Rocketship Vallejo Elementary School

ROCKETSHIP
PUBLIC SCHOOLS

Petition for the Establishment of a Charter School

Submitted to the Solano County Office of Education
July 9, 2018

Superintendent Lisette Estrella-Henderson
Solano County Office of Education
5100 Business Center Drive
Fairfield, CA 94534

July 9, 2018

Re: Rocketship Public Schools Letter of Intent to Submit Petition for Charter School

Dear Superintendent Estrella-Henderson,

In accordance with the process for filing an appeal for the non-approval of a charter petition with the Solano County Office of Education, I am hereby submitting the following information for your review and consideration.

Name of proposed school:	Rocketship Vallejo Elementary School
Lead Petitioner:	Marie Issa Gil, MPA
Full mailing address:	2815 Mitchell Drive, Suite 103, Walnut Creek, CA
Daytime telephone number:	707-312-0752
Email address:	mgil@rsed.org

Dates requested for subsequent hearings:
- August 8, 2018- Meeting of the Board: Public Hearing
- September 5, 2018- Meeting of the Board: Decision Hearing and Vote

Proposed date of opening: August 2020

Proposed location of school: Vallejo, CA

Do you plan to request Proposition 39 facilities? No

Names and Background Information about Charter School Board Founders, and/or Lead Petitioners:

As Regional Director for Rocketship Public Schools in the San Francisco Bay Area, Marie Issa Gil is responsible for the vision, planning, growth, and development of Rocketship's network of twelve high-quality, elementary charter schools in the South Bay and East Bay area regions of northern California.

Marie has been coalition building through a diverse community of collaborative partnerships with public, private and nonprofit organizations to create systems of impact for children and families throughout California. She is a fervent advocate for English language learners and children with special needs, serving as an instrumental leader to create and expand community-based programs for early childhood education and inspiring charter school parents to find their collective voice and advocate for social justice and civil rights. Marie has a varied background in public service, political organizing and nonprofit administration and has dedicated her life to working to advance opportunities for people of color. Her work has been pivotal in bridging the gap between the people and public institutions including health and human service agencies, educational systems, law enforcement and legal justice agencies. Marie is a first generation Mexican-American who grew up in the Bay Area before moving back to Mexico in her teen years to study in Guadalajara, Jalisco.

Marie earned both a Bachelor's degree and a Masters of Public Administration from the University of San Francisco and has dedicated her career to define a better future for marginalized groups in her community. As a charter school mom and parent of a child with special needs, Marie has experienced first-hand the power of parent-lead advocacy and the opportunities for excellent schools of choice for all children. Marie is passionate about time spent cooking multi-ethnic foods for her family, serving in church ministries, and learning side-by-side with Rocketship parents and community volunteers.

Build Out Plan
Year One: 417 students in grades TK through 4: 19 teachers; and 32 total staff.
Year Two: 534 students in grades TK through 5: 27 teachers; and 41 total staff.
Year Three: 600 students in grades TK through 5: 28 teachers; and 43 total staff.
Year Four: 600 students in grades TK through 5: 28 teachers; and 43 total staff.
Year Five: 600 students in grades TK through 5: 28 teachers; and 43 total staff.

Grade levels to be served at full capacity: TK-5

Anticipated enrollment at full capacity: 600

I appreciate the opportunity to meet with you today and submit this Letter of Intent. Please do not hesitate to be in touch if you wish to further discuss any of the above.

Sincerely,

Marie Issa Gil

Regional Director

cc: Maya Sethi, General Counsel
  Cheye Calvo, Chief Growth and Community Engagement Officer
  Lynn Liao, Chief Programs Officer
  Keysha Bailey, Chief Financial Officer
  Preston Smith, Chief Executive Officer

ROCKETSHIP

PUBLIC SCHOOLS

July 9, 2018

VIA: ELECTRONIC MAIL AND U.S. MAIL

Superintendent Lisette Estrella-Henderson
Solano County Office of Education
5100 Business Center Drive
Fairfield, California 94534

> Re: *Rocketship Vallejo Charter School Appeal to Vallejo City Unified School*
> *District Non-Approval of Petition*

Dear Superintendent Estrella-Henderson:

Rocketship Public Schools is pleased to submit this petition to appeal the vote from the Vallejo City Unified School District (VCUSD) for the establishment of a charter for Rocketship Vallejo Elementary School (Rocketship Vallejo). The governing board of VCUSD failed to approve the petition on June 20, 2018 and Rocketship Public Schools is hereby electing to submit the petition for the establishment of a charter school to the Solano County Office of Education (SCOE).

