OT screen?

A speech screen may result in any of the following:

Inclusion in our speech intervention program (CAR, or the Class for Articulation Remediation)

A full speech-language evaluation

A finding that no specialized supports are required

An OT screen may result in any of the following: Recommendation for Tier 2 Handwriting supports

Individualized recommendations

A full OT evaluation (only if student has an IEP or psych/speech is also evaluating)

A finding that no specialized supports are required

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: 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 <i>consider</i> the need for a referral for assessment. Schedule regular (e.g. monthly) consultation with your School Psychologist to review the data of students in the intervention process and identify appropriate referrals.
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 testing 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 special education evaluation, but it is difficult for the ISE team to determine the appropriateness of the referral without documentation of the pre-referral interventions.	Ensure that SST meetings are held for students that require Tier 3/individualized interventions. In addition to the importance of documenting these interventions, parents must give permission in order for a student to be pulled out of their general program for intervention. The SST process ensures that parents have provided informed consent for Tier 3 interventions.
Pre-Referral Pitfall	Recommendations for Avoiding
ISE is the only option for individualized,	Tier 3 just means that the intervention is

<p>Tier 3 interventions. If the ISE caseload is full, there are no options for additional, non-ISE students who require that level of support.</p>	<p>targeted and individualized, and schools can be creative in thinking about who can deliver these services. See the “Selecting and Designing Tier 3 Interventions” resource for guidance.</p>
<p>SST teams fail to create a goal and a progress monitoring plan during the SST meeting, so when the follow-up meeting is held, they are unable to determine if the student has made adequate progress.</p>	<p>Pace SST meetings appropriately to ensure the team has time to align on a measureable, ambitious yet realistic goal, as well as a progress monitoring plan. Be sure to document the goal on the SST paperwork for reference in the next meeting.</p>
<p>Teams run out of time to assign owners to next steps, and when the follow-up meeting is held, none of the next steps have been completed because the team was unsure of who was responsible for each step.</p>	<p>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.</p>

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). In these cases, SST teams are encouraged to develop behavior intervention plans for students. 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, but the general steps to developing a behavior intervention plan are:

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.

School psychologists are available to support SST teams with the development of behavior intervention plans.

SECTION 10: THE “BEHAVIOR PROBLEM SOLVING TEAM” PROCESS

The “Behavior Problem Solving Meeting” is a process for screening for students who require additional behavioral interventions and matching them with appropriate Tier 2 and 3 interventions. As the school year progresses, teams also use this process to monitor the progress of students participating in behavior and social emotional interventions and make decisions regarding appropriate next steps.

What pre-work is done before the first Behavior Problem Solving Team Meeting is held?

Before the first meeting is held in the fall, school leaders work with their grade level teams to collect a list of referrals (students who are exhibiting either internalizing or externalizing behaviors). This process occurs during the last two weeks of September for Nashville, and the first two weeks of October for Milwaukee and the Bay Area. School teams should also ask the SWIS data lead to print a report that identifies students with the most ODRs. Finally, the school leadership team should align on the available Tier 2 and 3 behavior or social-emotional interventions at the school. These might include:

- Check-in/Check-out (CICO)
- Individual or small group counseling
- Individual behavior intervention plans (via the SST process)
- Small group “double dose” of the classroom SEL curriculum (Kimochi’s or Ruler Approach)

When is the first Behavior Problem Solving Meeting held, and who should attend? Who facilitates the Behavior Problem Solving Meeting?

The first Behavior Problem Solving Team Meeting should be held on or around the end of the first data cycle. School leaders and the Rocketship school psychologist should attend. If possible, mental health providers (Seneca, Foothill, Centerstone, etc.) should also attend, along with the ISE Specialist *if* ISE students are being referred.

Schools should identify one school leader who will be responsible for coordinating this process and facilitating the meetings. This will often be the SST Lead, although schools have the flexibility to designate any school leader for this role.

What happens during the first Behavior Problem Solving Team Meeting?

During the first Behavior Problem Solving Team Meeting, the team reviews all of the students who have been referred for a behavior and/or social-emotional intervention, rank students according to priority, and match as many students as possible to appropriate Tier 2 and 3 interventions. This is all tracked in each school’s “Behavior Problem Solving Meeting” Google doc (available on Drive and linked in the “Resources” section of this playbook. Teams must also create and implement a plan for notifying the families of students who will be participating in behavior/social-emotional interventions.

What pre-work is done before follow-up Behavior Problem Solving Team Meetings are held?

Prior to the follow-up Behavior Problem Solving Team Meetings that are held at the end of the second and third data cycle:

1. School leaders work with grade level teams to collect new externalizing and internalizing referrals during CPT meetings.
2. Interventionists update the “Behavior Problem Solving Meeting” Google doc with student progress and recommendations for next steps.
3. Assess the capacity for additional behavior interventions (i.e. does your counselor have room for additional students or small groups? Do you have any CICO coordinators who could take on an additional student or small group?)

When are subsequent Behavior Problem Solving Meetings held, and what happens during those meetings?

Subsequent Behavior Problem Solving Meetings are held at the end of the second and third data cycle. During these meetings, the team reviews new referrals and plugs them in to interventions as capacity allows, and reviews the progress of students already participating in interventions and makes decisions about next steps for each student.

Where can I find more information and/or get support in launching the Behavior Problem Solving Meeting at my school site?

Several resources to support the Behavior Problem Solving Meeting process are linked in the “Resources” guide of this playbook. Your school psychologist can also talk you through this process.

Section 11: Resources

Student Huddle and SST Paperwork:

[Blank Student Huddle/SST Paperwork](#)

School SST Tracking Resources:

[Carry-over SST Tracker](#)

[SST Folders](#) (Google folder where each school can store all of their pre-referral/SST paperwork)

Speech/OT Screening Tracker (coming soon!)

Professional Development Resources:

[Template for site-based SST training \(for teachers\)](#)

[SST Deep Dive for SST Leads \(PPT from SLL 2015 session\)](#)

[Writing Function-Based Behavior Intervention Plans](#) (PD designed for school leaders)

Screening Resources:

[Speech screening procedure](#)

[Speech screening form](#)

[OT screening forms](#)

[Foothill referral form](#) (San Jose schools only)

Resources to Support Teams in Generating Interventions:

[Selecting and Designing Tier 3 Interventions](#)

[SST Intervention Toolbox](#)

Tier 1 Speech and Language Strategies (coming soon!)

Behavior Intervention Planning Resources:

[SST Behavior Intervention Plan](#) - Template

[SST Behavior Intervention Plan - Guidelines](#)

[Notice of Intent to Collect Data](#) (parent permission form)

[Occupational Therapy/Sensory Strategy Checklist](#) (for teachers)

[Common Functions of Problem Behaviors](#)

[Progress Monitoring for Behavior Interventions](#)

Behavior Problem Solving Team Meeting Agendas and Notes

Statewide Testing Accessibility Guidelines:

[TNReady Accessibility Guidelines](#)

[SBAC Resources Guide](#) (for CA and WI – see page 5 for accessibility guidelines)



ANNUAL NOTICE OF CHILD FIND ACTIVITIES

This section of the parent handbook outlines our annual Child Find notice and responsibilities to parents of children within our district. Should you have any further questions please contact Genevieve Thomas, VP, Integrated Special Education at gthomas@rsed.org.

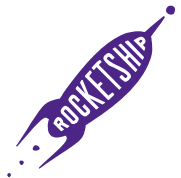
Child Find Policy and Responsibilities

Rocketship Education 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 adopted an inclusive model, which means that students with disabilities are educated in general education classrooms. Each student with a disability has a case manager, who is a credentialed special education teacher that works with classroom teachers to design the student's education plan. The extent of special education services and the location for the delivery of such services are determined by the IEP team (which includes parents). Rocketship Education also provides any related services, such as physical therapy, adapted physical education, occupational therapy, etc. that are required to enable the student to derive educational benefits.

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 an SST, or pre-referral, process in which school teams identify students who are struggling academically, socially, or behaviorally and develop interventions to support the student. Rocketship has additional 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. Our model



makes every effort to support the student within the general education setting while at the same time monitoring student progress to identify students who may have disabilities.

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.

Revocation of Consent:

Parents of children who have been identified with a disability have the right to revoke consent for special education services, meaning that they no longer want the school to provide special education services to their child. If a parent withdraws their consent for special education and related services by notifying the Rocketship in writing, the district still has the responsibility to identify, locate, and evaluate a child who is suspected of having a disability and in need of special education and related services. As part of our Rocketship's child find obligations in regards to your child, please know that you maintain the right to subsequently request an evaluation to determine if your child is a child with a disability who needs special education and related services.

Rocketship cannot proceed with an evaluation or with the initial provision of special education and related services without the written consent of the parents. Giving written consent is voluntary. You can withdraw your written consent at any time by notifying the school in writing.

Specialized Inclusion Program for Students with Moderate to Severe Learning Needs - Playbook



Welcome to the 2015-16 SIP Playbook!

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Section 1: Overview of SIP

Rocketship Education is committed to making our schools a viable option for all students and families, including students with disabilities. As our population of students with more significant disabilities has increased over the last several years, the Integrated Special Education team has been hard at work developing innovative systems for supporting these students. One of the structures within Rocketship that supports this program is our Specialized Inclusion Program, which is housed at select Rocketship sites. However, there are also students with moderate learning needs who attend non-SIP Rocketship schools. This playbook serves as a collection of frameworks and strategies that we have found to be most helpful in supporting our students with more moderate to severe learning and behavioral needs and is a resource for both SIP and non-SIP educators working with this population.

In an effort to continuously monitor and improve our SIP program for the students we serve, Rocketship will be conducting a program walk through 4 times throughout the 15-16 school year. During these walkthroughs student observations will be conducted over the course of 2-3 hours in common spaces around the school. Although this walkthrough is in place to improve outcomes for all students who participate in SIP, only 1 student will be selected for observation per campus for the entire school year to allow walk through teams to follow student response and progress over time. Walk through teams will consist of a variety of school team members including a school leader and program specialist/manager. They may also include a speech and language pathologist, occupational therapist, school psychologist, teacher, and other achievement team members from our Rocketship network. The walkthrough rubric can be found [here](#).

For more introductory information related to SIP, see the this program featured in the [Rocketship Beyond](#) blog.



Section 2: Promoting Access and Inclusion

Collaboration between General Education and Special Education Teams:

Beginning of Year Norm Setting

The foundation for meaningful inclusion for all students with disabilities is successful collaboration between general education and special education team members. Prior to the start of the school year, special education staff must proactively establish a collaboration schedule with general education teachers who will be working with the students on their caseload. We recommend that special education staff kick off collaborative relationships with school leaders and classroom teachers at the beginning of the school year with a formal “norm-setting” conversation. Topics can include frequency and format of formal collaboration, norming on the use of the “SIP space,” etc. A general guideline for this conversation can be found [here](#), and can be adapted to meet the needs of each team and student.

Ongoing Collaborative Structures

There is no set frequency for formal collaboration throughout the school year, but special education teams should plan to formally collaborate with general education teachers to support students with moderate-severe learning needs at least one time weekly. For Rocketship schools that have a formal Common Planning Time (CPT) structure for grade level collaboration, special education staff are encouraged to capitalize on this time for collaboration with grade level teams. For schools without a CPT structure, a weekly lunch planning meeting is suggested. Topics for discussion during co-planning sessions will depend on the time of year and needs of individual students, but could include:

- Aligning on upcoming instructional topics/units of study
- Problem-solving challenging behaviors
- Preparing for upcoming IEP meetings
- Co-analyzing formal or informal assessment data

These [CPT notes](#) here can be modified to meet the needs of individual school teams and students. It is also important to include general education teachers in the process of creating SIP student schedule and/or providing input and feedback. Sample student schedules can be found [here](#). Ongoing CPT planning time can be used to maintain individual student schedules.

Co-Teaching

At Rocketship, co-teaching involves two equally-qualified individuals who may or may not have the same area of expertise jointly delivering instruction to a group of students. Co-teaching is played out in many inclusion classrooms at Rocketship where a General Education teacher and a Special Education teacher share responsibility for classroom management and instruction. These professionals work with a group of students in a common space toward shared goals. Co-teaching can be very successful and improve overall student outcomes if executed properly and if strategic planning occurs. It is important to remember the key components to a successful



co-teaching relationship: co-planning, co-teaching and co-assessing. Successful Rocketship co-teachers have formalized meeting and co-planning structures, a classroom culture around inclusiveness, opportunities for teacher skill modeling and matching and ongoing data collection. See the [Co-Teaching Vision of Excellence](#) and [Co-Teaching Playbook](#) for more specific guidance around co-teaching practices and collaboration. Additional Co-teaching materials can be found in [here](#).

Professional Development for General Education Teachers

Another important avenue for collaboration across special and general education teams is professional development provided by the special education staff for school leaders and classroom teachers. Professional development can be delivered via consultation around specific students, or in more formal “mini-PD” sessions. Helpful topics for general education teachers working with students with moderate-severe learning needs might include:

- Building visual supports into the classroom environment
- Hierarchy of prompting for students with disabilities
- Encouraging meaningful interaction between students with disabilities and typically-developing peers
- Supporting language development for students with severe communication needs
- Classroom Behavior Support Strategies
- Work modification
- Function-based thinking
- Peer-assisted learning

Classroom Teachers as IEP Team Members

In an inclusion setting, general education classroom teachers are an essential member of the IEP team for students with disabilities. Special education staff can support classroom teachers in understanding their role on the IEP team, both in terms of the development of the plan as well as implementation of the plan in the classroom setting.

Special education staff members play an important role in facilitating IEP meeting participation from general education teachers. We recommend that SIP specialists carve out time to co-prepare for upcoming IEP meetings with GE teachers.

General Education Environment and Supports:

Peer-to-Peer Supports

One of the primary benefits of inclusion for students with significant disabilities is increased social development and engagement with peers. In order for both students with disabilities and typically developing peers to benefit from these social interactions, special and general education teachers must thoughtfully structure opportunities for meaningful social interactions.

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SIP teams at Rocketship have found Peer Buddies to be an effective framework for providing both social and academic support to students with disabilities. A peer buddy is a typically-developing peer who is trained to provide support (such as prompting or redirection) to a student with a disability in the general education classroom. An effective peer buddy program benefits both the student with a disability and the typically-developing peer. Teams can use [this structure](#) to roll-out a peer buddy system, including [peer buddy applications](#).

Disability Awareness Lessons

Disability awareness lessons explicitly teach students about disabilities and inter-individual differences. They provide an explanation for some of the differences students notice among their classmates and emphasize the importance of community, tolerance, and empathy. Resources for creating disability awareness lessons for the classroom can be found [here](#).

Hierarchy of Access

Use the [Hierarchy of Access Guide](#) to guide IEP teams in the development of modifications for fully included students with moderate to severe learning needs.

Independent Work Stations

An independent workstation is a system (generally a series of drawers or bins) that contains tasks (academic, fine motor, adaptive, etc.) that can be completed independently by the student. Generally, the first drawer or tub will contain a less-preferred task and will progress to a highly preferred task in the last drawer or tub, thus encouraging the student to complete a less preferred task in order to get access to a more highly preferred task. Check out a great video tutorial on setting up independent work stations on [The Autism Helper blog](#).

Example Independent Work Stations (*from Rocketship Mosaic*)



Visual Supports

Environmental language supports can also support language development in both the SIP room and the general education environment. Consider including the following supports in both

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spaces (and see [this post](#) from The Autism Helper for lots of great examples of environmental language supports):

Example Visual Supports:

Label each area of the classroom



Post handy visuals by the doorway



Post visual schedules in the classroom (in addition to providing students with their individual visual schedules)

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MY MONDAY SCHEDULE				MY MONDAY SCHEDULE			
MORNINGS				AFTERNOON			
1	7:45 am	Morning Work	✓	10	11:45 am	Practice	✓
2	8:15 am	Calendar - Sounds		11	12:00 pm	Science/Social	
3	8:30 am	Journal		12	12:30 pm	Math	
4	9:00 am	Letter Work		13	1:00 pm	Snack	
5	9:30 am	As Bb Cc Dd Ee Ff		14	1:30 pm	Class	
6	9:30 am	PE		15	1:50 pm	Read Aloud	
7	9:45 am	Writing & Reading		16	2:15 pm	Go Home	
8	10:35 am	Sight Words					
9	10:30 am	Lunch & Recess					
	11:30 am	Quiet Time					

Utilizing Evidence Based Practices in the Classroom

Evidence Based Practices (EBP) for Autism and other disabilities can be utilized in the general education classroom to support access, facilitation of IEP goal growth, and social interactions. For more information on EBP's for Autism see [here](#).

Making Common Core Standards Accessible for Students with Significant Disabilities:

The common core state standards (CCSS) articulate rigorous grade-level expectations in mathematics and English Language Arts. These common standards provide a historical opportunity to improve access to rigorous academic content standards for students with disabilities. Students with significant cognitive disabilities, however, will require substantial supports and accommodations in order to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs.

National Center and State Collaborative (NCSC)

One of the most useful resources available to support special educators in planning CCSS-aligned instruction is the [National Center and State Collaborative \(NCSC\) wiki](#). Among the resources available in this collection are:

- [Learning Progressions Frameworks](#): The LPFs are based on research that describes how understanding of core concepts in English Language Arts and Mathematics typically develop over time when students have the benefit of high quality instruction. These frameworks offer a guide for the development of curriculum and assessment and assist educators in lesson planning. These can be a helpful tool in strategically backwards



mapping from a grade level common core standard to the functional level of an individual student.

- [Core Content Connectors](#): Core Content Connectors identify the most salient grade-level, core academic content in ELA and Mathematics found in both the [Common Core State Standards](#) and the Learning Progression Frameworks. CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the CCSS, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.
- [Content Modules](#): Content Modules provide explanations and examples of the concepts contained in the Common Core State Standards that may be difficult to teach or unfamiliar to special education teachers. These modules can be used by teachers at the elementary, middle, and high school levels. They promote an understanding of the concepts so that a teacher can begin to plan how to teach the concepts to students and they provide teachers with potential adaptations and modifications to consider when designing materials and instruction.

Dynamic Learning Maps - Essential Elements

[The Dynamic Learning Maps Essential Elements](#) are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards. The purpose of the Dynamic Learning Maps Essential Elements is to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities. Like NCSC's Learning Progression Frameworks, the DLM Essential Elements are a highly useful tool in backwards-mapping CCSS for students with significant disabilities.

Goalbook Pathways

[Goalbook Pathways](#) is another useful tool in planning to make CCSS accessible to students with significant learning needs. Teachers can browse CCSS by grade level and view a pathway of understanding needed to master the standard, along with embedded UDL strategies and formative assessment tools.

Thematic Units

Thematic units utilize a single topic, theme, or overarching activity to bridge student learning across all academic, adaptive, and functional areas. They can be designed around a single activity, such as going to the store, or around a theme, such as "making our own food."

Thematic units can last several days or weeks, and support generalization and application of skills. Sample thematic unit materials and guides can be found [here](#).



Section 3: Curriculum

Like all students at Rocketship, students with moderate to severe learning needs are enrolled in a general education classroom and spend much of their school day being educated alongside typically-developing peers. Like all students with disabilities, however, they also have unique learning and behavioral needs that require more intensive specialized instruction and support. Their IEP teams are tasked with designing individualized programming which ensures education in the least restrictive environment while also providing the services and supplemental supports that ensure they receive meaningful educational benefit. Rocketship has several supplemental curricular resources to support students with moderate to severe learning needs.

Replacement Curriculum:

Early Literacy Skills Builder (ELSB) is an intensive intervention program that incorporates systematic instruction to teach both **print** and **phonemic awareness**. ELSB is a multi-year program with seven distinct levels and ongoing assessments so students progress at their own pace. It incorporates scripted lessons, least-prompt strategies, teachable objectives, built-in lesson repetition, and ongoing assessments. All students begin at Level 1. Instruction is one-on-one or in small groups. Teach scripted lessons daily in two 30-minute sessions. On the completion of each level, formal assessments are given. ELSB should be done in small groups. It should be implemented by any trained professional. Additional materials can be viewed [here](#).

Essential Elements

<i>Lesson Components</i>	<i>Materials</i>	<i>Curriculum Starting Points</i>	<i>Assessment</i>
<ul style="list-style-type: none"> ● Phonemic Awareness ● Phonics ● Comprehension ● Vocabulary ● Fluency Work 	<ul style="list-style-type: none"> ● Implementation Guide ● Teacher’s Manual ● Student Material Books ● Student Assessment Books ● Moe the Frog Puppet ● All About Moe Stories ● DVD for staff training ● CDs with printable PDFs ● Sight Word Flashcards ● Implementation Fidelity Checklist 	<ul style="list-style-type: none"> ● Students start at lesson 1 	<ul style="list-style-type: none"> ● Built-in mastery assessments ● Performance observations ● AIMSweb (supplemental)



Building with Stories complements Early Literacy Skills Builder and is designed to focus on **vocabulary** and **comprehension** development. The program is centered on a research-based ten-step framework designed to foster vocabulary understanding, print awareness, listening comprehension, communication independence, and word knowledge. It includes 10 award-winning story books, manipulatives, and scripted lessons within a teacher’s manual. Building with Stories should be taught in a small group setting 3-5 times weekly in 30 minute sessions. (See [this PPT](#) for an overview of using Building with Stories to encourage communication). Additional materials can be viewed [here](#).

Essential Elements

<i>Lesson Components</i>	<i>Materials</i>	<i>Curriculum Starting Points</i>	<i>Assessment</i>
<ul style="list-style-type: none"> ● Vocabulary ● Print awareness ● Listening comprehension ● Word knowledge 	<ul style="list-style-type: none"> ● Storybooks ● Story-related manipulatives ● Repeating storyline stickers ● Student materials book ● Teacher’s manual ● CD with printable PDFs 	<ul style="list-style-type: none"> ● Teacher determined 	<ul style="list-style-type: none"> ● Informal performance observation ● Built-in mastery assessments (checklists)

Sound Partners is an explicit, balanced, phonics-based tutoring program that provides individual instruction in early reading skills. Using lessons specifically designed for tutors, paraprofessionals, and assistants, this research-based solution:

- Improves phonemic awareness, decoding, word identification, and spelling skills
- Provides kindergarten instruction in phonological skills (syllable segmenting) and initial sound identification, and scaffolded practice in phoneme segmenting
- Includes application of word-reading skills through storybook reading practice

Additional Sound Partners materials can be viewed [here](#).

Supplemental Curriculum/Materials:

Unique Learning System is an online, interactive, standards-based curriculum specifically designed for students with special needs. Subscribers download and interact with monthly, instructional, thematic units of study. Each unit contains special education lesson plans and interactive materials teachers can implement into classroom learning activities. All materials are created using SymbolStix symbols. The unit lesson plans define three levels of differentiated tasks which accommodate the diversity of learners with significant disabilities.



Touch Math is a multisensory math program that makes critical math concepts appealing and accessible for students who struggle to understand grade-level content. It is specially designed for students who struggle with computation and with memorizing math facts.

Essential Elements

<i>Lesson Components</i>	<i>Materials</i>	<i>Curriculum Starting Points</i>	<i>Assessment</i>
<ul style="list-style-type: none"> ● Introduction/Warm Up/Review ● Counting ● Addition and Subtraction ● Work Problems ● Skip Counting ● Multiplication and Division ● Time ● Money ● Fractions ● Closing/Final CFU 	<ul style="list-style-type: none"> ● Touch point poster ● Implementation Materials (PDF) ● Manipulatives ● Attendance/ Lesson Completion Logs ● Progress Reports (for teachers and/or parents) ● Implementation Fidelity Checklist 	<ul style="list-style-type: none"> ● Students can start at any point in the curriculum. Starting point is based on assessment data and mastered concepts. 	<ul style="list-style-type: none"> ● Built in mastery quizzes and performance observations

You can find all of our Touch Math materials, including the curricula and training materials, on [Box](#).

Calendar Math is not a curriculum but rather a series of math routines around the calendar which help students explore a range of math concepts (counting, patterns, time, sequencing, etc.) in a meaningful, interactive way. See [this website](#) for a list of helpful calendar math resources. Calendar math materials can be inexpensively purchased from most teacher supply stores, including [Lakeshore](#). Additional calendar math materials can be viewed [here](#).

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Section 4: Communication

Students with moderate to severe learning needs often struggle with expressive and receptive language. Augmentative and Alternative Communication tools and environmental language supports are essential tools to help our students understand their environments and express themselves.

Augmentative and Alternative Communication (AAC)

Augmentative and alternative communication (AAC) includes all forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas. AAC can range from low-tech (e.g. Picture Exchange Communication Systems) to high-tech (e.g. an Ipad with an app for communication).

Low Tech Options

Picture Exchange Communication System (PECS):

PECS is designed to teach functional communication skills with an initial focus on spontaneous communication. The system begins with teaching a student to exchange a picture of a desired item with a teacher/communicative partner, who immediately honors the request. After the student learns to spontaneously request for a desired item, the system goes on to teach discrimination among symbols and then how to construct a simple sentence. Resources to support the use of PECS include [Boardmaker](#) (we have two copies at Rocketship), [Do2Learn](#) (free printable picture symbols), and [Pyramid Educational Consultants](#) (the original developers of the PECS system). Check out this online [Autism Internet Module](#) for a complete training on how to incorporate PECS in to your classroom (password required).



Student gives the PECs symbol to a person to communicate, to teach social use of language.

Single Message Buttons:

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A single or sequential message AAC device is a great, low-tech tool for students who have significant fine motor deficits, or who are just starting out with AAC. These devices (the [BIGmack Communicator](#) is a popular tool) feature one large button that can be pressed to express a single (or sequential) message. Common uses for single message buttons are for activating scanning systems for students with limited motor control or coordination, or for location-specific phrases such as “good morning” outside the classroom door for students to press as they enter the classroom, and “good bye” by the door frame for students to press as they exit the classroom.



A single message can be recorded to play each time the button is pushed.

Communication Notebooks:

Communication notebooks are low tech communication systems for students who either use PECS or need visual icons to support their verbal communication. Communication notebooks typically consist of a 3 ring binder loaded with laminated pages of icons that students might need to communicate in a variety of situations. Pages are typically organized by tabs based on activity or social function, with a “core communication” section of the notebook that folds out to be easily accessible no matter what page the student is on within the binder system. [Here](#) is a link to a brief tutorial on communication notebooks along with resources for starting a communication notebook.

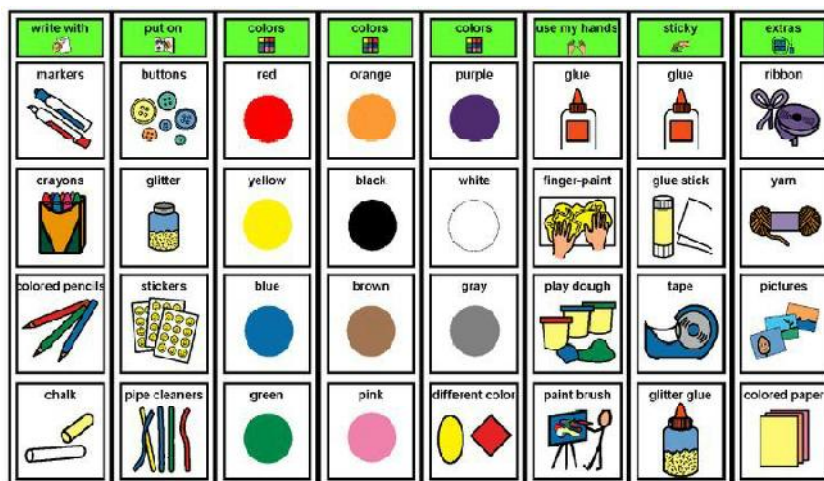


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Sample Communication Notebook -- the bottom is the core vocab that remains constant, and the top part flips depending on the context, need, or activity.

Activity Boards:

Activity boards are a simple low tech option for supporting communication or helping students think of ideas of what to say during specific activities. Typically, activity boards are printed, laminated, and used during a specific activity to support student communication. Typically, students using an activity board point to an icon to communicate. Several activity boards can be grouped and put into a communication notebook. These can be useful for students who are verbal but have word finding difficulties to prompt ideas of what to say, or for students who are overstimulated by high tech voice output options at first.



Sample Activity Board for an art activity

High Tech Options:

There are a variety of high tech options for students who need AAC support. Often, high tech options include voice output devices into which activity boards are programmed. When an icon is touched or activated, the device says the message out loud, and many high tech options have the capability of combining single icons into phrases and sentences.

[Go Talk Now](#) is the most commonly used AAC app in our SIP programs. Produced by the same company as ELSB and Building with Stories, Go Talk Now allows educators to complete communication boards that can be used to support both academic and communication goals for students in SIP. The [Go Talk Now User Guide](#) provides detailed instructions on use of the app. Shared communication boards are available to download from a shared g-mail account.

To access this account, go to the "Settings" in your communication iPad, click on "Mail, Contacts, & Calendars," then in the top right under "Accounts" choose "Add Account." Next, choose "Google," and then enter the name as AAC, the e-mail address as aac@rsed.org and the password as: RocketshipISE. Then, when you go into your "Mail" app, you can choose to

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pull up the AAC account, and you will see that TJ has e-mailed shared AAC boards to this account. Just open an e-mail and click on the "Click here on your iPad to install this template" link, and then follow the instructions in our shared "AAC Board Sharing" "Receiving Boards" page on G-drive. Important note: Do NOT delete any e-mails from this account while you are logged into it! This will be a place for us to ALL access archives of our boards. If you have any questions or need help troubleshooting, please contact T.J. Ragan at tragan@rsed.org.

When you create a new communication board for a student, it is best to follow some agreed-upon norms. These are recommended to ensure access and consistency across boards for students and can be found [here](#).

Environmental Language Supports

Environmental language supports can also support language development in both the SIP room and the general education environment. Consider including the following supports in both spaces (and see [this post](#) from The Autism Helper for lots of great examples of environmental language supports). Also consider providing sentence stems to encourage spontaneous language for students.



Teams may also want to consider using the [Promoting Access to Alternate Modes of Response and Communication guide](#) to support language development across educational spaces.



Section 5: Assistive Technology

Assistive technology is any kind of technology that can be used to enhance the functional independence of a person with a disability. Often, for students with disabilities, accomplishing daily tasks such as talking with friends, going to school, or participating in recreational activities is a challenge. Assistive Technology (AT) devices are tools to help to overcome those challenges and enable people living with disabilities to enhance their quality of life and lead more independent lives. See [this IRIS training module](#) for a general overview of Assistive Technology, as well as ideas for effectively incorporating AT in to the classroom. Also view recommended learning apps for the ipad [here](#).

iPad Learning Apps

The iPad is a highly useful assistive technology tool that supports both academic skill development and communication. All SIP programs have access to Ipads for both learning and communication, and some of our recommended learning apps include:

- [Injini](#): The developers of the Injini suite are parents of a child with Autism, and they specially designed the app to create superior play-based learning experiences for students with cognitive, language, and fine motor delays.
- [Starfall](#): The Starfall suite reinforces basic literacy and numeracy skills through engaging, play-based experiences.
- [Skywriter](#): Skywriter is a fun way for students to practice fine motor and basic writing skills.
- [One More Story](#): One More Story is an interactive online library of the best children's illustrated literature. Students can listen and follow along with highlighted text as a story is read to them, or read it themselves in the I Can Read It mode, clicking on words to hear them read aloud.
- [Touch Math Apps](#): The Touch Math suite complements the physical Touch Math curriculum
- [BookCreator](#): BookCreator allows students to create their own e-books, a great way to make reading applicable and engaging for students with disabilities

[This wiki page](#) describes seven stages of learner, ranging from Stage 1 where a learner is just beginning to use a device to control a computer, to Stage 7 where a learner is able to independently write using a computer. Apps are recommended for each stage of assistive technology user. View additional recommended iPad learning apps [here](#).

Chromebook Modifications

There are a number of basic modifications that can be made to our Chromebooks in order to support students with visual disabilities or fine motor delays. These include:

- [Enlarging the mouse](#)

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- [Slowing mouse movement](#)
- [Allowing Page Zoom](#)
- [Add text-to-speech functionality](#)

Section 6: Behavior Supports

Behavior Intervention Plans

The process for creating behavior intervention plans is the same for all students, including students with moderate to severe disabilities, and includes:

Identifying the target behavior → Collecting baseline data → Hypothesizing the function of the behavior → Generating a replacement behavior (that serves the same function) → Creating a SMART goal → Identifying necessary environmental changes → Creating a teaching and reinforcement plan, and → Developing a response/reaction plan.

However, behavior intervention plans for students with moderate-severe learning needs will often include unique supports designed to support students with more significant learning or communication needs. See some examples of high quality behavior intervention plans that have been created for students participating in the SIP program [here](#). Also view behavior support tools [here](#).

Visual Supports

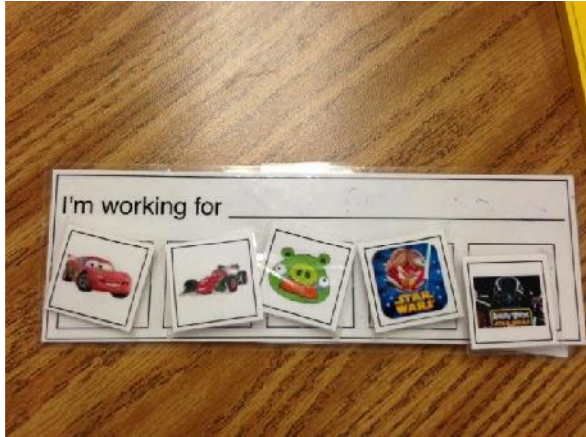
Visual supports are an invaluable behavior management tool in the SIP program. Visual supports for behavior can include:

When/then charts: When/then charts provide a visual reminder to students of what tasks need to be completed before they can gain access to a preferred task.

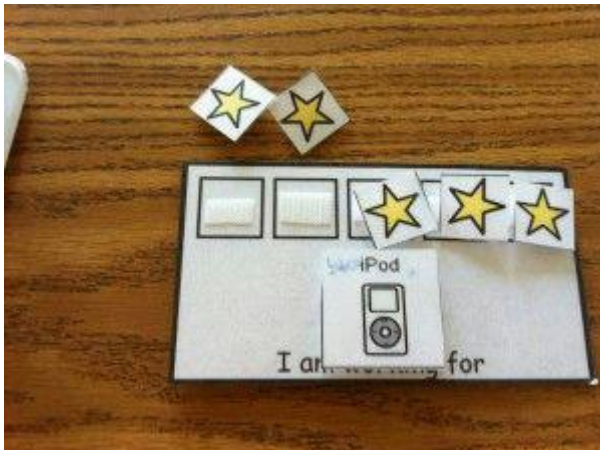


Choice boards: Choice boards provide a visual representation of the incentive choices that a student can be working towards.

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Incentive trackers/charts



Visual reminders of rules (classwide or for a specific student)



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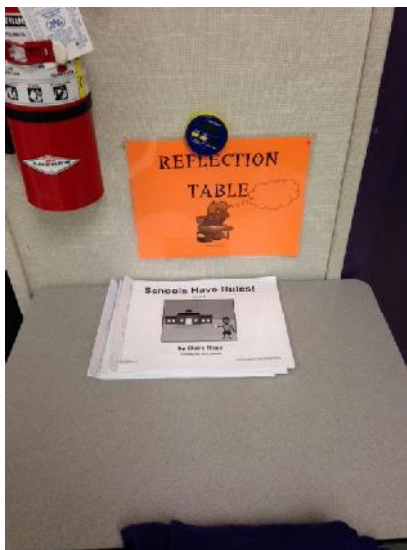
See the [Autism Internet Modules](#) for a great training module on visual supports.

Social Stories

Social stories or narratives are an evidence-based strategy for teaching routines or behavior expectations to students on the Autism Spectrum as well as other students with moderate to severe learning needs. A social story describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format. The goal of a Social Story is to share accurate social information in a patient and reassuring manner that is easily understood by its audience.'

Carol Gray is the guru of social stories, and her resources can be found at <http://carolgraysocialstories.com/>. When you're ready to create your own social stories, [Autism Internet Modules](#) includes a module on social narratives, which describes in detail how to create clear, effective social narratives to teach behavior expectations.

Example social story/reflection table at Rocketship Mosaic



Video Modeling

Video modeling is another evidence-based technique for teaching students behavior expectations and routines. In video modeling, the student or a staff member models the routine or expected behavior in a short video that also narrates the sequence or expectations. The video is recorded on an iPad, and can then be watched by the student as needed in the future to reinforce the expectations. The [Autism Internet Modules](#) includes a training module on how to structure video modeling as a behavioral instruction technique.

Sensory Supports

Students with moderate to severe needs often require additional sensory supports to access their classroom and academic settings. These supports could be as simple as a quiet fidget

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tool, scheduling sensory movement breaks throughout the student's day, or following a sensory diet. Sensory input can be calming or alerting to a student, and sensory supports should be provided with this in mind. Calming inputs include movements that are provided with [deep, firm pressure](#) (i.e. hugs, squishes) or input provided in a linear motion (i.e. rocking chair). [Alerting](#) inputs include movements that are quick and light (i.e. tickling, unexpected touch), or input that is rotational (i.e. spinning). Some students may also benefit from [Sensory Stories](#) for sensory activities or routines that would benefit from a social story (i.e. standing in line, eating lunch, circle time, etc).



Pencil with chew top for oral sensory input, and weighted grip for additional input into hand.



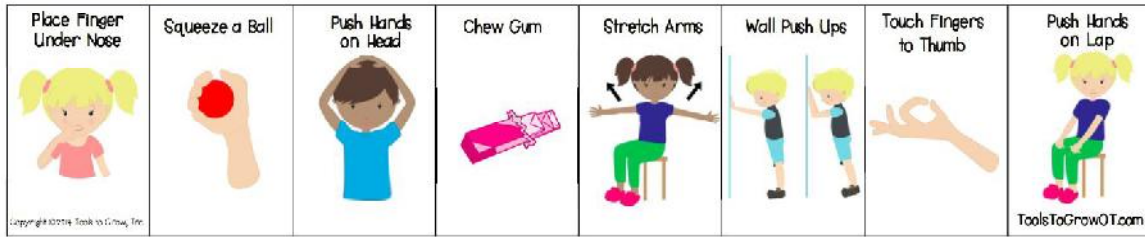
Rolling therapy balls across student's body for deep pressure (calming) input.

Sensory Breaks

Sensory breaks are sensory input and movement opportunities that are intentionally scheduled throughout a student's day to coincide with visible trends and to break longer chunks of time into more manageable amounts of time to attend. Sensory breaks take into account the environment, time of day, and input required by student. Sensory breaks should be created for an individual student to meet the needs of their schedule and sensory system, and should be updated whenever a schedule change occurs or routine is changed. Handouts can be found [here](#) and sample sensory break schedules can be found [here](#).

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Sensory Star Desk Strip 1 - Words



Sample Sensory Diet Desk Strips



Section 7: Student Assessment Tools

Curriculum Based Measurements:

Curriculum-Based Measurements (CBM) is a method teachers use to find out how students are progressing in basic academic areas. CBM's support in measuring and tracking progress of discrete academic skills such as math, reading, writing, and spelling compared to peers across the nation. View CBM's and National norms [here](#).

Student work samples and observations can also be used to assess student progress and responsiveness.

Section 8: Logistics and Operations

Setting up the SIP space

The SIP space should be set up to promote independence, access, and discrete skill growth. Within the physical space, the following space indicators and environmental supports and tools can be used to optimize student learning:

- Swing is hung up/sensory baskets available
- Student break procedure is visible
- Student calendar visible (e.g. for calendar math, school holidays, etc.)
- Staff and/or student facing wall schedule
- Individualized student visual schedule is accessible for target student within the space
- iPad charging station visible

Also within the SIP space, intentional work and sensory breaks should be differentiated within the space for target student. Staff monitors work break with timer and student has opportunity for choice prior to break.



Appendix

SIP Box Tour

<p><u>Curriculum and Supplemental Materials</u></p>	<ul style="list-style-type: none"> ● Step up to Writing ● Touch Math ● Rocket Math ● ELSB ● Reading Fluency Routines ● Building with Stories ● Sound Partners ● Thematic Unit tools ● Calendar Math tools
<p><u>Behavior Support Tools</u></p>	<ul style="list-style-type: none"> ● Social stories ● Zones of Regulation materials ● Expected/Unexpected tools ● The incredible 5 point scale ● Sample Behavior Intervention Plans ● Behavior planning tools
<p><u>Classroom Tours</u></p>	<ul style="list-style-type: none"> ● Pictures ● Video's
<p><u>Setting up the SIP Space</u></p>	<ul style="list-style-type: none"> ● Optimizing the SIP space ● Differentiated breaks ● SIP room shopping list
<p><u>Assistive Technology</u></p>	<ul style="list-style-type: none"> ● Recommended ipad app lists
<p><u>AAC and Promoting Access to Response/ Communication</u></p>	<ul style="list-style-type: none"> ● Response and communication guide for school teams ● Go Talk Now board set up instructions and norms
<p><u>Program Overview and Assessment Tools</u></p>	<ul style="list-style-type: none"> ● SIP walk through rubric ● Program overview
<p><u>Peer Buddy Supports</u></p>	<ul style="list-style-type: none"> ● Facilitating up a peer buddy relationship ● Peer buddy applications
<p><u>Inclusion Support Tools</u></p>	<ul style="list-style-type: none"> ● Hierarchy of access ● Prompting hierarchy



Other Research/Informational Resources:

Encouraging meaningful interaction between students with disabilities and typically-developing peers

- [Encouraging friendships between kids with disabilities and peers](#) (Dos and Don'ts)

Supporting language development for students with severe communication needs

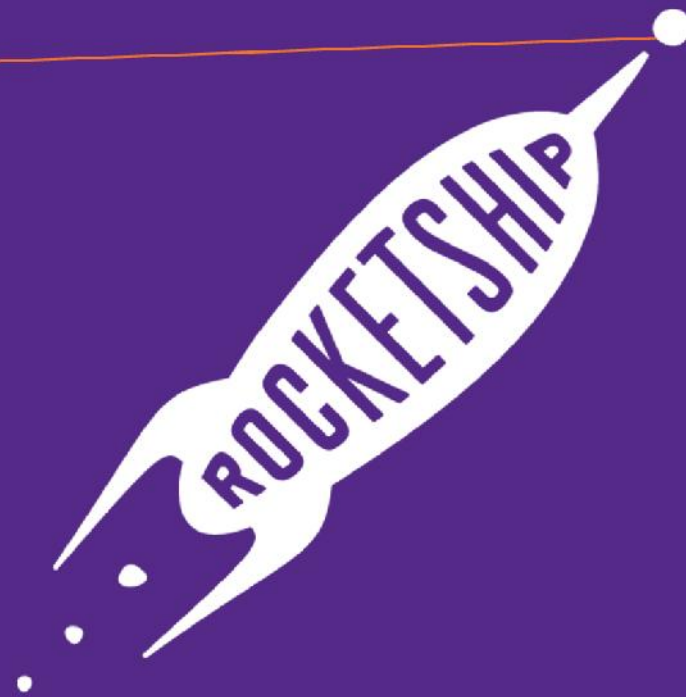
- [AAC Overview](#) (ASHA resource)
- [Integrating AAC in to the Classroom](#) (ASHA resource)

Professional Development Presentations

1. Building visual supports into the classroom environment
 - [Make it Visual](#) (presentation developed by Lindsay Smallwood, Special Education Teacher)
2. Supporting language development for students with severe communication needs
 - [Introduction to AAC](#) (Presentation developed by TJ Ragan, Bay Area SLP)
3. Classroom Behavior Support Strategies (including Sensory Supports)
 - [Optimizing the SIP Room to Support Sensory Needs](#) (Presentation developed by Larissa Ksar, Bay Area OT)
 - Sensory Smart Classrooms, [Part 1](#) and [Part 2](#) (Presentations developed by Larissa Ksar, Bay Area OT & Brianna Sullivan, Bay Area School Psych)
 - [SIP Sensory Supports](#) (Presentation developed by Larissa Ksar, Bay Area OT)
 - [Function-Based Thinking and Planning](#) (Presentation developed by Genevieve Thomas and Caitlin Gallagher, Bay Area Program Specialist)
 - [Functional Behavior Assessment](#) (IRIS module)
4. Work modification
 - [Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities](#) (IRIS module)
 - [Accommodations: Instructional and Testing Supports for Students with Disabilities](#) (IRIS module)
5. Autism Best Practices:
 - [Autism Internet Modules](#) - The Autism Internet Modules website provides video training modules that teach educational professionals how to implement a wide range of evidence-based best practices for working with students on the Autism Spectrum. Free account required to access the modules.

Disability specific resources

- [The Autism Internet Modules website](#) includes a 2 hour training module with lots of suggestions for structuring peer-mediated instruction and support in the general education classroom (password required).

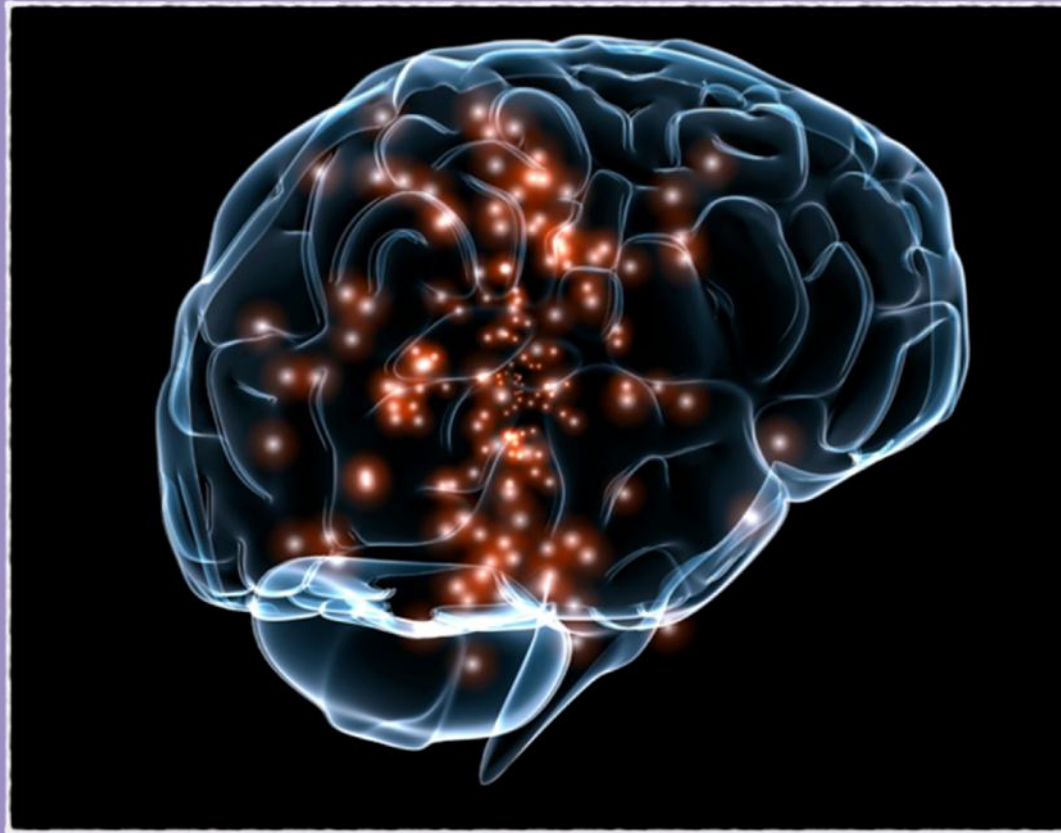


Intro to UDL

Achievement for All



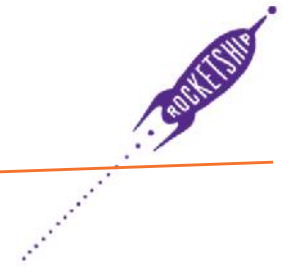
Guess what?



You just applied

UDL

Agenda & Objectives



Component	Time
Warm-Up & Opening	5 min.
Intro to UDL	10 min.
Barriers	10 min.
UDL Case Study	30 min.
Reflection and Closing	5 min.

By the end of this session, teachers will...

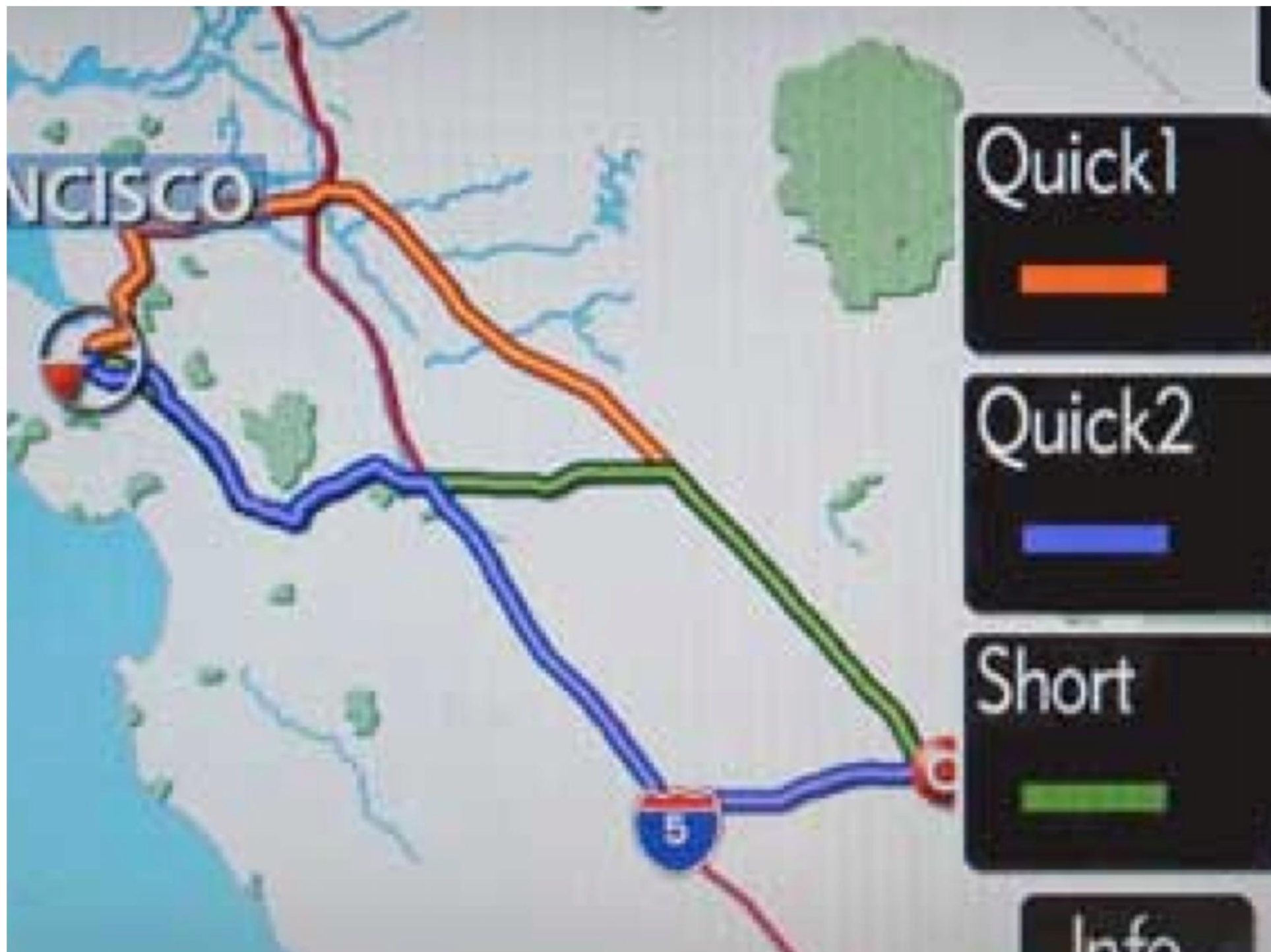
- **articulate** the three areas of Universal Design for Learning (UDL) and **hypothesize** their application to planning and execution.
- **identify** barriers and pathways to address barriers for one case study student.

UD...What?



- Approach to curriculum
 - Planning and execution
- Mitigate barriers to maximize learning
 - Strength-based approach







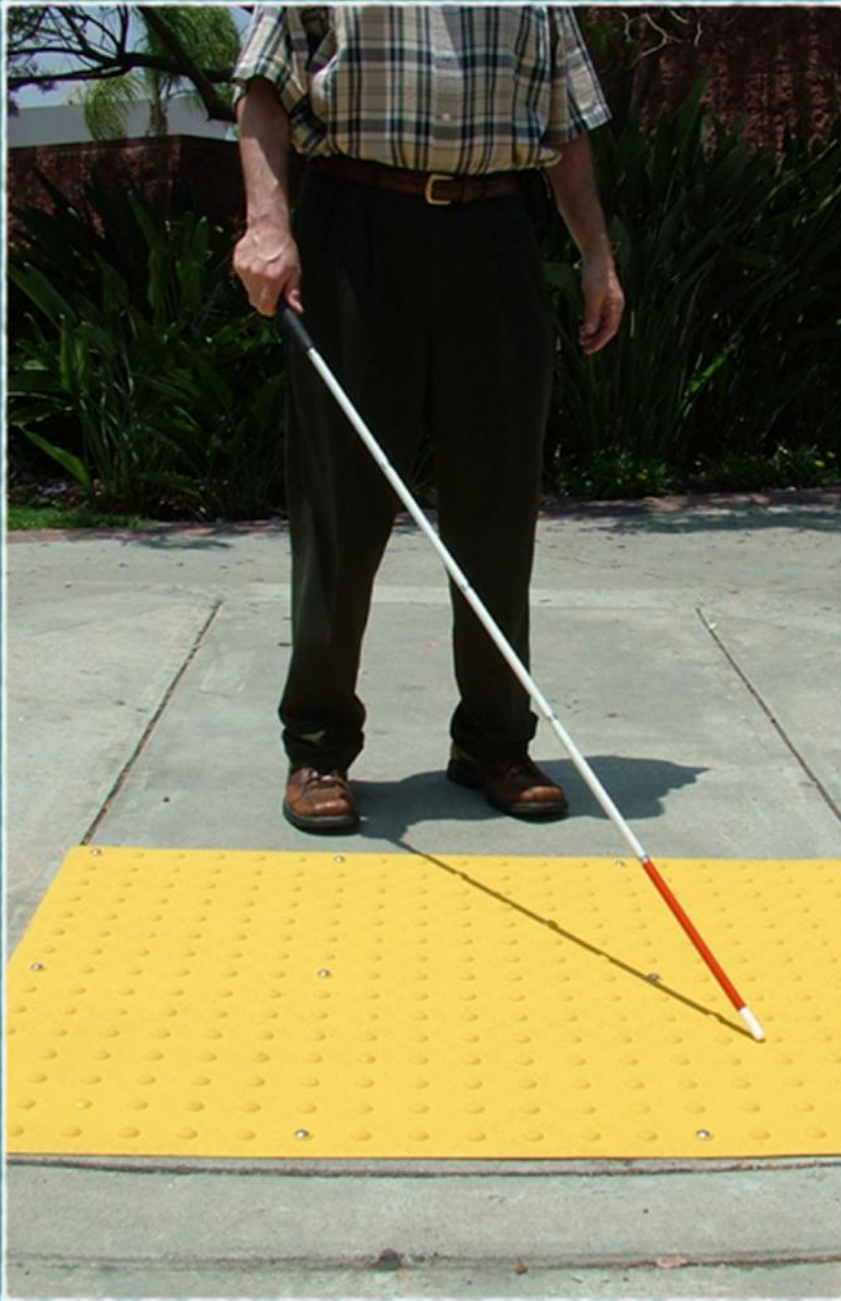
Where did universal design start?





Universal

Curriculum that can
be accessed and
used by everyone.



Design

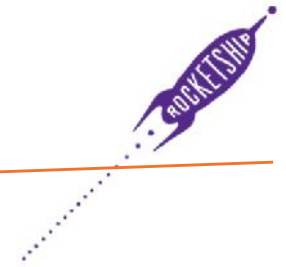
If you design for those in the margins, your design benefits everyone.



Learning

Learning is not one thing. We need a curriculum that engages the three networks.

UDL Networks



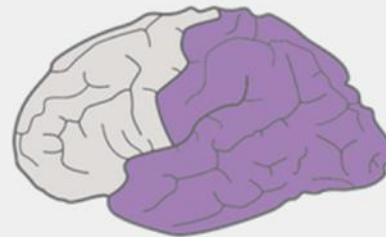
AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

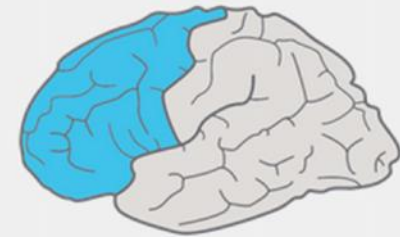
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

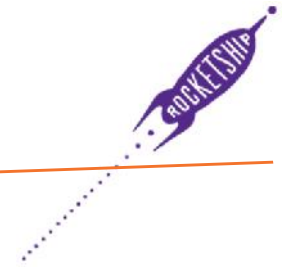
STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Recognition Representation

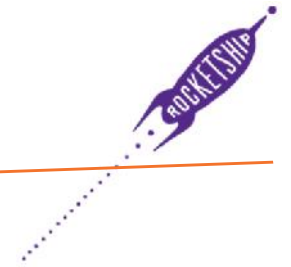


- Comprehension
- Perception
- Language Symbols

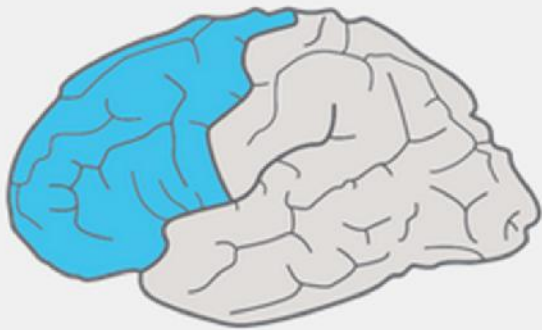
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Strategic Representation

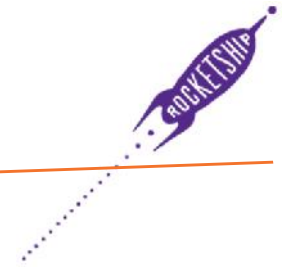


STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



- Physical Action
- Expression and Communication
- Executive Functioning

Affective Engagement



AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



- Recruiting Interest
- Sustaining Effort and Persistence
- Self-Regulation



Teach,
evaluate
revise



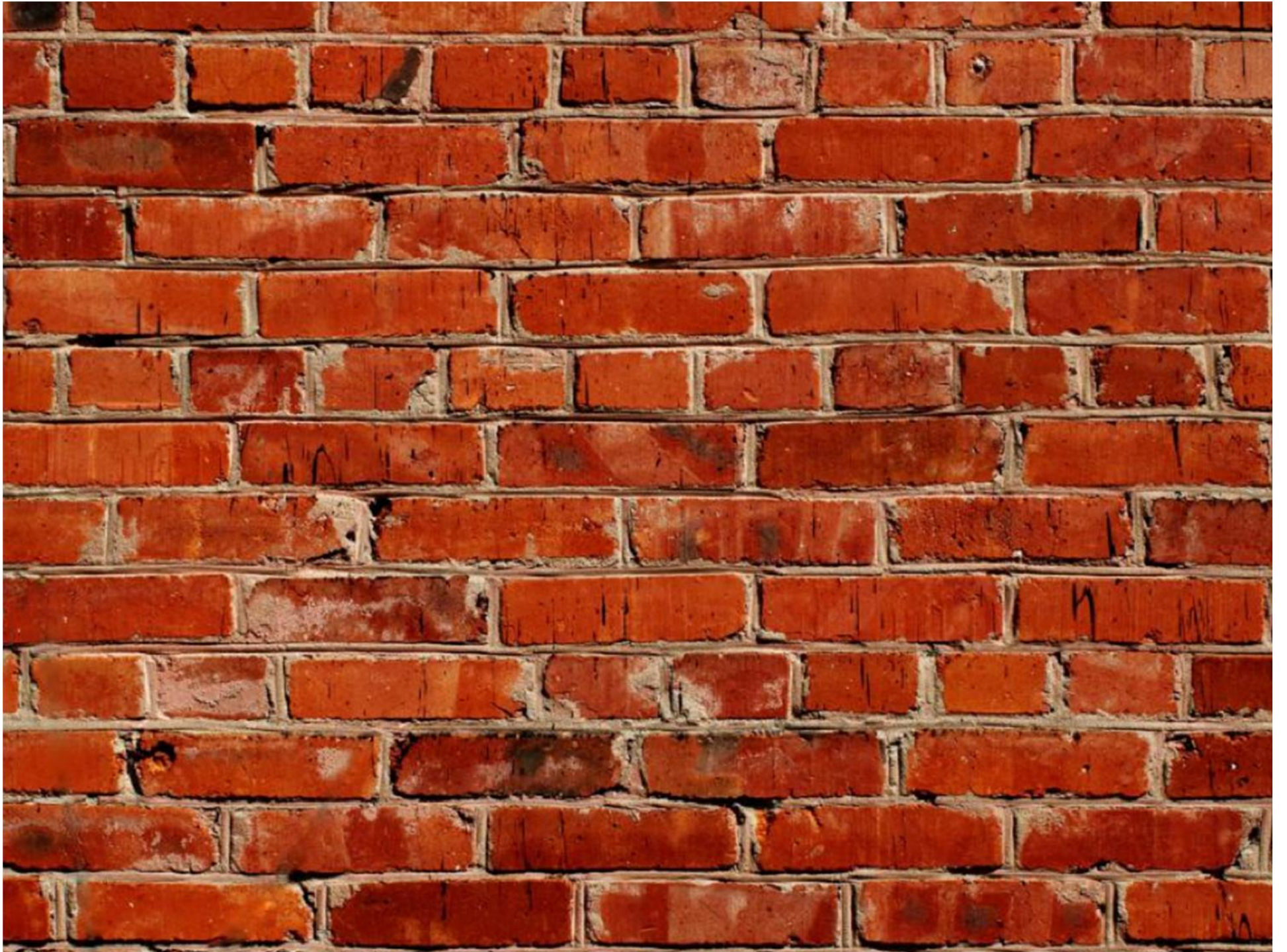
Use UDL
to plan
learning

What are
we here to
do?



Identify
potential
barriers to
learning

Materials,
Methods,
Assessment



Barriers: Materials



- Manipulatives
- Music/Sound
- Computer
- Paper/Pencil
- Video
- Text
- Images



Barriers: Methods

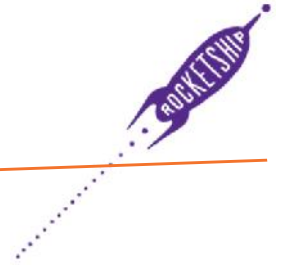


- Seat Work
- Locations
- Groupings
- Written Presentation
- Lecture
- Reading
- Group Work

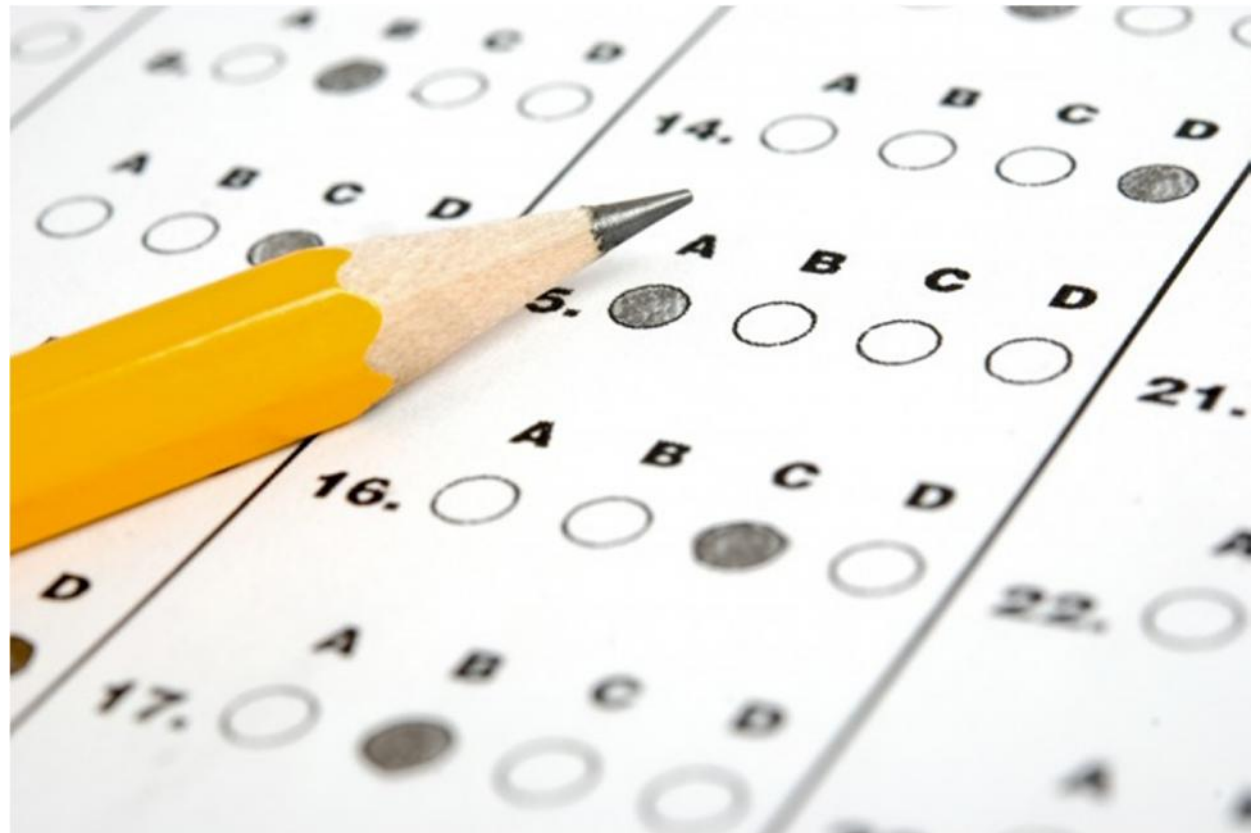


"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

Barriers: Assessment



- Matching
- Fill in the Blank
- Mult. Choice
- Essays
- Oral
- Presentations
- Powerpoint

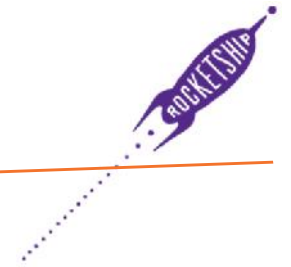




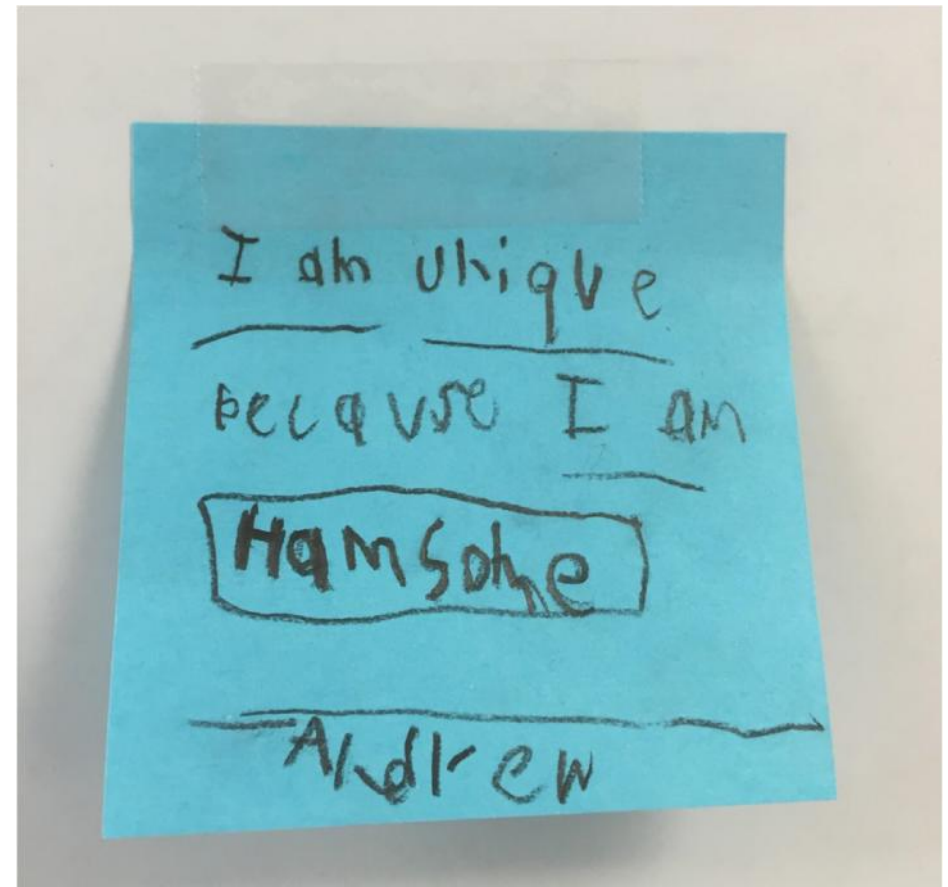
Gallery Walk

What barriers might students face in accessing materials, methods and assessments? Jot down your ideas on a post it.

Case Study



- Meet your students!
 - Strengths and interests
 - Potential barriers
- Strategies for...
 - Representation
 - Expression
 - Engagement



SWBAT write a paragraph describing the life cycle of a butterfly using domain-specific vocabulary.

UDL Principle	Key Question or Guideline	Lesson Component
Representation	How is the information in the learning activity presented to the student?	Students read a short article about a butterfly's life cycle.
Action + Expression	How will the student participate and demonstrate mastery in the learning activity?	Students write a paragraph that describes each stage in the metamorphosis cycle.
Engagement	How will students be motivated and sustain interest in the learning activity?	Students think-pair-share about an experience from their own lives.

UDL Principle: **Representation**

↳ **UDL Guidelines** (barriers that might prevent students from learning):

1 Perception

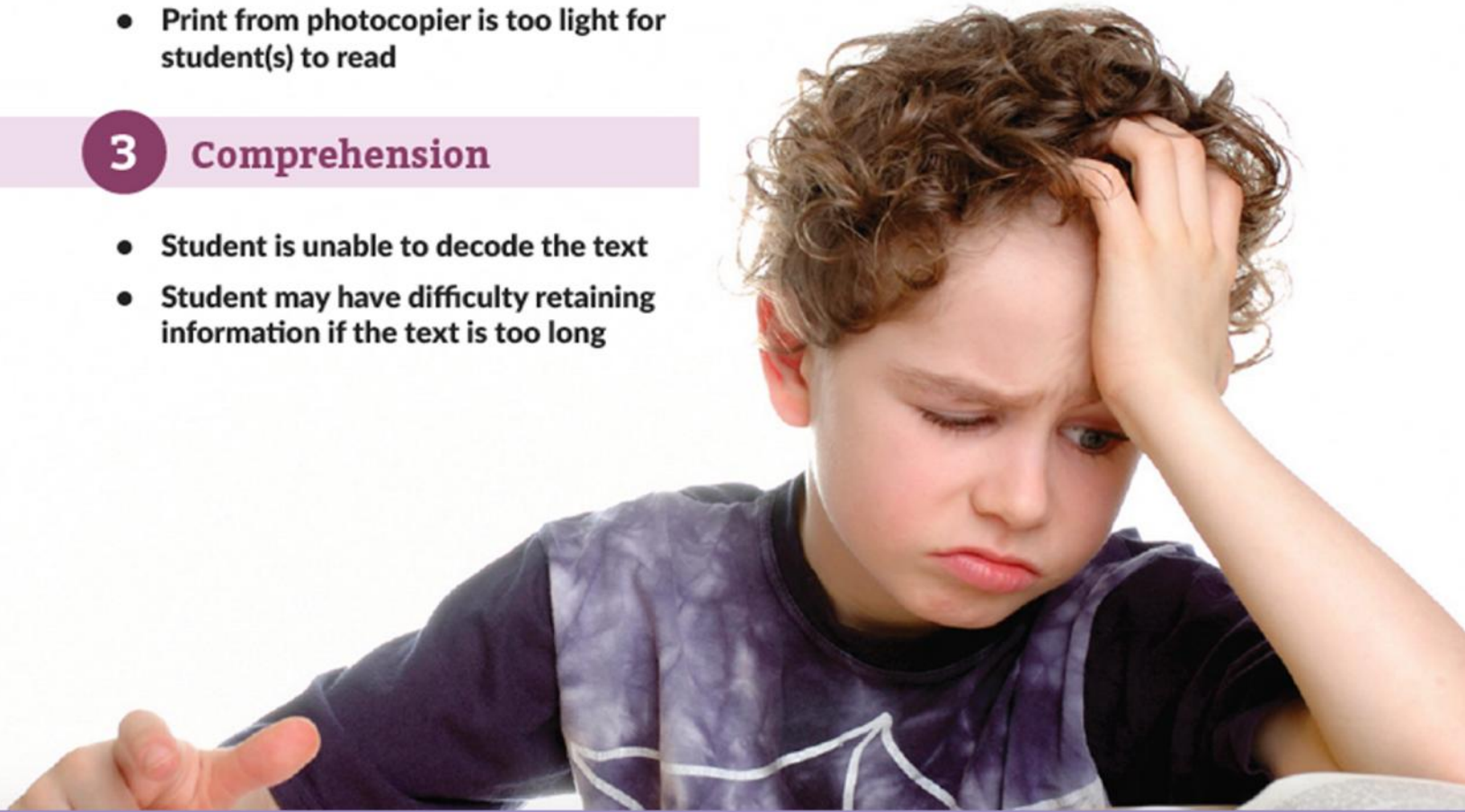
- Student may lack background knowledge

2 Language, Expressions, and Symbols

- Print is too small for student to read
- Print from photocopier is too light for student(s) to read

3 Comprehension

- Student is unable to decode the text
- Student may have difficulty retaining information if the text is too long



UDL Principle: **Representation**



UDL Guidelines (barriers that might prevent students from learning):

- 1 Perception**
- 2 Language, Expressions, and Symbols**
- 3 Comprehension**

POSSIBLE BARRIERS TO COMPREHENSION

- Student is unable to decode the text
- Student may have difficulty retaining information if the text is too long

Checkpoints that specifically target barriers to comprehension

- 3.1** Activate or supply background knowledge
- 3.2** Highlight patterns, critical features, big ideas, and relationships
- 3.3** Guide information processing, visualization, and manipulation
- 3.4** Maximize transfer and generalization

Checkpoint**In order to...****The teacher could...****3.1****activate or supply
background knowledge**

review key vocabulary with illustrations before students engage with the text.

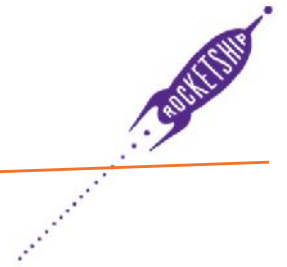
3.2**highlight patterns,
critical features, big
ideas, and relationships**

chunk the text so each section corresponds to each stage of metamorphosis.

3.3**guide information
processing**

pair a graphic organizer with the text, providing a structured method for note-taking while students read.

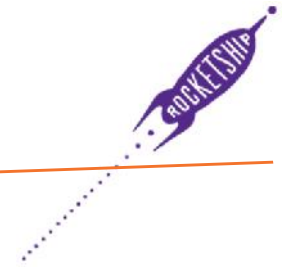
Case Study



- With alike teachers...
 - Select a student profile
 - Read LP with student needs in mind
 - Brainstorm enhancements using UDL strategies handout
- Strategies for...
 - Representation
 - Expression
 - Engagement



Our Favorite Things



- Your packet!
- udlcenter.org
- cast.org
- goalbookapp.org
 - Paid
 - UDL Wizard
 - Pathways



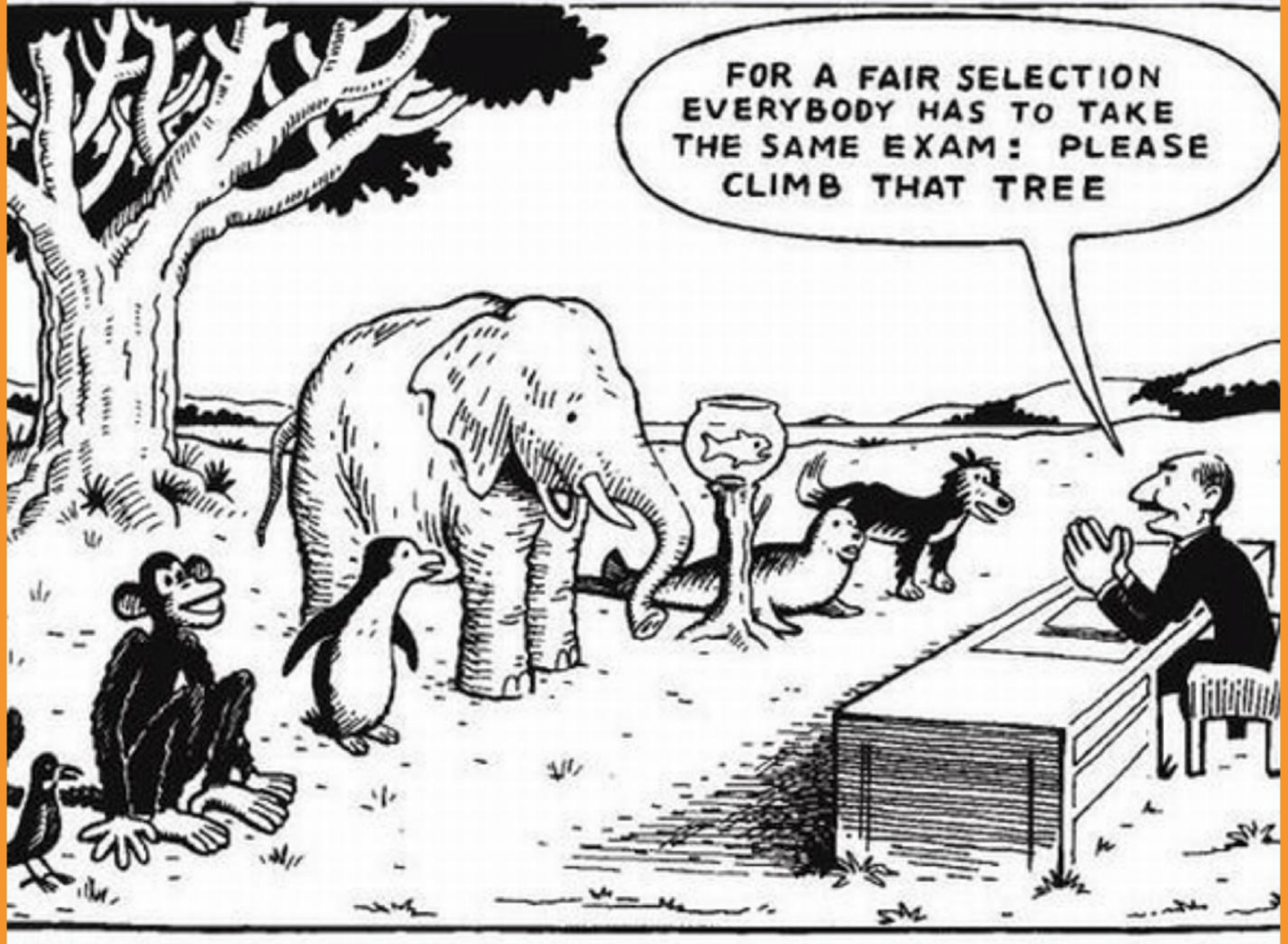


Case Study Work Time



Case Study Presentations

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



Coming Up...



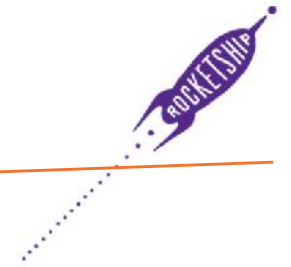
At your site...

- Co-planning with a UDL focus
- Observations focused on UDL elements

In the network...

- Quarterly PD
 - Work analysis
 - Co-planning
 - What else?

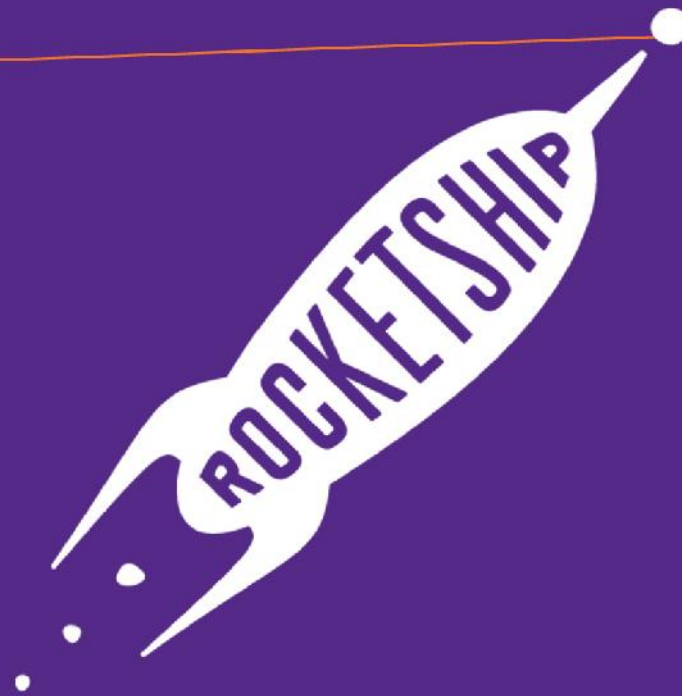
Goodbye...for now!



By the end of this session, teachers will...

- **articulate** the three areas of Universal Design for Learning (UDL) and **hypothesize** their application to planning and execution.
- **identify** barriers and pathways to address barriers for one case study student.

Thank you!



Student Success Team (SST) and Pre-Referral Process

2015-2016

School Site Training

What is an SST?

A Student Support Team (SST) meeting is a team-based problem-solving meeting for individual students.