Rocketship Public Schools operates 13 elementary schools across the Bay Area . Our mission is to catalyze transformative change in underserved communities through a sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community. Since opening our first school in 2007, Rocketship schools have consistently ranked among the top 10% of all public schools serving a similar student population across the state. Rocketship Education, doing business as Rocketship Public Schools, is a California non-profit public benefit corporation with 501(c)(3) status.

Rocketship's vision is to eliminate the achievement gap in our lifetime. Our schools have a proven track record of serving communities like Vallejo with the excellent public education that all kids deserve. 73% of students in VCUSD are classified as socio-economically disadvantaged (SED) compared to 84% of students across Rocketship's Bay Area schools. While we serve remarkably similar student populations, the differences in student achievement are striking. On the most recent CAASPP (2016-2017), 52% of Rocketship SED students met the state standard in math compared to just 20% of SED students in VCUSD. In English Language Arts (ELA), 42% of Rocketship SED students met the state standard, compared to 23% of SED students in VCUSD. We still have more work ahead to get every student on the college and career ready path, but we are inspired by the

extraordinary progress our teachers, families, and students are making year after year.

In January 2018, parent leaders and community partners started organizing in Solano County to help bring Rocketship Public Schools to Vallejo. After hundreds of conversations with parents, it was readily apparent that families in the City of Vallejo were actively looking for public school alternatives and even seeking out private school options for a high-quality, elementary school education, even if it meant traveling to other areas of the county. On April 20, 2018 parent-led efforts culminated in the filing of a charter petition for Rocketship Vallejo to open in 2020-2021. This petition was signed by the parents of more than 500 students.

On May 16, 2018, the Vallejo City School District held a public hearing on the Rocketship Vallejo petition. The public hearing was placed at the end of the agenda making it very difficult for our families with school-aged children to participate late into the evening. Open Session of the VCUSD Board meeting began at 6:00pm and the Rocketship public hearing did not begin until nearly 3 hours afterwards. Even so, several parents and community members stayed to speak in support of the charter petition. However, during a break in proceedings these parents were told by President Worel that they were not welcome and should reconsider speaking in support. Parents, the majority of whom do not come from positions of power, felt intimidated and so gave their written testimonies to Trustee Kerney-Brown. These parents did not approach the microphone during public comment out of fear, but portions of their testimonies were read to the public by Trustee Kerney-Brown. Despite the intimidation tactics of the Board President, the overflow room was filled with dozens of families who attended the meeting in hopes of having an opportunity to participate in public comment and express their support for the Petition.

As of July 9, 2018, Meeting Minutes of the VCUSD Board meeting on June 20, 2018 were not available to the public. On this date, President Worel opened the public hearing stating: "A yellow [public comment] card must be completed and presented to the recording secretary prior to the beginning of the meeting. The meeting has started so anybody who does not have a card in yet, you cannot turn a card in." This policy excluded our parents and staff - who made arrangements to arrive later based on our position on the agenda - from public comment. Following public comment, the VCUSD Board moved to a vote without any opportunity for a presentation and without asking us a single question about our petition.

Rocketship strongly maintains that our petition complies with all applicable provisions, as well as the intent and spirit, of California's charter school laws and regulations. The petition contains a reasonably comprehensive description of all elements as set forth in Ed Code § 47605(b)(5) and is compliant with all other requirements under Ed Code § 47605(b).

As noted in Rocketship's written response to the District's staff report ("Response"), the Findings of Fact adopted by the District as its reason for denial make several allegations that are patent

misconstructions of California law or our charter petition. Additionally, as described in our Response, some of the Findings of Fact relate to immaterial or nuanced details that could very easily be worked out through a Memorandum of Understanding upon approval of the charter, thus demonstrating a lack of good faith on behalf of the District to fulfill the intent of California's charter law.

Notwithstanding the above issues, the information provided in our Response demonstrates our good faith effort to provide additional evidence to alleviate any of the District's concerns about our educational program.

Enclosed, you will find a complete appeal package consisting of the following items:

1) A complete copy of the charter petition as denied by the District, including all appendices and and a final, clean copy of the revised charter petition with changes necessary to reflect SCOE as the chartering entity.
2) Evidence of the District governing board's action to deny the petition (e.g. meeting minutes) and the governing board's written factual findings specific to the particular petition, when applicable, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code Section 47605(b).
   a) Vallejo City Unified School District Resolution #2819 to Deny the Charter Petition and Written Findings in Support.
   b) Rocketship Public Schools Response to the District's Staff Report and Findings of Fact.
   c) Additional documents sent to the District.
3) A description of any changes to the petition necessary to reflect SCOE as the chartering entity as applicable.
   a) A letter containing a description of changes to the charter necessary to reflect SCOE as the Charter School's authorizer.
   b) An updated copy of the Rocketship Education Board of Directors Bylaws and Conflict of Interest Policy.
4) A flash drive containing electronic copies of all materials listed above.