A team of key stakeholders (parents, teachers, a school leader, school psychologist, etc.) gather to share information, discuss concerns and create an intervention plan for individual students.

This is also how we screen and filter kids to be evaluated for special education, when appropriate.

What is an SST?

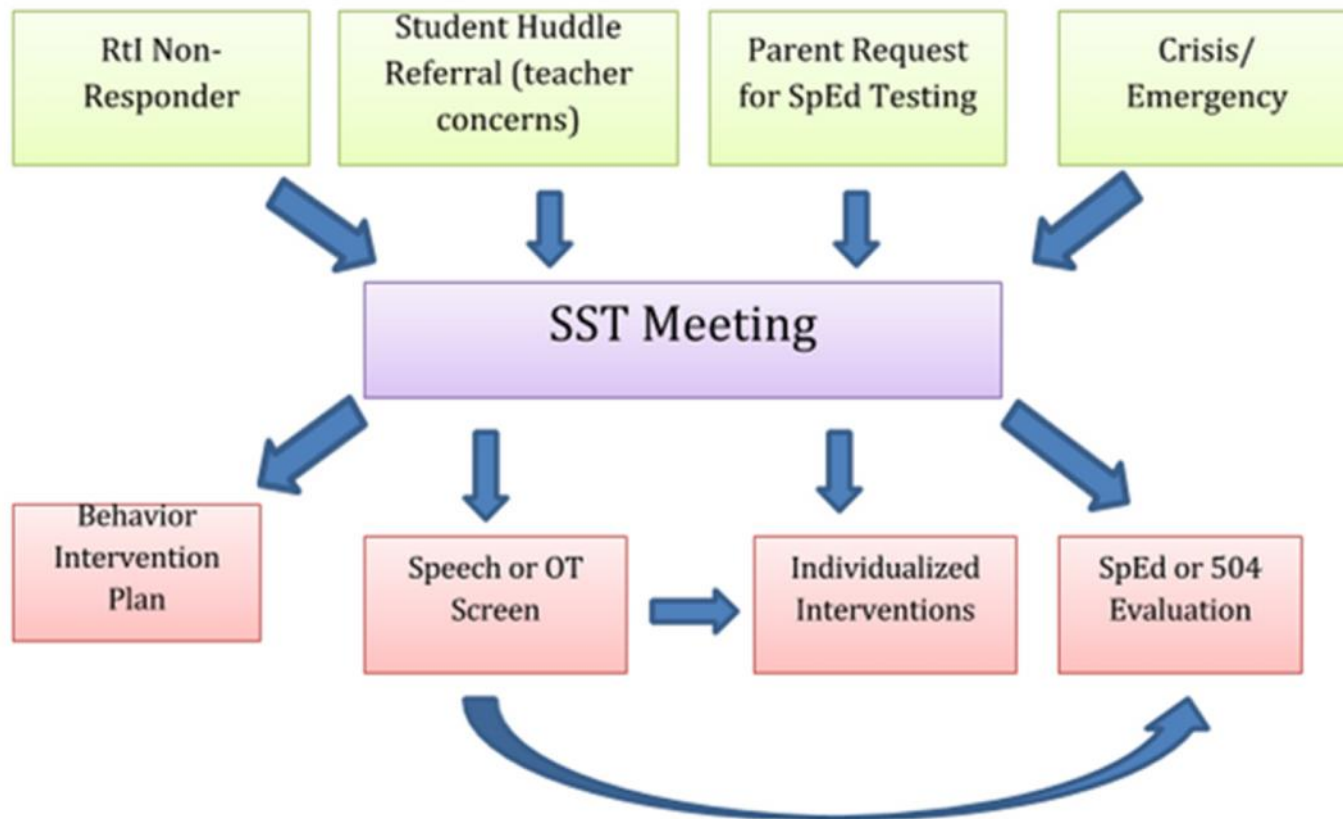
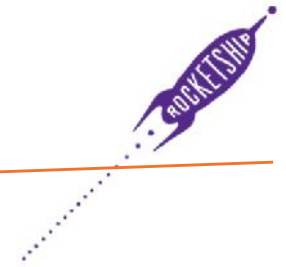


The California Department of Education defines SST as:

“... a **positive school-wide early identification and early intervention process.**

Working as a team, the student, parent, teachers and school administrator identify the student's strengths and assets upon which an **improvement plan** can be designed. Concerns are seen as obstacles to student success and not descriptors of the student or his character. As a regular school process, the SST intervenes with school and community support and a practical improvement plan that all team members agree to follow. Follow-up meetings are planned to provide **a continuous casework management strategy to maximize the student's achievement and school experience.**”

SST at Rocketship



Step 1: Student Huddle



Designated blocks during **CPT**, during which a teacher can bring up students of concern.

Grade level team and coach brainstorm and align on strategies to try

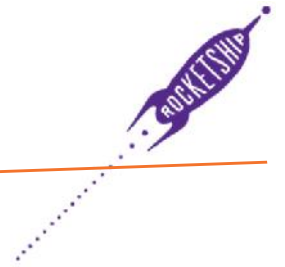
Documentation begins

Examples of reasons to huddle:

- Slow/no academic growth on weekly assessments, STEP, benchmarks, etc.
- Students severely below grade level.
- Speech/OT concerns.
- Behaviors that impede learning.



Step 2: Student Huddle SST



- If after about 4-6 weeks, student does not appear to be improving:
 - Coach and grade-level team decides whether it is appropriate to move to an SST.
 - Team brainstorms preliminary interventions.
 - Team discusses need for OT/Speech screen.
 - An SST meeting is scheduled during an open SST time-block

What does an SST meeting look like?



- 30-45 Minute Meeting

- Participants:

- SL coaching grade level
- Teachers
- Parents are invited
- School psychologist
- Sometimes: Counselor, Speech Pathologist, Occupational Therapist, etc.



1. Review concerns and current data
2. Discuss relevant background history (health, file review, etc.)
3. Create intervention plan
4. Create a goal and plan to monitor progress
5. Sign consent for screenings (Speech/OT) if needed
6. Schedule follow-up meeting (about 6-8 weeks) later)

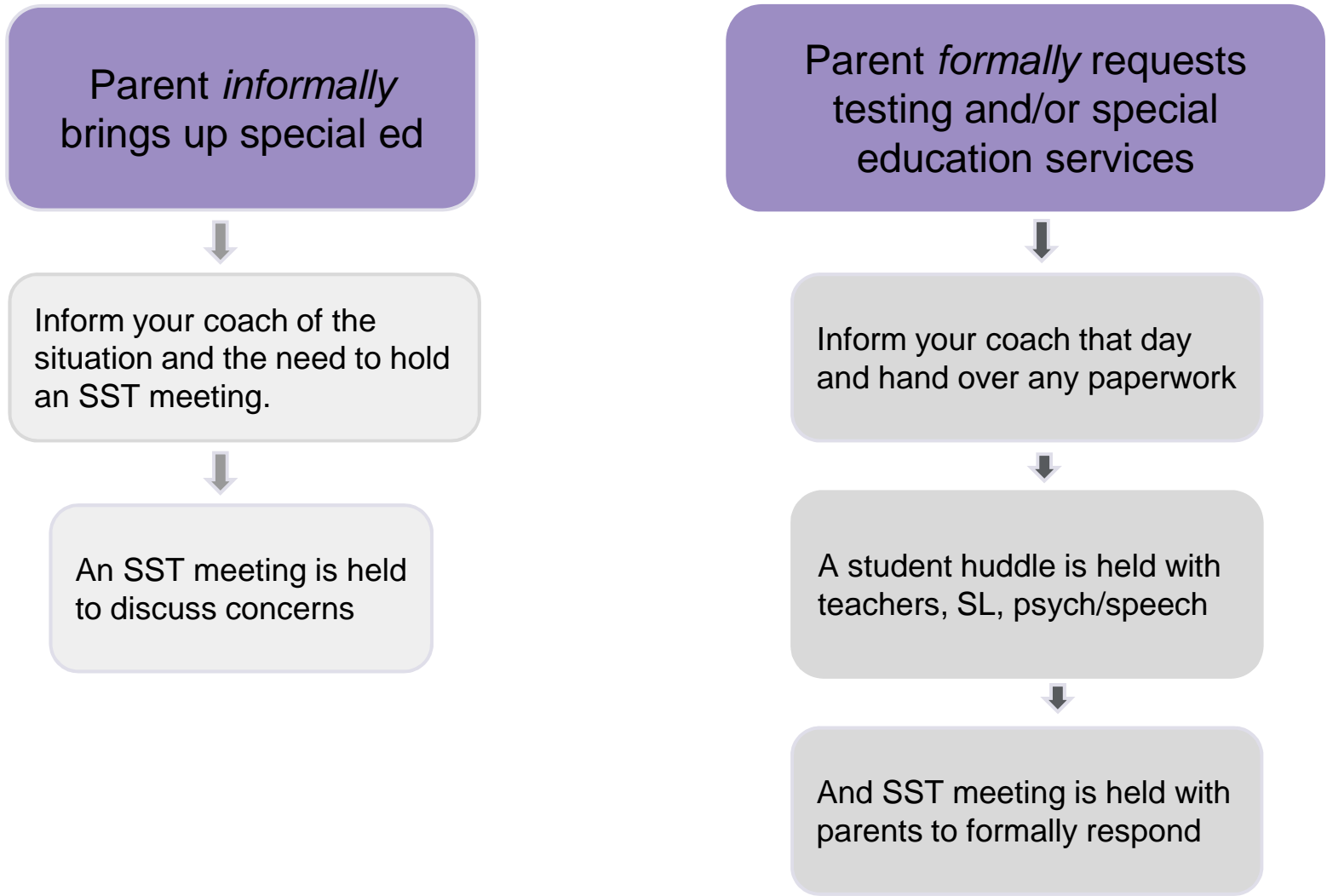
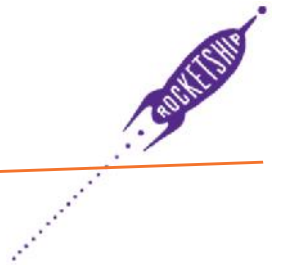
What if a parent comes to me and requests an assessment or Special Education services?



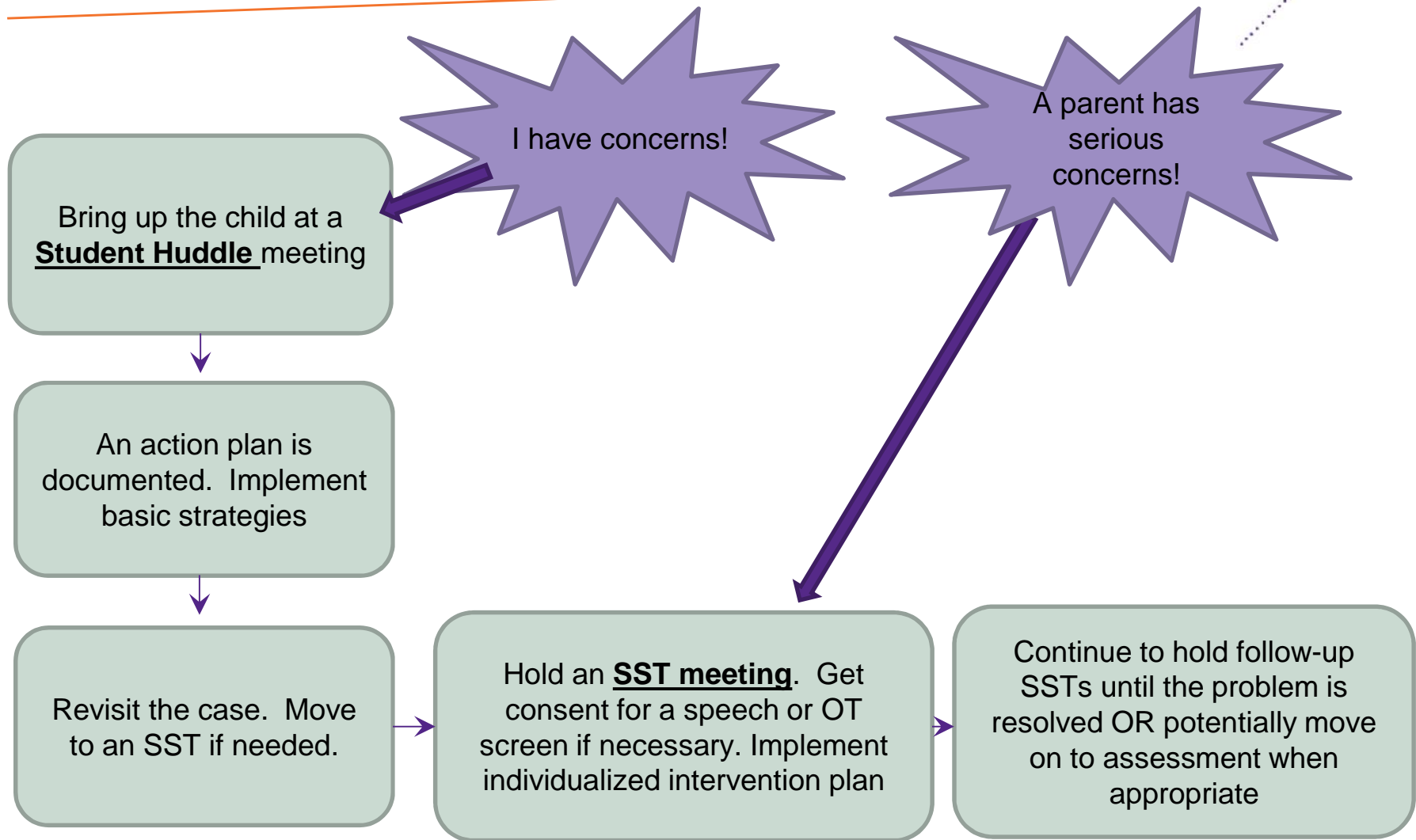
1. Tell your coach the same day that the parent brought up testing.
2. School Psychologist will attend a student huddle meeting to review data and determine next steps.
3. An SST meeting is held within 15 days of getting the parent request.

Note: A parent request does not ALWAYS result in an ISE evaluation.

Parent Request Flow-Chart



Summary Pre-Referral Flow-Chart for Teachers



Summary



- The purpose of SST meetings are *not* to place students on a track towards special education. However, SST meetings may eventually result in an evaluation.
- SST meetings are held when:
 - Students are not making expected academic growth.
 - Students are not responding to small group interventions
 - The student displays intensive behavioral needs
 - Parents formally request an evaluation
 - Emergency/crisis situations
- SST meetings will be held: _____

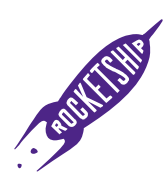
Rethinking elementary school from the ground up.

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ROCKETSHIP



Educational 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 for an ERMHS 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 to 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 assessment?

All ERMHS referrals at Rocketship will go through the school's assigned school psychologist. Teachers should not reach out directly to our Seneca ERMHS providers to refer a student for an ERMHS assessment. If a case manager suspects a student may require an ERMHS assessment, they should schedule a time to check-in with the school psychologist to discuss the presenting concerns, including:

- Presenting behaviors
- Previously implemented interventions and effectiveness
- Overall academic and/or educational impact of behaviors

If it is determined that an ERMHS assessment is warranted, the school psychologist will:

- Prepare an assessment plan and prior written notice
- Reach out to the Seneca Director of School Partnerships to coordinate assessment logistics

The ISE case manager will:

- Schedule an amendment IEP meeting to review the presenting concerns with the family and obtain consent to proceed with the assessment

What is an ERMHS assessment, and who conducts the assessment?

An ERMHS assessment is designed to determine whether a student has a mental health need resulting in a need for direct, mental health services in order to access and benefit from his or her educational program. The assessment also helps inform IEP goals for students with ERMHS services. At Rocketship, ERMHS assessments are multi-disciplinary and involve the school psychologist, the case manager, and the Seneca ERMHS provider. In order to determine the need for services, ERMHS 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 Seneca ERMHS provider, including observations in both the classroom and during unstructured times
- Interviews – completed by the Seneca ERMHS provider, with the teacher(s), the student, the family, and any other relevant stakeholders
- Instructional factors – completed by the ISE specialist

Following each assessment, the Seneca 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 Seneca ERMHS provider will write an evaluation report incorporating the assessment results from the school psychologist and the ISE Specialist and summarizing the assessment recommendations.

What ERMHS services might a student receive as a result of the ERMHS evaluation?

The exact services will be determined by the IEP team based on the results of the ERMHS evaluation, but the following services are all considered ERMHS services:

Service	Description	Possible Providers
Psychological Services	<ul style="list-style-type: none">• Administering psychological and educational tests, and other assessment procedures• Interpreting assessment results• Obtaining, integrating and interpreting information about child behavior and conditions relating to learning• Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation and behavioral evaluations• Assisting in developing positive behavioral intervention strategies.	School psychologist

Service	Description	Possible Providers
Social Work Services	<ul style="list-style-type: none"> • Preparing a social or developmental history on a child with a disability • Group and individual counseling with the child and family • Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school • Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program • Assisting in developing positive behavioral intervention strategies. 	Seneca ERMHS provider
Counseling & Guidance Services Individual Counseling	<ul style="list-style-type: none"> • Educational counseling to assist pupils in planning and implementing their educational program. • Personal counseling to help pupils develop their ability to function with social and personal responsibility <p>*Note: Counseling & Guidance should be used for group-based services</p>	School psychologist Seneca ERMHS provider
Parent Counseling & Training	<ul style="list-style-type: none"> • Assisting parents in understanding the special needs of the their child • Providing parents with information about child development • Helping parents acquire the necessary skills that will allow them to support the implementation of their child's IEP. 	School psychologist Seneca ERMHS provider

How do we write ERMHS goals?

Just like any other IEP service, ERMHS must have a corresponding goal. ERMHS goals should be specific, measureable, and aligned to the specific area of deficit. An example of a specific, measureable ERMHS goal is:

- By 11/04/2014, when prompted by a teacher or other adult, (STUDENT) will identify three appropriate social strategies for dealing with anger, disappointment, and frustration with 100% accuracy in three consecutive trials as measured by observation, interview with student, and data collection.

How do we update progress towards IEP goals?

Seneca 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 ISE case manager will be responsible for completing the progress report update in SEIS.

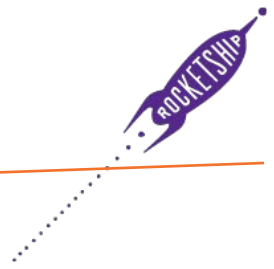


Teacher Performance Evaluation Update 2015-16

November 2015

Performance Management System

Review



Start of Year

Review Evaluation

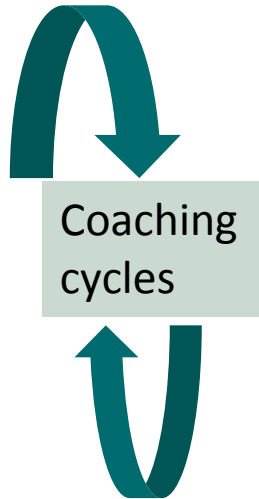
Student Achievement

Parent Metrics

Teaching Performance Rubric (VOE)

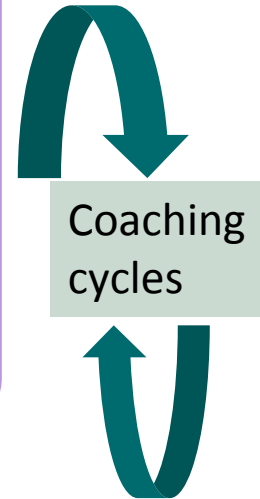
Core Characteristics

Professional Growth Plan



Mid-Year Evaluation (Jan-Feb)

Professional Growth Plan

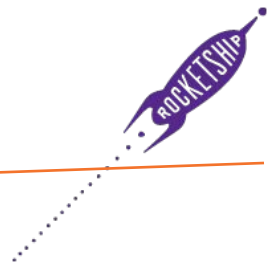


End of Year Evaluation (May-June)

Salary increase based on performance

Two Year Roll Out of Updates

Review



**14-15 (15-16 Comp):
Current System with
Improvements**

- Address most critical issues in policy and execution
- Focus on consistent use of CCs, VOE

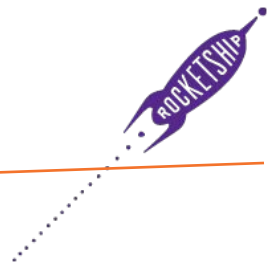
**15-16 (16-17 Comp):
System based on
Evaluation**

- Compensation to be set by teacher evaluation rating and not NWEA MAP Average Growth alone (requires re-weighting of full evaluation)

- Increase transparency, communication, and clarity

Teacher Evaluation - Overview

Review



Student Achievement (50%)

- 2 Absolute Metrics
- 2 Growth Metrics

Parent Metrics (10%)

- Home Visits
- Parent Partnership Hours

Core Characteristics (20%)

- 5 core characteristics

Teaching Performance Rubric (20%)

6 pillars that relate to

- 1) culture of achievement
- 2) rigorous instruction

Written evaluations:

2x/year (Feb and May)

Ratings:

Based on weighting of 4 sections

1 Below

2 Approaching

3 Meets

4 Above

5 Exceeds

Teacher Evaluation – Student Achievement



Review (From August)		NEW! Full Rating Scale	
Weight	Measure	1-5 Rating	
5%	Absolute: % at national norm on NWEA MAP (50%tile)	Math	ELA
		1=45 2=55 3=65 4=75 5=85	1=30 2=40 3=50 4=60 5=70
5%	Absolute: % Far Behind on NWEA MAP (<25%tile)	1=30 2=25 3=20 4=13 5=5	1=35 2=30 3=25 4=20 5=10
10%	Growth: % growing <u>one year</u> on MAP (Fall to Spring)	1=50 2=60 3=70 4=80 5=90	
30%	Growth: Average years of growth on MAP	1=1 2=1.2 3=1.4 4=1.6 5=1.8	

Teacher Evaluation – Parent Metrics

New



Review (from August)		NEW! Full Rating Scale
Weight	Measure	Rating Scale
5%	Home Visits: % of Home Visits Completed	1=92 2=94 3=96 4=98 5=100
5%	Parent Partnership Hours: % of Parents Completing 30 Hours	1=50 2=60 3=70 4=80 5=90

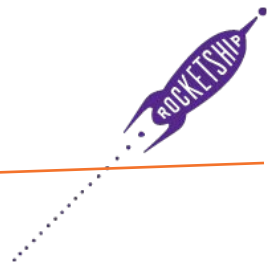
Note: No change to scale from 2014-15.

NEW Resource Available to Teachers (sent by e-mail in August):

New

[Network Policy on Home Visits and Parent Partnership Hours \(NEW for 2015-16\)](#)

Teacher Evaluation - Core Characteristics



Pursuit of Excellence

“Give the best and nothing less”

Innovation

“Reach Beyond”

Authenticity

“Live our values”

Community

“Broaden the circle and build”

Tenacity

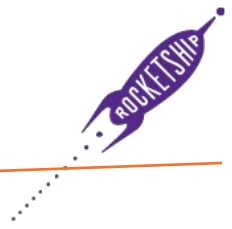
“Blast through”

Each characteristic includes multiple indicators which are described in detail in a rubric

Resource Available to Teachers:

[Core Characteristics Rubric \(Same as 2014-15\)](#)

Teaching Performance Rubric



Domain 1: Culture of Achievement

Pillar 1: Invest Rocketeers in Vision and Goals

Pillar 2: Establish Rigorous Classroom Expectations

Pillar 3: Create Effective, Warm Learning Environment

Pillar 4: Invest in Families and the Rocketeer Community

Domain 2: Rigorous Instruction and Mastery

Pillar 1: Facilitate Rigorous Instruction

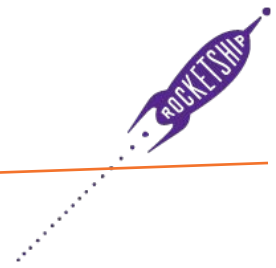
Pillar 2: Employ an Outcomes-Driven Approach

NEW Resource Available to Teachers:

New

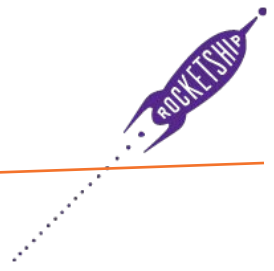
[Teaching Performance Rubric \(NEW for 2015-16\)](#)

Key Changes from 2014-15



Key Change	Rationale
Include MAP Average Growth in Eval	<ul style="list-style-type: none">• Aligns eval and band placement in one system• Provides teachers with one overview of their work
Use % growing 1 year instead of % growing 1.5 years	<ul style="list-style-type: none">• More distinct from avg. growth than % growing 1.5 yrs• Recognizes teachers who make growth with many/all students already at grade level• May be better aligned with common core approach to depth over breadth
Implement parent metrics policies and trackers	<ul style="list-style-type: none">• Provides policy to ensure consistent expectations on counting home visits and hours across all schools• Provides tools for schools to track metrics consistently
Provide Teaching Performance Rubric	<ul style="list-style-type: none">• Gives greater clarity and consistency in scoring

Further questions?



Meg Robinson-Li
Director of Talent Management
mrobinson-li@rsed.org

Teaching Performance Rubric						
DOMAIN 1: CULTURE OF ACHIEVEMENT						
Pillar 1.1: Invests Rocketeers in Vision and Goals		Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)
Common vision of success	Vision of grade level excellence	Is inconsistent in establishing, communicating, and/or demanding a clear and compelling vision for what Rocketeers should be able to say and do for both culture and instruction.	Sometimes establishes, communicates, and demands a clear and compelling vision for what Rocketeers should be able to say and do for both culture and instruction.	The majority of the time establishes, communicates, and demands a clear and compelling vision for what Rocketeers should be able to say and do for both culture and instruction.	Consistently establishes, communicates, and demands a clear and compelling vision for what Rocketeers should be able to say and do for both culture and instruction.	Almost always establishes, communicates, and demands a clear and compelling vision for what Rocketeers should be able to say and do for both culture and instruction.
Goal orientation	Establishes SMART goals	Is inconsistent in establishing specific, measurable, ambitious, relevant, and timely goals on a cyclical and weekly basis that is rooted in student data.	Sometimes establishes specific, measurable, ambitious, relevant, and timely goals on a cyclical and weekly basis that may or may not be strongly rooted in student data.	Usually establishes specific, measurable, ambitious, relevant, and timely goals on a cyclical and weekly basis that may or may not be strongly rooted in student data.	Consistently establishes specific, measurable, ambitious, relevant, and timely goals on a cyclical and weekly basis that is rooted in student data.	Almost always serves as a model for establishing specific, measurable, ambitious, relevant, and timely goals on a cyclical and weekly basis that is rooted in student data.
Motivation and persistence towards goals	Invests students in goals	Is inconsistent in using a range of engagement strategies to increase student investment and overall enthusiasm in attaining their goals.	Sometimes utilizes engagement strategies to increase student investment and overall enthusiasm in attaining their goals. These engagement strategies are a blend of intrinsic and extrinsic student investment in their pursuit of their goals	Usually utilizes some of the engagement strategies to increase student investment and overall enthusiasm in attaining their goals. These strategies are a blend of intrinsic and extrinsic student investment in their pursuit of their goals.	Consistently utilizes the majority of the engagement strategies to increase student investment and overall enthusiasm in attaining their goals. The majority of these engagement strategies yield intrinsic student investment in their pursuit of their goals.	Almost always serves as a model for using almost all engagement strategies. Intrinsic student investment is exceedingly high upon entering the classroom, and students display a deep enthusiasm in attaining their goals.
	Communicates progress of goals	Less than 50% of students know their goals and know what the aligned next steps are to meet their goals.	50-75% of students know their goals and know what the aligned next steps are to meet their goals.	75% of students know their goals and know what the aligned next steps are in meeting their goals.	76-85% of students know their goals and know what the aligned next steps are to meet their goals.	More than 85% of students know their goals and know what the aligned next steps are to meet their goals.
Pillar 1.2: Establish Rigorous Classroom Expectations		Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)
Clear expectations	Clear expectations and directions	Expectations could be more consistently developed for prioritized student habits. Expectations could be more explicitly taught to students at the beginning of the year and booster lessons are taught throughout the year. Could be more consistent in establishing, communicating, and demanding high expectations for student learning.	Expectations are sometimes clearly developed for prioritized student habits. Expectations are sometimes explicitly taught to students at the beginning of the year and booster lessons are taught throughout the year. Usually establishes, communicates, and demands high expectations for student learning.	Expectations are usually clearly developed for prioritized student habits. Expectations are usually explicitly taught to students at the beginning of the year and booster lessons are taught throughout the year. Usually establishes, communicates, and demands high expectations for student learning.	Expectations are consistently clearly developed for prioritized student habits. Expectations are consistently explicitly taught to students at the beginning of the year and booster lessons are taught throughout the year. Consistently establishes, communicates, and demands high expectations for student learning.	Expectations are almost always developed for prioritized student habits. Expectations are almost always explicitly taught to students at the beginning of the year and booster lessons are taught throughout the year. Almost always establishes, communicates, and demands high expectations for student learning.
Thoughtful systems and routines	Classroom procedures and what to do	Classroom routines are inconsistently efficient, allowing the teacher to maximize instructional time. Inconsistently gives directions that are specific, concrete, sequential and/or observable.	Classroom routines are sometimes efficient, allowing the teacher to maximize instructional time. Sometimes gives directions that are specific, concrete, sequential and/or observable.	Classroom routines are usually efficient, allowing the teacher to maximize instructional time. Usually gives directions that are specific, concrete, sequential and/or observable.	Classroom routines are consistently efficient, allowing the teacher to maximize instructional time. Almost always gives directions that are specific, concrete, sequential and/or observable.	Classroom routines are almost always efficient, allowing the teacher to maximize instructional time. almost always gives directions that are specific, concrete, sequential and/or observable.
	Student Habits	Student inconsistently move urgently to maximize every minute. Students inconsistently demonstrate preparedness - complete uniforms, materials, timeliness, hmwk, etc. Students inconsistently demonstrate Sweat the Details in non-academic and academic pursuits - precision of work, neatness of workspace, following directions, classroom cleanliness, etc. Students inconsistently go Above and Beyond in both academic and non-academic pursuits.	Student sometimes move urgently to maximize every minute. Students sometimes demonstrate preparedness - complete uniforms, materials, timeliness, hmwk, etc. Students sometimes demonstrate Sweat the Details in non-academic and academic pursuits - precision of work, neatness of workspace, following directions, classroom cleanliness, etc. Students sometimes go Above and Beyond in both academic and non-academic pursuits.	Student usually move urgently to maximize every minute. Students usually demonstrate preparedness - complete uniforms, materials, timeliness, hmwk, etc. Students usually demonstrate Sweat the Details in non-academic and academic pursuits - precision of work, neatness of workspace, following directions, classroom cleanliness, etc. Students usually go Above and Beyond in both academic and non-academic pursuits.	Students consistently move urgently to maximize every minute. Students almost always demonstrate preparedness - complete uniforms, materials, timeliness, hmwk, etc. Students almost always demonstrate Sweat the Details in non-academic and academic pursuits - precision of work, neatness of workspace, following directions, classroom cleanliness, etc. Students almost always go Above and Beyond in both academic and non-academic pursuits.	Student almost always move urgently to maximize every minute. Students almost always demonstrate preparedness - complete uniforms, materials, timeliness, hmwk, etc. Students almost always demonstrate Sweat the Details in non-academic and academic pursuits - precision of work, neatness of workspace, following directions, classroom cleanliness, etc. Students almost always go Above and Beyond in both academic and non-academic pursuits.
Positive Framing & Teacher Tone	Positive Framing & Teacher Tone	50-60% of the time the teacher is upbeat, positive, motivational, and inspiring in the classroom. The general tone of classroom is inconsistently efficient, respectful and positive. Inconsistently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students.	60-70% of the time the teacher is upbeat, positive, motivational, and inspiring in the classroom. The general tone of classroom is sometimes efficient, respectful and positive. Sometimes narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students.	70-80% of the time the teacher is upbeat, positive, motivational, and inspiring in the classroom. The general tone of classroom is efficient, respectful and positive. Usually narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students.	80-90% of the time the teachers is upbeat, positive, motivational, and inspiring in the classroom. The general tone of classroom is consistently efficient, respectful and positive. Consistently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students.	90-100% of the time the teachers is upbeat, positive, motivational, and inspiring in the classroom. The general tone of classroom is nearly almost always efficient, respectful and positive. Consistently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspirations to motivate the students.
	Student Joy & Engagement	Students are inconsistently joyful and excited to be in school 60% of students are engaged in classroom activities 60% of students exhibit professional posture	Some students usually seem to be joyful and excited to be in school 70% of students are engaged in classroom activities 70% of students exhibit professional posture	Most students usually seem to be joyful and excited to be in school 80% of students are engaged in classroom activities 80% of students exhibit professional posture	Nearly all students usually seem to be joyful and excited to be in school 90% of students are engaged in classroom activities 90% of students exhibit professional posture	Nearly all students usually seem to be joyful and excited to be in school 100% of students are engaged in classroom activities 100% of students exhibit professional posture
	Strong Voice	Economy of language: minimal language is rarely used to build student compliance Teacher frequently allows student side conversations while talking Teachers/leaders frequently engages student excuses/distraction during correction of student misbehavior Non-verbal authority: teacher infrequently uses square up/stand still and proximity to maintain student compliance Quiet power: teacher infrequently speaks slowly and quietly to develop compliance	Economy of language: minimal language is sometimes used to build student compliance Teacher sometimes does not allow student side conversations while talking Teachers/leaders sometimes engages in student excuses/distraction during correction of student misbehavior Non-verbal authority: teacher sometimes uses square up/stand still and proximity to maintain student compliance Quiet power: teacher sometimes speaks slowly and quietly to develop compliance	Economy of language: minimal language is usually used to build student compliance Teacher usually do not allow student side conversations while talking Teacher usually do not engage student excuses/distraction during correction of student misbehavior Non-verbal authority: teacher usually uses square up/stand still and proximity to maintain student compliance Quiet power: teacher usually speaks slowly and quietly to develop compliance	Economy of language: minimal language is consistently used to build student compliance Teacher consistently does not allow student side conversations while talking Teachers/leaders consistently does not engage student excuses/distraction during correction of student misbehavior Non-verbal authority: teacher consistently uses square up/stand still and proximity to maintain student compliance Quiet power: teacher consistently speaks slowly and quietly to develop compliance	Economy of language: minimal language is nearly almost always used to build student compliance Teacher nearly almost always does not allow student side conversations while talking Teachers/leaders nearly almost always does not engage student excuses/distraction during correction of student misbehavior Non-verbal authority: teacher nearly almost always uses square up/stand still and proximity to maintain student compliance Quiet power: teacher nearly almost always speaks slowly and quietly to develop compliance
	What to Do	Directions are often vague and can be difficult to follow/understand Teacher may often narrates what not to do instead of what to do	Directions could be more specific, concrete, sequential and/or observable More specific directions could be offered if students do not comply Teacher sometimes narrates what not to do instead of what to do.	Directions are usually specific, concrete, sequential, observable steps, sometimes more specific steps need to be offered if a few students do not comply on first attempt. Teacher usually narrates compliance instead of telling what not to do.	Directions are consistently specific, concrete, sequential, observable steps, sometimes more specific steps need to be offered if a few students do not comply on first attempt. Teacher consistently narrates compliance instead of telling what not to do.	Directions are almost always specific, concrete, sequential, observable steps, sometimes more specific steps need to be offered if a few students do not comply on first attempt. Teacher almost always narrates compliance instead of telling what not to do.