We are confident that the Charter Schools Review Committee will fairly evaluate whether the petition complies with the Charter Schools Act and provides a comprehensive description of the elements set forth in Education Code Section 47605. We look forward to being available for any further needs the Review Committee may have to help make a recommendation to approve the charter petition to the County Board of Education based on whether the charter school is consistent with sound educational practices and whether the petitioners are demonstrably likely to successfully implement the program of the proposed charter school.

Sincerely,

Marie Issa Gil
Bay Area Regional Director
Rocketship Public Schools

ATTACHMENTS

Binder: Petition for the Establishment of a Charter School Submitted to the Solano County Office of Education

Front Pocket
- Letter of Intent (July 9, 2018)
- Flash Drive

Binding
Cover Letter
A: Revised Rocketship Vallejo Elementary Petition for the Establishment of a Charter School for SCOE
B: Description of Changes to Rocketship Vallejo Charter Petition on Appeal to the Solano County Office of Education
C: Original Charter Petition Denied by VCUSD
D: Appendix 1- Budget Narrative
- Projected Multi-Year Budget
- Cash Flow and Financial Projections
E: Appendix 2- English/Language Arts Scope and Sequence
F: Appendix 3- Mathematics Scope and Sequence
G: Appendix 4- Social Emotional Learning Resources
- Sample RULER and Kimochis Materials
- Research Article on SEL
H: Appendix 5- Sample Bell Schedule
I: Appendix 6- Rocketship's Use of Data
- Sample Report Card
- Sample Materials from Rocketship's Data Day
J: Appendix 7- Integrated Special Education Materials
- General and Special Education Collaboration
- Sample Professional Development Materials
- Sample Child Find Supplement
- Sample ERMHS Materials
K: Appendix 8- Response to Intervention Materials
- Rocketship Pre-Referral Playbook
L: Appendix 9- Talent Resources
- Sample Training Materials
- Sample Professional Development Rubric
M: Appendix 10- Governance Materials
- Biographies of Senior Leadership Team Members and Board Members
- Rocketship Education Articles of Incorporation and Bylaws
N: Appendix 11- Health and Safety Policies
O: Appendix 12- Suspension and Expulsion Policy

P: Rocketship Presentation 5.16.18

Q: Letter of Support

R: Communications with VCUSD

S: Vallejo City Unified School District Resolution #2819 to Deny the Charter Petition and Written Findings in Support (June 20, 2018)

T: Rocketship Public Schools Response to the District's Staff Report and Findings of Fact

Back Pocket

- Petition Signatures

Rocketship Vallejo Elementary School

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Contents

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).

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 Vallejo fulfills the requirements of Section 47605 of the Act.

AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Marie Issa Gil, hereby certify that the information submitted in this petition for a California public charter school to be named Rocketship Vallejo Elementary [1] (the "Charter School" or "Rocketship Vallejo"), submitted to the Solano County Office of Education ("SCOE" or "the County") and located within the Vallejo City Unified School District ("VCUSD," or "the District") boundaries is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code 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(c)(1)]

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 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. California Education Code §47605(b)(5)(O)]

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

4. The Charter School will not charge tuition. [Ref. California Education Code §47605(d)(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(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code §47605(d)(2)]

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

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[1] For the purposes of the establishment of a charter, the Charter School will be deemed Rocketship Vallejo Elementary. Rocketship reserves the right to allow our founding staff members and their families to change the school name prior to the start of the first school year and will promptly notify our authorizer of any name change.

Section 47605(d)(1)]

7. The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities 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)(C)]

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

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

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

12. The Charter School will 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 and transitional kindergarten, 36,000 minutes; to pupils in grades 1 to 3, inclusive, 50,400 minutes; to pupils in grades 4 and above, 54,000 minutes.

13. If a pupil is involuntarily removed , 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)]

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

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

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

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

18. The Charter School shall comply with all applicable portions of the Elementary and Secondary

Education Act.

19. The Charter School shall comply with the Public Records Act.

20. The Charter School shall comply with the Family Educational Rights and Privacy Act.

21. The Charter School shall comply with the Ralph M. Brown Act.

22. 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.

23. In accordance with Cal. Ed. Code Section 49011, the Charter School does not require students or families to pay a pupil fee for participation in an educational activity. This includes a prohibition of paying for any supplies, materials, and equipment needed to participate in educational activities. Moreover, a fee waiver policy shall not make a pupil fee permissible. The Charter School shall not establish a two-tier educational system by requiring a minimal educational standard and also offering a second, higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies that the school district or school does not provide. The Charter School shall not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians, and the Charter School shall not remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the school district or school. None of the foregoing prohibits the Charter School from soliciting donations of funds or property, voluntary participation in fundraising activities, or providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

_____

Lead Petitioner   **Date**
MARIE ISSA GIL   **July 9, 2018**

INTRODUCTION

Rocketship Education, d/b/a Rocketship Public Schools ("Rocketship Public Schools" or "Rocketship") is a nonprofit network of public elementary charter schools that has exclusive responsibility for charter schools in California and does not function as a Charter Management Organization. In 2007, we opened our first school in San Jose with 160 students. Today, we operate 12 Bay Area schools, with our 13th opening in Antioch in Fall 2018, and we humbly serve over 6,000 Rocketeers in California.

At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. It is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Rocketship operates great schools in diverse communities in partnership with our parents. That is what we want to bring to Vallejo.

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

At Rocketship Public Schools we are driven by our vision to eliminate the achievement gap in our lifetime and we operate through a strong adherence to our values.

Authenticity: We deliver transparency in our work – assessing how we are growing and learning with honesty and humility.

Community: We seek a diverse set of perspectives to build understanding as we work toward our greater purpose.

Tenacity: We pursue our goals relentlessly and take courageous steps to reach ambitious outcomes.

Innovation: We challenge the status quo and take responsible risks in pursuit of meaningful impact.

Excellence: We believe all children can succeed and are committed to unleashing the potential inside every Rocketeer.

Rocketship Public Schools is pleased to submit this petition for the establishment of a charter for Rocketship Vallejo Elementary School ("Rocketship Vallejo") in the Vallejo City Unified School District.

A LOCAL SNAPSHOT: EQUITY, ACCESS AND SUCCESS IN VALLEJO

The City of Vallejo is a waterfront community with a rich history where many residents are the third and fourth generations in the County of Solano. Vallejo has a growing population of over 125,000 residents of diverse racial, ethnic, and cultural backgrounds and is known as a family-oriented, delta town. The community has a variety of public services for families, including a library, a variety of parks, and venues for local youth sports.

The Vallejo City Unified School District (VCUSD) is a TK-12 school district serving the community of Vallejo, California. The school system serves 14,468 students, including 72.5% Socioeconomically Disadvantaged and 19.1% English Learners. VCUSD serves the City of Vallejo and is comprised of thirteen (13) elementary schools and three (3) K-8 schools (including a K-8 dependent charter school). The public elementary schools in Vallejo are:

1. Annie Pennycook
2. Beverly Hills
3. Dan Mini
4. Elmer Cave Dual Language Academy
5. Elsa Widenmann
6. Federal Terrace
7. Glen Cove
8. Grace Patterson
9. Highand
10. Johnston Cooper
11. Joseph H. Wardlaw
12. Lincoln
13. Loma Vista
14. Mare Island Health and Fitness Academy
15. Steffan Manor
16. Vallejo Charter School

Rocketship Public Schools is excited by the prospect of partnering with a school district that has traditionally supported parents, educators and community members to support high quality schools to the City of Vallejo. The opportunity to collaborate and share best practices with a coalition of public school providers in the VCUSD opens the door to delivering technology and innovation to a wider population of families looking for a community school of choice in their own neighborhood.

Since the introduction of CAASPP in 2014-2015, Rocketship Public Schools in California have continuously increased the percentage of students meeting or exceeding standards in both Math and ELA. In 2016-17, Rocketship increased the percentage of students meeting proficiency by three percentage points in both subjects, contributing to a total five percentage point increase in Math and nine percentage point increase in ELA over three years.

In Math, Rocketship's gains on CAASPP kept pace with the State of California's improvement, which also increased the percent of proficient 3rd-5th graders by five percentage points over three years. By matching the state's proficiency increase, Rocketship maintained the lead over California's state average by 14 percentage points: 54% of Rocketship students met or exceeded state Math standards in 2016-2017 compared to the state average of 40% . In addition to exceeding the state average, Rocketship also outperformed all the districts where we serve students: Alum Rock (31%), Franklin-McKinley (39%), SJUSD (46%), Redwood City Elementary (39%), and Mt. Diablo (42%).

In ELA, Rocketship's nine-percentage point increase over three years outpaced the State of California's five percentage point gain in proficiency and contributed to Rocketship substantially narrowing the

performance gap from the first year of CAASPP testing. In 2016-2017, 44% of Rocketeers met or exceeded state standards in ELA compared to the state average of 45%. Rocketship also is on par with Redwood City Elementary (45%) and exceeded the local districts of Alum Rock (35%) and Franklin-McKinley (39%).