		100%	40%+ of class time is spent redirecting students 60% of students are on task during group work 50% of students are able to answer upon being cold-called	30% of class time is spent redirecting students 70% of students are on task during group work 60% of students are able to answer upon being cold-called	20% of class time is spent redirecting students 80% of students are on task during group work 70% of students are able to answer upon being cold-called	10% of class time is spent redirecting students 90% of students are on task during group work 80% of students are able to answer upon being cold-called	Less than 10% of class time is spent redirecting students 100% of students are on task during group work 90% of students are able to answer upon being cold-called
		Student Response to Correction	Corrections for students are infrequently quick, silent, nonverbal, neutral, respectful and behavior does not typically reoccur soon after the correction.	Corrections for students are sometimes fairly quick, silent, nonverbal, neutral, respectful and behavior does not typically reoccur soon after the correction.	Corrections for students are usually fairly quick, silent, nonverbal, neutral, respectful and behavior does not typically reoccur soon after the correction.	Corrections for students are consistently quick, silent, nonverbal, neutral, respectful and behavior does not typically reoccur soon after the correction.	Corrections for students are almost almost always fairly quick, silent, nonverbal, neutral, respectful and behavior does not typically reoccur soon after the correction.
		Do it Again	Teacher infrequently asks student to repeat incorrect group actions regularly When repeated, student behavior may still not meet expectations	When student group actions are done incorrectly (walking in hallway, taking out materials), teacher has class repeat actions 75% of the time Actions are repeated until 90% of the the students are compliant	When student group actions are done incorrectly (walking hallway, taking out materials, etc) teacher has class repeat actions 80% of the time Action are repeated until 95% the students are compliant, the do it again is usually effective.	When student group actions are done incorrectly (walking hallway, taking out materials, etc) teacher has class repeat actions 90% of the time Action are repeated until 100% the students are compliant	Student group actions are done uniformly every time There is no evident need for "Do It Again"; it clearly has been done before
		Tracking	Students track the teacher less than 70% of the time. Students track their peer less than 60% the time.	Students track the teacher 70% of the time. Students track their peers 60% of the time.	Students track the teacher 80% of the time. Students track their peers 70% of the time.	Students track the teacher 90% of the time. Students track their peers 80% of the time.	Students track the teacher 100% of the time. Students track their peers 90% of the time.
		Be Seen Looking / Radar	60% of the time teacher stands in location that gives them best view of students Teacher infrequently uses multiple and aligned dance moves to make it clear that they are both looking and holding class accountable for academic and behavioral actions Infrequently uses all dance moves and strategic stances are uses throughout multiple blocks/parts of lesson	70% of the time teacher stands in location that gives them best view of students Teacher sometimes uses multiple and aligned dance moves to make it clear that they are both looking and holding class accountable for academic and behavioral actions Sometimes uses all dance moves and strategic stances are uses throughout multiple blocks/parts of lesson	80% of the time teacher stands in location that gives them best view of students Teacher usually uses multiple and aligned dance moves to make it clear that they are both looking and holding class accountable for academic and behavioral actions Sometimes uses all dance moves and strategic stances are uses throughout multiple blocks/parts of lesson	90% of the time teacher stands in location that gives them best view of students Teacher consistently uses multiple and aligned dance moves to make it clear that they are both looking and holding class accountable for academic and behavioral actions Consistently uses all dance moves and strategic stances are uses throughout multiple blocks/parts of lesson	100% of the time teacher stands in location that gives them best view of students Teacher almost always uses multiple and aligned dance moves to make it clear that they are both looking and holding class accountable for academic and behavioral actions Almost always uses all dance moves and strategic stances are uses throughout multiple blocks/parts of lesson
		Art of the Consequence	60% of the time teacher identifies and uses the least invasive correction for the student or group. 60% of consequences are scaled and done in a logical consequence and allow students to bounce back, focused on behavior and purpose (not power). 60% of the time teacher displays emotional constancy and does corrections/consequences allow for him/her to maintain pace of learning inside the classroom. Some of the 5 parts of Private Individual Correction present when correcting an individual student. Teacher is infrequently actively circulating and uses non-verbals to correct small behaviors to ensure larger ones do not develop and to keep culture focused on learning.	70% of the time teacher identifies and uses the least invasive correction for the student or group. 70% of consequences are scaled and done in a logical consequence and allow students to bounce back, focused on behavior and purpose (not power). 70% of the time teacher displays emotional constancy and does corrections/consequences allow for him/her to maintain pace of learning inside the classroom. Some of the 5 parts of Private Individual Correction present when correcting an individual student. Teacher is sometimes actively circulating and uses non-verbals to correct small behaviors to ensure larger ones do not develop and to keep culture focused on learning.	80% of the time teacher identifies and uses the least invasive correction for the student or group. 80% of consequences are scaled and done in a logical consequence and allow students to bounce back, focused on behavior and purpose (not power). 80% of the time teacher displays emotional constancy and does corrections/consequences allow for him/her to maintain pace of learning inside the classroom. Most of the 5 parts of Private Individual Correction present when correcting an individual student. Teacher is usually actively circulating and uses non-verbals to correct small behaviors to ensure larger ones do not develop and to keep culture focused on learning.	90% of the time teacher identifies and uses the least invasive correction for the student or group. 90% of consequences are scaled and done in a logical consequence and allow students to bounce back, focused on behavior and purpose (not power). 90% of the time teacher displays emotional constancy and does corrections/consequences allow for him/her to maintain pace of learning inside the classroom. Most of the 5 parts of Private Individual Correction present when correcting an individual student. Teacher is consistently actively circulating and uses non-verbals to correct small behaviors to ensure larger ones do not develop and to keep culture focused on learning.	100% of the time teacher identifies and uses the least invasive correction for the student or group. 100% of consequences are scaled and done in a logical consequence and allow students to bounce back, focused on behavior and purpose (not power). 100% of the time teacher displays emotional constancy and does corrections/consequences allow for him/her to maintain pace of learning inside the classroom. All of the 5 parts of Private Individual Correction present when correcting an individual student. Teacher is almost always actively circulating and uses non-verbals to correct small behaviors to ensure larger ones do not develop and to keep culture focused on learning.
Pillar 1.3: Create a Learning Environment			Below (1)	Approaching (2/3)	Meets (3)	Above (4)	Exceeds (5)
Physical space	Classroom environment	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are infrequently organized, functional, and current. Classroom is infrequently clean and organized. Classroom materials are infrequently well maintained.	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are sometimes organized, functional, and current. Classroom is sometimes clean and organized. Classroom materials are sometimes well maintained.	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are usually organized, functional, and current. Classroom is generally clean and organized. Classroom materials are usually well maintained.	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are consistently organized, functional, and current. Classroom is consistently clean and organized. Classroom materials are consistently well maintained.	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are almost always organized, functional, and current. Classroom is almost always clean and organized. Classroom materials are almost always well maintained.	Academic Content, Trackers, Whiteboards, Refence and Behavior and Student Work are almost always organized, functional, and current. Classroom is almost always clean and organized. Classroom materials are almost always well maintained.
Class culture	Relationships with students	Infrequently establishes positive relationships with students that support learning.	Sometimes establishes positive relationships with students that support learning.	Usually establishes positive relationships with students that support learning.	Consistently establishes positive relationships with students that support learning.	almost always establishes positive relationships with students that support learning.	almost always establishes positive relationships with students that support learning.
Interpersonal relationships	Building social and emotional intelligence	Few of the studnets are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Teacher infrequently uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is infrequently aligned to the SEL expectations of the classroom.	Some of the of students are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Usually uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is usually aligned to the SEL expectations of the classroom.	Many of students are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Teacher usually uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is usually aligned to the SEL expectations of the classroom.	Many of students are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Teacher consistently uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is consistently aligned to the SEL expectations of the classroom.	All of the students are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Teacher almost always uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is almost always aligned to the SEL expectations of the classroom.	All of the students are able to describe the social emotional learning curriculum in their grade level (i.e. Kimochi's/Ruler). Teacher almost always uses core values vocabulary or make reference of elements from our social emotional curriculum. Student behavior is almost always aligned to the SEL expectations of the classroom.
Pillar 1.4: Invest in Rocketship Families and the Rocketeer Community			Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)
Building relationships and mobilizing families	Relationships with families	Infrequently communicates with families to inform parents of the instructional program and student progress. Infrequently makes phone calls or conducts in-person conversations, keeping parents informed of successes and struggles OR phone calls/conversations are usually reactive.	Sometimes communicates with families to inform parents of the instructional program and student progress. Makes some phone calls or conducts in-person conversations, keeping parents informed of successes and struggles OR phone calls/conversations are usually reactive.	Usually communicates with families to inform parents of the instructional program and student progress. Usually makes frequent phone calls or conducts in-person conversations, keeping parents informed of successes and struggles OR phone calls/conversations are usually reactive but sometimes proactive.	Consistently communicates frequently with families to inform them of the instructional program and student progress. Consistently makes regular, sometimes proactive phone calls or conducts in-person conversations, keeping parents informed of successes and struggles AND phone calls/conversations are consistently proactive and effectively reactive.	Almost always communicates frequently with families to inform them of the instructional program and student progress. Almost always makes regular, sometimes proactive phone calls or conducts in-person conversations, keeping parents informed of successes and struggles AND phone calls/conversations are consistently proactive and effectively reactive.	Almost always communicates frequently with families to inform them of the instructional program and student progress. Almost always makes regular, sometimes proactive phone calls or conducts in-person conversations, keeping parents informed of successes and struggles AND phone calls/conversations are consistently proactive and effectively reactive.
DOMAIN 2: RIGOROUS INSTRUCTION AND MASTERY							
Pillar 2.1: Facilitate Rigorous Instruction			Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)

Daily, unit, and long-term planning	Streamlined instruction	Daily, unit, and long term plan for teacher's content area are infrequently backwards planned, objective driven, and well-aligned Unit plans infrequently include well defined knowledge, skills, essential questions, enduring understandings, and anticipated student pitfalls.	Daily, unit, and long term plan for teacher's content area are sometimes backwards planned, objective driven, and well-aligned Unit plans in particular sometimes include well defined knowledge, skills, essential questions, enduring understandings, and anticipated student pitfalls.	Daily, unit, and long term plan for teacher's content area are usually backwards planned, objective driven, and well-aligned Unit plans in particular usually include well defined knowledge, skills, essential questions, enduring understandings, and anticipated student pitfalls.	Daily, unit, and long term plan for teacher's content area are consistently backwards planned, objective driven, and well-aligned Unit plans in particular consistently include well defined knowledge, skills, essential questions, enduring understandings, and anticipated student pitfalls.	Daily, unit, and long term plan for teacher's content area serve as an exemplar for being almost always backwards planned, objective driven, and well-aligned Unit plans in particular serve as an exemplar for well defined knowledge, skills, essential questions, enduring understandings, and anticipated student pitfalls.
Clear objectives and lesson cycles	Objective driven	60% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking Lessons are infrequently aligned with the objectives that are outlined in the lesson plan Activities are infrequently aligned to the objectives.	70% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking Lessons are sometimes aligned with the objectives that are outlined in the lesson plan Activities are sometimes aligned to the objectives.	80% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking Lessons are usually aligned with the objectives that are outlined in the lesson plan Activities are usually aligned to the objectives.	90% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking Lessons are consistently aligned with the objectives that are outlined in the lesson plan Activities are consistently aligned to the objectives.	100% of objectives are mastery objectives: student-centered, attainable, and some higher-order thinking Lessons are almost always aligned with the objectives that are outlined in the lesson plan Activities are almost always aligned to the objectives.
	Careful planning	Lessons infrequently meet the criteria for lesson planning success rigorous objectives; what, why, and how key points; CFUs) Teacher is infrequently prepared to deliver high quality lessons	Lessons sometimes meet the criteria for lesson planning success rigorous objectives; what, why, and how key points; CFUs) Teacher is sometimes prepared to deliver high quality lessons	Lessons usually meet the criteria for lesson planning success rigorous objectives; what, why, and how key points; CFUs) Teacher is usually prepared to deliver high quality lessons	Lessons consistently meet the criteria for lesson planning success rigorous objectives; what, why, and how key points; CFUs) Teacher is consistently prepared to deliver high quality lessons	Lessons almost always meet the criteria for lesson planning success rigorous objectives; what, why, and how key points; CFUs) Teacher is almost always prepared to deliver high quality lessons
Pacing	Appropriate timing	Pace of instruction is inconsistently efficient, engaging, and/or urgent. Some classroom time is for teaching and learning, but there is a significant amount of time that could be used more effectively. Teacher infrequently uses the majority of the following: timers, countdowns to work the clock, varying rate of speech/enthusiasm.	Pace of instruction is sometimes efficient, engaging, and/or urgent. Some classroom time is for teaching and learning, but there is some time that could be used more effectively. Teacher sometimes uses the majority of the following: timers, countdowns to work the clock, varying rate of speech/enthusiasm.	Pace of instruction is usually efficient, engaging, and/or urgent. Most classroom time is for teaching and learning, but there is some time that could be used more effectively. Teacher usually uses the majority of the following: timers, countdowns to work the clock, varying rate of speech/enthusiasm.	Pace of instruction is consistently efficient, engaging, and/or urgent. Most classroom time is for teaching and learning. Teacher uses the majority of the following: timers, countdowns to work the clock, varying rate of speech/enthusiasm.	Pace of instruction is almost always efficient, engaging, and/or urgent. Classroom time is almost always for teaching and learning. Teacher almost always uses the majority of the following: timers, countdowns to work the clock, varying rate of speech/enthusiasm.
Adjusting to Data	Checking for understanding and responsiveness to daily student learning	Infrequently uses a few checking for understanding techniques to monitor student learning. Infrequently uses real-time data to adjust instruction.	Sometimes uses a few checking for understanding techniques to monitor student learning. Sometimes uses real-time data to adjust instruction.	Usually uses a few checking for understanding techniques to monitor student learning. Usually uses real-time data to adjust instruction.	Consistently uses a few checking for understanding techniques to monitor student learning. Consistently uses real-time data to adjust instruction.	Almost always uses a few checking for understanding techniques to monitor student learning. Almost always uses real-time data to adjust instruction.
Rigor and differentiation	Teacher-student talk ratio	Students infrequently demonstrate that they have internalized the Habits of Discussion Classroom teacher-student talk ratio is infrequently a balance of being teacher and student centered Students sometimes have a multitude of methods of talk, including: Cold Call, Show Call, Write/Talk/Revise, Turn and Talk, Choral Response	Students sometimes demonstrate that they have internalized the Habits of Discussion Classroom teacher-student talk ratio is sometimes a balance of being teacher and student centered Students sometimes have a multitude of methods of talk, including: Cold Call, Show Call, Write/Talk/Revise, Turn and Talk, Choral Response	Students usually demonstrate that they have internalized the Habits of Discussion Classroom teacher-student talk ratio is usually a balance of being teacher and student centered Students usually have a multitude of methods of talk, including: Cold Call, Show Call, Write/Talk/Revise, Turn and Talk, Choral Response	Students consistently demonstrate that they have internalized the Habits of Discussion Classroom teacher-student talk ratio is consistently a balance of being teacher and student centered Students consistently have a multitude of methods of talk, including: Cold Call, Show Call, Write/Talk/Revise, Turn and Talk, Choral Response	Students almost always demonstrate that they have internalized the Habits of Discussion Classroom teacher-student talk ratio is almost always a balance of being teacher and student centered Students almost always have a multitude of methods of talk, including: Cold Call, Show Call, Write/Talk/Revise, Turn and Talk, Choral Response
	Use of instructional strategies	Activities are infrequently academically rigorous and highly engaging. Infrequently uses modeling, guided practice, and independent practice.	Activities are usually academically rigorous and highly engaging. Usually uses modeling, guided practice, and independent practice.	Activities are usually academically rigorous and highly engaging. Usually uses modeling, guided practice, and independent practice.	Activities are consistently academically rigorous and highly engaging. Consistently uses modeling, guided practice, and independent practice.	Activities are almost always academically rigorous and highly engaging. almost always uses modeling, guided practice, and independent practice.
	Cognitive load	During CFUs and learning objectives, infrequently provides students with opportunities to apply skills, and justify or explain their thinking	During CFUs and learning objectives, sometimes provides students with opportunities to apply skills, and justify or explain their thinking	During CFUs and learning objectives, usually provides students with opportunities to apply skills, and justify or explain their thinking (high quality student discussions).	During CFUs and learning objectives, consistently provides students with opportunities to apply skills, and justify or explain their thinking	During CFUs and learning objectives, almost always provides students with a multitude of opportunities to apply skills, and justify or explain their thinking
	Reaching a range of learners in a classroom	Teacher infrequently differentiates work for her/his students when appropriate. Infrequently supports students on either end of the learning spectrum, in particular students who qualified as ELLs or for IEPs.	Teacher occasionally differentiates work for her/his students when appropriate. Sometimes supports students on either end of the learning spectrum, in particular students who qualified as ELLs or for IEPs.	Teacher usually differentiates work for her/his students when appropriate. Usually supports students on either end of the learning spectrum, in particular students who qualified as ELLs or for IEPs.	Teacher consistently differentiates work for her/his students when appropriate. Consistently supports students on either end of the learning spectrum, in particular students who qualified as ELLs or for IEPs.	Teacher almost always differentiates work for her/his students when appropriate. Almost always supports students on either end of the learning spectrum, in particular students who qualified as ELLs or for IEPs.
Pillar 2.2: Employ an Outcomes Driven Approach		Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)
Assessments and student data	Ability to analyze assessment results	Infrequently analyzes assessment results to understand student progress and learning needs as identified by data. Infrequently plans appropriately/implements the plan to address the learning needs post assessment lacks detail and thoughtful analysis in response to new or updated data.	Sometimes analyzes assessment results to understand student progress and learning needs as identified by data. Sometimes plans appropriately/implements the plan to address the learning needs post assessment lacks detail and thoughtful analysis in response to new or updated data.	Usually analyzes assessment results to understand student progress and learning needs as identified by data. Usually plans appropriately/implements the plan to address the learning needs post assessment lacks detail and thoughtful analysis in response to new or updated data.	Consistently Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs as identified by data. Consistently implements that plan as written and ensures that re-teaching as spiraling happens in response to new or updated data.	Almost always analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs as identified by data. Almost always implements the plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary in response to new or updated data.
	Appropriateness of response to student assessments	Is inconsistent in providing fair, accurate, and/or constructive feedback to students on their progress. Is inconsistent in taking responsibility for student successes/failures.	Sometimes provides fair, accurate, and/or constructive feedback to students on their progress. Sometimes takes responsibility for student successes/failures.	Usually provides fair, accurate, and/or constructive feedback to students on their progress. Usually takes responsibility for student successes/failures.	Consistently provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. Almost always takes full responsibility for student failure and works to respond to the students' learning needs.	Almost always provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. almost always takes full responsibility for student failure and works to respond to the students' learning needs.

Articles of Incorporation, Bylaws, and Conflict Code

Executed copies of each document are available upon request.

ARTICLES OF INCORPORATION

FIRST AMENDED AND RESTATED ARTICLES OF INCORPORATION OF ROCKETSHIP EDUCATION

(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Rocketship Education.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's agent for

service of process is: Rocketship Education
Josh Mukhopadhyay
350 Twin Dolphin
Drive, Suite 109
Redwood City, CA
94065

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

BYLAWS

FIRST AMENDED AND RESTATED BYLAWS OF ROCKETSHIP EDUCATION

(A California Nonprofit Public Benefit Corporation)

ARTICLE I NAME

Section 1. **NAME.** The name of this corporation is Rocketship Education.

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 this corporation is 350 Twin Dolphin Drive, Suite 109, Redwood City, State of California. 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 this corporation is qualified to conduct its activities.

ARTICLE III GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of this

corporation is to manage, operate, guide, direct and promote one or more public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV

CONSTRUCTION AND DEFINITIONS

Section 1. **CONSTRUCTION AND DEFINITIONS.** Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law 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.** This 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 corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI

CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law 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 ("Board"). The Board 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.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- 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; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than twenty-five (25), unless changed by amendments to these bylaws. All directors shall be designated by the existing Board of Directors. All directors are to be designated at a meeting of the Board of Directors. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these bylaws.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. If the Chairman of the Board of Directors does not appoint such committee, the Chief Executive Officer shall designate qualified candidates for election to the Board of Directors in the manner specified above.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board of Directors, or to the Chief Executive Officer, or the Secretary of the Board of Directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. **REMOVAL OF DIRECTORS.** Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).¹ Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. **PLACE OF BOARD OF DIRECTORS MEETINGS.** Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.²

Section 15. **MEETINGS; ANNUAL MEETINGS.** All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

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

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.

² As stated in footnote #1, Rocketship Education Inc. shall operate under the terms of the Brown act whenever it is considered a public agency by virtue of operating one or more California public charter schools.

place as may be specified and noticed by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, the Chief Executive Officer, the Secretary of the Board of Directors, or any two Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the voting 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. Voting directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of 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 the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California in which the corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;³
- 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. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.⁴

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more

³ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

⁴ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

committees, each consisting of two or more voting directors, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. 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 California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. Rocketship Education, Inc. and its Board of Directors shall comply with all

applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a Chairman 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 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.** At the annual meeting of the Board of Directors, the Board 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. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of

death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. The Chairman of the Board shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no Chief Executive Officer, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the Chief Executive Officer of the corporation set forth in these bylaws.

Section 9. CHIEF EXECUTIVE OFFICER. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, and subject to the control of the Board, 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. 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, 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, a book of minutes of all meetings, proceedings, and actions of the Board, 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; and the names of the directors present at Board of Directors and committee meetings.

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, and of committees of the Board of Directors that these bylaws require to be given. The

Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. **TREASURER.** The Treasurer's duties shall include (a) overseeing and validating audits; (b) federal and state annual information return filings; and (c) corporate filings. The Treasurer shall also 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.

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, or, if not ranked, a President or Vice-President designated by the Board, 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

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

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.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code 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 Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code 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 its members, Board, and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the

corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to the Board of Directors (i.e., itself) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

- (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

**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.

**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 SECRETARY

I certify that I am the duly elected and acting Secretary of Rocketship Education Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on February 28, 2013; and that these bylaws have not been amended or modified since that date.

CONFLICT CODE

ROCKETSHIP EDUCATION, INC.

CONFLICT OF INTEREST CODE

ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Rocketship Education, Inc. ("Rocketship") hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Rocketship and any and all of the California public charter schools it

operates, as specifically required by California Government Code Section 87300.

DESIGNATED EMPLOYEES

Employees of Rocketship and the California public charter schools it operates, including governing board members and candidates, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be designated employees. The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

STATEMENT OF ECONOMIC INTERESTS: TIME OF FILING

Each designated employee, including governing board members and candidates, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

- Initial Statements. All designated employees employed by Rocketship and the California public charter schools it operates, on the effective date of this Code, as originally adopted, promulgated and approved by the Board of Directors of Rocketship, shall file statements within 30 days after the effective date of this Code. Thereafter, each person in a position that becomes by an amendment to this Code a "designated employee" shall file an Initial Statement within 30 days after the effective date of the amendment.
- Governing Board Candidates. Candidates for election to the governing board shall file statements within 5 days after the final date for filing nomination petitions.
- Assuming Office Statements. All persons assuming designated positions after the effective date of this Code shall file statements within 30 days after assuming designated positions.
- Annual Statements. All designated employees shall file statements no later than April.
- Leaving Office Statements. All persons who leave designated positions shall file statements within 30 days after leaving office.

- Statements for Persons Who Resign 30 Days After Appointment. Persons who resign within 30 days of initial appointment are not deemed to have assumed office or left office provided they did not make or participate in the making of, or use their position to influence any decision and did not receive or become entitled to receive any form of payment as a result of their appointment. Such persons shall not file either an Assuming or Leaving Office Statement.
- Filing Statements. All Statements shall be supplied by Rocketship or the individual California public charter schools it operates. All Statements shall be filed with Rocketship or the individual California public charter schools it operates. The filing officer of Rocketship or the individual California public charter schools it operates, shall make and retain a copy and forward the original to the County Board of Supervisors.

STATEMENTS OF ECONOMIC INTERESTS: CONTENTS OF AND TIME PERIOD COVERED BY THE STATEMENTS

- Contents of Initial Statements. Initial Statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the Code and income received during the 12 months prior to the effective date of the Code.
- Contents of Assuming Office Statements. Assuming Office Statements shall disclose any reportable investments, interests in real property and business positions held on the date of assuming office and income received during the 12 months prior to the date of assuming office.
- Contents of Annual Statements. Annual Statements shall disclose any reportable investments, interest in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee's first Annual Statement shall begin on the effective date of the Code or date of assuming office, whichever is later. The statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the statement, with the date of acquisition or disposal.
- Contents of Leaving Office Statements. Leaving Office Statements shall disclose reportable investments, interest in real property, income and business positions held or received during the period between the closing date of the last statement filed and the date of leaving office. The statement shall include any reportable investment or interest in real property, partially or wholly acquired or disposed of during the period covered by the statement, with the date of acquisition or disposal.

STATEMENTS OF ECONOMIC INTERESTS: MANNER OF REPORTING

Investment and Real Property Disclosure

When an investment or interest in real property is required to be disclosed, the statement shall contain the following:

- A statement of the nature of the investment or interest;
- The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;
- The address or other precise location of the real property; and
- A statement whether the fair market value of the investment or interest in real property exceeds one thousand dollars (\$1,000), exceeds ten thousand dollars (\$10,000), or exceeds one hundred thousand dollars (\$100,000). This information need not be provided with respect to an interest in real property which is used principally as the residence of the filer. Reportable investments or interest in real property do include those in excess of one thousand dollars (\$1,000) held by the filer's spouse and dependent children as well as a pro rata share of any investment or interest in real property of any business entity or trust in which the filer, spouse and dependent children together own a direct, indirect or beneficial interest of 10% or more.

Personal Income Disclosure

Personal income is required to be reported under this Code, the statement shall contain the following:

- The name and address of each source of income aggregating \$250 or more in value or \$50 or more in value if the income was a gift, and a general description of the business activity, if any, of each source;
- A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was one thousand dollars (\$1,000) or less, greater than one thousand dollars (\$1,000), or greater than ten thousand dollars (\$10,000);
- A description of the consideration, if any, for which the income was received;
- In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift and the date on which the gift was received; and

- In the case of a loan, the annual interest rate and the security, if any, given for the loan.

Business Entity Income Disclosure

When income of a business entity, including income of a sole proprietorship, is required to be reported, the statement shall contain:

- The name, address, and a general description of the business activity; and
- The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such a person was equal to or greater than ten thousand dollars (\$10,000).

Business Positions Disclosure

When reporting business positions, a designated employee shall list the name of each business entity not specified above in which he/she is a director, officer, partner, trustee, employee, or in which he/she holds any position of management; a description of the business activity in which the entity is engaged; and designated employee's position with the business entity.

DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Rocketship decision (or the decisions of the California public charter schools it operates) which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:

Any business entity or real property in which the designated employee has a direct or indirect investment or interest worth one thousand dollars (\$1,000) or more.

Any source of income totaling two hundred fifty dollars (\$250) or more provided or promised to the designated employee within twelve months prior to the decision. (This category does not include gifts or loans made at regular rates by commercial lending institutions.)

Any business entity in which the designated employee is the director, officer, partner, trustee, employee, or any kind of manager.

Any donor of gifts totaling \$250 or more in value provided or promised to the designated within twelve months prior to the decision; any intermediary or agency for such a donor.

No designated employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the designated employee's participation legally required.)

MANNER OF DISQUALIFICATION

Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Rocketship bylaws.

DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary of Rocketship Education, a California nonprofit public benefit corporation; that this conflict of interest code is the conflict of interest code as adopted by the Board of Directors on February 28, 2006; and that this conflict of interest code has not been amended or modified since that date.

[REDACTED] Advisory Board



Rocketship Education

Advisory Board Overview

Rocketship Education Bay Area

Founded in 2006, Rocketship Education is a California based 501(c) (3) nonprofit public benefit corporation whose mission is to eliminate the achievement gap by building a system of pre-K-5 charter schools. Rocketship Education is a leading public school system for low-income elementary school students. In pioneering its transformative public school model, Rocketship has delivered exceptional academic results through a focus on developing outstanding educators, empowering parents to advocate for their children and communities and personalizing instruction for all students.

Rocketship Education currently operates eight schools in San Jose, California, serving nearly 5,000 students, with plans to open one additional school in the fall of 2014. Among 2,000 low-income elementary schools in California, Rocketship schools rank in the top 5% statewide and are the top performing low-income schools in San Jose and Santa Clara County. Rocketship Education Schools in San Jose currently have over 2,500 students on their waitlist.

Advisory Board Membership

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

The Advisory Board (“Advisory Board”) will consist of at least nine members and will grow proportionally as the number of schools increases. Each school will be represented on the Advisory Board by at least one member, selected from the school’s School Site Council. The remainder of the Advisory Board will be made up of local civic and business leaders. A Rocketship Education Vice President will also serve as a member of the Advisory Board. At all times, at least 50% of the membership of the Board will be populated by parents of current Rocketship students. The Advisory Board Chair will be selected by the Advisory Board’s members and will serve on Rocketship Education’s Board of Directors.

Advisory Board Responsibilities

Advisory Board Members responsibilities are to:

- Ensure that the Rocketship Education’s strategy and schools are aligned with student, family and community needs;
- Provide advice and counsel to the Rocketship Education Vice President who sits on the Advisory Board and, when a vacancy occurs, assist in the search for the Rocketship Education Vice President’s successor;
- Advise the Rocketship Education Board of Directors through the Advisory Board Chair (who sits on the Rocketship Education Board) on plans and strategies for local growth, model improvement and staff development;
- Build local partnerships to enhance the quality and sustainability of Rocketship schools while also allowing for growth;
- Guest-speak at local events, political forums and site visits to share commitment with the community partners, media and support network.



Advisory Board Member Commitments

Terms of Service:

- Commit to serve on the Advisory Board for two years, with an option to renew for a third year. No Advisory Board member shall serve on the Advisory Board for longer than 2 consecutive terms (6 years total).

Meeting Commitments

- Attend *all* four Advisory Board meetings a year (subject to change per Advisory Board decision). Meetings will be at least 2 hours in length. At least two of the four meetings will be held at a Rocketship school.
- The Advisory Board Chair and two Advisory Board members will attend the Annual Meeting with the Rocketship Education Board of Directors.

Other Time Commitments

- Dedicate approximately one to three hours per month to outreach and collaboration related to Advisory Board goals.
- Attend select Rocketship Education events and site visits and invite current or prospective supporters.

RSED National Board Members



Dr. Fred Ferrer

*CEO, The Health Trust
President, Rocketship Education Board of Directors*

Frederick Ferrer leads the Health Trust, a non-profit charitable foundation, which provides direct health services, offers grants, builds community partnerships, advocates for policy changes, raises money and leads new initiatives to support its vision: making Silicon Valley healthier for everyone. Before joining The Health Trust, Ferrer founded and led Manzanita Solutions, where he provided consultation on child development, non-profit management and community inter-relations. Ferrer is the former Executive Director of Estrella Family Services, and was chair of the FIRST 5 Santa Clara County Commission. He is on the Board of Santa Clara University's Ignatian Center for Jesuit Education and is a former member of its Department of Education's Autism Advisory Board. For over 25 years, Ferrer has been on the adjunct faculty at De Anza College. He has completed two distinguished programs at Harvard University: the Performance Measurement for Effective Management of Nonprofit Organizations, and Strategic Perspectives in Non-Profit Management. Ferrer holds a B.S. degree from Santa Clara University, an M.S. degree from San Jose State University, and an honorary Doctorate of Public Service from Santa Clara University.



Alan Crites

*Former CEO of Vendavo Inc.
Treasurer, Rocketship Education Board of Directors*

Alan Crites is a retired business professional with over thirty years of experience spanning a diverse range of business sectors. As CEO of Vendavo, Inc., an enterprise software business, Al led the development of the company from its infancy to over 300 employees and a prestigious list of major customers. As a General Partner at InterWest Partners, a venture capital partnership, he helped to develop a range of successful businesses across the healthcare, information technology and retail sectors. And, as a Division General Manager at General Electric Company, he led a large organization as part of a diversified multinational company. He is a graduate of Michigan State University, and holds an MBA from Harvard Business School.



Arra Yerganian

*CMO, One Medical Group
Secretary, Rocketship Education Board of Directors*

Arra Yerganian brings broad senior management experience to San Francisco based, One Medical Group, the nation's leading network of primary care providers. Over the course of his 25-year career, Arra has held key leadership roles in marketing, sales and general management at a range of customer-focused companies like Procter & Gamble, the Dial Corp., Lennar Homes, and most recently University of Phoenix, where he also served as Chief Marketing Officer. Arra received a B.S. degree from Boston University and upon graduation earned the Scarlet Key distinction for academic excellence and campus leadership, and completed an Executive Education Program in Strategic Marketing Management at the Harvard Business School.



Alex Hernandez

*Partner, Charter School Growth Fund
Member, Rocketship Education Board of Directors*

Alex Hernandez is a partner at Charter School Growth Fund (CSGF), a venture philanthropy that provides growth capital for high-performing charter school networks. He leads CSGF's "next-generation" learning investments in blended learning programs as well as core investments on the West Coast and Texas. Alex is a former Area Superintendent for Aspire Public Schools, worked as a Broad Resident at Portland Public Schools, and taught high school math at View Park Prep High School in Los Angeles. Prior to that, Alex worked for several years with JP Morgan and Disney Ventures. He is a graduate of Claremont McKenna and has an MBA and Master of Education from Stanford University.



Alex Terman

*Interim CFO, Leadership Public Schools
Member, Rocketship Education Board of Directors*

Alex Terman has more than 15 years of professional experience in non-profit leadership, education reform, and business strategy. Alex presently works with Leadership Public Schools, a non-profit organization that operates and helps open public charter high schools throughout CA. Prior to Leadership Public Schools, Alex served as a Partner at The Learning Accelerator, a non-profit organization that supports the implementation of high-quality blended learning in school districts across America. Alex also was the co-founder and CEO of Digital Parent, an online service providing expert advice and e-learning resources for parents of young children and served as the Chief Business Officer for the Stupski Foundation, an operating foundation focused on transforming urban school districts. In addition to his involvement in education, Alex has experience working in business and corporate development roles at America Online and in management consulting at Bain & Company. He has an MBA from Stanford, an undergraduate degree in history from UC Berkeley and completed the Broad Residency, a two-year program that prepares leaders for senior management.



Deborah McGriff

*Managing Director, New Schools Venture Fund
Member, Rocketship Education Board of Directors*

Deborah McGriff is a Managing Director at NewSchools Venture Fund. She 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. Crain's Detroit Business named her Newsmaker of the Year for 1992. Before that, she was the first female Assistant Superintendent in Cambridge, Massachusetts and the first female Deputy Superintendent in Milwaukee, Wisconsin. She was a teacher and administrator in the New York City Public Schools for more than a decade. Deborah 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.



Louis Jordan

*Co-Owner, Tympany Vineyards
Member, Rocketship Education Board of Directors*

Louis Jordan retired from the Starbucks Coffee Company in early 2013 where he held the position of SVP, Corporate Finance since 2009. At Starbucks, Louis was responsible for a number of Finance functions, including: Marketing, Category and Global Pricing, Real Estate and Store Development, Global Supply Chain, Digital Ventures, Global Planning and Reporting and Treasury and Risk Management. Prior to joining Starbucks, Louis spent six years at Nike where he served as Chief Financial Officer of Nike Inc.'s Global Retail and Digital Commerce operations, and had Finance responsibility for Nike-owned retail first quality stores, factory stores and digital commerce activities worldwide. Before Nike, Louis held Finance management positions at a number of Fortune 500 companies including Gap, Citibank, DuPont, Dun & Bradstreet and Duracell. Louis holds a Bachelor of Arts degree from Westmar College and a Master of Arts degree from Brown University. He received his MBA in Finance from the Kelley School of Business at Indiana University.



Raymond Raven

*CEO, Orthopaedic Surgery Specialists
Member, Rocketship Education Board of Directors*

Ray Raven, born and raised in East Side San Jose, brings a valuable perspective to the Board having been educated within the public school district where Rocketship Education was founded. After successfully navigating his way through the system, Ray earned an undergraduate degree in Molecular Biology & Biochemistry from the University of California, Irvine and a Medical Degree from the University of California, San Francisco. After completing an Orthopaedic Surgery residency at the University of California, San Francisco, Ray received advanced fellowship training in Hand & Upper Extremity Surgery at NYC, Texas and Barcelona, Spain. Ray now serves as managing partner and CEO of Orthopaedic Surgery Specialists, one of the largest private practice orthopaedic medical groups in Los Angeles County. Ray holds several medical device patents and provides consulting services for healthcare companies. During his career as a surgeon, Ray earned an MBA from the Paul Merage School of Business at the University of California, Irvine. Ray enjoys hiking and travel and spends a lot of his free time with his German shepherd dog, Apollo.



Greg Stanger

*Trustee, Yosemite Conservancy
Member, Rocketship Education Board of Directors*

Greg Stanger brings to Rocketship a broad range of financial leadership experience with high-growth Internet companies. He has served as CFO for oDesk, Chegg and Expedia. He has also been a venture partner at Technology Crossover Ventures and was formerly a corporate development executive at Microsoft. Greg has served on the boards of directors of many successful companies, including Netflix, Kayak, drugstore.com, NexTag, and Expedia. He is currently a trustee of the Yosemite Conservancy. Greg holds an MBA from the University of California at Berkeley and a Bachelor of Science degree from Williams College.



Joey Slater

*TFA DC Region Gala Co-Chair, Gala Committee of TFA Regional Board at TFA DC Chair
Member, Rocketship Education Board of Directors | Chair, Rocketship DC Board*

After receiving her MBA, Joey worked for Corning Glass Works in strategic planning. She later transitioned to the Federal Government where she gained valuable policy experience working for an independent commission charged with making recommendations to Congress about Medicare.

Now that her children are grown, Joey has time to pursue her passion for education. Joey and her husband Stanley established the Stanley and Jolene Slater Family Foundation to focus their philanthropy on education, and specifically the need for better education opportunities in under-served communities. She is applying her policy experience to analyzing this issue, and identifying concepts and organizations that improve the quality of education across low income communities in D.C.

Volunteering for Teach For America has also connected Joey to a variety of resources, allowing her to learn about the effects of poverty on the ability to learn, teacher training and development, blended learning/digital differentiated learning, and charter schools. Joey recently coordinated the groundbreaking for Rocketship's first school in DC, which will open in August 2016, and has been greatly instrumental to Rocketship in building our local board and finding new sources of funding.

Joey has a Bachelor of Arts from Lycoming College and a Masters of Business Administration from University of Pittsburgh.



Ralph Weber

*Founding Member, Gass Weber Mullins LLC
Member, Rocketship Education Board of Directors | Chair, Rocketship WI Board*

Ralph A. Weber is one of the five founding members of Gass Weber Mullins, a national trial litigation law firm recognized by the National Law Journal on its national "Hot List" of boutique firms.

The prestigious international lawyer reference, Chambers Guide-USA, identifies Mr. Weber as a top commercial litigator, where his clients and peers describe him as "very thoughtful, top-notch and outstanding," they admire his "command of a courtroom" and note "He is the calm in a storm." He also has been recognized by his peers for many years through selection to Best Lawyers in America, and he has been selected in Best of the U.S. as one of the "Best of Class" service providers in the United States. In 2014, the Wisconsin Law Journal honored Mr. Weber as a "Leader in the Law."

In addition to a full legal practice, Mr. Weber has been active as an educator and community supporter. He teaches Trial Advocacy at Marquette University Law School (since 1995) and created a jury research and courtroom facility, the Trial Science Institute.

Mr. Weber is also a member of the Northwestern Mutual Board of Directors and he has founded and worked with several educational, charitable and nonprofit groups, including the Board of Pius XI High School (for which he chaired the Education Committee), the Marquette University National Alumni Board, the Board of the Wisconsin Conservatory of Music, the Marquette University College of Arts & Sciences Alumni Board, and the FC Milwaukee Soccer Club. Mr. Weber clerked for a federal judge after graduating from Columbia Law School (where he served as an editor on the Columbia Law Review) and from Marquette University (B.A., Summa Cum Laude, Phi Beta Kappa).

RSED Senior Leadership Team and Organizational Structure

Senior Leadership		Rocketship
Team Member	Position	Start Date
Preston Smith	CEO	6/2007
Adam Nadeau	Vice President, Personalized Learning and Achievement	7/2009
Carolyn Davies Lynch	Vice President, Strategy & Scalability	1/2011
Jaclyn O'Brien	Vice President, Schools	7/2011
Andy Stern	Chief Business Officer	4/2012
Lynn Liao	Chief Program Officer	6/2012
Dynasti Hunt	Vice President, Human Resources	9/2013
Cheyne Calvo	Chief Growth and Community Engagement Officer	5/2015
Chris Murphy	Vice President, Marketing & Communications	7/2015

Rocketship Senior Leadership Team



Preston Smith, Co-Founder & Chief Executive Officer

- 14 years of education experience in numerous roles including Teacher, Principal, Director of Schools, VP Bay Area, and Chief Achievement Officer.
- Founded multiple high-performing schools and led Rocketship to becoming one of the top low income districts in the state of California.



Andy Stern, Chief Business Officer

- 25 years of CFO and operations management experience.
- Multiple high-growth, venture capital-backed technology companies.
- 5 years as president of a diverse public high school foundation.



Lynn Liao, Chief Program Officer

- Most recently served as Managing Director of network services for the Broad Center.
- Co-founded and led the growth of The Broad Residency.
- Director at The Broad Foundation responsible for the Foundation's investment portfolio.

Rocketship Senior Leadership Team



Carolyn Davies Lynch, VP of Strategy & Scalability

- Prior to leading Rocketship's organizational strategy and scalable systems work, ran Rocketship's Operations team for several years.
- 5 years leading strategic work at BCG for orgs ranging from school districts to multinationals.



Cheye Calvo, Chief Growth & Community Engagement Officer

- Served as six-term, elected mayor of a diverse, financially strong, community-oriented, full-service municipality in Prince George's County, Maryland
- Led team that advanced legislation and executed agreements in Maryland, Ohio, and Florida to open and sustain innovative programs to prepare at-risk students for success in college



Dynasti Hunt, VP of Human Resources

- 9 years of Human Resources experience in both the for-profit and education sectors, with the last 5 years primarily focused on school district and charter human resources operations.
- Prior to Rocketship, led the Employee and Labor Relations Division for a district serving over 16,000 students in an urban setting.

Rocketship Senior Leadership Team



Adam Nadeau, VP of Achievement & Personalized Learning

- Prior to Rocketship, worked at KIPP Academy Nashville as a Founding Teacher, Grade-Level Chair, Department Chair, and Instructional Coach
- Several years experience in implementing behavior tracking, reporting, and intervention programs, coordinating student recruitment, and facilitating parent involvement, communication, and education



Jaclyn O'Brien, VP of Schools

- Prior to Rocketship, served for 5 years as Program Director for Teach for America
- Led 80% of my 2008-2009 corps member to achieve over 1.5 years growth with their students in reading and math, thereby exceeding corps member effectiveness goal by 50%
- Highest corps member satisfaction among Teach For America Program Directors nationwide



Christopher Murphy, VP of Marketing and Communications

- Led 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
- 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).



FINGERPRINTING AND CRIMINAL RECORDS CHECK POLICY

All Regions

Most states require that all prospective employees of public and private schools undergo background checks covering reported child abuse and criminal history. Rocketship Education (RSED) is committed to employing individuals who pose no known risk of physical, emotional, or educational harm to children. This policy describes the fingerprinting and background check requirements for RSED employees; please refer to the relevant RSED Volunteer Policy for requirements related to volunteers.

All Employees

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

It is the policy of Rocketship Education (RSED) to require fingerprinting and background checks (also known as “criminal records summaries”) for all its employees as required by state or local law prior to beginning employment at RSED.¹ All prospective employees must abide by all applicable laws and agree to abide by the policies of RSED, including the submission of fingerprints and the approval for RSED or its designee to perform background checks.

The fingerprinting and background checks conducted with the Department of Justice² will be required for all new employees before the beginning of each school year. These will also be required of Rocketship employees who leave RSED and are then rehired. This requirement is a condition of employment.

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

¹ Such as: California Education Code provisions of 44237 and 45125.1; Tennessee Code Annotated 49-5-413

² For RSED employees working in Tennessee, these Criminal Summaries shall be conducted through the Tennessee Bureau of Investigation (TBI)

Campus Volunteers

Campus volunteers will be required to complete fingerprinting and/or background checks in compliance with the Rocketship Education Campus Volunteer Policy for that region.

Student Teachers

All student teachers will be required to complete fingerprinting and background checks prior to employment with Rocketship Education.

Substitute Teachers

All substitute teachers will be required to complete fingerprinting and background checks prior to employment with Rocketship Education.³

Bus Drivers

All bus drivers will be required to complete fingerprinting and background checks along with a review of driving records⁴ prior to employment with Rocketship Education.

Other Consultants

Rocketship may require a contract entity or individual providing school site services to comply with the requirements of fingerprinting and background checks for RSED employees if it is determined that the entity's employees or the individual will have contact with pupils at the school. If it is determined that the entity or individual will not have contact with pupils, Rocketship may not require fingerprinting and background checks. The results of background checks will be submitted to the Human Resources (HR) Department consistent with applicable law. It is the responsibility of the contract contact person to ensure these checks are completed and favorable results are found before the contractor begins working for Rocketship.

In determining whether a contract employee(s) will have limited contact with pupils, RSED must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others.

³ In Tennessee, fingerprinting and background checks for substitute teachers will be considered valid for 90 days only

⁴ In Tennessee, this shall include a review of driving records conducted through the Tennessee Department of Transportation and the Tennessee Bureau of Investigation.

Procedures for Background Checks

The Human Resources Department will review the background checks of prospective employees/contractors to determine whether an employee/contractor may be employed in accordance with local law.



ARREST/CONVICTION REPORTING POLICY

All Regions

Any Rocketship Education (RSED) employee who is arrested and charged or convicted of a crime while employed by RSED must within 72 hours report such arrest and charge or conviction to the RSED Department of Human Resources. Noncompliance with this requirement, or misrepresentation of the circumstances of an arrest or conviction, may constitute grounds for termination.



TUBERCULOSIS TESTING POLICY

California and Wisconsin

This policy clarifies the RSED policy on tuberculosis testing for staff members, which is specifically required of RSED employees in California and Wisconsin. The tuberculosis testing requirements mentioned in this document do not apply to Tennessee and Washington D.C. because it is not the local norm to TB test Tennessee and D.C. educators.

For requirements specific to school site volunteers, please refer to the relevant RSED Volunteer Policy.

1. No person shall be employed by RSED unless he/she has submitted proof of an examination within the past 60 days of the date of hire that he/she is free of active tuberculosis.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal (skin) tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees are required to undergo this examination at least once every four (4) years, with the exception of “food handlers” who shall be examined annually.
4. After such examination each employee shall file a certificate with the Human Resources Department from the examining physician showing the employee was examined and found free from active tuberculosis. These certificates shall be kept on file in the employee’s personnel file.
5. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, arrangements will be made with a designated physician for the examination and RSED shall bear the expense. If the employee chooses to have his or her own physician for this purpose, RSED will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.
6. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute teachers.



SEXUAL HARASSMENT POLICY

All Regions

Rocketship Education is committed to protecting the rights of all persons to function in an atmosphere free from any form of discriminatory harassment, including sexual harassment, which is based on any characteristic listed in RSED's EEO Policy. Employees are expected to act in a professional manner and to contribute to a productive work environment, and are responsible for maintaining work place and school environments free from harassment.

It is a violation of this policy for any student, employee or visitor of Rocketship to harass a student, applicant, employee or visitor through conduct or communication in any form as defined in this policy. Rocketship Education will not condone or tolerate unlawful harassment of any type. This policy applies to all employee actions and relationships, regardless of position, gender, sexual identity or orientation. It applies to all workplace-related situations, whether in the office, on work assignments outside the office, at office-sponsored social functions, or elsewhere.

Rocketship will not tolerate harassment by a non-employee to the extent that it affects the work environment or interferes with the performance of work functions. Individuals who believe that they have been subjected to discrimination or harassment are required to report the incident as soon as possible as explained below.

Rocketship Education will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, if warranted.

Defining Harassment

Harassment includes verbal, physical, and visual conduct that creates an intimidating, offensive, or hostile working environment or that interferes with an employee's work performance. Such conduct constitutes harassment when (1) submission to the conduct is made either an explicit or implicit condition of employment; (2) submission or rejection of the conduct is used as the basis for an employment decision; or (3) the harassment interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.

Harassing conduct can take many forms and may include, but is not limited to, the following: using epithets, slurs, negative stereotypes, or threatening, intimidating, or engaging in hostile acts that relate to a protected characteristic, including purported jokes/pranks, placing on walls, e-mail or other electronic media, bulletin boards, or elsewhere on Rocketship's premises, or circulating in the workplace, written or graphic material that denigrates or shows hostility or

aversion toward a person or group because of a protected characteristic.

Sexually harassing conduct in particular may include all of these prohibited actions, as well as other unwelcome conduct, such as sexual advances; verbal harassment or abuse; unwelcome physical contact; subtle pressure for sexual activity; touching of a sexual nature including inappropriate patting or pinching; intentional brushing against another person's body; demands for sexual favors; graffiti, posters, cartoons, caricatures, or jokes of a sexual nature; playing sexually explicit audio/video tapes; whistling, leering, improper gestures; sex-oriented verbal kidding or abuse, spreading rumors about or rating another person's sexual activity or performance; and using any communications or computer system to send, receive or exhibit sexually suggestive displays, etc.

Reporting and Addressing Harassment

An employee who believes he/she has experienced harassment, or any staff member who is aware of a situation which is believed to be harassing, has a responsibility to report the situation immediately to a School Leader and/or Human Resources. Employees may make complaints either verbally or in writing. A Complaint Form may be obtained from a supervisor or the Rocketship National Human Resources Department. Supervisors and managers who receive complaints or who observe harassing conduct should immediately inform Human Resources or other appropriate RSED official so that an investigation may be initiated.

The designated Rocketship representative will conduct a thorough and prompt investigation into the allegation(s) and determine whether the allegations have merit and will follow the procedures set forth in the Complaint Policy. Typically, the investigation will include the following steps: an interview of the employee who lodged the harassment complaint to obtain complete details regarding the alleged harassment; interviews of anyone who is alleged to have committed the acts of harassment to respond to the claims; and interview of any employees who may have witnessed, or who may have knowledge of, the alleged harassment. Individuals are expected to cooperate and provide truthful information during the

investigation. Confidentiality will be maintained throughout the investigation process to the extent practical and consistent with a full, fair, and proper investigation.

Upon completion of the investigation, Rocketship will review the results and decide upon appropriate corrective action(s) to be taken. The outcome will be communicated to the reporting person(s) and the alleged harasser(s). Corrective action may include, for example: training, referral to counseling, or disciplinary action ranging from a verbal or written warning to termination of employment, depending on the circumstances. With regard to acts of harassment by non-employees, corrective action will be taken after consultation with the appropriate management personnel. Employees found to have engaged in misconduct constituting harassment, or for other conduct Rocketship deems unacceptable, whether or not it satisfies the legal definition of harassment, will be disciplined up to and including termination of employment or volunteer position.

Non-Retaliation

Retaliation of any kind against an individual who, in good faith, reports a claim of harassment or for cooperating in an investigation will not be tolerated. Employees found to have engaged in retaliation will be promptly and appropriately disciplined. Disciplinary action may be taken up to and including dismissal.

For employees working in California, in addition to notifying RSED about harassment or retaliation complaints, affected employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has the authority to conduct investigations of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes that a complaint is valid and settlement efforts fail, the DFEH may file a lawsuit in court. Courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office by checking the State Government listings in the local telephone directory or on the agency’s website at <http://www.dfeh.ca.gov/>.

For individuals working in Tennessee, the state governmental agency that handles harassment/discrimination complaints is the Tennessee Human Rights Commission, and for those in Wisconsin, such agency is the Wisconsin Department of Workforce development, Equal Rights Division and for those in Washington, D.C., such agency is the District of Columbia Office of Human Rights.



SUBSTANCE ABUSE POLICY

All Regions

Rocketship is committed to promoting safety and employee health in the workplace and to creating a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees can adversely affect the workplace health, safety, and productivity and can damage public confidence and trust in Rocketship Education.

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, RSED has established this policy concerning the use of alcohol and drugs. As a condition of continued employment with RSED, each employee must abide by this policy.

Definitions

For purposes of this policy:

- (1) “Illegal drugs or other controlled substances” means any drug or substance that (a) is not legally obtainable; or (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; or (b) in a quantity, frequency, or manner that is contrary to the instructions or recommendations of the prescribing physician or manufacturer.
- (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 breath 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 RSED may be adversely affected, including any time an employee is (1) on RSED premises; (2) conducting or performing RSED business, regardless of location; (3) operating or responsible for the operation, custody, or care of RSED equipment or other property; or (4) responsible for the safety of others in connection with, or while performing, RSED -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; or (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; or (2) being under the influence of any illegal drug or other controlled substance.

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; or (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 RSED property or equipment; or substantially interfere with the employee's job performance or the efficient operation of the RSED's 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, so long as that activity does not violate any law or result in an employee being impaired by the use of such drugs in violation of this policy.

Drug Free Awareness Program

RSED 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 RSED 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. Procedures for Drug Testing

RSED 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. RSED 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 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.

The clinic or laboratory will inform RSED 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 accordingly.

3. 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 RSED of medical information regarding the test results. Refusal to sign the agreement and consent form, or to submit to the drug test, will result in the revocation of an applicant's job offer, or will subject an employee to discipline up to and including termination.

4. Confidentiality

All drug testing-records will be treated as confidential.

Notification of Criminal Convictions

Employees must notify RSED of any conviction under a criminal drug statute for a violation occurring in the workplace or during any RSED-related activity or event. Employees must notify RSED within five days after any such conviction. When required by federal law, RSED will notify any federal agency with which it has a contract of any employee who has been convicted under a criminal drug statute for a violation occurring in the workplace.

Disciplinary Action

Violation of this policy may result in disciplinary action up to and including immediate termination. An employee who is convicted under a criminal drug statute for a violation occurring in the workplace or during any RSED-related activity or event will be deemed to have violated this policy. Mandatory participation in and satisfactory completion of an inpatient or outpatient drug or alcohol abuse assistance or rehabilitation program may become a condition of continued employment upon violation of this policy.



SMOKE FREE ENVIRONMENT POLICY

All Regions

Rocketship's offices and schools are smoke-free environments. Smoking is not allowed anywhere on a school campus. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.



MANDATED REPORTER POLICY

California

In California, certain professionals are required to report known or suspected child abuse. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are legally mandated reporters. **As an employee of a Rocketship Education school, or an employee of the Rocketship Education National office who has regular contact with children, you are a Mandated Reporter. A mandated reporter must make a report to the Department of Family and Children's Services whenever, in his/her professional capacity or within the scope of employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been a victim of child abuse.**

This "Mandated Reporter Policy" is intended to educate Rocketship Education school employees of their responsibilities and rights under the Child Abuse and Neglect Reporting Act, as well as the procedures for complying with the Act.

When Must you Report?

California's reporting law 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 federal and state law, when the victim is a child (ordinarily a person under the age of 18), the following types of abuse must be reported by all legally mandated reporters. The perpetrator can be any adult or child, with the exception of a "mutual affray between minors" (i.e., a school yard fight).

Physical Abuse

Physical Abuse means non--accidental bodily injury that has been or is being willfully inflicted on a child. It includes willful harming or injuring of a child or endangering of the person or health of a child defined as a situation where any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation such that his or her person or health is endangered.

Severe Physical Abuse

Severe Physical Abuse includes any single act of abuse which causes physical trauma of sufficient severity that, if left untreated, would cause permanent physical disfigurement, permanent physical disability, or death; any single act of sexual abuse which causes significant bleeding, deep bruising, or significant external or internal swelling; or repeated acts of physical abuse, each of which causes bleeding, deep bruising, significant external or internal swelling, bone fracture, or unconsciousness.

Neglect

Neglect means the negligent treatment or maltreatment of a child by acts or omissions by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, including physical and/or psychological endangerment. The term includes both severe and general neglect.

Severe Neglect

Severe Neglect includes the negligent failure to protect a child from severe malnutrition or medically diagnosed non--organic failure to thrive and/or to permit the child or the child's health to be endangered by intentional failure to provide adequate food, clothing, shelter or medical care.

General Neglect

General Neglect includes the failure to provide adequate food, shelter, clothing, and/or medical care, supervision when no physical injury to the child occurs.

NOTE: A child receiving treatment by spiritual means or not receiving specified medical treatment for religious reasons, shall not for that reason alone be considered a neglected child. An informed and appropriate medical decision made by a parent or guardian after consultation with a physician or physicians who have examined the child does not constitute neglect. See Assessment of Medical Neglect.

Sexual Abuse

Sexual Abuse is the victimization of a child by sexual activities including, but not limited to sexual assault, rape (statutory rape and rape in concert), incest, sodomy, lewd and lascivious acts upon a child under 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 years younger, or a person 21 years or older with a minor who is under 16 years old.

Non--Sexual Exploitation

Non--Sexual Exploitation involves forcing or coercing a child into performing acts which are beyond his/her capabilities, such as being employed for long hours and/or in a job which is dangerous or beyond his/her capabilities or forcing or coercing the child into illegal or degrading acts such as stealing, panhandling, and/or drug sales. Generally, these acts benefit the perpetrator in some way.

Emotional Abuse

Emotional Abuse is nonphysical mistreatment, the results of which may be characterized by disturbed behavior on the part of the child, such as severe withdrawal, regression, bizarre behavior, hyperactivity, or dangerous acting--out behavior. Such disturbed behavior is not deemed, in and of itself, to be evidence of emotional abuse. Exposure to repeated violent, brutal or intimidating acts among household members (domestic violence) is emotional abuse.

Caretaker Absence

Caretaker Absence is specific to the caregiver's situation rather than to the child's and may be used in addition to general neglect or substantial risk of harm allegations. This allegation type shall be used in either of the following circumstances:

- Caretaker Absence: The child's parent has been incarcerated, hospitalized or institutionalized and cannot arrange for the care of the child; parent's whereabouts are unknown or the custodian with whom the child has been left is unable or unwilling to provide care and support for the child.
- Caretaker Incapacity: The child's parent or guardian is unable to provide adequate care for the child due to the parent or guardian's mental illness, developmental disability or substance abuse.

Procedures for Reporting

1. The moment you have a reasonable suspicion of abuse, reports must be made immediately or as soon practically possible by phone.
2. Reports must be made to a county welfare department, probation department (if designated by the county to receive mandated reports), or to a police or sheriff's department.
 - a. In the San Jose Area, you can contact the Santa Clara County Department of Family and Children's Services **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 36 hours of the initial phone call, you must mail a written report to the same agency. The written report must be submitted on a Department of Justice Form SS 8572.
 - a. Form SS 8572 (State of CA Suspected Child Abuse Form)
http://oag.ca.gov/sites/all/files/pdfs/childabuse/ss_8572.pdf?
 - b. Instructions for Form SS8572
http://oag.ca.gov/sites/all/files/pdfs/childabuse/8572_instruct.pdf?
 - c. If you contact the Santa Clara County Department of Family and Children's Services, mail your written report to:

Santa Clara County Department of Family and Children's Services
Child Abuse and Neglect Center
373 West Julian St. -- Second Floor
San Jose CA 95110

4. Joint Knowledge
 - a. It is the policy of Rocketship Education that a mandated reporter who is making a report, as required, is also to inform the Principal of the school of the suspected abuse, unless the Principal is the subject of the suspicion. You are not required to identify yourself to the Principal when you so inform him/her. **REMEMBER, reporting the information to the Principal or any other person shall not be a substitute for your making a mandated report to one of the agencies specified above.**
 - b. However, when two or more persons who are mandated reporters jointly have knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report and written report may be made by a single member of the team. Any member of a team who has knowledge that the member designated to report failed to do so must thereafter make the report himself/herself.
 - c. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.
5. After the report is made, Child Protection workers and/or law enforcement officers may contact you to gather additional information to aid in their investigation. You may have knowledge about the child and/or family which can aid the investigators in making accurate assessments and providing appropriate services. After the investigation has been completed or the matter reaches a final disposition, the investigating agency shall inform the mandated reporter of the results of the investigation and any action the agency is taking.

Immunity from Liability

- Mandated reporters have immunity from criminal or civil liability for reporting as required, unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident. Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and disseminating the photograph with the report (PC § 11172(a)).
- No supervisor or administrator may impede or inhibit a report or subject the reporting person to any sanction (PC § 11166(i)).
- 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 (PC § 11167(d)(1); PC 11167).
- 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 (PC § 11172(c)).

Failure to Report

Failure to report suspected abuse is a misdemeanor punishable by imprisonment or fine or both.



CAMPUS ACCESS AND VISITOR POLICY

All Regions

Rocketship strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. This policy addresses management of the front entrance; procedures for visitor registration; procedures to follow when arranging for a campus visit; and ousting an individual from campus.

I. Front Entrance

At all times during the school day, the front office to each Rocketship campus will be manned by a Rocketship staff member.

Ensuring that the front office is manned at all times is a primary responsibility of the school's Office Manager. If the Office Manager is unable to be at the front desk for some reason, he/she is responsible for finding another Rocketship staff member to be present. Individuals who are not Rocketship staff members should NOT be asked to cover the front desk.

II. Visitor Registration and Passes/Badges

All visitors (including Rocketship Education regional and national staff members) are required to register with the front office immediately upon entering any school building or grounds during school hours.

After registering in the front office, visitors who are not Rocketship employees will be issued a Visitor's Pass that they must display at all times while on campus.

Rocketship regional/national staff ("Network Support") will receive personal identification badges from the Rocketship Human Resources department. Network Support staff must display their badge on their persons at all time while at a school site. If a Network Support staff member forgets his/her badge, he/ she will need to obtain a Visitor's Pass from the front office.

All visitors must also sign out when leaving the campus.

Any visitor may be asked to provide personal identification at any time. Additionally, Rocketship may request that a visitor leave campus at any time if a visitor becomes disruptive or otherwise interferes with or threatens the health, safety, or order of students, staff, or campus operations.

III. 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) at least three days in advance. Teacher conferences should be arranged by appointment at least three days in advance and must be scheduled to take place during non-instructional time.

Parent/guardians who want to visit a classroom during school hours must first obtain written approval from the classroom teacher and the Principal or designee.

IV. 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 a Rocketship campus. Such situations may include an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment. Such actions will comply with any relevant state law requirements.

Barring is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to bar a disruptive individual, but they must follow Rocketship's internal protocol and comply with all applicable state laws. Principals may not bar an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department.

It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local police must be contacted.
- Maintain an accurate and current list of individuals who have been issued a barring notice.
- Enforce the barring notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any barred individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the barring notice.

V. Trespass Laws

Anyone who refuses to leave after being asked by the Principal, or who enters a campus without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.



MEDICATION ADMINISTRATION POLICY

California

Rocketship is committed to supporting the health of its students and meeting the needs of students with medical conditions, in compliance with California laws and regulations. This policy addresses required documentation of student medication needs; staff administration of medication; student self-administration of medication; the use of epinephrine and asthma inhalers; emergency situations; and documentation and training requirements.

I. Medication Authorization Form

Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Authorization Form. In accordance with EC § 49423 and 5 C.C.R. § 601(a), the Medication Authorization Form must include:

- Student's name and date of birth;
- Name of the medication to be administered and the reason for administration;
- Amount or dose of the medication;
- Method of administration;
- The time the medication is to be administered at school;
- Possible side effects;
- For medication prescribed on an as-needed basis, the specific symptoms that necessitate administration of medications, the allowable frequency for administration, and indications for referral for medical evaluation;
- For medication that is to be self-administered by the student, a statement that, in the authorized health care provider's opinion, the student is competent to safely self-administer the medication according to the conditions in the provider's written statement;
- Name, address, telephone number, and signature of the California authorized health care provider.

The student's parent/guardian must also provide Rocketship with a written statement indicating their desire that the school assist the student with medication administration as set forth in the Medication Authorization Form.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Authorization Form to Rocketship. All Medication Authorization Forms must be updated at least annually.

II. Staff Administration of Medication

Pursuant to 5 C.C.R. § 604, medication may be administered to students by Rocketship personnel designated by the Principal and willing to perform.

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.

III. Self-Administration of Medication

Under EC § 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. (EC § 49423.1(b)(2)). Any self-administration of medication must be done in accordance with the Medication Authorization Form as described above.

Prior to allowing self-administration, Rocketship personnel must observe the student self-administering the medication and determine that the student is capable to adhere to standard precautions and appropriate handling of the medication.

IV. Storage of Medication

In accordance with EC § 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.

VI. Emergency Situations

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.



IMMUNIZATION POLICY

California

To promote the health and well-being of all students, and to comply with California laws and regulations, Rocketship requires all students to present proof of certain immunizations prior to beginning school at a Rocketship campus.

I. Immunization Requirements

No student shall be admitted to a Rocketship school unless the school has certification of immunization for that student, or unless the student is exempted pursuant to this policy.

Under CA Health and Safety Code §120325 and 17 C.C.R. § 6020, the California Department of Health requires that all students receive the following immunizations:

- Polio
- Diphtheria, Tetanus, and Pertussis (DTaP, DTP, or DT)
- Measles, Mumps, and Rubella (MMR)
- Hepatitis B
- Varicella (chicken pox)

Vaccinations must be administered according to the schedules and doses required by Department of Health guidelines.

II. Conditional Admission

In accordance with 17 C.C.R. § 6035, a student who lacks documentation of having received all required vaccine doses may be admitted conditionally if he/she has commenced receiving doses, is not currently due for any doses at the time of admission, and the parent/guardian is notified of the date by which the student must complete all the required immunizations. A student may also be granted conditional admission if he/she has obtained a temporary medical exemption in accordance with 17 C.C.R. § 6050 and the parent/guardian is notified of the date by which the student must complete all the required immunizations once the temporary medical exemption terminates.

III. Certification

As required by 17 C.C.R. § 6065, the physician or agency performing the immunization must provide the student's parent/guardian with a written record containing the following information:

- Name of the student;
- Birthdate;
- Type of vaccine administered;
- Month, day, and year of each immunization;
- Name of the physician or agency administering the vaccine.

When such a written record is not available, the parent/guardian will be referred to a physician or nurse for review of the student's immunization history and provision of immunizations as needed. The student will not be admitted until satisfactory proof can be shown.

Rocketship will record each student's immunizations on the California School Immunization Record, which will become part of the mandatory student record as defined in 5 C.C.R. § 430.

For students transferring between school campuses in California or from a school in another state to a school in California, if the mandatory permanent student record has not been received at the time of entry to the new school, Rocketship may admit the student for up to 30 days in accordance with 17 C.C.R. § 6070(e). If the mandatory record is not received at the end of the 30-day period, Rocketship will require the parent/guardian to present a written immunization record as described in this policy. If the record is not presented, the student will be excluded from further attendance until he/she comes into compliance with the immunization requirements.

IV. Exemptions

Medical Exemption

Pursuant to Health and Safety Code § 120370(a), students will be exempt from the immunization requirements if the parent/guardian files a written statement by a licensed physician stating that the child's physical condition renders immunization unsafe. The statement will indicate the specific nature and probable duration of the medical condition or circumstances for which the physician does not recommend immunization.

Under Health and Safety Code § 120370(b), Rocketship may temporarily exclude a student from school if there is good cause to believe that the child has been exposed to a disease for which he/she has no proof of immunization until a local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

Personal Belief Exemption

Pursuant to SB 277, Rocketship will no longer accept exemptions related to personal beliefs against immunization. Students who have a letter or affidavit on file as of January 1, 2016, stating beliefs against immunization, will be allowed to remain enrolled until the student enrolls in the next grade span. For the purposes of this policy, "grade spans" are as follows: (1) birth to preschool; (2) kindergarten and grades 1-6, inclusive, including TK; (3) grades 7-12, inclusive.



HEALTH AND SAFETY PLAN
California

Mission

Rocketship Education will focus on the elimination of the disadvantages often associated with poverty and language barriers from the start of a child's education by immersing children in literacy and mathematics. We will prepare our graduates to achieve above grade level in their secondary education and attend four-year colleges.

Safe School Vision

1. Rocketship will provide a safe, orderly, and secure environment conducive to learning.
2. Rocketship will create a school in which will be safe from both physical and social-psychological harm.
3. Rocketship will develop a plan to work cooperatively and collaboratively with the national office and School Board to identify, establish and use strategies and programs to comply with local school safety laws.
4. Rocketship will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide safe and orderly schools and neighborhoods.
5. Rocketship will create a learning and working environment where parents can be confident that their students are safe and secure.
6. Rocketship will develop an academic program that will focus on high expectations of pupil performance and behavior in various aspects of the school experience.
7. Rocketship will identify clear procedures for emergencies.
8. Rocketship is aware of very few conditions on campus that could potentially cause accidental injury to students or staff and the school staff is working hard on preventing accidental injury to those present on campus (students, staff, parents, etc.).
9. Rocketship will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

What does RSED do to promote school safety?

Rocketship Schools use the following training, exercises, tools, and resources to promote school safety:

Health/Safety Plan (this document): Every school is equipped with a copy of this Health/Safety Plan, which should be kept in the Front Office. This plan is also accessible online. This plan is reviewed/updated every year by RSED national staff. School leaders, Office Managers, and Business Operations Managers 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, etc.) in accordance with local regulations. Protocols for running safety drills are included in this Health/Safety Plan.

School Safety Teams: Before the school year starts, each school makes assignments to a School Safety Team. School Safety teams meet at least twice a year.

Safety Checklists: School staff conduct regular walkthroughs to identify hazards and to confirm that the school facilities are in good condition.

School Evacuation Map + Assembly Sites: Each school has a designated on- and off-site assembly site in case of an evacuation.

Safety Equipment: In addition to First Aid Kits and other emergency tools (e.g. a working flashlight, survival/earthquake buckets), schools are equipped with fire extinguishers and alarms. The RSED Facilities team maintains extinguishers and alarms (and keeps building up to code). T

Emergency Cards: Emergency cards for students are collected at the beginning of the school year and kept in the Front Office. The Office Manager uses these cards to contact student parent/guardians in case of an emergency at the school

Safety Clipboards: Every RSED classroom is equipped with a safety clipboard with an evacuation map and information to be used in case of emergency.

Safety Binder: The school Business Operations Managers is responsible for maintain an up-to-date Safety Binder that contains the school's drill logs and other documentation related to school safety.

Safety Audit: Schools are periodically audited by regional/national staff to ensure compliance with internal and external safety rules and regulations.

Crisis Response Plan: Rocketship also has an established Crisis Response Plan for school leaders to access with plans to stabilize a school community and deal with public communications. *This plan is kept confidential to RSED school leaders.*

Accident/Incident Binder: When there is a major accident or behavioral incident on campus, school employees fill out an Accident/Incident binder to keep a record of what happened. These are kept in a distinct “Accident/Incident Report” binder.

Annual Safety Calendar (California)

June/July	<ul style="list-style-type: none"> • Safety Training for Office Managers (OM), Business Operations Managers (BOM), and School Leaders led by RSED national staff and others
August	<ul style="list-style-type: none"> • (Summer) Safety Training for school staff conducted by BOM and OM • Health/Safety forms and logs updated by BOM and OM • Safety Committee Meeting #1 led by BOM
September	<ul style="list-style-type: none"> • First fire drill conducted and logged (w/in 15 days of start of school; monthly) • First lockdown drill conducted and logged (w/in 30 days of operation, twice yearly)
October	<ul style="list-style-type: none"> • Fire drill conducted and logged • First earthquake drill conducted and logged (1/4)
November	<ul style="list-style-type: none"> • Fire drill conducted and logged • Safety Committee Meeting #2 led by BOM
December	<ul style="list-style-type: none"> • Fire drill conducted and logged • Earthquake drill conducted and logged (2/4)
January	<ul style="list-style-type: none"> • Fire drill conducted and logged
February	<ul style="list-style-type: none"> • Fire drill conducted and logged • Second lockdown drill conducted and logged
March	<ul style="list-style-type: none"> • Fire drill conducted and logged • Earthquake drill conducted and logged (3/4)
April	<ul style="list-style-type: none"> • Fire drill conducted and logged
May	<ul style="list-style-type: none"> • Fire drill conducted and logged • Earthquake drill conducted and logged (4/4)
June	<ul style="list-style-type: none"> • Fire drill conducted and logged

Annual Safety Calendar (MKE)

June/July	<ul style="list-style-type: none"> • Safety Training for Office Managers (OM), Business Operations Managers (BOM), and School Leaders led by RSED national staff and others
August	<ul style="list-style-type: none"> • (Summer) Safety Training for school staff conducted by BOM and OM • Health/Safety forms and logs updated by BOM and OM • Safety Committee Meeting #1 led by BOM
September	<ul style="list-style-type: none"> • First fire drill conducted and logged (w/in 15 days of start of school; monthly) • First lockdown drill conducted and logged (w/in 30 days of operation, twice yearly)
October	<ul style="list-style-type: none"> • Fire drill conducted and logged • Tornado drill #1 conducted and logged (twice a year)
November	<ul style="list-style-type: none"> • Fire drill conducted and logged • Safety Committee Meeting #2 led by BOM
December	<ul style="list-style-type: none"> • Fire drill conducted and logged
January	<ul style="list-style-type: none"> • Fire drill conducted and logged
February	<ul style="list-style-type: none"> • Fire drill conducted and logged • Lockdown drill #2 conducted and logged
March	<ul style="list-style-type: none"> • Fire drill conducted and logged • Tornado drill #2 conducted and logged
April	<ul style="list-style-type: none"> • Fire drill conducted and logged
May	<ul style="list-style-type: none"> • Fire drill conducted and logged
June	<ul style="list-style-type: none"> • Fire drill conducted and logged

Annual Safety Calendar (NSH)

June/July	<ul style="list-style-type: none">• Safety Training for Office Managers (OM), Business Operations Managers (BOM), and School Leaders led by RSED national staff and others
August	<ul style="list-style-type: none">• (Summer) Safety Training for school staff conducted by BOM and OM• Health/Safety forms and logs updated by BOM and OM• Safety Committee Meeting #1 led by BOM• First fire drill conducted and logged (w/in 15 days of start of school; monthly)• First lockdown drill conducted and logged (w/in 30 days of operation, twice yearly)
September	<ul style="list-style-type: none">• Fire drill conducted and logged
October	<ul style="list-style-type: none">• Fire drill conducted and logged• Tornado drill #1 conducted and logged (twice a year)
November	<ul style="list-style-type: none">• Fire drill conducted and logged• Safety Committee Meeting #2 led by BOM
December	<ul style="list-style-type: none">• Fire drill conducted and logged
January	<ul style="list-style-type: none">• Fire drill conducted and logged
February	<ul style="list-style-type: none">• Fire drill conducted and logged• Lockdown drill #2 conducted and logged
March	<ul style="list-style-type: none">• Fire drill conducted and logged• Tornado drill #2 conducted and logged
April	<ul style="list-style-type: none">• Fire drill conducted and logged
May	<ul style="list-style-type: none">• Fire drill conducted and logged
June	<ul style="list-style-type: none">• Fire drill conducted and logged

Safe Facilities

In accordance with Board policy and regional statutes¹, 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 Location and Neighborhood

Rocketship Education's elementary schools are located in areas that have a higher poverty level and crime rate. The immediate area around the schools currently run in San Jose, CA include single family dwellings and rental homes. Present safety hazards include high resident turnover,

¹ Including the *California Education Code 35183. 35183.5, 48907, 49066, and Code of Regulations Title 5, 302*

underemployment, juvenile crime, high percentage of renters, unsafe public spaces and gang activity.

School Buildings

Rocketship will be housed in a facility that meets California Building Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located.

Hazardous Materials: Surveys and management plans will be maintained and updated for hazardous building materials (lead, asbestos, etc.) and hazardous materials used and stored in and around the School will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided.

Indoor Air Quality: A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained. This will include activities described in the Safety Checklists.

Maintenance/Inspection of School Buildings: Inspections will be performed to ensure that daily operations do not compromise facility safety and health. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

Visitors/Campus Access Policies: Rocketship schools adhere to established visitor and volunteer policies. These policies shall be shared with schools on its box.net online file storage site.

Arrival/Dismissal: In addition, Rocketship Education 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 box.net online file storage site and in hard copy at each school site.

Expectations for Campus Safety and Appearance

RSED expects principals and national/regional staff to ensure that our school campuses reflect the pride we take in our learning environments. (See also: Safety Checklists)

The following are explicit expectations for campus appearance and upkeep:

- RSED school buildings are well-maintained and appear neat and clean
- Pupils take pride in the appearance of their school and may contribute to campus beautification efforts (e.g. providing artwork for the walls, planting a vegetable garden outside)
- If the school is enclosed by a fence, the gate should be kept locked and/or monitored during school hours
- During the school day, staff members share responsibility for campus supervision and do not hesitate to question visitors or communicate safety concerns to the Principal
- When the school staff has identified locations on the campus that pose particular safety concerns, those areas receive increased supervision as determined by the Principal
- Graffiti and other acts of vandalism are removed ASAP. It is the goal of staff to make sure that schools are restored before pupils arrive each day, as possible
- School leaders have an accountability and maintenance system in place for most equipment (e.g., printers, copiers, laptops), which should include inventorying equipment annually
- School leaders will institute and abide by additional security procedures that are established regionally or by the Principal, such as the use of security systems.

Framework for Emergency Preparedness

There are four stages of Emergency Management:

- 1) Mitigation/Prevention
- 2) Preparedness
- 3) Response
- 4) Recovery

(1) Mitigation/Prevention

To prepare schools and staff for emergency management, RSED 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 RSED's approach to emergency management include:

1. Hazard analysis
2. Identifying hazards
3. Recording hazards
4. Analyzing hazards
5. Mitigating/preventing hazards
6. Monitoring hazards
7. Safety Audit

(2) Preparedness

Preparedness activities help prepare school sites and school staff for an emergency response. Preparedness activities included in RSED's approach to emergency management include:

1. Providing emergency equipment and facilities.
2. Emergency planning, including maintaining this plan and its appendices.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
4. Conducting periodic drills and exercises to test emergency plans and training.
5. Reviewing drill, exercises and actual emergencies after they have occurring.
6. 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:
 - a) Disseminate information to Emergency Response Team members and request a meeting of available members.
 - b) Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
 - c) Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
 - d) Notify general faculty/staff by letter or telephone with appropriate information.
 - e) Schedule faculty meeting for an update the week before students return to school.
 - f) Be alert for repercussions among students and staff.

When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Principles for Emergency Response

The previous section discussed the four phases of emergency management (Mitigation/Prevention, Preparedness, Response, and Recovery). This section focuses on the second phase (Response) and provides a framework for responding to a school emergency.

Important Principle #1: While the Principal is ultimately responsible for leading school-wide emergency responses, all/any staff members should feel prepared to take charge in an emergency response situation.

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 RSED employees understand this expectation when committing to work at a Rocketship school.

Important Principle #2: Staff members should seek help from other agencies, but may NOT transfer responsibility for student care outside RSED.

When responding to an emergency, school staff should seek and take direction from local officials and seek technical assistance from state, federal, and other agencies (e.g., industry) as appropriate. At no time, however, should school officials transfer responsibility for managing students to another agency – accounting for students is the responsibility of the school

Important Principle #3: Deciding what to do first in an emergency is a two-step process.

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:

Important Principle #4: In a life-threatening emergency, follow the “Window of Life” approach of Protecting Yourself, then Protecting Others, then Protecting the Place and then Notifying Public Safety/911.

While it is important to quickly notify the authorities in an emergency, the priority of all staff should be to take personal protective action first before warning others in the immediate area and in the building. Once these immediate life-saving steps are taken, the 911 call for help should be placed.

If for example, an intruder with a weapon enters the front office, the Office Manager should:

1. Secure her/himself in a locked office
2. Make the lockdown call over the intercom / walkie talkies
3. Call 911

After calling 911, the flow of information at a school site should go from the first responder to the Principal to the RSED regional office.

The following visualization summarizes the Window of Life concept:



Important Principle #5: In case of fire, activate the alarm

In the event of a fire, anyone discovering the fire should activate the building fire alarm system and the building should evacuate immediately. In the event that a lock down or shelter-in-place incident is simultaneously in progress, the evacuation would be limited to the area immediately in danger from the fire – such a situation would occur under direction of the Principal or designee.

Important Principle #6: All RSED employees are responsible for notifying school leaders of emergencies

In the event the Rocketship main office or school staff receives information of an emergency on or near a school campus, the information shall be provided immediately to the school Principal. Once the type of emergency has been identified and the initial Window of Life steps have been taken, school personnel can determine the appropriate **emergency response action** to take:

Emergency Response Actions – Summary	
<p>Duck and Cover (and Hold)</p> <p><i>Earthquake</i></p>	<ol style="list-style-type: none"> 1. Take action immediately in case of an earthquake, even without announcement by the Principal. 2. If possible, the Principal or Office Manager should make an announcement over 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. 3. If <i>inside</i>, teachers will instruct students to duck under their desks, cover their heads with arms and hands, and hold onto furniture until the shaking stops or otherwise notified. Students and staff should move away from windows. 4. If <i>outside</i>, teachers will instruct students to place their heads between their knees and cover their heads with their arms and hands. Students and staff should stay in the open, away from buildings, trees, and power lines.
<p>Shelter-in-Place</p> <p><i>Airborne Contaminants, Hazardous Materials</i></p>	<ol style="list-style-type: none"> 1. The Principal 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 <i>inside</i>, teachers will keep students in the classroom until further instructions are given. 3. If <i>outside</i>, students will proceed inside and into their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. 4. The Utilities & Hazards Team will assist in turning off the HVAC systems, turning off local fans, making sure windows and doors are shut, etc.
<p>Lockdown</p> <p><i>Criminal Activity in Area, Intruder on campus, Shooting</i></p>	<ol style="list-style-type: none"> 1. The Principal 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., walkie talkies, sending messengers to deliver instructions. 2. If <i>outside</i>, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. 3. If <i>inside</i>, teachers will instruct students to lie on 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

	<p>further instructions are given by the Principal or law enforcement.</p> <p>5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.</p>
<p>Evacuate Building (Primary Evacuation Site)</p> <p><i>Fire</i></p>	<ol style="list-style-type: none"> 1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. 2. The Principal will initiate a fire alarm. 3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned <i>Assembly Area</i>. 4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location (e.g., Primary Evacuation Site). 5. Once assembled, teachers and students will stay in place until further instructions are given
<p>Off-Site Evacuation (Secondary Evacuation Site)</p>	<ol style="list-style-type: none"> 1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. 2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas (Secondary Evacuation Site) are indicated on the Evacuation Map. 3. Teachers will grab the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location. 4. Once assembled off-site, teachers and students will stay in place until further instructions are given. 5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.
<p>Go to Safe Site</p> <p><i>Tornado</i></p>	<ol style="list-style-type: none"> 1. A siren will sound, or the Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. 2. Upon hearing the announcement or siren, teachers will grab their safety clipboard and walk-talkies, count their students, and lead them to the designated indoor safe site. 3. At the safe site, teachers will instruct students to face the wall and hold their hands behind their head. Teachers will take roll, if safe. 4. The Principal will announce to staff when it is safe to leave the safe site.

<p>All Clear</p> <p><i>Emergency is Over</i></p>	<ol style="list-style-type: none">1. The Principal 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
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Accounting for Students During/After an Emergency

1. The **Principal will direct teachers** to take attendance using their paper rosters and report back to SLs by email (during a lockdown) or in person (at an evacuation site). Teachers should report three pieces of information:
 - a. # of students present in their classroom at that time (head count – 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

Note: If for some reason the teacher doesn't have a paper roster, one can be generated in Powerschool by pulling the Weekly Attendance Summary (Meeting) Report and navigating to the page for that cohort.

2. **A school leader will access Powerschool** and pull the Weekly Attendance Summary (Meeting) Report. This will generate daily attendance by grade. (If you can't access Powerschool at the school, contact a Rocketship national/regional staff member to pull this report remotely).
3. **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. 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.

Communication Norms During an Emergency

Walkies: Use walkie-talkies for urgent communication only or if email and phone communications are not working. (An example of urgent communication is when a school leader asks you to respond over the walkie-talkie or to report an injured student).

Email and Phone: Check your email and keep your phone handy. In case of a lockdown, school leaders will use email to have teachers report that all their students are accounted for and uninjured.

Social Media and Families: Do not access Facebook, Twitter, or any other social media during an emergency. Do not contact families - families will be contacted using the school calling system.

Fire

Fire in the School Building

When the fire is discovered:

- Activate the nearest fire alarm .
- Call 911.
- Notify the Principal or other school leader ASAP
- The **Principal** should make sure all teachers are aware of the fire and are evacuating their students. If the fire alarm is not working, the Principal and designees should alert teachers by other means (e.g. Walkie-Talkies, go door to door, shout)
- In case of a fire, the Principal is the designated responsible official
- Fight the fire ONLY if:
 - The fire extinguisher is in working condition
 - The fire is small (the size of a wastebasket or smaller) and is not spreading to other areas
 - 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.



Important! The Fire Department is to be notified of fires larger in size than a wastebasket. The Fire Department will need the following information: School name and phone number, building address including cross streets, location of the fire within the building, information on the layout of the building/how to quickly reach the fire.

2. The **Principal** (or designee) should direct students and staff to evacuate the building. Teachers should know that the fire alarm means EVACUATE.
3. Teachers should evacuate their students:
 - Grab the class roster and safety clipboard.
 - Students should line up in single file and count student quickly.
 - Shut the door upon leaving
 - Take students to the primary assembly site, following the route on the map.
 - At the assembly site, take attendance and report any missing children to the Principal.
4. The **Office Manager** should grab the [Emergency Cards](#), Sign in/Out Sheets, and First Aid Kit before evacuating. As the Assistant to the Physically-Challenged, the Office Manager needs to make sure that students and staff with medical conditions are safely evacuated. The Office Manager will also render first aid if necessary.
5. If safe, the Principal should direct the **Business Operations Manager** (head of the **Hazards/Utilities Team**) to disconnect utilities & equipment before evacuating. This will mitigate damage caused by a fire.
6. All other staff members or visitors in the building should also evacuate.
7. The **Principal and Assistant Principals** should sweep the hall for students.

8. After evacuating (at the assembly site):
 - 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.
 - The **Principal** should wait for the fire department and be prepared to assist them.
 - Students and staff should wait together at the assembly site until they are dismissed.
9. If an emergency release is necessary:
 - 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.



Important! The Principal or Office Manager are the only individuals authorized to sign out a child in the case of an emergency.

- The **Traffic and Security Team (led by the Business Operations Manager)** should help direct traffic during student release.

11. Wait until the fire department says it is OK to return to the building. If major damage occurred, the **Principal** should contact the Director of Schools to initiate a Crisis Response and bring in Facilities experts to make sure the building is safe for students.

Fire In the Surrounding Area

This procedure addresses the situation where a fire is discovered in an area near the school. I

1. If a fire is discovered near a school, the Principal should **notify 911**. If someone learns of a fire near the school, he or she should notify the Principal immediately.
2. **The Principal/designee** will initiate the appropriate emergency response action based on the nature of the threat. The Principal should consult with the Fire Department about whether or not the school should be evacuated and where it students and staff should go.
3. In the event of an evacuation, follow the protocol described above.
4. If an emergency release is necessary, follow the protocol described above. The Principal/designee should consult with the Fire Department to determine how the emergency release should occur.

Earthquake

What to Expect During an Earthquake

RSED staff members who've never experienced an earthquake or didn't grow up in an area where earthquake safety training was necessary may be especially anxious about what to expect when an earthquake hits. Knowing what to expect will help school staff make quick decisions about where to stand and which potential hazards (such as bookshelves or items mounted on walls) to avoid.