A vast majority (84%) of California Rocketeers are classified as socioeconomically disadvantaged (SED) and it is imperative that we pay particular attention to the results for those students. Similar to our entire California network results, this subgroup increased proficiency by six percentage points in Math and nine percentage points in ELA over three years. Rocketship's three-year proficiency gains for socioeconomically disadvantaged students met or outpaced growth in all our local districts and the State of California (5 percentage points increase in each subject).

Rocketship's socioeconomically disadvantaged students significantly outperformed their peers in all local districts and the State of California for the past three years. Due to its relative stronger growth, Rocketship further widen its performance lead for socioeconomically disadvantaged students in 2016-2017. In Math, 52% of SED Rocketeers met or exceeded state standards - surpassing Alum Rock (28%), Franklin-McKinley (35%), SJUSD (23%), Redwood City Elementary (23%), Mt. Diablo (21%), and the state average (27%). In ELA, 42% of our SED Rocketeers met or exceeded state standard in ELA - putting our Rocketeers ahead of Alum Rock (32%), Franklin-McKinley (35%), SJUSD (31%), Redwood City Elementary (29%), Mt. Diablo (27%), and the state average (32%).

Finally, as 55% of our California Rocketeers last year were classified as English Language Learners (ELL), it is important to track results for that subgroup as well. In Math, 34% of ELL Rocketeers met or exceeded state standards - far above Alum Rock (15%), Franklin-McKinley (15%), SJUSD (10%), Redwood City Elementary (7%), Mt. Diablo (7%), and the state average (17%). In ELA, 22% of Rocketeers met or exceeded state standards - outperforming Alum Rock (13%), Franklin-McKinley (8%), SJUSD (11%), Redwood City Elementary (7%), Mt. Diablo (5%), and the state average (15%).

Over the past three years, Rocketship consistently outperformed Vallejo's 3rd-5th grades on CAASPP in both Math and ELA. In 2016-2017, Rocketship had more than twice as many students meeting or exceeding the Math standard than Vallejo (54% compared to 23%). In ELA, Rocketship outperformed Vallejo by 16 percentage points. Rocketship also has higher percentages of SED and ELL students meeting or exceeding CAASPP standards compared to Vallejo in both subjects. In Math, more than twice as many Rocketship SED students and three times as many ELL students met proficiency than their Vallejo subgroup peers. In ELA, Rocketship SED students outperformed Vallejo SED students by 19 percentage points and Rocketship ELL students outperformed Vallejo ELL students 16 percentage points.

2016-17 CAASPP: Percent of Students Who Met or Exceeded Standard
All Students, Grades 3-5

Source: California Department of Education, September 2017. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in reseach files downloaded from the CAASPP website (https://caaspp.cde.ca.gov/).

According to 2017 CAASPP results, just 23% of students across all VCUSD elementary schools met or exceeded the state standard in Math and only 28% achieved the standard in English Language Arts. Students in the VCUSD are significantly behind their peers across Solano County where 35% of 3rd-5th graders are proficient in Math and 39% met ELA standards. Across the state, the comparative analysis shows desperate outcomes (40% students across the state achieved the standard in Math and 45% in ELA).

Rocketship has a proven track record of serving communities like Vallejo with the excellent public education all kids deserve. 72.5% of students across the VCUSD schools are classified as socioeconomically disadvantaged compared to 84% of students across Rocketship's Bay Area network of 12 schools. While we serve similar student populations, the differences in student achievement is quite notable.

Rocketship conducted significant parent and community engagement in Vallejo to listen and respond to the needs of the community. Parent leaders and educators conducted 1-1 conversations with families and held parent information sessions with over 400 families who signed on to support the Charter Petition to VCUSD.

By working together, the VCUSD and Rocketship can eliminate the achievement gap in the City of Vallejo and across Solano County. Opening a Rocketship school will give this affordable, diverse, and dynamic community a great public school option to propel students into opportunities for higher education.

ROCKETSHIP VALLEJO AS PART OF THE ROCKETSHIP PUBLIC SCHOOLS NETWORK

Rocketship Vallejo will join a network of high-performing charter schools that is operated by Rocketship Public Schools, a nonprofit public benefit corporation with 501(c)(3) status. Like all non-profit organizations, and as further described in Element D below, Rocketship Public Schools is governed by a Board of Directors comprised of diverse and experienced community leaders with a broad range of expertise in relevant fields, including academics, education reform, community engagement, finance, management, real estate, law, and fundraising.

The Board is ultimately responsible for the operation and activities of each Rocketship school. Board members have a responsibility to solicit input from, and opinions of, both school staff and students' parents regarding issues of significance and to weigh the input and opinions carefully before taking action. We also have a Regional Advisory Board comprised of both parent and community representation, that serves as a formal structure giving voice to the local communities where we operate schools.