When an earthquake hits, the first indication of a damaging earthquake may be a gentle shaking, the swaying of hanging objects or the sound of objects wobbling on shelves. For a small earthquake, the gentle shaking, swaying, and wobbling for a few seconds may be the only impact. You may not have time to register that an earthquake is occurring and enact an emergency response.

In a violent earthquake, the signal to begin the emergency procedure is the sensation of severe quaking. You may be jarred by a violent jolt after the shaking, swaying, and wobbling. You may hear a low, loud, rumbling noise and then feel shaking, making it very difficult to move from one place to another. The following may occur:

- Freestanding bookshelves may topple
- Wall-mounted objects may loosen and fall
- Suspended ceiling components may fall, causing others to come down with them
- Door frames may be bent by moving walls and may jam doors shut
- Moving walls may bend window frames, causing glass to shatter, sending dangerous shards into the room
- The accompanying noise may cause considerable stress

Emergency response procedures for earthquakes included in this Plan include:

- (1) During/Immediately After an Earthquake
- (2) After an Earthquake: Evacuation
- (3) Special Circumstances: Earthquakes when Outside

During/Immediately After an Earthquake: Drop and Cover

- 1) Instruct students to **DROP** and **COVER**.
 - Drop to the floor.
 - 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.
 - 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 over the intercom or through another means from the Principal or designee (e.g. evacuation).

After an Earthquake: Evacuation

Evacuation after a major earthquake is necessary because of the threat of secondary disasters (fire, explosions, etc) caused by the earthquake.

Communications between and within the school may also be interrupted during an earthquake, so principals and teachers may need to use their own judgment deciding whether or not to evacuate a school or their classroom. These are the steps to follow after the initial response to an earthquake described above:

- 1) The **Principal** (or designee) is responsible for **initiating the fire alarm** to signal the evacuation of the building after an earthquake. Always evacuate after an earthquake to check the school grounds before bringing students back inside.
- 2) If an evacuation is initiated (i.e. fire alarm goes off), **everyone in the building should evacuate** and leave the door open as they leave:
 - 3) Teachers should evacuate their students:
 - Grab the class roster and safety clipboard.
 - Students should line up in single file and count student quickly.
 - LEAVE THE DOOR OPEN upon leaving (this is the opposite of a fire drill)
 - Take students to the primary assembly site, following the route on the map.
 - 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 **Business Operations Manager** (head of the **Hazards/Utilities Team**) 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:
 - Sweep the hallways (with APs or the Business Operations Manager).
 - Make sure 911 has been called (if not already called).
 - Evacuate the building with students and staff.
 - 7) As the Head of the **First Aid Team**, the Office Manager should be sure to grab a First Aid Kit, Emergency Cards, and Sign in/Out sheets.

8) After evacuating (at the assembly site):

- Teachers should take attendance and notify the Site Communications Team (Principal, APs, BOM) of missing students or staff.
- If students or staff are missing, the Principal should lead a search and rescue mission
- 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.
- The Business Operations Manager 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).
- RSED schools are equipped with earthquake/survival buckets with tools, food, and drinking water that can be used in case of an emergency.
- Principals will observe the following:
 - Re-entry into Classrooms:** The Principal/designee will determine if it is safe to re-enter the classroom. Students and staff should stay out of the building until the Principal has given the OK.
 - Release of Staff:** Once the student body is as safe and secure as possible, teachers will remain with students until the Principal or designee releases staff to attend to personal situations, families and home.

Special Circumstance: Earthquake While Outside the Building

Follow these instructions if outside during an earthquake:

- 1) Stay outside.
- 2) Instruct students to move away from buildings, street lights, and utility wires – stay in the open.
- 3) Instruct students to drop and cover until the shaking stops.
- 4) Proceed to the evacuation site when safe.
- 5) Make sure your walkie-talkie is on and listen for further instruction.

Severe Weather/Tornado

Severe weather includes violent thunderstorms, tornadoes, and other forms of disruptive weather phenomena.

- 1) The **Principal** is responsible for monitoring severe weather situations and initiating an emergency response. If other staff or community members learn of a severe weather situation, they should notify the Principal ASAP.
- 2) In the case of a Tornado or Severe Weather **Watch** (i.e. be on alert as conditions are favorable for a Tornado or severe weather), the Principal should use a battery-powered weather radio to monitor/listen for updates on the weather.
- 3) In case of a Tornado or Severe Weather **Warning** (i.e. tornado has been spotted/is coming/is imminent), a siren may sound, and the Principal should initiate a GO TO SAFE SITE response.
- 4) Upon hearing an announcement to GO TO A SAFE SITE, **Teachers** should take the following steps:
 - * Grab your safety clipboard and walkie-talkie.
 - * Make sure your walkie-talkie is on.
 - * COUNT your students before you leave the room.
 - * Lead your students to the designated INDOOR SAFE SITE, following the path on your map.
 - * If severe weather is imminent, instruct students to face the interior wall and get down on their knees, holding their hands behind their head.
 - * As possible, take attendance at the safe site.
 - * If you need assistance or student(s) is (are) missing notify the **Site Communications Team (Principal and APs)**.
- 5) The **Office Manager** should grab the [Emergency Cards](#), Sign-in/Sign-Out sheet, and First Aid Kit before heading to the Safe Site. As the assistant to the physically-challenged, the OM needs to make sure that students and staff with physical challenges are evacuated. (Consult the [List of Staff/Students with Medical Conditions](#) if there are any questions).
- 6) The Principal should continue listening to the weather radio and determine when it is safe to return to the classrooms.
- 7) Staff and students should wait for the “All Clear” signal from the Principal to return.

Note: If you are unable to get to the school's designated safe site, consider the following safety tips:

- Small interior rooms on the lowest floor and without windows
- Hallways on the lowest floor away from doors and windows
- Rooms constructed with reinforced concrete, brick or no windows
- Stay away from outside walls & windows
- Use arms & protect head & neck
- Remain sheltered until the tornado threat is announced to be over

Flood

In case of a flood, the Principal will generally have sufficient warning to make arrangements to close the campus.

If a flood threatens the school without sufficient warning (e.g. flash flooding), the following procedure applies:

- 1) The **Principal** is responsible for monitoring severe weather situations and initiating an emergency response. If a staff or community member learns of an impending flood, he or she should notify the Principal ASAP. In case a flood watch/warning, a siren may also sound. The Principal should have a battery-powered weather radio handy and should keep it on when severe weather, such as a flood, is impending.
- 2) The Principal should get information from the local emergency management agency and determine whether a SHELTER-IN-PLACE (with emergency release, if there is enough time), EVACUATE, or OFF-SITE EVACUATION procedure is appropriate.
- 3) In case of an evacuation, the Principal should direct staff and students to evacuate the affected buildings per the regular procedure (grab clipboard + roster, count students, lead them out in single file by the established evacuation route). If conditions change, the Principal may turn an Evacuation into an Off-Site Evacuation.
- 4) The **Office Manager** should contact families with information on emergency release plans/to reassure them that students have been evacuated (OneCall or other).
- 5) The Principal should continue monitoring the situation using the weather radio and remain in contact with emergency response officials to inform next steps.
- 6) In case of sustained emergency situation, RSED schools have earthquake/survival buckets with tools, drinking water, and food that can be used in case of emergency.

Flood Special Circumstance– Flood off site

If a flood occurs when students/teachers are unable to evacuate with the rest of the school, the following guidelines should be observed:

- Climb to high ground and stay there
- Avoid walking or driving through flood water
- If car/bus/van stalls, abandon it immediately and climb to a higher ground

Air Pollution / Smog

It is recommended that protective measures be taken by sensitive persons in case of air pollution/smog. These are persons with chronic lung disease or asthma, the elderly, the chronically ill and exercising children and adults.

Protective Actions

- Avoid strenuous outdoor physical activity during an episode.
- Avoid exertion or excitement, which will increase breathing rate.
- Plan indoor activities for students.
- Outdoor activities should be restricted beginning at stage two or when the media announces a bad air day.
- Remain indoors until the episode ends. Keep doors and windows closed, as indoor concentrations of ozone are about one-half that of outdoor levels.
- Use the air conditioner to re-circulate indoor air and keep cool. High temperatures may add stress to the pollutant effects.
- Avoid aerosols, dust, fumes, and other irritants. Reduce activities such as cooking or cleaning, which produce irritants to the nose, eyes, and lungs.
- Avoid traffic-congested areas where pollutants are being generated, if you must go outside.
- During air pollution seasons, use the cooler morning hours for outdoor activities.
- Expect severity of symptoms to increase as ozone levels increase (coughing, wheezing, shortness of breath, headaches, chest discomfort and pain, etc.).



Important! If notified, via the health department that it is unhealthy for students to be outside, the school (Office Manager/Principal) will be notified, via the all-call system. In this case, recesses should be cancelled and schools should follow the “rainy day” schedule for lunch.

Stage 1: Advisory/Alert

- MODIFY WORK PROGRAM to reduce activities that increase your respiration rate.
- REDUCE VEHICLE USE. Curtail work-related driving and carpool to and from work. Encourage students to bike, walk or carpool to school.

Stage 2: Warning

- IF AT HOME, REMAIN HOME. Sites will be closed until the Principal is notified that the warning is terminated. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the Principal

Stage 3: Declared Emergency

- IF AT HOME, REMAIN HOME. Sites will be closed until the Principal is notified that the emergency is over. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the Principal/designee

Power Loss

If the power goes off (either as an isolated event or as part of another emergency), it may quickly return. In the event of extended power loss to a facility, these precautionary measures should be taken to keep the facilities safe:

- Unnecessary electrical equipment and appliances should be turned off. Power restoration could result in a surge causing damage to electronics and affecting sensitive equipment.
- *If the facility is located in an environment with freezing temperatures:*
 - Turn off and drain the following the fire sprinkler system, standpipes, potable water lines, and toilets in the event of a long term power loss.
 - Equipment that contains fluids that could freeze without heat should be moved to heated areas or drained of liquids.

Upon Restoration of Heat & Power:

- Electronic equipment should be brought up to room temperature before energizing to prevent condensate from forming in the circuitry.
- *In freezing environments:* Fire and potable (drinking) water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

Criminal Activity Nearby (Police Chase, Search in Neighborhood)

When someone learns of a threat near the school campus (ex. violence or criminal activity in the neighborhood), he/she should initiate a Lockdown Procedure as follows:

1. Call 911 (multiple phone calls to report the same disturbance are OK).
2. Notify the Principal or another school leader ASAP.
3. A school leader should announce that the school needs to go into **Lockdown** over the intercom or through another means (i.e. walkie talkies). For example:

“We have an emergency situation and teachers need to implement a lockdown. Teachers, bring students into classrooms and lock and/or barricade your doors. Do not open your door unless a school leader asks you to. We will be sending an email asking teachers to confirm that they are OK and all students are accounted for – please respond to this ASAP.”

4. For updates on the situation, a school leader should call the local police department.
5. The Office Manager should be prepared to share the sign-in/out sheet with School Leaders.
6. The Principal (or an AP, if the Principal is absent) should try to make sure all students in the building are accounted for by having teachers take attendance and report the # of students in their room, the names of students on their rosters who aren't physically in their rooms, and the names of students who aren't on their rosters but are physically in their rooms. (**See also: Accounting for Students During/After an Emergency**).
7. Communicate with parents using our automated calling system another means. Parents should stay away from the school if there is an active situation at the school – they could get in the way of law enforcement responding to the crisis. Consider the following message:

“There is a situation at Rocketship XY and the school is in lockdown. Everyone is safe, and the police have been contacted. For your safety and the safety of our staff and students, please do not call the school and do not come to the school. We will notify you with an update as soon as possible.”

8. Notify the **Director of Schools** (when safe to do so) to initiate a crisis response (See also: Crisis Response Plan).
9. Wait until you hear from law enforcement to end the lockdown. When the lockdown ends, get contact families and let them know what your plan is for emergency dismissal and if you will use additional safety measures during dismissal (e.g. checking walker rider cards at two locations and/or asking for photo IDs).

Upon hearing the Lockdown order, teachers should:

1. Bring all students inside (even if they don't belong in your class).
2. Lock the door if you can. If not, barricade with furniture.
3. Turn off the lights.
4. Close the curtains/blinds.
5. If there is shooting, have students hide behind internal barricades away from windows and wait silently.
6. Turn on your walkie and check your email. Wait for instructions from school leaders.
7. Do not allow students to exit the classroom. No bathroom breaks!
8. When asked by your school leaders, use the paper roster in your classroom to take attendance and then send an email to your school leaders (Principal, APs, BOM, and OM) with three pieces of information:
 - # of students currently in your classroom;
 - Names of students on your roster who aren't currently in your classroom;
 - 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.

Remember to....Turn on your Walkie-Talkie, Keep it Quiet: Teachers and YMCA/City Year/Field Crew & After School staff must have a charged & functioning Walkie Talkie in their classroom or on their body, if outside. Walkie Talkies are charged/stored in the Staff Room at night.

Intruder With a Weapon

Note on Students With Weapons:

When a student is discovered on campus with a deadly weapon:

- The Principal (or other school leader) shall be notified ASAP
- If the student poses an active threat to the school (e.g. student will not give up the weapon), the Principal or designee shall implement a school-wide emergency response, initiating a Lockdown and calling 911.

- If no imminent threat is posed (e.g. a knife was discovered in a student's backpack and immediately confiscated), the Principal shall take the student to the school's front office and deal with the situation using standard RSED disciplinary procedures.

If an intruder enters the school campus with a deadly weapon, everyone should do the following:

1. Do not confront the intruder. Follow the Window of Life principle and take personal protective action first: get to a safe location with the **door locked and/or barricaded**.
2. Warn those immediately around you and if possible, notify the principal or another school leader ASAP. All staff can and should **make the Lockdown call** over the intercom or walkie talkies rather than waiting for the principal or school leader.
3. **Call 911**. Give as many details as you can about the intruder's identity, location, and the kind of weapons he/she has. Please also use as many descriptive details about the intruder as you can, including: gender, age, ethnicity, height/weight, clothing and other remarkable characteristics such as piercings, jewelry and tattoos.
4. Follow the **Lockdown Procedure** described above.

Shooting (Drive-by, Neighborhood)

If shooting occurs at or near a school site, the immediate concern is the safety of students and staff.

If you suspect that shots may be fired from a passing vehicle:

1. Direct staff and students to lie flat on the ground and keep as low as possible.
2. If safe, look at the vehicle, try to identify:
 - License plate number
 - Type of vehicle
 - Occupants
 - Weapons

Immediately after the vehicle is gone:

1. Alert the Principal
2. Call 911.
3. **Principal/Designee** will order a **Lockdown** for staff and students (See **Lockdown Procedure** above). This order will stay in place until law enforcement arrives and gives the all clear.
4. Do not move those seriously injured unless imminent danger exists. If the injured are ambulatory, move them to a safe shelter.
5. Immediately notify the Principal of any injuries and report the extent of the injuries.
6. Stay with the injured until emergency services arrive.
7. The Principal/Designee should contact his/her supervisory Director of Schools to initiate a crisis response (See also: Crisis Response Plan).
8. If the media arrives, they should be directed to the Principal/Designee.

REMEMBER- Students will model their emotional reaction after yours. STAY CALM.

Hostage Situation

If a hostage situation arises at a school, do the following:

- 1) Notify the **Principal** or another school leader ASAP.
- 2) Stay calm and keep students as calm as possible.
- 3) Do NOT be a hero; Follow the captor's instructions.
- 4) Cooperate and be friendly. Don't argue with or antagonize the captor.
- 5) Inform captors of medical or other needs.
- 6) Be prepared to wait – elapsed time is a good sign.
- 7) Don't try to escape and don't try to resolve situation by force.
- 8) Be observant and remember everything that is seen or heard, including details about the captor's appearance (gender, ethnicity, height/weight, clothing, tattoos, etc.).
- 9) If a rescue takes place, lie on the floor and await instructions from rescuers.

Upon hearing of a hostage situation at the school site, the Principal should:

- 1) Call the police ASAP.
- 2) Move other students and teachers away from the hostage situation, if safe. Avoid making announcements over the loud speaker if this could antagonize the captor.
- 3) Keep everyone as calm as possible.

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** will make an announcement to signal a shelter-in-place, such as:

“We have received information about a fire at a manufacturing plant nearby that is releasing toxic fumes. Students and staff should get inside. Teachers, close the windows to your classrooms. We will be turning off the air conditioning. Please stay inside and continue teaching with the windows shut. I will be sending out an email that you should all respond to once you have taken attendance.”
2. The Business Operations Manager should turn off the HVAC system.
3. When the announcement has been given, **Teachers** should lead all students indoors and into their classrooms and shut the doors and windows. It is a good idea to stuff a towel or sweatshirt under the door, if available. Once inside, teachers should take roll.
4. The Principal or designee should send out an email to teachers asking teachers to confirm that they are OK and that all students are accounted for.
5. If safe to do so, the Utilities and Hazard Team (under direction of the **Business Operations Manager**) should walk through the campus to make sure that all windows are shut and doors are closed.
6. Teachers should respond to the email confirming they are OK or alerting the Principal that students are missing. If students are missing, the Principal will decide if a search and rescue mission is safe.

7. If necessary, **the Utilities and Hazard Team** (under direction of the Business Operations Manager) should shut off the gas and power systems for the building.
8. The **Principal** should contact the authorities (local Fire department) to find out when it is safe to release students/end the Shelter-in-Place drill.

Car/ Bus Accident

In case of a car or bus accident on/near the school premises, the **Bus Driver** or **First Responder to the Scene** should take charge of emergency response actions.

- 1 Remain calm and call 911 immediately. Report any and all details, including if another vehicle was involved the make/license plate number, and details about the driver.
2. Contact the school **Principal**. The Principal or designee should call the Head of the Region immediately and also contact the bus owner/contractor.
3. The driver or First Responder should care for the immediate needs of his passengers to the extent possible and also to the non-passengers involved in the accident, if possible.
5. 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
6. Afterward, preserve the accident to the extent possible – don't move things except in the service of helping victims.
7. The driver may not authorize any passenger to leave or be taken from the accident scene. If there are children on the bus, a staff member must supervise dismissal.

Threat to School

If a school is threatened over the phone (e.g. bomb threat, terrorism), the caller needs to keep cool and try to remember as much information as possible from the caller.

Person Receiving the Threat

The person who receives the threat has the best information for police to follow-up on.

- Try to keep the caller on the line – don't hang up!
- Get as much information as possible from the caller and write down what you're hearing:
 - Is the caller a male or a female? Adult or child?
 - What did the caller's voice sound like? High? Soft? Whispy? Deep? Raspy? Intoxicated?
 - Did the caller have an accent?
 - Did you hear anything in the background? Cars/street noise? Dog barking? Music? Voices?
 - What specifics did the caller give about the threat (e.g. a bomb will explode in the server room tomorrow at noon)?
- Report all this information to 911
- After the caller hangs up, report immediately to the Principal or nearest school leader.
- Call 911 and report these details.

Upon hearing of a threat to the school, the Principal:

- Makes sure 911 is called immediately, and that the person receiving the threat has either called or is available to provide first-hand information to the 911 receiver.
- Assumes command of the emergency until replaced by the fire department/Sheriff's Department.

Specific Situation: Bomb Threat

- Designated staff member leads an evacuation of the building. "Your attention please. Your attention please. Evacuate the building – Evacuate the building."
- The principal and designee 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 Principal shall implement a lockdown order until police arrive.
 - The principal's designee (e.g. Assistant Principal) should check all restrooms and the perimeter of the building and lock the gate to keep the area secure.
- Upon consultation with law enforcement/fire department (usually after inspection by law enforcement) declares the buildings to be unsafe or safe to re-enter.
- Contact the Director of Schools to initiate a crisis response plan.
- If school buildings are deemed unsafe, the Principal should arrange for transportation to another site.

- With the Office Manager, the Principal 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 his/her designee** will call "911."
3. The **Principal/designee** 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.
 - * 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.
 - 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.
 - 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.
 - 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.
4. 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.
5. The **Utilities and Hazards Team Leader** will notify the appropriate utility company of damages to water lines, sewers, power lines and other utilities.
6. The **Principal/designee** will notify the Head of the Region to initiate a Crisis Response Plan (See also: Crisis Response Plan).
7. 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.

8. The **Student Release/Communications Team** will notify parents of emergency release plans and procedures (e.g. using OneCall).
9. 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 haz mat team has inspected the building.

Scenario 2: Risk of Explosion on School Property

1. The **Principal/designee** 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.
 - 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.
 - The **Office Manager** will take the Emergency Cards, Sign-in/Out sheets, and First Aid Kit with him/her to the assembly point.
 - 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.
 - 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.
2. The **Principal/designee** will call “911.”
3. The **Utilities and Hazards Team**, under direction of the BOM, will notify the appropriate utility company of damages to water lines, sewers, power lines and other utilities.
4. The **Principal/designee** will notify the Head of the Region and initiate a crisis response (see also: Crisis Response Plan).
5. 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/designee** will initiate a 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.
2. The **Principal/designee** 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/designee** 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

- 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.

2. The **Principal/designee** will notify "911."

3. 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.

4. 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.

5. The **Principal or designee** will monitor radio or television announcements and initiate further actions as appropriate.

6. 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.

7. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance.

Radiation Threat

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

- If you are **OUTSIDE**, cover your nose and mouth and quickly go inside a building that has not been damaged.
- If you are **INSIDE**, close windows and doors; turn off air conditioners, heaters or other ventilation systems. (Shelter-in-Place)

Steps for self-decontamination:

- **REMOVE YOUR CLOTHES** and put them in a sealed plastic bag.
- **WASH SKIN** as thoroughly as possible with lukewarm water

Chemical Spills and Hazardous Substances

When a large chemical spill has occurred:

- Immediately notify the designated official (Principal)
- Contain the spill with available equipment (See “Location of Safety Equipment” list in the safety clipboard)
- Secure the area & alert other site personnel
- Do not attempt to clean the spill unless trained to do so
- Attend to injured personnel & call the medical emergency number if required
- Call a local spill cleanup company or the Fire Department to perform a large chemical spill cleanup (See the Emergency Contact list in your safety clipboard)
- Evacuate building as necessary

When a small chemical spill has occurred:

- Notify the designated official (Principal)
- If toxic fumes are present, secure the area to prevent other personnel/students from entering
- Small spills must be handled in a safe manner, while wearing the proper PPE
- Review general spill cleanup procedures
- The name/number to call for chemical spill cleanup is included in the Emergency Contact List in your safety clipboards.
-

Hazardous Substances:

Hazardous Substances include the following, but is not limited to the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Break Fluid
Airborne Gases/Fumes	

If you encounter a spill, always **call for assistance** (See the Emergency Contacts on your Safety Clipboard) and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- **Move people/personnel away or evacuate from contamination area**

Biological / Chemical Incident

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: (1) Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

Scenario 1: Substance Released Inside a Room or Building

1. The Principal/designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The Principal/designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Principal/designee will notify the Regional Team of the situation.
4. The Principal/designee will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the Principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the Santa Clara County HazMat or appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The **Principal/designee** will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Principal/designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The Traffic and Security Team (under direction of the **Business Operations Manager**) will establish a safe perimeter around the affected area and keep personnel from reentering the area.

3. The **Principal/designee** will call “911” and the local emergency management agency (see Emergency Contacts List in your safety clipboard) and will provide the exact location and nature of emergency.
4. The **Principal/designee** will notify the Head of the Region of the situation to initiate a crisis response.
5. The **Utilities/Hazards Team** (under direction of the Business Operations Manager) will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the **First Aid Team (led by the OM)** should assess the need for medical attention.
7. The **Site Communications Team (Principal, APs, BOM)** should compile a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Site Communications Team will provide this list to emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the **Principal/designee** or local authorities determine a potentially toxic substance has been released to the atmosphere, the Principal/designee will initiate **SHELTER-IN-PLACE**.
2. Upon receiving the SHELTER-IN-PLACE notification, **the Utilities/Hazards Team (under direction of the BOM)** will turn off local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). **Teachers** should communicate their locations to the Principal/designee, using walkie-talkies or other means without leaving the building.
4. The **Principal/designee** will call “911”, and the local emergency management warning agency.
5. The **Principal/designee** will notify the Head of the Region of the situation.
6. The **Principal/designee** will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the Principal/designee.

Fire Drill

- 1) The **Principal or designee** should sound the fire alarm or otherwise announce the beginning of the fire drill.
- 2) Teachers should grab their safety clipboards, quickly count students, and lead students outside to the assembly site. Teachers should SHUT THE DOOR when leaving.
- 3) At the assembly site, teachers should take attendance.
- 4) The **Principal or designee** should time the drill. Evacuation of the building should be complete within 5 minutes of the alarm sounding.
- 5) While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone shut their door? Did they take their safety clipboards with them?
- 6) Remember to record the drill in the RSED 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 (sheltering behind interior barricades until the drill is over). Teachers should also take roll, using the roster from their safety clipboard.
- 4) The **Principal** and other administrators (e.g. AP, Deans) should come door to door to check on classrooms and ensure all teachers have followed the proper procedure.
- 5) After the drill has been completed, the **Principal or designee** should give the “All Clear” notice over the loudspeaker.
- 6) The Principal and staff should debrief after the drill has been conducted. Teachers and students may also want to discuss the drill after it is done.

Shelter-in-Place Drill

To run a shelter in place drill, staff should do the following:

- 1) The **Principal** should make an announcement for a Shelter-in-Place drill and clarify what staff and students are expected to do: “We are beginning our Shelter-in-Place drill. Teachers, shut and lock your classroom door and have your class gather in a part of the classroom away from the windows and doors. Lower the blinds in your classroom to cover the windows, if possible.”
- 2) **Teachers** should lock the door (if they can) and direct students to remain indoors in the safest part of the classroom (away from windows and doors). Windows should be shut and covered.
- 3) The **Business Operations Manager** should confirm that he/she understands how to turn off the gas, power, and HVAC systems.
- 4) The Principal should time 5 minutes total from the start of the drill to the end of the drill and should then announce that the “Shelter-in-Place” drill is over.
- 5) While staff and students are still assembled, take a moment to quickly debrief: did everyone remember what to do? Was it scary?
- 6) Remember to record the drill in the RSED 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:
 - Teachers should grab their safety clipboards, make sure their walkie-talkies are on, and count their students before leaving the room.
 - When leaving the room, the door should be left OPEN.
- 7) Students and staff should proceed to the assembly site using their pre-determined evacuation route. At the assembly site, teachers should take attendance.
- 8) 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.
- 9) At the assembly site, the Principal (or designee) should make sure that teachers have taken attendance.
- 10) 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?
- 11) Remember to record the drill in the RSED 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 RSED Drill Log.

Administering Medications to Students (Policy)

Parents/guardians need to notify the school (Office Manager and Principal) when their child is diagnosed with a chronic or acute medical condition. Parents and guardians should understand what school staff can and cannot do to help manage their child's condition. Please ask your school for the RSED Student/Staff Medication Policy.

With the Principal and Business Operations Manager, the Office Manager will manage the process for identifying students with medical conditions, documenting this condition and any medications that need to be administered, and administering the medication.

Medical Emergency Reporting Procedures

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial **911**.

1. Medical emergencies involving students or employees must be reported to the School Principal or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information
 - a. School name and phone number
 - b. Building address including nearest cross street(s)
 - c. Exact location within the building
 - d. Your name and phone number
 - e. Nature of the emergency
3. Do not hang up until advised to do so by dispatcher
4. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
5. Ask someone to dispatch a first aid/CPR trained employee to the victim.
6. Stay calm. Keep victim warm with a coat or blanket. Do not leave person unattended.
7. Do not move the victim unless there is danger of further injury.
8. Do not give the victim anything to eat or drink.
9. Draft a written incident report and submit it to School Principal, or his/her designee, before the end of the next workday. **Whenever 911 is called, you must submit and file an approved incident report (i.e. with Principal signature) within 24 hrs. of the incident.**

First Aid (Illness/Injury)

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship expects parents/guardians to provide emergency contact information to the school and keep such information current in case of an incident at the school.

Schools shall be stocked with multiple First Aid Kits containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

School leaders (including Business Operations Managers and Office Managers) should be certified in CPR. Teachers are to have the opportunity to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to teachers, support staff, and volunteers.

As possible/safe, students will be referred to the **Office Manager** for minor accidents and incidents.

Minor Accidents: For minor accidents, use the First Aid Kit located in the Front Office.

Poisoning: If a student ingests a poisonous substance:

1. Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures based on their instructions.
2. Call 911.
3. Notify the Principal.
4. Call the child's parents.

Illness: If child complains of illness, question him/her to determine severity.

For minor illness, the teacher should have child rest head on desk for 10 to 15 minutes. If he/she still complains, send him/her with note to the Office Manager (or call office for escort).

If student is too ill to walk to office, call the Office Manager for immediate help and explain severity of situation. If the child feels sick after fifteen minutes, the child may be sent home.

Convulsions: If a child has convulsions:

1. Keep calm. Attempt to ease him/her to the floor so he/she will not fall and injure him/herself
2. Turn his/her head to one side so his/her tongue will not block his/her airway
3. Do not attempt to insert anything in his/her mouth
4. Send someone to the office or call the office for assistance

Chemical Burns:

1. Chemical burns, especially those of the skin or eyes, should be flushed with large quantities of water at the nearest source.
2. After flushing the burn, the child can be escorted to the Front Office.
- 3 If a burn is severe, call 911.

Insect Bites:

1. Remove stinger if possible.
2. Apply cold, wet towel
- 3 Call 911 if systemic symptoms occur (labored breathing, swelling of entire body, etc.).

Bio-Waste:

When a student has an accident or vomits, clean carpets within the first few minutes— the more untreated exposure the carpet has to the bio-waste, the more likely that there will be a permanent and deep stain. Disposable gloves are available in the Front Office; Office Managers should also stock carpet/floor cleaner.

A bio bag, if necessary, should be disposed of in one of the larger cafeteria garbage bins at the earliest possible moment (may send a student if necessary). Place your bio waste placard on the site of the incident before leaving for the day. This will indicate to the custodial crew the need for a more thorough carpet cleaning treatment on that

Tooth

If a Tooth is displaced by traumatic injury, wrap tooth in moist gauze. Send tooth with injured child to office. Office Manager should call parents immediately.

Playground Accidents:

1. Render first aid on playground if necessary
2. If child is mobile, take to the Office Manager
3. If the child is immobile, call 911.

Rescue Breathing

1. Tap and shout
2. Open airway
3. Look, listen, and feel for breathing.
4. Give 2 full breaths.
5. Check circulation
6. Rescue breathing count: (1) ADULT: 1 breath every 5 seconds; (2) CHILD: 1 breath every 3 seconds, (3) INFANT: 1 breath every 3 seconds

Nose Bleed:

- Have the child sit down and lean forward.
- Stop bleeding with a cloth

Wounds:

1. Wash the wound and apply bandage and ice, if desired.
2. If the wound is severe:
 - a. Have victim sit or lie down
 - b. Apply direct pressure to the wound
 - c. Treat for shock (keep them calm)
 - d. Do NOT move the victim unless absolutely necessary
 - e. Call 911

Choking

If the child is unable to breath, cough, speak, then:

1. Give thrusts (below rib cage)
2. Repeat until clear
3. Do not leave a child who is choking or having breathing problems alone

Electric Shock: If a child has suffered an electric shock, do NOT touch them. Call 911.

Major Incident

- Office Managers are trained in First Aid and can provide assistance until emergency personnel arrive
- School leaders are trained in CPR

If personnel trained in First Aid are not available, at a minimum, attempt to provide the following assistance:

- Stop wounds from bleeding with firm pressure on the wound (avoid contact with blood or other bodily fluids)
- In case of choking, clear the air passages using the Heimlich Maneuver

In case of rendering assistance to personnel exposed to hazardous materials, wear the appropriate personal protective equipment. Attempt First Aid ONLY if trained & qualified

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If a student needs resuscitation, staff shall make every effort to resuscitate him/her.

Staff members are prohibited from accepting or following parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall inform parents/guardians of this policy.

Head Lice Policy

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the Office Manager as soon as possible. The Office Manager shall examine the student and siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students.

If there are two or more students affected in a class, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by Office Manager shows that all nits and lice have been removed.

See also:

[Head Lice Exposure Notification Letter \(English/Spanish\)](#)

[Head Lice Checks Notice](#)

First Aid, CPR, and Health Screening Policy

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

First Aid Kits: Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

CPR: Administrators (Principals and Assistant Principals) and School Office Personnel (Business Operations Managers and Office Managers) are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. The Business Operations Manager will be responsible for maintaining these records.

Opportunities for adult and pediatric CPR and First Aid training will be offered to teachers and teachers will be strongly encouraged to become certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Adult and pediatric CPR and First Aid training will also be offered to all support staff and volunteers.

Severe Allergic Reactions (Anaphylaxis)

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen to which they are sensitive. The most common allergens or trigger substances that may cause anaphylaxis in school-aged children are:

- peanuts
- tree nuts
- fish
- shellfish
- egg
- cow's milk
- sesame
- soy
- insect stings
- latex
- certain medications.

Anaphylaxis is potentially life threatening and always requires an emergency response.

It is therefore critical that school staff, parents and caregivers are confident about the management and treatment of students who have been diagnosed by a medical practitioner as being anaphylactic or potentially anaphylactic.

Symptoms and Signs:

The symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but in some cases can be delayed up to 2 hours or more. Rapid onset and development of potentially life-threatening clinical effects are characteristic markers of anaphylaxis.

Symptoms and signs of anaphylaxis (a severe allergic reaction) may include one or more of the following:

- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Dizzy/light headed
- Loss of consciousness and/or collapse
- Pale and floppy (young child)

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

Students with Severe Allergies:

If a student is known to have a severe allergy, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Safety Binder.

Students with Physician Plan - Emergency Treatment for Anaphylaxis

- 1) Follow emergency response procedures as outlined in the instructions from the physician (found in the baggie, along with the student's medication, in the Front Office).
- 2) If the instructions indicate the use of an adrenaline auto injector (EpiPen), staff (e.g. Office Manager) should administer the EpiPen (**See Following Page for Detailed Instructions**)
- 3) Seek urgent medical assistance – call 911 and tell the dispatcher that the medical condition is anaphylaxis or a severe allergy.
- 4) If unconscious and no pulse is evident, commence Cardio Pulmonary Resuscitation (CPR) and continue until ambulance arrives. (School leaders are trained in CPR, including OMs and BOMs)
- 5) Maintain close observation for possible relapse while waiting for ambulance or medical assistance.
- 6) Maintain airway, breathing and circulation at all times
- 7) Contact parents/caregivers.

Students WITHOUT a Physician Plan – Emergency Response to Anaphylaxis

Severe allergic reactions or anaphylaxis can occur rarely when there is no history of known allergies. This situation should be treated as an emergency. Under these circumstances there will be no Action Plan. Recognition of the symptoms and/or signs as being anaphylactic may also be a problem. The following steps should be followed:

- 1) Seek urgent medical assistance – call 911. (If suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
- 2) Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
- 3) Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness – if oxygen is available give at a high flow rate.

Using an Epinephrine Auto-Injector (EpiPen)

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.
2. **If anaphylaxis symptoms occur, call 911 (land line). Stay with the victim.** Have others notify the parents and Principal/designee immediately.
3. Have the victim sit down. Reassure the victim and avoid moving him or her. Calming reduces the distribution of the allergen in the body.
4. **Prepare to administer EpiPen.**
 - a. For students in second grade or below, or if less than 66 lbs, use **White label** EpiPen Jr (0.15 mg)
 - b. For adults and students in third grade or above, or if more than 66 lbs, use **Yellow label** EpiPen (0.3 mg)

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:
 - . **Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.**
 - a. **Hold the black tip near the outer thigh. Never put thumb, fingers, or hand over the black tip.** (If an accidental injection occurs, go immediately to the nearest hospital emergency room.)
 - b. **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.)
 - c. **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.)
 - d. **Remove the EpiPen and massage the injection area for several seconds.**
 - e. **Check the black tip:**
 - If the needle is exposed, the dose has been delivered
 - If the needle is not exposed, repeat steps b through e
 - f. **Dispose of the EpiPen in a "sharps" container or give the expended EpiPen to the paramedics.**
 - g. **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 sharp's container, give the expended EpiPen to the paramedics.
10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.
11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.
12. Document the incident and complete the accident/incident report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information.

- **DO NOT HESITATE to administer Epipen and to call 911 (land line) even if the parents cannot be reached.**
- Call 911 immediately. 911 must be called if Epipen is administered.
- Advise 911 dispatch that the student is having a severe allergic reaction and Epipen is being administered.
- Student should remain quiet with a staff member at the location where the symptoms began until EMS arrives.
- Provide a copy of the Severe Allergy Plan to EMS upon arrival.
- Notify the administrator and parent/guardian.
- Call the CDE's School Health Connections Office at 916-319-0914.

Asthma Attack

Asthma is a chronic inflammatory disease that causes the airways of the lungs to tighten, leading the wheezing, breathlessness, chest constriction, and coughing. Schools can be full of environmental triggers for student asthma. Students with uncontrolled asthma may miss school more often and have poorer academic performance than healthy students; supporting a strong asthma management program is crucial to ensuring a child's asthma is controlled and that student is ready to learn.

Students with Asthma:

If a student is known to have asthma, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician and Medication Administration Record for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Nurse's Binder.

Emergency Response Procedures for Severe Asthma Episode

NEVER leave a student with breathing problems alone, whether or not asthma has been diagnosed. Stay with the student and do not send the student with breathing problems anywhere.

Signs/Symptoms of an Asthma Attack:

1. Very fast or hard breathing.
2. Skin sucking in over child's stomach or ribs with breathing.
3. Breathing so hard they cannot walk or speak.
4. Lips or fingernail beds turn blue.

Emergency Response:

1. Stay with student, call for help, and have someone call 9-1-1.
2. Keep student sitting upright.
3. Ask student if their quick-relief medication (Albuterol) is with them, or have quick-relief medication brought to student from the Front Office (by Office Manager) and assist in immediate administration (inhaler or nebulizer), in accordance with their Asthma Action Plan.
4. Repeat quick-relief medication every 20 min or as authorized in student's Asthma Action Plan.
5. Watch breathing and be prepared to administer CPR until paramedics arrive.
6. Have someone notify the student's parents/caregivers.

Communicable and Contagious Disease/Illness

Schools, like other work places, can spread communicable diseases. When faced with an outbreak of a communicable or contagious disease, the Principal of an RSED school will consult closely with the State Department of Health for accurate medical/outbreak management advice.

The following are among the most common communicable diseases in school/childcare settings:

Chickenpox: Chickenpox is a highly contagious disease caused by the varicella virus, a member of the herpes virus family. It is the most commonly reported childhood disease; about 75% of the population has had chickenpox by age 15 and 90% by young adulthood. Chickenpox is most common winter and early spring. Symptoms of chickenpox commonly appear 13-17 days after infection and include the sudden onset of a low grade fever and tiredness/weakness. This is followed by an itchy blister-like rash.

Common Cold: The common cold (also called viral rhinitis) is a viral infection, characterized by nasal congestion, a clear, runny nose, sneezing, scratchy throat and general malaise.

Fifth Disease: Fifth disease, a mild, usually nonfebrile rash illness is caused by a human parvovirus (B19). While considered a mild disease Fifth disease is of concern for persons with the following conditions: pregnant, immunocompromised, undergoing chemotherapy treatment and sickle cell. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak of Fifth disease.*

Hepatitis B: Hepatitis B (formerly known as serum hepatitis) is an infection of the liver caused by a blood borne virus. The disease is fairly common. Hepatitis B causes fatigue, poor appetite, fever, nausea, vomiting, diarrhea, joint pain, hives, and rash. Urine may appear dark in color and jaundice (yellowing of the skin) may result. Symptoms appear 3-6 months after exposure.

Influenza (Flu): Influenza is a viral infection of the nose, throat, bronchial tubes and lungs. There are two main types of virus: influenza A and influenza B. Each type includes many different strains, which tend to change each year.

Measles: Measles is a highly contagious viral disease that causes fever and a rash. Measles is more common in winter and spring. Epidemics of measles can occur. Measles can cause a very high fever, cough, runny nose, and red watery eyes. Roughly 2-4 days after initial symptoms, a rash of red spots develops on the face and spreads over the body. Little white spots (Koplik spots) may appear on the gums and inside the cheeks. A person is contagious 4 days before to 4 days after the appearance of the measles rash. Infection with measles provides lifelong immunity.

Meningitis (Bacterial): Meningitis (bacterial) is a severe bacterial infection of the meninges (a thin lining covering the brain and spinal cord) caused by the bacteria called Neisseria meningitidis. Meningococemia is the term for infections involving the bloodstream. Most people exposed to meningococcus bacteria do not become seriously ill, but some develop fever, headache, vomiting, stiff neck, and rash. This disease can be fatal. Symptoms may occur 2-10 days after exposure. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*

Meningitis (Viral): Viral meningitis is a viral infection of the lining (meninges) covering the brain and spinal cord. There are many types of viruses that can cause this disease. Some kinds of viral meningitis and others are not. Symptoms include fever, headache, stiff neck, and fatigue. Rash, sore throat, and intestinal symptoms may also occur. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*

(MRSA) Methicillin-Resistant Staphylococcus Aureus: MRSA stands for methicillin-resistant Staphylococcus aureus, but is shorthand for any strain of Staphylococcus bacteria which is resistant to one or more conventional antibiotics. Symptoms depend on the part of the body affected but often include redness, swelling, and tenderness at the site of the infection.

Mumps: Mumps is a viral illness that causes fever and swelling of one or more glands near the jaw. Mumps is more common during winter and spring. Symptoms of mumps include fever, body aches, headaches, and the swelling of one or more of the salivary glands. The parotid gland (just below the ear) is often most affected. Complications can include pain/swelling of the testicles, deafness, arthritis, and problems of the brain and nervous system. People with mumps are contagious from 3 days before to 4 days after symptoms appear. Symptoms usually occur 16-18 days after infection.

Tuberculosis: TB is spread when a person who has active, untreated TB germs in their lungs or throat coughs, sneezes, laughs, or speaks, spreading their germs into the air. A person who breathes in TB germs usually has had very close, day-to-day contact with someone who has active TB disease.

Whooping Cough (Pertussis): Pertussis, also known as whooping cough, is a highly contagious bacterial illness that causes a cough lasting several weeks. Early symptoms of pertussis include a runny nose, sneezing, fever, and cough. About 1-2 weeks later, the cough worsens and patients develop bursts or rapid coughing following by a “whoop.” A person is contagious from 7 days after exposure to 3 weeks after the appearance of the coughing fits.

(Adapted from: <http://www.uft.org/our-rights/meningitis-viral>)

Principles for Dealing with an Outbreak or Incident of Communicable/Contagious Disease on School Grounds

School staff and parents should notify the Principal ASAP of any confirmed cases of common contagious diseases (ex. influenza, pertussis, mumps, measles, chickenpox) or a single incident or a severe contagious disease (ex. TB, meningitis)

In case of an outbreak (**3 or more confirmed cases**) of a common contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (see also: Crisis Response Plan).

In case of an incident of a severe contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (See Crisis Response Plan).

Guidelines for Dealing with an Outbreak of a Communicable Disease:

- 1) The Principal reports incident to the Director of Schools
- 2) The Director of Schools and Principal report to the State Department of Health to seek guidance on managing the outbreak and to create public communications materials for families with up-to-date medical information
- 3) If requested, the Principal may share student vaccination information with the State Department of Health (in student cum. files)
- 4) The Principal will notify families of exposure to this disease by sending home a letter with information on next steps (For example, if a student at a schools is found to have TB, TB tests may be provided at the school site free of charge)
- 5) The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
- 6) The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
- 7) The Principal may also, per Department of Health guidance, exclude infants, *immunocompromised persons (including pregnant women) and non-complaint (unvaccinated) children* or those with *religious exemptions* to vaccination

Bloodborne Pathogens Safety Procedures

RSED Policy on Bloodborne Pathogens Safety

The blood borne pathogens safety procedure has been developed by Rocketship Education to promote safe work practices for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens².

The following are several principles that should be followed by Rocketship employees when working with, or if exposed to, blood borne pathogens:

- Being prudent and wise in their work to minimize exposure to blood borne pathogens
- Never underestimate the risk of exposure to blood borne pathogens
- Rocketship shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to blood borne 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

The plan is available for review by Rocketship employees at any time on Box.

Methods of Compliance

To effectively eliminate or minimize exposure to blood borne 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 blood borne 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

² As outlined in the *California Code of Regulations (“CCR”) Title 8, Section 5193.*

- **Workplace Controls:** Work practice controls are those that have been implemented to prevent the spread of infectious diseases. Universal precautions include hand washing, gloving (and other personal protective equipment - PPE), clean-up and housekeeping techniques
- **Hand washing:** Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.
- **Gloving (and other personal protective equipment - PPE):** Gloves and other PPE should be worn at a minimum under the following conditions:
 - At all times when contact is anticipated with blood or other bodily fluids.
 - When the wearer has an open sore or cut and handling bodily fluids or blood.
 - When rendering first-aid.
 - When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva
- **Clean-Up of Spills:** The following safe practices should be followed when cleaning up spills:
 - Always wear gloves and other PPE as necessary to prevent exposure
 - Use towels or other absorbents in conjunction with soap and water.
 - Use approved disinfectants as necessary.
 - Discard absorbents and other materials in appropriate plastic bag labeled for such items
 - Remove gloves after completing clean-up procedure and discard them into the same plastic bag as other contaminated items.
- **Housekeeping:** The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.
 - Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
 - If equipment or PPE become contaminated, immediately remove and replace them.
 - Inspect and decontaminate bins, pails or other similar receptacles which may become contaminated
 - Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dust pan, tong, etc. Do not pick up broken glassware directly with your hands.
 - Discard regulated waste in manner consistent with law.
 - Discard sharps immediately in containers provided for such.
 - Always close containers
 - If a container is leaking place one container in a second container.
 - Containers for regulated waste other than sharps are red in color and labeled biohazard.
 - The CEO or his/her designee is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. Written records of regulated waste disposal offsite 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 blood borne

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 (https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10051)
- 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, sharps 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 blood borne 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 blood borne 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 check list shall be used.
- Follow-up shall provide exposed employee with the following confidential info:
 - Documentation regarding the routes of exposures and circumstance
 - Identification, if possible, of the source individual (unless infeasible or prohibited by law).
 - If possible, source individual’s blood shall be tested to determine if HBV or HIV infectivity. The information obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and regulations concerning disclosure of the identity and infectious status of a source individual conducted. In addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.
 - The process is to remain confidential.
 - The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

Written Opinion: The healthcare professional shall provide Rocketship with a written opinion

evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following:

- Whether Hepatitis B Vaccinations is indicated for the employee.
 - Whether the employee has received the Hepatitis B Vaccination
 - Confirmation that the employee has been informed of the result of the evaluation
 - Confirmation that the employee has been told about medical conditions resulting from the exposure incident which require further evaluation or treatment.
-
- A copy of this opinion shall be forwarded to the employee. After completion of these procedures, the exposed employee shall meet with the qualified healthcare professional to discuss the employee's medical status. This includes the evaluation of any reported illnesses, as well as recommended treatment. Other findings and diagnoses will remain confidential and will not be included in the written report.
 - Medical records concerning employees are kept confidential and will not be disclosed to another party without the written consent of that employee (except as required by law).

Self-Harm/Suicide Threat

RSED Policy on Self-Harm/Suicide Threats

It is Rocketship policy to take threats of suicide or self-harm seriously, whether witnessed directly or heard second-hand. School staff are expected to err on the side of caution, to exercise sound professional judgment, and to practice extreme sensitivity in such situations. School personnel should be informed of the signs of youth depression/suicide.

1. A staff member who is originally made aware of a threat or witnesses any attempt towards self-harm, that is written, drawn, spoken or threatened, will immediately notify the Principal.
2. A threat in any form must be treated as real and dealt with immediately.
3. No student should be left alone, nor confidences promised to the student in case of a suicide threat. In cases of life threatening situations, a student's confidentiality will be waived.
4. Along with school leaders, school psychologists are all thoroughly trained in crisis response. Principals should use school psychologists as a resource in case of a possible threat of self-harm.
5. The law requires that you do only what is reasonable under the circumstances; for example, you do not need to try to remove a gun or other weapon from the person.
6. Principals should refer to the **RSED Crisis Response Plan – Serious Injury or Death (Grief)** protocol for actions to take to stabilize the school community after a traumatic incident (e.g. a suicide threat that is public or an act that is witnessed by other students). The Crisis Response Plan appendix also contains resources around suicide/self-harm that can be shared with parents/guardians.

Emergency Response to a Self-Harm/Suicide Threat

- 1) Take all threats seriously.
- 2) If the situation is volatile (i.e. the person has attempted or could attempt self-harm at any moment), call 911.
- 3) Do not leave a potentially suicidal person unattended – send a runner to notify the Principal ASAP.
- 4) If other students are in the room with a student who has attempted or is threatening to attempt suicide, they should be escorted to another space.



Important! If a suicide threat is public or traumatic to other students, the Principal should refer to the **Rocketship Crisis Response Plan** for steps to stabilize the greater school environment.

- 5) The **Principal** will then contact the child's parent/guardian and tell them of the situation by phone.
- 6) The Principal will then contact the **School Psychologist** to inform them of the situation and arrange for a risk assessment to be performed with the child ASAP.
- 7) Within 24 hrs, the **Principal** will provide the child's parents/guardians with written recommendations for treatment and follow-up. These recommendations should include the following:
 - Contact information for the national suicide lifeline: **1-800-SUICIDE** or **1-800-273-TALK**
 - Findings from the school psychologist's risk assessment
 - Recommendations from the school psychologist for follow-up/treatment
 - Written resources on suicide prevention/youth depression

- 8) If a student is known to be in counseling, the Principal/designee will attempt to inform the child's treatment provider of what occurred.
- 9) If the parent refuses to cooperate, the Principal should talk to the School Psychologists about options for an involuntary mental health assessment.
- 10) Under no circumstances should school staff drive the suicidal student in personal vehicles. Do not leave the student alone at any time.

Note: If a threat is made during an after-school program, and no school personnel is available, call **1-800-SUICIDE** or **1-800-273-TALK** for help. Inform the Principal of the incident and actions taken.

Serious Injury or Death at the School

The death of a student or staff member is traumatic to school communities, whether the death was the result of a long illness or an act of violence.

Principals should refer to the RSED Crisis Response Plan – Serious Injury or Death (Grief) protocol for actions to take following a serious injury or death at the school. The Crisis Response Plan appendix contains resources around suicide/self-harm.

Staff members, however, 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. The Principal 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 RSED Crisis Response Plan for next steps to stabilize the situation and support the school community.



SUSPENSION AND EXPULSION POLICY

California

When disciplinary infractions occur on campus, our Principals are expected to respond in accordance with our Student Discipline Policy, which encourages positive behavioral interventions and supports and outlines available in-school disciplinary actions. Suspension should only be considered in cases of egregious behavioral infractions – 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

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

In California, in accordance with EC §48900, a student may be suspended or expelled for any of the following acts when it is determined that the student:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- (2) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
- (3) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage, or intoxicant of any kind.

- (4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§ 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- (5) Committed or attempted to commit robbery or extortion.
- (6) Caused or attempted to cause damage to school property or private property.
- (7) Stole or attempted to steal school property or private property.
- (8) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- (9) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.
- (11) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Under Education Code § 48900(k), students in grades K-3 may not be suspended for disruption or willful defiance. No student in grades K-5 may be expelled for willful defiance.
- (12) Knowingly received stolen school property or private property.
- (13) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (14) Committed or attempted to commit a sexual assault as defined in Penal Code §§ 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code §243.4.
- (15) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- (16) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (17) Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace

resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- (18) Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to suspension or expulsion.
- (19) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- (20) Committed sexual harassment, as defined in EC § 212.5. For the purposes of this section, the conduct described in § 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. Under EC § 48900.2, this does not apply to students in grades K-3.
- (21) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. Under EC § 48900.3, this does not apply to students in grades K-3.
- (22) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. Under EC § 48900.4, this does not apply to students in grades K-3.
- (23) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

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

II. Suspension Procedures

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

Suspensions at Rocketship will adhere to the following procedures:

Conference

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense.

Absent an emergency situation, the conference must occur before the student is sent home on suspension.

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

Notice to Parents/Guardians

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

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

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension. In calculating days of suspension, days served will not include days when

school is not in session for students, including but not limited to school closure days, school holidays, spring break, and summer break. If the student leaves school on the day that the suspension was imposed, this day will be counted as part of the suspension if the student was denied class participation prior to 12 noon of that day. The suspension shall terminate at midnight on the day listed as the last day of the suspension.

Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a second conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

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

III. Authority to Expel

An expulsion is the permanent dismissal of a student from the Rocketship program. If an expulsion is approved, the parent/guardian has the responsibility to place the student in another school.

The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the Academic Affairs Committee, a committee of the Board. The Academic Affairs Committee shall consist of three board members. The Academic Affairs Committee may expel any student found to have committed an expellable offense as listed 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. The Academic Affairs Committee will pre-appoint a panel of at least five certificated Rocketship staff members, each from different Rocketship school sites. Should any of the persons appointed to the panel be employed by the staff of the school in which the student is enrolled, he/she will recuse him/herself from the proceedings.

IV. Expulsion Procedures

Hearing

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

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

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

Presentation of Evidence

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and shall be made within three school days following the conclusion of the hearing.

If the expulsion hearing panel decides not to recommend expulsion, the student shall be returned to his/her educational program or become subject to discipline or suspension in accordance with this policy.

V. 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.

VI. 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.

VII. 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.

VIII. Rehabilitation and Readmission

At the time of the expulsion order, students who are expelled shall be given a rehabilitation plan, to be developed by the Academic Affairs Committee in conjunction with Rocketship staff, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may be reviewed for readmission to a Rocketship school.

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

IX. Special Procedures for the Consideration of 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 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, 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: (1) 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:

- (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

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.

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.

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

Introduction:

LEA: Rocketship Alma **Contact (Name, Title, Email, Phone Number):** Principal Hana Martinez, hmartinez@rsed.org 408-931-6838 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, pRSation of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP				
<p>Rocketship Alma’s LCAP was developed with input from multiple stakeholders, including Rocketship Alma’s school leadership team, staff, families, students, and Rocketship Education’s Network staff and board. The details of this engagement and the impact on the LCAP plan are explained to the right.</p> <p>The LCAP is grounded in the school’s specific context including its student population, instructional program, and community priorities.</p> <p>Rocketship Alma opened in August 2012, the seventh school in the Rocketship Education network to open in San Jose. In its first year, the campus served students in kinder through grade three and will grow to a full K-5 campus in the 2014-2015 school year.</p> <table border="1" data-bbox="459 1317 913 1417"> <tr> <td colspan="2" data-bbox="464 1320 909 1352">Rocketship Alma Fast Facts (as of April 2016):</td> </tr> <tr> <td data-bbox="464 1359 812 1414">Enrollment</td> <td data-bbox="812 1359 909 1414">562</td> </tr> </table>	Rocketship Alma Fast Facts (as of April 2016):		Enrollment	562	<p>Rocketship Alma provides regular opportunities for parents to give input on the running of their school. These opportunities include, but are not limited to, monthly coffee chats with the principal, community meetings, and 1:1 meetings with the school leadership team.</p> <p>In all of these engagement opportunities, RSA encourages parents to comment on the strengths they see in the school and any operational or instructional concerns they may have, which in turn influence the school’s plans for LCFF investments.</p> <p>In addition to these regular engagement channels, RSA held in-person parent coffee on April 8, 2016 to understand the components of LCAP (including the state priorities) and to discuss how we could best use the LCFF funds to serve our</p>
Rocketship Alma Fast Facts (as of April 2016):					
Enrollment	562				

FRL Population	91.50%
EL Population	45.60%
Special Education Population	6.80%
Population by Ethnicity (as of April 2016):	
Asian: 8.0%	
African-American: 3.2%	
Hispanic: 85.1%	
White: .9%	
Other: 2.8%	

Given the majority FRL and EL population, Rocketship Alma’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. As outlined in RSA’s charter, the key instructional practices include:

- **Personalization.** Students receive targeted small group instruction through core strategies such as Guided Reading, 1:1 and small group tutoring during their time in the Learning Lab.
- **Blended Learning.** Students benefit from access to adaptive online curriculum that provides them content at or slightly above their skill level, as well as the integration of technology into the classroom for project and writing work.
- **Data driven instruction.** RSA uses a variety of benchmark, formative and summative assessments to continually ensure that students are making progress towards mastery of the CCSS and receiving instruction that is targeted towards their needs. Teachers gather for quarterly professional development “data days” to analyze the interim assessment data.
- **Response to Intervention (RtI).** The RtI framework organizes all of our academic initiatives at RSA. RtI is an ongoing process of using student data to make universal and individual instructional and intervention decisions. The ultimate goal of RtI is for all students to perform at a proficient or advanced level because they have received appropriate instruction, accommodations, and modifications throughout the year.
- **Teacher Specialization.** All of our teachers specialize in either Humanities (ELA / Social Studies) or Math/Science. Advantages for elementary schools that follow the team teaching approach include deeper content knowledge, a team structure

students and improve services in alignment with the state priorities. In addition to sharing the state’s goals, we shared information about services and resources currently offered by the school that align with those priorities and initial proposals for additional services and resources we could offer. Parent representatives from all student subgroups, including Hispanic and Asian student subgroups and parents of ELs, attended the meeting.

To provide the opportunity for all school stakeholders’ voices to be heard, Rocketship shared a survey (which was available in English, Spanish & Vietnamese our student/family population) with all parents. The survey asked parents to indicate their preferences regarding to which services or resources Rocketship Alma should allocate LCFF funds. The results of the surveys were tallied and then presented to the School Site Council. The SSC, using the results from the LCAP survey, created a formal recommendation to school leaders and Rocketship staff detailing their priorities for increased funding.

In addition to soliciting parental input into the LCAP, we solicited staff feedback via an online survey. Twenty-two teachers responded and their preferences regarding how to allocate LCFF funds and which services Rocketship Alma should offer to best serve our students. We also consulted our charter petition to ensure our LCFF investments mirrored the priorities and approach detailed in Rocketship Alma’s charter application. We have updated the flow of our LCAP to better align with our charter, making it more transparent for how we will meet and exceed the goals laid out in our charter through our educational program.

Additional groups engaged with during the LCAP process include:

- School Leadership Team
- Rocketship Education governing board
- Rocketship Education network staff and leadership

<p>allowing better collaborative focus, easier transition to middle school, and more flexibility in student grouping.</p> <p>Community priorities at RSA include:</p> <ul style="list-style-type: none"> Core Values: All Rocketship campuses share four core values-- respect, responsibility, empathy and persistence—and develop a fifth core value as a community. At RSA this fifth core value is service. Alma Rocketeers are active citizens in their classrooms, homes, and communities. Our Rocketeers develop a social awareness of the needs that surround them and dedicate their time, energy, and talent to serve those very needs. In doing so, our Rocketeers improve upon their own understandings of the world around them and also seek to improve the lives of others -- not just their own. <p>Parent Engagement: A core component of Rocketship’s theory of action is that parents are essential to the academic success of their student. Through outreach efforts such as conferences, home visits, and community meetings, Rocketship Alma creates a community and fosters parent engagement as a critical element of a Rocketeer’s success. RSA has an active parent leadership team and School Site Council.</p>	<p>Students were also consulted in conversations with teachers during regular classroom community meetings. These efforts focused primarily on third through fifth graders. These students were also surveyed to gather data on school safety via a written survey.</p> <p>The ideas and preferences expressed in parent and staff surveys were totaled and used to influence to what services RSA will allocate LCFF funds. The results were reported to the RSA School Site Council, which came up with a formal recommendation for LCFF uses. These services are explained in full in the below sections of the LCAP. RSA’s preferred uses for LCFF funds are, in order of priority:</p> <ul style="list-style-type: none"> Increasing funding to add Teacher Aides or a teacher-in-training in each grade to help reduce workload on grade level teams and create pipeline for new teachers. Increasing funding for Chromebooks in the actual classroom Providing funding for a crossguard or crossguard training Increased funding for field trips Increasing the hours of facility maintenance staff Providing funding for a full-time or part-time nurse <p>As such, an additional \$25,000 will be allocated for crossguard training (PD/staff development) and support staff, \$15,000 additional for Chromebooks or other technology in the classroom and an additional \$10,00 for field trips.</p>
<p>Annual Update:</p> <p>Rocketship Alma entered its third year with the same founding principal, Hana Martinez, and looked to maintain strong relationships with families. The results of that engagement are included in the section to the right.</p> <p>2014-15 was the first year of SBAC implementation. This new test set a much higher bar for our Rocketeers that is calibrated better with our school mission and model. However, because of this new assessment, we are unable to compare SBAC results with previous standardized tests and our 2014-15 results serve as a baseline for which we will measure future growth. RSA ended the 2014-15 school year with 46% of 3rd-5th grade students meeting or exceeding standards in mathematics (compared to 23% for socioeconomically disadvantaged students in nearby schools) and 41% of 3rd-5th grade students meeting or exceeding standards in literacy (compared to 28% of their peers). While RSA students are</p>	<p>Annual Update:</p> <p>RSA gathered input from a wide range of stakeholders in determining investments for next year and the use of LCFF funds in particular. Given the preferences of schools staff and families, Rocketship Alma will make the following investments aligned with the state priorities:</p> <ul style="list-style-type: none"> maintaining class size reductions investing in school staffing including support staff and enrichment center coordinators investing in additional curricular resources including online learning programs and classroom libraries supporting technology efforts at the school, including

<p>outperforming their socioeconomically disadvantaged and English Learner peers in math, we are not satisfied with these results. In order to have more students meet or exceed standards on state assessments, RSA implemented has continued to modify its academic program, which is detailed below.</p>	<ul style="list-style-type: none"> • an investment in additional student computers • investing in teacher professional development and data-driven instruction • subsidizing the cost of student field trips to provide all students with access to enriching opportunities <p>The sections below have been updated to reflect these new priority investments. Some of these, such as class size reduction and support staff, are consistent with 2015-16 investments. Parents and staff believed it was critical to maintain these investments. Others, such as personalized learning and data driven instructions, are initiatives we're dedicating supplemental funding toward for the first time.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	A. Improve Rocketeers’ proficiency in key content areas, overall and for key subgroups	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____
Identified Need :	While Rocketship Alma has performed well in comparison to neighboring schools with similar demographics, historically not all students have achieved proficiency. In particular, there is a subset of students who persistently perform in the Below Basic or Far Below Basic quintiles, and new students in particular, enter Rocketship Alma, on average, 1.5 years below grade level. With the increased rigor of the CAASPP, it is even more essential that we invest in strategies to support all our students making progress towards proficiency. <ol style="list-style-type: none"> 1. Reclassification rate 2. CELDT score 3. CAASP Proficiency rates across subgroups and subjects 	

Goal Applies to:	Schools: Rocketship Alma
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Reclassification rate: 8.8%			
	2. Progress on CELDT: Maintain above 80%			
	3. CAASPP Proficiency Rates			
		Y1 - 2016-17		
		ELA	M	S
	CAASPP Overall	44	49	50
CAASPP EL	27	34	21	
CAASPP SPED	10	33	Base+2	
CAASPP SED	41	45	46	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Common Core-aligned instruction & materials</p> <p>A-1. The Rocketship Alma curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Alma operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.</p> <p>Rocketship Alma utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom</p>	School wide	<p><u> x </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>\$24,000 (4100)</p> <p>Core Curriculum <i>LCFF-base</i></p> <p>\$19,900 (4210)</p> <p>Books <i>LCFF-SUPPLEMENTAL</i></p>

<p>libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.</p>			
<p>Personalized Learning A-2. RSA’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for Rtl include Rtl curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Alma operates an inclusion model. In particular, our Special Education students benefits from our Rtl model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab Materials and Leveled Libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student’s level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students.</p> <p>We invest in Chromebooks and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Learning Labs OLPs: \$39,100 (4411) <i>LCFF-SUPPLEMENT AL</i></p> <p>Chromebooks: \$42,500 (4421) <i>LCFF-SUPPLEMENT AL</i></p> <p>Learning Lab Materials \$3,000 (4390) <i>LCFF-base</i></p> <p>Leveled Libraries \$3,000 (4115) <i>LCFF-base</i></p> <p>Rtl Curriculum \$1,800 (4120) Tutors \$154,700 (2101) <i>Title I</i></p> <p>Technology Consultants</p>

<p>Chromebooks and OLPs are working smoothly, Rocketship invests in technology support consultants.</p>			<p>\$29,700 (5807) LCFF base</p>
<p>Special Education supports A-3. Although RSA runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.</p>	<p>School wide</p>	<p><input type="checkbox"/>_ALL</p> <hr/> <p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input checked="" type="checkbox"/>_x_Other Subgroups:(Specify) <u>special education</u></p>	<p>\$6,600 (ISE 4360, ISE 4330, ISE 4340, ISE 4421) <i>State Special Education funding IDEA</i></p>
<p>Class size reductions A-4. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. RSA accomplishes this by not back-filling empty seats in grades 4-5 from natural attrition, forgoing additional per pupil funding.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/>_x_ALL</p> <hr/> <p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify) _____</p>	<p>Class size reductions \$186,400 (1101) <i>LCFF-SUPPLEMENTAL</i></p>
<p>GLAD Training A-5. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to</p>	<p>School wide</p>	<p><input type="checkbox"/>_ALL</p> <hr/> <p>OR: <input type="checkbox"/>_Low Income pupils <input checked="" type="checkbox"/>_x_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify) _____</p>	<p>GLAD Training \$15,800 (5804) <i>Title III</i> Ongoing literacy teacher PD \$27,100 (1101) <i>Title III</i></p>

teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide **ongoing professional development** to our literacy teachers to help them with EL instruction throughout the school year.

LCAP Year 2: 2017-18

- Expected Annual Measurable Outcomes:
1. Reclassification rate: 9.8%
 2. Progress on CELDT: Maintain above 80%
 3. CAASPP Proficiency rates across subgroups and subjects

	Y2 - 2017-18		
	ELA	M	S
CAASPP Overall	46	51	52
CAASPP EL	29	36	23
CAASPP SPED	12	35	Base+4
CAASPP SED	43	47	48

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Common Core-aligned instruction & materials A-1. The Rocketship Alma 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	School wide	<input checked="" type="checkbox"/> ALL	\$24,000 (4100)
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Core Curriculum <i>LCFF-base</i> \$19,900 (4210) Books <i>LCFF-</i>

<p>grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Alma operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.</p> <p>Rocketship Alma utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.</p>			<p><i>SUPPLEMENTAL</i></p>
<p>Personalized Learning A-2. RSA’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for Rtl include Rtl curriculum and tutors. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Alma operates an inclusion model. In particular, our Special Education students benefits from our Rtl model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab</p>	<p>School wide</p>	<p><u> x </u> ALL</p> <p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Learning Labs OLPs: \$39,100 (4411) <i>LCFF-SUPPLEMENTAL</i></p> <p>Chromebooks: \$28,700 (4421) <i>LCFF-SUPPLEMENTAL</i></p> <p>Learning Lab Materials \$3,000 (4390) <i>LCFF-base</i></p> <p>Leveled</p>

<p>and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in Learning Lab Materials and Leveled Libraries important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive Online Learning Programs (OLPs) are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students.</p> <p>We invest in Chromebooks and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in technology support consultants.</p>			<p>Libraries \$3,000 (4115) <i>LCFF-base</i></p> <p>Rtl Curriculum \$1,800 (4120) Tutors \$156,201 (2101) <i>Title I</i></p> <p>Technology Consultants \$29,700 (5807) <i>LCFF base</i></p>
<p>Special education supports A-3. Although RSA runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.</p>	School wide	<p><input type="checkbox"/>_ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input checked="" type="checkbox"/>_Other Subgroups:(Specify)<u>special education</u></p>	<p>\$6,600 (ISE 4360, ISE 4330, ISE 4340, ISE 4421)</p> <p><i>State Special Education funding IDEA</i></p>
<p>Class size reductions A-4. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more</p>	School wide	<p><input checked="" type="checkbox"/>_ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)<u></u></p>	<p>Class size reductions \$186,400 (1101)</p> <p><i>LCFF-SUPPLEMENTAL</i></p>

targeted group settings. RSA accomplishes this by not back-filling empty seats in grades 4-5 from natural attrition, forgoing additional per pupil funding.

GLAD Training

A-5. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the Rtl tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide ongoing professional development to our literacy teachers to help them with EL instruction throughout the school year.

School wide

ALL

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups:(Specify) _____

GLAD Training
\$15,100 (5804)
Title III

Ongoing
literacy teacher
PD
\$27,100(1101)
Title III

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

1. Reclassification rate: 10.8%
2. Progress on CELDT: Maintain above 80%
3. CAASP Proficiency rates across subgroups and subjects:

	Y3 - 2018-19		
	ELA	M	S
CAASPP Overall	47	52	53
CAASPP EL	30	37	24
CAASPP SPED	13	36	Base+5

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Common Core-aligned instruction & materials A-1. The Rocketship Alma curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Alma operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students. Rocketship teachers will use the ELL framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.</p> <p>Rocketship Alma utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.</p>	School wide	<p><u> x </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$24,000 (4100) Core Curriculum <i>LCFF base</i></p> <p>\$18,700 (4210) Books <i>LCFF-SUPPLEMENT AL</i></p>
<p>Personalized Learning A-2. RSA’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. The specific investments for Rtl include Rtl curriculum and tutors. Our objective every day is to get the right lesson to</p>	School wide	<p><u> x </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Learning Labs OLPs: \$39,100 (4411) <i>LCFF-SUPPLEMENT AL</i></p>

the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which enables online learning programs technology, small group instruction and tutoring. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Alma operates an inclusion model. In particular, our Special Education students benefits from our Rtl model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. This personalized instruction occurs in the learning lab, making investments in **Learning Lab Materials** and **Leveled Libraries** important so that each student has the materials to receive instruction at his or her level. In addition, our adaptive **Online Learning Programs (OLPs)** are able to adapt to each student's level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students.

We invest in **Chromebooks** and invest budget each year to maintaining a 5:2, student to Chromebook ratio. Additionally, we invest in technology consultants to ensure that our Chromebooks and OLPs are working smoothly, Rocketship invests in **technology support consultants**.

Special education supports

A-3. Although RSA runs an inclusion model, we realize that our special education students may require additional supports to achieve academically and in non-cognitive functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

School wide

__ALL

OR:

__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
x Other Subgroups:(Specify) special education

Chromebooks:
 \$28,700 (4421)
 LCFF-
 SUPPLEMENT
 AL

Learning Lab
 Materials
 \$3,000 (4390)
 LCFF-base

Leveled
 Libraries
 \$3,000 (4115)
 LCFF-base

Rtl Curriculum
 \$1,800 (4120)
 Tutors
 \$157,800
 (2101)
 Title I

Technology
 Consultants
 \$29,700 (5807)
 LCFF base

\$6,600
 (ISE 4360, ISE
 4330, ISE
 4340, ISE
 4421)

State Special
 Education
 funding
 IDEA

<p>Class size reductions A-4. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. RSA accomplishes this by not back-filling empty seats in grades 4-5 from natural attrition, forgoing additional per pupil funding.</p>	School wide	<input checked="" type="checkbox"/> <u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Class size reductions \$186,400 (1101) <i>LCFF-SUPPLEMENTAL</i>
<p>GLAD Training A-5. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Additionally, we also provide ongoing professional development to our literacy teachers to help them with EL instruction throughout the school year.</p>	School wide	<input type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	GLAD Training \$15,800 (5804) <i>Title III</i> Ongoing literacy teacher PD \$27,100 (1101) <i>Title III</i>

GOAL:	B. Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Now that Common Core State Standards are fully implemented, it is essential that we are providing students with aligned curriculum and material. Rocketship Alma adopted a CCSS aligned Math curriculum and Writing program in 2014-15. RSA is now working to leverage technology as a means of personalizing education for students and building students' technical fluency and invest in science and social studies curricula. 1. School provides standards-aligned instructional materials 2. School provides standards-aligned professional development 3. 100% of full-time teachers have appropriate credentials		
Goal Applies to:	Schools: RSA Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	1. School provides standards-aligned instructional materials with focus on non-fiction and vocabulary study in social studies 2. School provides standards-aligned professional development with focus non-fiction and vocabulary study in social studies 3. 100% of full-time teachers have appropriate credentials		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development B-1. <i>Summer PD</i> Each summer, RSA hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time. <i>Thursday PD</i> 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	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Summer: \$97,800 SL and Teacher compensation (1301, 1101) <i>LCFF-base</i> Thursday: \$43,500 SL and Teacher compensation (1301, 1101) <i>LCFF-SUPPLEMENTAL</i> PD Fund

<p>facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers.</p> <p><i>Professional Development Fund</i></p> <p>Rocketship Alma has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSA will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.</p>			<p>\$25,000 (5804) <i>LCFF-base</i></p>
<p>Assessments</p> <p>B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include:</p> <ul style="list-style-type: none"> • Four rounds of cumulative assessments • NWEA three times per year • STEP at least four times per year • State-mandated CAASPP <p>To ensure that our students are ready for success on the CAASPP, Rocketship Alma transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards.</p> <p>RSA will hire temporary staff members to facilitate administration and scoring of assessments</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Assessments \$26,900 (4414) <i>LCFF-base</i></p> <p>Temps \$16,300 (5838) <i>LCFF-SUPPLEMENTAL</i></p>
<p>Data Days</p> <p>B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RSA 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</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$37,800 Teacher and SL compensation (1101, 1301) <i>LCFF-SUPPLEMENT</i></p>

and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students.			AL
Coaching B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RSA teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Coaching \$69,000 AP compensation (1301) LCFF-base
Teacher Credentialing B-5. 100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status. RSA partners with the Reach Institute for credentialing teachers.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Credentialing \$21,400 (5833) <i>Title II Educator Effectiveness Grant</i>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. School provides standards-aligned instructional materials with focus on project-based learning 2. School provides standards-aligned professional development with focus on project-based learning 3. 100% of full-time teachers have appropriate credentials
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development B-1. <i>Summer PD</i> Each summer, RSA hosts an intensive three week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Summer: \$98,800 SL and Teacher compensation (1301, 1101) <i>LCFF-base</i> Thursday: \$43,900 SL and Teacher

<p>by subject and grade and focus on skill-building to maximize teacher time. <i>Thursday PD</i> 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. <i>Professional Development Fund</i> Rocketship Alma has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. RSA will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.</p>			<p>compensation (1301, 1101) LCFF- SUPPLEMENT AL</p> <p>PD Fund \$15,000 (5804) LCFF- SUPPLEMENT AL</p>
<p>Assessments B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include:</p> <ul style="list-style-type: none"> • Four rounds of cumulative assessments • NWEA three times per year • STEP at least four times per year • State-mandated CAASPP <p>To ensure that our students are ready for success on the CAASPP, Rocketship Alma transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards.</p>	<p>School wide</p>	<p><u> </u>x <u> </u>ALL</p> <hr/> <p>OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Assessments \$27,000 (4414) LCFF-base</p> <p>Temps \$16,300 (5838) LCFF- SUPPLEMENT AL</p>

RSA will hire temporary staff members to facilitate administration and scoring of assessments			
Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RSA 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.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$38,200 Teacher and SL compensation (1101, 1301) LCFF-SUPPLEMENTAL
Coaching B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RSA teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Coaching \$69,700 AP compensation (1301) LCFF-base
Teacher Credentialing B-5. 100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status. RSA partners with the Reach Institute for credentialing teachers.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Credentialing \$22,700 (5833) Title II Educator Effectiveness Grant
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	1. School provides standards-aligned instructional materials with focus on integrated STEM 2. School provides standards-aligned professional development with focus on integrated STEM 3. 100% of full-time teachers have appropriate credentials		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<ul style="list-style-type: none"> State-mandated CAASPP <p>To ensure that our students are ready for success on the CAASPP, Rocketship Alma transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards.</p> <p>RSA will hire temporary staff members to facilitate administration and scoring of assessments</p>			(5838) LCFF-SUPPLEMENTAL
<p>Data Days B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at RSA 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.</p>	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$38,600 Teacher and SL compensation (1101, 1301) LCFF-SUPPLEMENTAL
<p>Coaching B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. RSA teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and Special Education students.</p>	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Coaching \$70,400 AP compensation (1301) LCFF-Base
<p>Teacher Credentialing B-5. 100% of core teachers will be appropriately assigned and hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; RSED Human Resources will annually review assignment and credential status. RSA partners with the</p>	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Credentialing \$24,000 (5833) Title II Educator Effectiveness Grant

Reach Institute for credentialing teachers.			
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GOAL:	C. School environment will be safe and welcoming for all students		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	In order to be ready to learn, students need to know they are in a safe environment. While Rocketship Alma has a strong foundation in positive behavioral practices, including implementation of the Positive Behavioral Intervention and Supports framework, we believe it is critical to maintain these high standards. We also seek to eliminate bullying on our campus. Finally, we are concerned about safety concerns associated with heavy trafficked times such as pick up and drop off. 1. Parents believe school is a safe place for their children 2. 3rd-5th grade students believe school is a safe environment to learn 3. Student suspension rate 4. Student expulsion rate			
Goal Applies to:	Schools:	RSA		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	1. Parents believe school is a safe place for their children: 90% 2. 3rd-5th grade students believe school is a safe environment to learn: 94% 3. Student suspension rate below that of neighboring schools 4. Student expulsion rate <1%			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
BOM C-1. Rocketship Alma employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RSA's and the state's goals for student safety and maintaining facilities.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		\$100,650 BOM (2301) LCFF-base
School Maintenance	School wide	<input checked="" type="checkbox"/> ALL		\$48,000

<p>C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Building repairs (5610) <i>LCFF-base</i></p>
<p>Capital Facilities Repairs C-3. We allocate funds for capital facilities projects that extend beyond general maintenance and upkeep. These projects are large improvements on our facilities and benefit all students, families and staff.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$132,600 Building repairs (5610) <i>LCFF-base</i></p>
<p>Custodial Services + Supplies C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we employ a custodial team to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$75,100 Custodial services (5821) <i>LCFF-base</i></p>
<p>Support Staff C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$150,100 Support Staff Compensation (2201) <i>LCFF-SUPPLEMENTAL</i></p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Parents believe school is a safe place for their children: 92% 2. 3rd-5th grade students believe school is a safe environment to learn: 95% 3. Student suspension rate below that of neighboring schools 4. Student expulsion rate <1% 		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>

<p>BOM C-1. Rocketship Alma employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RSA's and the state's goals for student safety and maintaining facilities.</p>	School wide	<input checked="" type="checkbox"/> <u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$101,650 BOM (2301) <i>LCFF-base</i>
<p>School Maintenance C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff.</p>	School wide	<input checked="" type="checkbox"/> <u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$48,000 Building repairs (5610) <i>LCFF-base</i>
<p>Custodial Services + Supplies C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we employ a custodial team to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.</p>	School wide	<input checked="" type="checkbox"/> <u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$75,100 Custodial services (5821) <i>LCFF- base</i>
<p>Support Staff C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.</p>	School wide	<input checked="" type="checkbox"/> <u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$136,900 Support Staff Compensation (2201) <i>LCFF- SUPPLEMENT AL</i>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Parents believe school is a safe place for their children: 95% 2. 3rd-5th grade students believe school is a safe environment to learn: 95% 3. Student suspension rate below that of neighboring schools
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4. Student expulsion rate <1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>BOM C-1. Rocketship Alma employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RSA's and the state's goals for student safety and maintaining facilities.</p>	School wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$102,700 BOM (2301) LCFF-base</p>
<p>School Maintenance C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff.</p>	School wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$48,000 Building repairs (5610) LCFF-base</p>
<p>Custodial Services + Supplies C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we employ a custodial team to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.</p>	School wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$75,100 Custodial services (5821) LCFF-Base</p>
<p>Support Staff C-4. In order to continue to strengthen our systems and operations we invest in staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By employing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time.</p>	School wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$136,100 Support Staff Compensation (2201) LCFF-SUPPLEMENTAL</p>

GOAL:	D. Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify _____	
Identified Need :	In order to close the achievement gap, Rocketeers must continue to value education beyond their time at Rocketship. <ol style="list-style-type: none"> 1. Student suspension rate 2. Student expulsion rate 3. Percent of chronically absent students 4. School ADA rate 			
Goal Applies to:	Schools:	RSA		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Student suspension rate: Below norm for schools with similar populations 2. Student expulsion rate: <1% 3. Student absenteeism: 9.0% 4. School ADA rate: >95% 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Enrichment D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our Special Education students, this can be an especially motivating and engaging portion of their day.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Enrichment Coordinators \$126,600 (2101) LCFF-SUPPLEMENTAL	
Field Trips	School wide	<input checked="" type="checkbox"/> ALL	\$43,000	

<p>D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstone of our field trip experience is Fifth Grade Camp. Each year, Rocketship 5th graders goes to Groveland, CA for one week of hiking, science lessons, outdoor exploration and camp fun. For many Rocketeers, this is one of their first experiences leaving home.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Field Trips (5806) LCFF-SUPPLEMENT AL</p>
<p>Social Emotional Learning D-3. RSA has been using Positive Behavior Intervention and Supports (PBIS) since Alma opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,800 Instructional supplies (4340) LCFF-Base</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Student suspension rate: Below norm for schools with similar populations 2. Student expulsion rate: <1% 3. Student absenteeism: 8.0% 4. ADA: >95%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Enrichment D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Enrichment Coordinators \$127,900 (2101) LCFF-SUPPLEMENT AL</p>

<p>opportunity to engage in physical education, art, and various other enrichment activities. 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 Special Education students, this can be an especially motivating and engaging portion of their day.</p>			
<p>Field Trips D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstone of our field trip experience is Fifth Grade Camp. Each year, Rocketship 5th graders goes to Groveland, CA for one week of hiking, science lessons, outdoor exploration and camp fun. For many Rocketeers, this is one of their first experiences leaving home.</p>	School wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$33,000 Field Trips (5806) LCFF- SUPPLEMENT AL</p>
<p>Social Emotional Learning D-3. RSA has been using Positive Behavior Intervention and Supports (PBIS) since 2012-13. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochoi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills.</p>	School wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5,900 Instructional supplies (4340) LCFF-Base</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Student suspension rate: Below norm for schools with similar populations 2. Student expulsion rate: <1% 3. Student absenteeism: 7.0% 4. ADA: >95%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Enrichment D-1. Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our Special Education students, this can be an especially motivating and engaging portion of their day.</p>	School wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Enrichment Coordinators \$129,200 (2101) LCFF-SUPPLEMENTAL</p>
<p>Field Trips D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstone of our field trip experience is Fifth Grade Camp. Each year, Rocketship 5th graders goes to Groveland, CA for one week of hiking, science lessons, outdoor exploration and camp fun. For many Rocketeers, this is one of their first experiences leaving home.</p>	School wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$33,000 Field Trips (5806) LCFF-SUPPLEMENTAL</p>
<p>Social Emotional Learning D-3. RSA has been using Positive Behavior Intervention and Supports (PBIS) since 2012-13. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implement the "Kimochi's" curriculum in the lower grades (pre-k through grade two), and the "RULER" approach in upper grades (third through</p>	School wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,700 Instructional supplies (4340) LCFF-Base</p>

fifth grades). The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills.