Currently, the East Bay- Regional Advisory Board (EB- RAB) has five (5) members. At all times, at least 50% of the membership of the Board will be populated by parents of current Rocketship students. Rocketship Futuro Academy (Concord) has one (1) representative, elected from the School Site Council and two (2) parents appointed. Rocketship Antioch (Antioch) has two (2) members from local civic and business leaders appointed by Rocketship Regional Director/VP.

The Regional Advisory Board may provide advice and counsel to Rocketship's Regional Director/VP and senior leadership; 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. Full authority of the members is outlined in the RPS Advisory Board Policy written in compliance with relevant state and authorizer requirements in those regions.

In addition to benefiting from a deeply experienced Board of Directors, Rocketship Vallejo will receive 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 management structure and robust support for schools is further described in Element D 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(b)(5)(A))(i)-(ii)

MISSION, VISION, AND MODEL

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

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

MISSION STATEMENT

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

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. We seek to eliminate the achievement gap in our lifetime.

ROCKETSHIP MODEL

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

Teachers and Leaders: Elevating and Developing talent. Teachers and leaders are critical 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 teacher-led personalized instruction targeted to their needs and tailored to their unique learning styles. At Rocketship, personalized learning is not just about technology, but instead a calibrated combination of traditional whole group instruction, small group instruction, data informed technology use, and individual 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

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. While all Rocketship schools are open to all students, and we do not discriminate on the basis of race, ethnicity, or any other actual or perceived characteristic, we do target students from predominantly low-income neighborhoods where access to high-quality, high-performing schools is limited. We feel that these students will derive the most benefit from our model, which is further described in our petition.

The vast majority of students that we serve are socioeconomically disadvantaged (SED). And as shown below, our network has experience working with students from a diverse range of backgrounds, including Hispanic/Latino, Black/African American, and Asian students as well as English learners. While there are some demographic differences across our schools, each of our schools closely matches the

demographics of the unique communities they serve and in which they reside.

Rocketship SY 2017-18 Demographic Data*

School	% Hispanic	% Black/ African American	% White	% Asian	% EL	% SED
Rocketship Alma	87.0	4.7	1.2	5.9	48.5	89.4
Rocketship Brilliant Minds	82.1	0.9	0.2	11.8	58.2	78.9
Rocketship Discovery Prep	81.0	1.0	1.4	11.9	61.0	85.5
Rocketship Fuerza	81.1	0.8	0.7	12.7	57.0	82.4
Rocketship Futuro	91.9	4.8	1.8	3.0	65.3	87.8
Rocketship Los Suenos	85.3	1.4	0.8	8.7	59.2	89.2
Rocketship Mateo Sheedy	87.0	5.6	0.4	3.5	40.8	89.5
Rocketship Mosaic	54.0	1.6	0.5	39.7	64.1	81.5
Rocketship Redwood City	92.8	2.5	0.4	0.7	54.0	82.0
Rocketship Rising Stars	66.3	2.5	0.7	21.1	63.0	82.3
Rocketship Si Se Puede	87.2	0.5	0.5	9.3	65.8	87.9
Rocketship Spark	56.7	2.2	0.7	37.6	37.4	74.0
Rocketship Nashville Northeast (TN)	25.3	65.5	7.0	0.3	14.8	81.5
Rocketship United (TN)	40.0	44.7	12.8	0.2	40.6	63.1
Rocketship Partners Community Prep (TN)	2.2	97.8	2.2	0.0	0.0	91.3
Rocketship Southside Community Prep (WI)	94.4	2.6	1.9	0.6	43.7	85.7
Rocketship Rise (DC)	1.1	97.3	0.2	0.4	1.7	79.9
Rocketship Legacy Prep (DC)	0.9	99.1	0.0	0.0	1.9	62.3

*Source: Rocketship official demographic data

VCUSD SY 2017-18 Demographic Data*

School	% Hispanic	% Black/ African American	% White	% Asian	% EL	%SED
Annie Pennycook	31.3	32.1	9.8	2.5	15.3	71.5
Beverly Hills Elementary	50.8	32.5	7.5	0.4	25.4	88.8
Caliber; ChangeMakers Academy	75.7	13.6	2.0	2.8	17.3	71.3
Cave Language Academy	70.1%	14.1	7.9	0.6	42.3	62.5
Dan Mini Elementary	53.6	11.9	5.9	2.0	38.3	79.8
Elsa Widenmann Elementary	48.7	27.4	4.4	2.9	34.2	86.3
Federal Terrace Elementary	46.8	26.9	5.1	1.5	26.1	81.1
Glen Cove Elementary	29.4	26.0	11.3	6.9	14.0	58.1
Grace Patterson Elementary	46.9	34.7	6.4	1.4	26.2	84.0
Highland Elementary	8.5	8.0	60.7	9.1	37.0	86.0
Johnston Cooper Elementary	36.3	33.4	4.3	2.5	22.9	84.6
Joseph H. Wardlaw Elementary	20.6	28.9	7.1	8.2	12.4	53.3
Lincoln Elementary	94.5	4.2	0.6	0.3	21.7	95.1
Loma Vista Environmental Science Academy	41.4	32.8	4.6	2.9	27.9	81.3
Mare Island Health and Fitness Academy	53.7	23.7	9.8	1.9	19.2%	81.8
Steffan Manor Elementary	51.1	22.1	9.0	1.6	24.4	84.5

Vallejo Charter	36.1	23.9	17.3	2.7	8.9	52.4
Vallejo Education Academy	13.6	68.2	9.1	4.5	0.0	86.4
VCUSD TOTAL	41.7	27.1	7.2	2.8	19.1	72.5

Source: CDE Dataquest

ROCKETSHIP'S HISTORY SERVING OUR TARGET POPULATION

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

Rocketship's story began back in 1999, when Father Mateo Sheedy, Pastor of Sacred Heart Parish, created the Juan Diego Scholarship to Santa Clara University. After an extensive search for candidates, Father Mateo was surprised to discover that 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 (then called 'Rocketship One') 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 to serve other schools in the neediest neighborhoods.

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

As of the 2017-18 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. In the 2016-17 school year, we opened a new school in Concord as part of our movement to expand and serve students deep into the East Bay. Also in furtherance of this movement, we are opening a school in Antioch in 2018-19. We are continuing to gain traction among families and community leaders in the East Bay, and we hope that Vallejo will become part of a growing Rocketship regional impact throughout the entire region.

We also have diverse experience opening new schools in other regions throughout the country. We opened our first school in Milwaukee in 2013, followed by two schools in Nashville in the subsequent two school years. During the 2016-17 school year, we opened our first school in Washington, D.C. Most recently, in the 2017-18 school year, we opened a second school in D.C. Our first Washington, D.C. school achieved the highest possible performance ranking in its very first year of operation. In August 2018, we will open a second school in Milwaukee and a third school in Washington, D.C. Though geographically different, each of our school launches shares the common experience of profound community and parent involvement. As described above, we begin working with local community stakeholders, parent leaders, and prospective families well before our doors open for the first time. We host community meetings, informational sessions, and educational events (e.g. family reading night) to establish meaningful connections with our Rocketeers.

Rocketship also strives to partner with local school districts as much as possible. In San Jose, we are part of the Franklin-McKinley School District (FMSD) Charter Compact Initiative, a partnership between FMSD-authorized charters and district schools. Rocketship staff members attend Charter Compact meetings to collaborate with other teachers around specific initiatives, which have included best practices in special education and mathematics instruction for fifth graders. In various cities, we also strive to engage with other schools, both district and charter, in a variety of ways. Our teachers and network support staff have attended professional development sessions put on by local district schools. Students from the nearby middle and high schools serve on our campuses as volunteers. And teachers and parents regularly take a field trip to local high schools and colleges to invest students in their long-term education. We are excited by the prospect of partnering with VCUSD in similar ways to make a meaningful and lasting impact in the District.

TARGET ENROLLMENT

Rocketship targets an enrollment of approximately 600 students when Rocketship Vallejo is fully enrolled. This will be similar to the enrollment at most of our existing Bay Area schools. To absorb expected attrition, the school will continuously enroll vacated spaces to maintain its enrollment numbers. Attrition is primarily driven by families leaving the area and is similar to other Rocketship and high-performing charter schools in the area. While we work to backfill our seats and are open to providing choice to students across all grades, in reality it can be more difficult having a family change schools in older grades. As a result we assume less back-filling in older grades to reflect a more conservative reality in new recruitments and backfilling.

The Charter School will reach full enrollment in the fifth year of operation at 600. Enrollment in year 1 and 2 assumes we will be in a temporary school site location. In year 3 of operations, we anticipate that Rocketship Vallejo will move onto a permanent campus. Rocketship conducts a rigorous facilities acquisition process to open its schools. Historically, this process has resulted in working with Launchpad Development Company (Launchpad) to acquire the land and build Rocketship school sites in neighborhoods that are accessible to the families and communities we serve.