GOAL:	E. Rocketship parents are engaged in their students' education		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<p>We seek to increase engagement among parents and students alike. We view parents as critical partners in our work of educating students. Rocketship Alma has a number of effective parent engagement strategies, including a sophisticated parent council structure, upon which we will continue to build. We see a need to increase our level of student engagement to ensure that our students are invested in their education. Additionally, we have a need for further diversifying the educational opportunities for our students outside the core classroom and we believe that increased enrichment can support this need.</p> <ol style="list-style-type: none"> 1. Percentage of parents attending an average of at least one school event per year 2. Parents are satisfied with the relationship with their child's teachers 3. Number of community meetings each year 4. Number of parent conferences each year 		
Goal Applies to:	Schools:	RSA	LCAP Year 1: 2016-17
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Percentage of parents attending an average of at least one school event per month: baseline 2. Parent satisfaction: 76% 3. Number of community meetings each year: at least 5 meetings 4. Number of parent conferences: at least 3 		
<p style="text-align: center;">Actions/Services</p> <p>Parent involvement E-1. Community Events: RSA hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RSA invests in parent appreciation items and provides a materials budget. Parent Volunteer Opportunities: Rocketship Alma parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RSA teachers and staff with various school operations.</p>	<p style="text-align: center;">Scope of Service</p> <p>School wide</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p> <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p style="text-align: center;">Budgeted Expenditures</p> <p>Parent Appreciation and Materials \$13,000 (5822, 4510)</p> <p><i>LCFF-base</i></p>

These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events.			
Parent Outreach E-2. RSA provides many opportunities throughout the school year for parents <u>to</u> interact with RSA staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Parent Outreach \$7,800 (1101) LCFF-base
Office Manager E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$75,900 OM Compensation (2401) LCFF-base

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Percentage of parents attending an average of at least one school event per month: baseline + 1% 2. Parent satisfaction: 78% 3. Number of community meetings each year: at least 5 meetings 4. Number of parent conferences: at least 3
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent involvement E-1. Community Events: RSA hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RSA invests in parent appreciation items and provides a materials budget. Parent Volunteer Opportunities: Rocketship Alma parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RSA teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Parent Appreciation and Materials \$12,800 (5822, 4510) LCFF-Base

assistance, and assisting in special school events.			
Parent Outreach E-2. RSA provides many opportunities throughout the school year for parents interact with RSA staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education.	School wide	<input checked="" type="checkbox"/> ALL	Parent Outreach \$7,900 (1101) LCFF-Base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Office Manager E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community.	School wide	<input checked="" type="checkbox"/> ALL	\$76,700 OM Compensation (2401) LCFF-Base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Percentage of parents attending an average of at least one school event per month: baseline +2% 2. Parent satisfaction: 80% 3. Number of community meetings each year: at least 5 meetings 4. Number of parent conferences: at least 3
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent involvement E-1. Community Events: RSA hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, RSA invests in parent appreciation items and provides a materials budget. Parent Volunteer Opportunities: Rocketship Alma parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RSA teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative	School wide	<input checked="" type="checkbox"/> ALL	Parent Appreciation and Materials \$12,800 (5822, 4510) LCFF-base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

assistance, and assisting in special school events.			
Parent Outreach E-2. RSA provides many opportunities throughout the school year for parents interact with RSA staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child's education.	School wide	<input checked="" type="checkbox"/> ALL	Parent Outreach \$7,900 (1101) LCFF-base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Office Manager E-3. Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community.	School wide	<input checked="" type="checkbox"/> ALL	\$77,400 OM Compensation (2401) LCFF-base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	A. Students have access to Common Core standards aligned curriculum and technology and enroll in courses covering a broad array of content areas taught by appropriately assigned teachers		Related State and/or Local Priorities: 1x 2x 3__ 4__ 5__ 6__ 7x 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Rocketship Alma			
	Applicable Pupil Subgroups: All students			
Expected Annual Measurable Outcomes:	(i) School provides standards-aligned instructional materials with focus on non-fiction and vocabulary study in science (ii) School provides standards-aligned professional development with focus on non-fiction and vocabulary study in science (iii) 100% of full-time teachers have appropriate credentials	Actual Annual Measurable Outcomes:	(i) School did provide standards-aligned instructional materials with focus on science (ii) School did provide standards-aligned professional development with focus on science (iii) 100% of full-time teachers did have appropriate credentials	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
A-1. The Rocketship Alma 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	\$24,003 (Other)	Rocketship Alma continued to implement Common Core-aligned curricula. After implementing new ELA and math curricula last year, RSA used Core Curriculum budget to bolster math curriculum materials, socio-emotional Kimochi materials, and literacy resources. These benefit all students, including EL and special education because of the inclusion	\$16,873 (Other)	

<p>Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Alma operates an inclusion model and therefore this core curriculum will benefit all students including Special Education students.</p> <p>For EL students, Rocketship Alma will provide additional small group instruction in both math and ELA in order to build language acquisition and to pre-teach or preview content.</p> <p>Budget Allocation: Core Curriculum</p>		<p>model run in our schools. Additionally, we are monitoring the state roll-out of Next Generation Science Standards (NGSS) and have aligned our curriculum accordingly. We encompass the three Disciplinary Core Ideas of the NGSS, physical sciences, life sciences, and earth science. We also administer NGSS-aligned unit assessments.</p> <p>We integrate science instruction throughout various mediums so that skills that can be applied to subject matter at any time (i.e. recording observations, reading maps, using timelines). By teaching these core subjects in various modalities, we're helping all students, including special education and English Learners master the concepts via the method they respond to best.</p> <p>Our spending for core curriculum was under budget because of investment in this area last year.</p>	
<p>Scope of service:</p>	<p>School-wide</p>	<p>Scope of service:</p>	<p>School-wide</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>A-2. To ensure that our students are ready for success on the CAASPP, Rocketship Alma transitioned to computer based, Common Core aligned benchmark assessments. Consistent with our model of data driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards. All students will use these assessments, with appropriate modifications and accommodations provided to qualifying students.</p> <p>Budget Allocation: Assessment Software & Materials</p>	<p>\$11,052 (Other)</p>	<p>Rocketship continued to prioritize student readiness on state assessments. Our students took regular computer-based benchmark assessments to both gauge their progress and allow them to become comfortable with online assessments. Using computer-based assessments also allowed for teachers and school leaders to quickly gather and analyze student progress, enabling them to modify instructional practices to better suit student needs. We also invested in UChicago STEP assessments to help gauge student literacy progress.</p>	<p>\$11,052 (other)</p>
<p>Scope of service:</p>	<p>School-wide</p>	<p>Scope of service:</p>	<p>School-wide</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

__Other Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
<p>A-3. Rocketship Alma students will be provided access to a broad array of content areas. Science and Social Studies instruction will be embedded in either Humanities or Math instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units. These thematic units provide an anchor for EL students, rooting math and ELA skills in common content. This approach has been shown to build vocabulary and schema among EL students. In accordance with the ELL framework and CCSS, these thematic units will also provide research opportunities to students to perform receptive tasks such as reading research, analytical tasks such as synthesizing sources and productive language functions such as presenting their findings. While all students will benefit from these units, EL students will receive additional support, such as previewing vocabulary and extra preparation for oral presentations, as needed. Students will have access to Physical Education and the Arts through an Enrichment block, as well as adaptive online curriculum and tutoring during their time in the Learning Lab.</p> <p>All Rocketship Alma teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science classrooms.</p> <p>Budget Allocation: Certification Costs</p>		\$24,060 (Other)	<p>RSA continued to use the instructional programs implemented last year. Students were exposed to science and social studies themes in their Humanities and Math instruction, through which instructional practices were honed using the Understanding by Design framework. Students had the ability to experience “hands on” science through gardening enrichment.</p> <p>As of April 2016, 100% of Rocketship Alma teachers were highly-qualified.</p> <p>Certification costs were lower than the budgeted amount. This is because more incoming teachers came to RSA with clear credentials. Therefore, RSA did not need to spend the full amount allocated for certification costs.</p>		\$8,274 (Other)
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>A-4. Increase classroom libraries that align to Common Core Rocketship Alma 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. Additionally, we will invest in culturally relevant literature to ensure</p>		\$24,396 (LCFF-S)	<p>Rocketship Alma made significant investment in classroom libraries. These libraries are CCSS-aligned. A major portion of this investment is in Perfection Learning books, which are innovative literature programs for teaching critical thinking skills while incorporating CCSS standards. These books include fiction and nonfiction, print, hybrid print-digital programs and cover both humanities and math subjects. As noted in our plan, expanded libraries enabled us to loan out books so that Rocketeers can practice reading at home.</p>		\$23,718 (LCFF-S)

<p>our libraries are both accessible and engaging to students of all backgrounds and at all reading levels. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home.</p> <p>Budget Allocation: Classroom Libraries</p>			
<p>Scope of service: School-wide</p>		<p>Scope of service: School-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>A-5. Increase instructional supplies that assist in the instruction of Common Core Rocketship Alma has invested in Common Core aligned materials for Math and ELA. With our Math curricula we will focus on teaching math reasoning and logical thinking as well as emphasizing visual learning as a way to help students deeply understand the conceptual underpinnings behind mathematical algorithms. Our ELA curricula will support a deeper focus on the three main genres of narrative, opinion and informational reading and writing while also providing a clear K-5 continuum for craft, language skills, and genre study. All students, including those with an IEP, will access this ELA and math curriculum, with general education and Special Education staff providing appropriate modifications and accommodations to enable students to access this content. Students now need access to additional instructional supplies, such as workbooks, manipulatives and more to complement this existing curriculum and enrich their learning experience.</p> <p>Budget Allocation: Instructional Supplies</p>	<p>\$26,890 (LCFF-S)</p>	<p>As noted above, RSA continue to invest in CCSS-aligned curriculum. In addition to this curriculum, RSA invested in additional supplies to support this learning, including math manipulatives to support student mastery of content from a concrete to a pictorial to a conceptual understanding of mathematics.</p>	<p>\$33,158 (LCFF-S)</p>
<p>Scope of service: School-wide</p>		<p>Scope of service: School-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p>		<p>OR:</p>	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
A-6. Increase technology support In order to better leverage technology to address the Common Core and technical skills required in the writing and speaking & listening portions of the new standards, Rocketship Alma will be increasing the number of computers in the classroom. In Humanities, this integration will focus heavily on the Common Core writing, research and communication standards. In math/science, this integration will focus on fact fluency, mathematical reasoning and justification and problem-solving. Budget Allocation: Student Computer Equipment		\$41,763 (LCFF-S)	Rocketship Alma purchased computers to replace broken devices and purchased new Chromebooks for use in the classroom. These Chromebooks are used in a variety of ways including highly-personalized center activities powered by ST Math, iReady, MyON and other programs. They are also used for whole class activities such as publishing writing pieces, conducting research and participating in the Hour of Code campaign.		\$40,756 (LCFF-S)
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
A-7. In addition to increasing student computer equipment, RSA will be making an investment in support to ensure that the technology is working smoothly for students. Budget Allocation: Technology Support		\$29,700 (other)	With the full transition to online CAASPP, RSA invested significantly in technology consultants to ensure that our systems could handle the increased load of students simultaneously taking online assessments. Additionally, technology consultants are able to help troubleshoot other technical issues for both hardware (Chromebooks) and software.		\$28,378 (other)
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
A-8. Professional Development Fund Rocketship Alma has a number of veteran Rocketship teachers who		\$15,000 (Supplemental Funding)	Rocketship Alma offered teachers the opportunity to engage in professional development activities outside the scope of what the school provides. All of our students benefit from this, with our special education		\$7,921 (Supplemental Funding)

<p>express a strong desire to continue honing their craft and developing as professionals. RSA will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship where their development is made a priority. With eligible topics including Spanish language study, teaching in an inclusion model, and the Teachers College Reading And Writing Institute, students are sure to benefit from this additional training their teachers will have received.</p> <p>Budget Allocation: PD Fund</p>		<p>population specifically benefiting from inclusion PD. We were significantly under budget for PD Fund. As a result, we will make an extra effort this coming year to help staff find appropriate professional development activities and help them utilize this resource.</p>	
<p>Scope of service:</p>	<p>School-wide</p>	<p>Scope of service:</p>	<p>School-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>With significant changes to state educational practices over the past few years, including Common Core and online Smarter Balanced assessments, RSA school leaders and staff have made major investments to prepare our Rocketeers for success. This has included transitioning to all CCSS-aligned Online Learning Program Suite, purchasing CCSS-aligned instructional materials and adding additional SBAC interim assessments and we have met each of our metrics for this goal. We have added quarterly cumulative assessments aligned to the network scope & sequence map and CCSS to drive instruction, and daily formative assessment resources, and resources for re-assessment after re-teaching to know when our students have mastered a subject and when they are still struggling. While our students have made progress and perform well when compared to their peers, we see a lot of room for growth.</p> <p>We will achieve this through a continued investment in our Personalized Learning program, which includes use of adaptive online learning programs and small group tutoring to supplement our regular classroom instruction. Because personalized learning occurs across all subjects, students receive the targeted help they need in the subject they need it. Personalized learning not only benefits students who are struggling, but our students who are performing above grade level, and increasing personalized learning was the second highest priority for parents. Increasing Chromebooks access was the second highest priority for teachers and staff, so we will make sure that the full Chromebooks budget is utilized next year. The SSC prioritized this highly as well, and an additional \$15,000 for Chromebooks has been added to the budget. This is particularly for technology in the classroom in addition to the Learning Labs. Additionally, our math instruction will include regular inclusion of math performance tasks in instructional scope & sequence maps, as well as network-aligned unit assessments at the end of every unit.</p> <p>To help our English Learners, we will continue to invest in Project GLAD for all new teachers. This year we added more professional development for literacy teachers to help them throughout the year with integrating EL instruction into their everyday classroom model. We have seen success with this and will continue this investment next year. We have also budgeted funds to continue to provide additional</p>		

supports to our special education students because our staff cites increasing investment in Special Education as its third highest priority.

Original GOAL from prior year LCAP:	B. School environment will be safe and welcoming for all students	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Rocketship Alma	Applicable Pupil Subgroups: All students
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Expected Annual Measurable Outcomes:	Suspension Rate: Rate below norm for schools with similar populations Expulsion rate: <1% Parents believe school is a safe place for their children: 88% 3rd-5th grade students believe school is a safe environment to learn: 92%	Actual Annual Measurable Outcomes:	(i) 0.4% (compared to local rate of 1.8%) (ii) 0% (iii) 81% (iv) 63%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>B-1. Rocketship Alma works to establish a safe school environment through the use of a Positive Behavior Interventions and Supports (PBIS) system. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. RSA has implemented Tier I and Tier II behavioral supports and will expand to Tier III behavioral services to mirror our three tiers of academic supports. While all students benefit from PBIS, students with behavioral needs or those with behavior support plans, particularly benefit from a positive behavior system.</p> <p>Budget Allocation: RTI Curriculum</p>	\$1,800 (Other)	<p>Our schools are continuing to work to implement all components of the PBIS framework consistently and with fidelity. This year we have made significant progress in several domains. First, RSA's PBIS team has worked to increase behavior incident documentation in order to make data-based decisions when thinking through school initiatives, incentives, and consequences. Second, and as a result of the first, our team is now able to identify priority areas and common problem behaviors. Teachers have been relying on this data to plan out strategic, skill-based social-emotional learning objectives that align to the needs of their students and classes.</p>	\$4,115 (Other)
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>B-2. We ensure that school facilities are in good repair through annual inspections aligned with state Office of Public School Construction Facilities Inspection tool. We invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff. Budget Allocation: Building Repairs</p>		\$71,700 (Supplemental Funding)	<p>Over the course of the 2015-16 school year, RSA dedicated funds to building maintenance and repair. As the building ages, we recognize the importance of budgeting for preventative maintenance. Repairs needed this year included general upkeep in classrooms.</p> <p>In additional, RSA spent \$78,431 on Capital Improvements. These improvements included installed Controlled Access as a result of parent and staff safety concerns. We also installed shade structures outside for Rocketeers to use during lunch and enrichment and painted corridor walls.</p>		<p>\$66,054 (building repairs) (Supplemental Funding)</p> <p>\$78,431 (capital improvements) (Supplemental Funding)</p>
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>B-3. Increase support staff (arrival, dismissal, hourly) In order to continue to strengthen our systems and operations we have decided to invest in additional staff to support daily transition points such as arrival, dismissal, lunch and recess. These transitions represent a significant percentage of behavior issues on campus. By increasing support staff during these transitions, the school will ensure that students are provided with a safe and welcoming environment throughout the day. Students with behavior support needs will benefit from calmer and quieter transitions and additional supervision during this time will enable staff to quickly deescalate any outbursts that occur during this time. Budget Allocation: Support Staff Salaries</p>		\$152,414 (Supplemental Funding)	<p>Additional support staff have been a critical investment at RSA, providing the necessary staffing for our universal breakfast program, lunch, arrival and dismissal. Support staff are consistently sited by parents and staff as one of the most necessary investments to ensure smooth transitions, especially during lunch, recess, arrival and dismissal. Support staff are posted at strategic locations around the campus to ensure no one gains entry to the school without an appropriate pass, that all student walkers are accompanied by an adult, and that all cars obey the arrival and dismissal procedures, thereby ensuring greater safety for our students. They also provide a consistent and friendly presence for students and parents during these key interactions.</p> <p>We were under budget with our support staff expenditures because staff were used more efficiently.</p>		\$146,652 (Supplemental Funding)
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
B-4. Rocketship Alma employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. This position is critical to meeting RSA’s and the state’s goals for student safety. Budget Allocation: Business Operations Manager	\$101,992 (Supplemental Funding)	The Business Operations Manager has been a critical role for improving daily operations on RSA’s campus. One of the BOMs main responsibilities is managing support staff and, as mentioned above, we increased support staff hours this year in response to parent and staff concerns about high transition times.	\$100,036 (Supplemental Funding)
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>RSA did not meet targets for student and parent feelings toward safety at the school. Part of the reason for this drop could be attributed to new methodology for surveying (distribution of a paper survey to more three times as many students), but we are not allowing ourselves to use this as an excuse. Subsequently, one of our biggest areas of investment is student safety. We have seen returns from our investments in school safety. Our students are responding well to PBIS curriculum, and in the coming school year, we plan to push our school core values to the next level by aligning all incentives and consequences to these values, creating normed definitions for each core value, and further building out students’ understanding of each core value, how they can embody it, and why these character skills are important to being successful and happy members of their communities. Social-emotional learning is an ongoing process and we continue to invest in improving our program each year. We also anticipate that this will reduce student disciplinary actions as well. Another investment in safety will be crossguard training. We are allocating \$25,000 for a support staff member to become a trained crossguard and then funds for this person’s salary. In addition to safety, we hope this also helps maintain or improve our ADA. Principal Martinez specifically cited this investment for her campus.</p> <p>We have additional capital improvements budget for RSA, as well and will work with parents and school staff to determine the best use of these funds. With an aging campus, we recognize the importance of staying on top of regular maintenance, as well as occasional large projects to not only increase the campus aesthetic but also address safety concerns as well. This summer, a shade structure will be installed.</p> <p>Finally, due to the benefits of investing in staff to support school operations (the BOM and support staff), we will continue investments in these areas next year. These staff are dedicated to ensuring RSA runs smoothly and we will look to further increase their effectiveness and look to improve the roles based on parent and staff feedback.</p>
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Original GOAL from prior year LCAP:	C. Improve proficiency in key content areas, overall and for key subgroups (ELA, Math and Science for ELs, SPED and SED students)	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Rocketship Alma	Applicable Pupil Subgroups: All students
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Expected Annual Measurable Outcomes:		CY - 2015-16			Actual Annual Measurable Outcomes:	Results unavailable
		ELA	M	S		
	CAASPP Overall	43	48	49		
	CAASPP EL	25	32	19		
	CAASPP SPED	9	32	1		
	CAASPP SED	39	43	44		

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>C-1. As described in support of Goal A above, Rocketship Alma’s instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RSA’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Alma operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. In addition, our adaptive Online Learning Programs are able to adapt to each student’s level, ensuring that all aspects of our instructional program</p>	\$51,050 (other)	<p>Rocketship Alma used a variety of curricula, both print and digital. New copies of Leveled Libraries were purchased for the Learning Labs, increasing each student’s opportunity to read grade and proficiency-specific materials.</p> <p>RSA utilizes a suite of OLPs to reach students at every level and cover topics in math, literacy and typing. Math OLPs include ST Math, Dreambox and iReady. Our literacy OLPs are Lexia, myON, and iReady. We use Typing Club to teach student typing. The expenditures in this category were used to purchase licenses for the school year. All curriculum purchases are Common Core-aligned.</p>	\$54,254 (other)

are appropriately differentiated for our Special Education students.				
Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs				
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
C-2. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the Rtl tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings. Budget Allocation: Staff Training (GLAD)		\$5,000 (Title III)	RSA continues to partner with Project GLAD to ensure all teachers are trained on the GLAD strategies for ELD instruction and are familiar with the new ELD framework developed by the CDE. These practices are embedded in all parts of instruction so that EL RSA students always engage in appropriate and accessible instruction. GLAD training costs are dependent upon the number of new teachers who need to be trained. Alma had several new teachers who had to attend GLAD training this year, driving up the cost.	\$13,975 Title III
Scope of service:	School-wide		Scope of service:	School-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>C-3. Maintain Class Size Reduction</p> <p>Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings.</p> <p>Budgetary Impact: Maintain Class Size Reduction</p>		<p>\$246,921 (Supplemental Funding)</p>	<p>In 2014-15, RSA reduced class sizes by an average of 2 students per class by admitting fewer new students and by refraining from backfilling departures in the upper grades. In 2015-16, we were committed to maintaining these reductions. We continue to see more personalized attention for students, more targeted small group groupings and less congestion during peak events such as the morning launch ritual, hallway transitions, lunch, recess and enrichment. Parents appreciate the smaller class sizes as well and show interest in maintaining these reductions. Our budgetary impact of reducing class size was much lower than anticipated. Our creative use of staffing helped to minimize the financial implications of smaller average classes while providing students with that increased attention. We have adjusted our budget for next year in accordance with what we saw this year.</p>	<p>\$62,049 (Supplemental Funding)</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>School-wide</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>School-wide</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Our Personalized Learning model is the cornerstone of Rocketship Alma’s educational program, but as technology and research on effective practices grows, RSA is committed to adapting our programs. Now that the CCSS-transition is complete and teachers are comfortable with the curriculum, we are looking forward to investing more resources in innovating our personalized learning model next year, which includes modifying our OLP suite as necessary.</p> <p>Rocketship continues to see great benefits from our partnership with Project GLAD for ELD training for teachers. Our teachers regularly cite this as highly influential to their daily practices in the classroom and their growth as professionals. We will continue to invest in GLAD training for new staff and invest our time in deepening our understanding of the ELD framework. Since we have seen through CAASPP results that despite performing well against their California peers, our EL students still lag behind their non-EL counterparts. We have budgeted additional funds for ongoing PD targeted at Literacy teachers.</p> <p>LCFF funding as allowed us to maintain class-size reductions first implemented three years ago. Over this period, the school environment is less congested and staff are better able to address problems with fewer students. Our teachers similarly note that they are better able to reach all students in their classes and have had fewer classroom disruptions since class size reductions took effect. Most grades at RSA are below the 28:1 class-size target. Keeping classes small is the top priority for staff and parents. Both parents and staff also feel that increasing funds for ISE programming is a high priority as well, and ranked it third.</p>		

Original GOAL from prior year LCAP:	D. Build teacher capacity to support timely reclassification.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	Rocketship Alma			
Expected Annual Measurable Outcomes:	(i) Reclassification rate: 7.8% (ii) Annual progress on CELDT (AMA0 1): 79.2%		Actual Annual Measurable Outcomes:	Results unavailable	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
<p>D-1. As described in support of Goal A above, Rocketship Alma’s instructional model will be grounded in research based, Common Core aligned curriculum. It is through the combination of these standards and curriculum with key instructional strategies that we will move all of our students towards proficiency in key content areas. As described in section 1, RSA’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. All students, including our Special Education students, access and benefit from this instructional model as Rocketship Alma operates an inclusion model. In particular, our Special Education students benefits from our RtI model in which they receive additional Tier II and Tier III tutoring from the general education, special education, Learning Lab and paraprofessional staff. In addition, our adaptive Online Learning Programs are able to adapt to each student’s level, ensuring that all aspects of our instructional program are appropriately differentiated for our Special Education students.</p> <p>Budget Allocation: Core Curriculum, Leveled Libraries, Online Learning Programs, Response to Intervention</p>		See C-1	<p>Rocketship Alma used a variety of curricula, both print and digital. New copies of Leveled Libraries were purchased for the Learning Labs, increasing each student’s opportunity to read grade and proficiency-specific materials.</p> <p>RSA utilizes a suite of OLPs to reach students at every level and cover topics in math, literacy and typing. Math OLPs include ST Math, Dreambox and iReady. Our literacy OLPs are Lexia, myON, and iReady. We use Typing Club to teach student typing. The expenditures in this category were used to purchase licenses for the school year. All curriculum purchases are Common Core-aligned.</p>		See C-1
Scope of	School-wide		Scope of	School-wide	

service:			service:		
__ALL			__ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<p>D-2. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the CELDT Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students. Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the RtI tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings.</p> <p>In addition to our core instructional strategies, we employ a number of essential actions in unique service of our EL students. Many of these actions, such as the GLAD professional development, are specifically designed to ensure EL students attain English proficiency and meet the same challenging content as other students.</p> <p>Budget Allocation: Staff Training (GLAD)</p>		See C-2	<p>RSA continues to partner with Project GLAD to ensure all teachers are trained on the GLAD strategies for ELD instruction and are familiar with the new ELD framework developed by the CDE. These practices are embedded in all parts of instruction so that EL RSA students always engage in appropriate and accessible instruction.</p> <p>GLAD training costs are dependent upon the number of new teachers who need to be trained. Alma had several new teachers who had to attend GLAD training this year, driving up the cost.</p>		See C-2
Scope of service:	School-wide		Scope of service:	School-wide	
__ALL			__ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners			OR: __Low Income pupils __English Learners		

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
D-3. Maintain Class Size Reduction Teachers are the most critical ingredient for success at Rocketship. Students receive personalized instruction through targeted small group instruction and effective whole group instruction led by highly qualified teachers. In order to deepen the impact of our teachers and further personalize instruction, we will be maintaining class size reductions originally initiated in the 2014-15 school year. This class size reduction enables teachers to pull even smaller groups for small group instruction. The reduction will also be particularly beneficial for our Special Education and English Learner populations who will have more frequent access small group instruction and will learn in even smaller, more targeted group settings. Budgetary Impact: Maintain Class Size Reduction		See C-3	In 2014-15, RSA reduced class sizes by an average of 2 students per class by admitting fewer new students and by refraining from backfilling departures in the upper grades. In 2015-16, we were committed to maintaining these reductions. We continue to see more personalized attention for students, more targeted small group groupings and less congestion during peak events such as the morning launch ritual, hallway transitions, lunch, recess and enrichment. Parents appreciate the smaller class sizes as well and show interest in maintaining these reductions. Our budgetary impact of reducing class size was much lower than anticipated. Our creative use of staffing helped to minimize the financial implications of smaller average classes while providing students with that increased attention. We have adjusted our budget for next year in accordance with what we saw this year.		See C-3
Scope of service:	School-wide		Scope of service:	School-wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Our Personalized Learning model is the cornerstone of Rocketship Alma’s educational program, but as technology and research on effective practices grows, RSA is committed to adapting our programs. Now that the CCSS-transition is complete and teachers are comfortable with the curriculum, we are looking forward to investing more resources in innovating our personalized learning model next year, which includes modifying our OLP suite as necessary. These investments particularly benefit our ELs by being able to offer them material at their level of English proficiency. The interventionist position was able to help our EL and Special Ed students in particular. Rocketship continues to see great benefits from our partnership with Project GLAD for ELD training for teachers. Our teachers regularly cite this as highly influential to their daily practices in the classroom and their growth as professionals. We will continue to invest in GLAD training for new staff and invest our time in deepening our understanding of the ELD framework. Since we have seen through CAASPP results that despite performing well against their California peers, our EL students still lag behind their non-EL counterparts. We have budgeted additional funds for ongoing PD targeted at Literacy teachers. LCFF funding as allowed us to maintain class-size reductions first implemented three years ago. Over this period, the school environment is less congested and staff are better able to address problems with fewer students. Our teachers similarly note that they are better able to reach all students in their classes and have had fewer classroom disruptions since class size reductions took effect. Most grades at RSA are			

below the 28:1 class-size target. Keeping classes small is the top priority for staff and parents. Both parents and staff also feel that increasing funds for ISE programming is a high priority as well, and ranked it third. Our ELs particularly benefit from reduced class sizes because they have more personal attention from both their classroom teachers and during any small-group tutoring they may receive in the Learning Lab.

Original GOAL from prior year LCAP:	E. Parents and children are engaged and committed to their education	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Rocketship Alma	Applicable Pupil Subgroups: All students
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Expected Annual Measurable Outcomes:	Frequency of Parent-teacher conferences: at least 3x/year Frequency of community meetings: at least 5 meetings/year Parents are satisfied with the relationship with their child's teachers: 74% School ADA: >95% % of Chronic absenteeism (missing 18+ days of school): 10.0%	Actual Annual Measurable Outcomes:	Frequency of Parent-teacher conferences: at least 3x/year: 3 conferences Frequency of community meetings: at least 5 meetings/year: 12 meetings Parents are satisfied with the relationship with their child's teachers: 88% School ADA: 95.1% % of Chronic absenteeism (missing 18+ days of school): 13.48%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
E-1. Parent involvement is critical to the academic success of Rocketship Alma students and the overall success of RSA. Rocketship Alma already has key strategies of parent engagement including: <ul style="list-style-type: none"> • Parent leaders. These individuals will help lead various activities at school as well as be key liaisons within the community • 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 Rocketship Alma. • Parent volunteers. Rocketship Alma parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RSA teachers and staff with various school operations. These activities will vary widely but will include classroom 	\$23,039 (LCFF-S)	Parent engagement is one of the cornerstones of Rocketship Alma educational plan. RSA provides frequent opportunities for parents to engage with school staff. In 2015-16, RSA has hosted/schedule to host 12 community meetings and parent coffees, averaging over one opportunity per month for parents to interact with Principal Martinez and other key staff. Additionally, RSA teachers initiated their own teacher cafecitos this year. RSA encourages frequent connection of families to staff, families to each other, and the school community to the greater neighborhood community. Parents frequently lead these efforts along with school staff, thereby building their own skills as community leaders.	\$25,824 (LCFF-S)

<p>assistance, translating documents, administrative assistance, and assisting in special school events.</p> <p>Having families deeply engaged in a school community benefits all students. For our Special Education students, this deep connection and frequent contact enables school staff to better align services, respond to students' changing needs and support families to provide instructional and behavioral coaching at home</p> <p>Budget Allocation: Parent Appreciation & Materials</p>			
<p>Scope of service: School-wide</p>		<p>Scope of service: School-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>E-2. Enrichment Coordinators</p> <p>Enrichment is a critical component of a students' education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our Special Education students, this can be an especially motivating and engaging portion of their day.</p> <p>Budget Allocation: Enrichment Coordinators</p>	<p>\$129,171</p> <p>(Supplemental Funding)</p>	<p>Rocketship Alma offered Spanish, drama and physical education enrichment options. Students and parents report high satisfaction with these offerings. RSA had been offering art instead of drama, but after receiving a lot of parent feedback requesting drama, switched. Principal Martinez noted that students are developing important life skills of being able to creatively express themselves and present in front of a large group and is happy with the switch.</p>	<p>\$125,904</p> <p>(Supplemental Funding)</p>
<p>Scope of service: School-wide</p>		<p>Scope of service: School-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

E-3. Increase Field Trip Budget 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. Budget Allocation: Field Trips		\$33,000 (other)	RSA students were able to go on many field trips due to the investment in this area. Field trips allow students to apply concepts learned in class to the real world, as well as expanding both the content and geographic area to which our students are exposed. The cornerstone of our field trip program is fourth and fifth grade overnight trips. Our fourth graders attend Vida Verde for an overnight science trip. Our fifth graders take part in a week long science camp at Yosemite. For many of our students, this trip is often the first time they spend significant time away from their homes, preparing them for middle school the following year. Our younger students went to Levi's Stadium, the Pumpkin Patch and Monterey Aquarium.	\$30,065 (other)
Scope of service: School-wide			Scope of service: School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
E-4. Office Manager Rocketship's Office Managers are the face of the school to students and families. Office Managers oversee much of the communication that goes directly to families and coordinate many parent engagement efforts, including parent volunteerism and community events. Office Managers are critical to our efforts to engage families in their children's learning and the school community. Budget Allocation: Office Manager		\$77,104 (Supplemental Funding)	The Office Manager is often the face of RSA. The first contact when entering the office, the OM has many roles and maintaining funding for this position is crucial to the success of the school. In addition to coordinating enrollment and parent engagement, our OMs have added responsibility this year for coordinating Immigrant family supports. Further, as controlled access was installed, all Visitors must go through the OM, increasing the importance of this role for keeping the campus safe as well.	\$72,276 (Supplemental Funding)
Scope of service: School-wide			Scope of service: School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>RSA met each of its Goal E targets with the exception of chronic absenteeism. We are working with parents to get to the root causes of absences with the hopes of eliminating some of these to make it easier for Rocketeers to get to school. We are confident that crossing guard training will not only improve safety but attendance rates as well.</p> <p>Rocketship Alma increased the formal role of parent engagement this year. While always promoting active participation by parents in their child’s education, this year RSA added new responsibilities to the School Site Council. The SSC met four times, and for the first time ever, provided a formal recommendation to Rocketship for how LCFF supplemental funds should be used. Parents have been excited by these changes and feel more empowered not only in their child’s education, but the public education system as a whole.</p> <p>Our parents, staff and school site council see the value in field trips, particularly in order to keep students engaged. Increasing the field trip budget is one of the highest priorities for the SSC, and we will allocate an additional \$10,000 for field trip budget next year.</p>
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Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>677,272</u>
Rocketship Alma is located in San Jose Unified School District where the enrollment of unduplicated pupils is under 55% and does not qualify for	

Concentration funding. RSA is expected to have an unduplicated pupil population of 92.7%. RSA's estimated supplemental grant for 2016-17 is expected to be \$677,272. Rocketship Alma plans to expend these funds on maintaining personalized learning, maintaining class size reduction, investing in classroom libraries, increased support staff, a business operations manager, facility repairs, professional development, data-driven instruction, enrichment and field trips.

The majority of the school's population is low income, where many of these school-wide initiatives will be a great benefit to these low income students. The use of supplemental funds, while school-wide initiatives, are particularly beneficial for Rocketship Alma's unduplicated population as follows:

- **Personalized Learning.** Rocketship Alma's instructional model is built on the foundation of personalization. Our unduplicated students, in particular, benefit from our investments in the Learning Labs and RtI curriculum because our model ensures each student is receiving daily instruction specific to his or her needs. Through our suite of Online Learning Programs and Leveled Libraries, each student is exposed to material at his or her level each day. Investments in Chromebooks and related materials with our LCFF funds are used to maintain our Learning Labs and creating a positive academic environment for all students, particularly our unduplicated students who are most at-risk of failing.
- **Class size reduction.** Rocketship Alma's instructional model is built on the foundation of personalization. We believe that targeted small group instruction and 1:1 tutoring are the most effective ways to ensure that all students are moving towards proficiency. For our unduplicated population, and particularly our EL students and Special Education students, targeted small group instruction ensures that a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. In addition, during small group guided reading time, staff will provide an EL center, which will be focused on specific language activities (picture cards, writing, vocabulary development, etc.) that are targeted to specific categories of students based on level of progress. By reducing class size, we will ensure that our unduplicated population receive even smaller group instruction and increased attention from their highly-qualified teacher.
- **Increased support staff.** We know that our unduplicated population, and particularly our socio-economically disadvantaged students, can benefit from a high level of engagement with positive adult relationships throughout their school day. This investment in additional support staff will ensure that during critical transition points such as arrival, dismissal, lunch and recess, our unduplicated population is supported by adults who are ensuring they are provided with a safe and welcoming environment throughout the day.

- **Teacher professional development.** All students benefit from highly trained and highly motivated teachers. RSA invests heavily in teacher professional development through over 200 hours during the school year that are devoted to PD through Thursday minimum days. All students, including unduplicated students, benefit from this investment. Further, these professional development opportunities are geared towards content most relevant to our unduplicated population, including Spanish language immersion, teaching in a special education inclusion model, and advanced EL instruction. The costs for this additional PD time is covered by supplemental funds.
- **Data-driven instruction.** Because of the importance of data to our RtI model, RSA will be a data-driven school. Students are assessed using CAASSP, NWEA MAP, STEP and CELDT. Staff are trained on how to interpret test data, and are engaged in critical analysis of the data quarterly during data days. This helps teachers determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of students. Our focus on continual assessment and modification of instructional practices helps our EL and special education students in particular as their needs are addressed quickly and with data-backed reasoning.
- **Enrichment coordinators.** Enrichment is a critical component of our unduplicated students' education. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, and various other enrichment activities that our unduplicated students may not otherwise be able to access. The Coordinators play a critical role in strengthening school culture. RSA will bring in outside consultants, such as gardening, to teach students skills beyond the areas of expertise of the Enrichment Center Coordinators.
- **Field trips.** Field trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken will be 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. Importantly, field trips provide real-life experiences that our unduplicated students may not otherwise experience, enriching their education and creating engaging learning opportunities. Our fifth grade students will attend a week-long camp near Yosemite National Park, exposing many of our unduplicated students to nature for the first time.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

17	%
<p>Alma’s supplemental grant expenditures in 2015-16 is expected to be \$608,028. The estimated supplemental grant funding for RSA in 2016-17 is estimated to be \$677,272 which is a 11.4% increase from this year or \$69,244 in additional funding for our unduplicated pupils. Services for unduplicated students must increase by 17%.</p> <p>Maintaining class size reduction and staffing investments are the primary contributors in increased services as a result of increased funding. Since 2013-14, we have enjoyed an average class size of two fewer students as a result of LCFF funding. We intend to maintain this 28:1 ratio as funding allows. RSA’s instructional model is built on the foundation of personalization. We believe that targeted small group instruction and 1:1 tutoring are the most effective ways to ensure that all students are moving towards proficiency. For our unduplicated population, and particularly our EL students, targeted small group instruction ensures that a student is able to receive specific language instruction and they are able to further develop their language proficiency through re-tells, explicit vocabulary lessons, and a small group focus on letters, word patterns, spelling, blends, sounds, etc. Our investment in personalized learning, through our Learning Labs, which include adaptive online learning programs, technology and leveled libraries, makes state-of-the-art instructional tools available to our students who need it most. In addition, during small group guided reading time, staff will provide an EL center, which will be focused on specific language activities (picture cards, writing, vocabulary development, etc.) that are targeted to specific categories of students based on level of progress. By reducing class size, we will ensure that our unduplicated population receives even smaller group instruction and increased attention from their highly qualified teacher. The commitment to data-driven instruction at RSA, through continual assessment and teacher data training, ensures that our efforts in the Learning Lab and small group instruction are effective. By collecting and analyzing data, we are able to determine in which areas our students are excelling and in which areas they need additional help. Additionally, RSA will invest in our enrichment center coordinators, support staff, to ensure greater oversight of student activities, leading to a safer and more welcoming environment for all students. In addition, students will have access to greater selection of enrichment offerings. Our investments in classroom libraries, instructional supplies, student computers, and field trips are of particular benefit to our unduplicated students, as they would typically not be able to access such materials or experiences on their own. Many of our unduplicated students do not have access to robust home libraries or home computers so these additional investments</p>	

provide students with services they would otherwise not access.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]