The following table shows the Charter School's projected enrollment and ADA:

	2019-20 Year 0	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Enrollment & ADA						
Projected Enrollment by Grade						
Transitional Kindergarten	-	25	50	50	50	50
Kindergarten	-	112	112	112	112	112
1st Grade	-	112	112	112	112	112
2nd Grade	-	56	90	112	112	112
3rd Grade	-	56	90	100	100	100
4th Grade	-	56	50	84	84	84
5th Grade	-	-	30	30	30	30
Total	-	417	534	600	600	600
Average Daily Attendance						
ADA %	94%	94%	94%	94%	94%	94%
Total	-	392	502	564	564	564

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

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

OUR EDUCATIONAL PHILOSOPHY

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

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

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

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

PERSONALIZED LEARNING

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

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

Our instructional model is based on our beliefs that learning best occurs in the following ways:
- Through a thoroughly-planned, standards-aligned academic curriculum that centers on higher-order critical thinking and complex problem solving and that authentically integrates a variety of content throughout the school day.
- Through instruction in critical life skills that include teaching core values, strong behavioral skills, and habits of excellence.
- Through personalized instruction that includes targeted interventions and blended classroom-based and adaptive online learning.

- Through differentiation and integrated supports for special student populations.
- Through data-driven instruction, planning, and analysis.
- Through careful selection of educators, and consistent and rigorous intellectual professional development and growth opportunities to keep teachers and staff members invested and effective.

STANDARDS-ALIGNED CURRICULUM

The Rocketship curriculum follows California's adoption of the Common Core State Standards ("CCSS") for English/Language Arts, English Language Development, Mathematics, the Next Generation Science Standards, and state standards for Social Studies.[2]

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

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, and Social Studies. 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 classroom. 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.[3]

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[2] Pursuant to CA Education Code 60605.

[3] These sections describe our instruction as it is currently being implemented in accordance with the CA CCSS. We

MATHEMATICS

CCSS-ALIGNED INSTRUCTION

Core Beliefs for Mathematics Instruction

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

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

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

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

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constantly monitor any changes in the state standards and assessment systems and may at times adjust elements of our instruction, curriculum, and/or teaching materials to ensure that teachers and students are best being equipped for mastery. In accordance with CA Education Code 47607, we will notify our authorizer at any time should any adjustment become of the magnitude that may constitute a material revision to our charter.

communicate their conclusions

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

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

- Transitional Kindergarten: (1) developing important aspects of counting, including cardinality and 1:1 correspondence, (2) sorting & classifying objects by shared attributes, (3) developing a basic understanding of geometric properties of everyday objects. Note: Per Cal. Ed. Code Section 48000(f), we have aligned our transitional kindergarten curriculum to the California Preschool Learning Foundations standards.
- Kindergarten: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.
- Grade 1: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
- Grade 2: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using units of measure; and (4) describing and analyzing shapes
- Grade 3: (1) developing 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 and number stories closely matched to grade-level content and the development of number sense and math strategies
- the purposeful and data-driven integration of online learning programs within the STEM classroom, to provide aligned and personalized practice that is incentivized, monitored, and aligned by the teacher

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

Spiral review. Spiral review is critical to ensure our learners are repeatedly engaging with content and applying their burgeoning understandings to a wide assortment of contexts and challenges. This block also keeps skills fresh in the minds of students and allows teachers opportunities to shore-up small misconceptions, review key vocabulary, and investigate application of previously learned content in new situations. There are two main forms of spiral review: math meeting (Grades TK -1) and math board (Grades 2-5).
- Math meeting: Math Meeting is a daily routine in the TK -1 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. Grade 1 students start the year with math meeting, and transition to math board by the end of the year in preparation for Grade 2.
- Math board: Math Board is a review worksheet with a 5-6 problems aligned to previous objectives and skills. Students complete the majority of their math board the previous

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

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

Counting Routines. In TK & K, counting routines consists of 2 routines that rotate based on the time of the year, the content of the unit and the grade level. In the second half of the year, counting routines starts to alternate with Number Stories.
- 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.
- Counting Collections - Counting Collections has students practice counting collections of objects and share different ways to organize them. It builds 1-to-1 matching, cardinality and eventually base-10 understanding.

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

Lessons 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 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, 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 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 incorporating OLPs and technology as an assigned practice or extension activity that some students engage in, while others are receiving

teacher-led differentiated instructed, and others are engaged in other learning activities.

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

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. Our math curriculum is cultivated from various sources, among them: Illustrative Mathematics, Children's Mathematics, Teaching Student-Centered Mathematics, and 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. 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.

ELA/LITERACY

CCSS-ALIGNED INSTRUCTION

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

5. We believe all instructional choices should build independence in learners to set them up for future success.

Each of the elements of our reading and writing instruction are focused on the 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 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 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 research-based 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.

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:

- Scope and sequence curriculum maps, which lay out the standards-aligned objectives for each

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

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

SCIENCE AND SOCIAL STUDIES INSTRUCTION

INTEGRATED CONTENT INSTRUCTION

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

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.

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 historical conflicts such as the Civil War; and geography and map skills.

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

SCIENCE INSTRUCTION

NGSS-Aligned Instruction. At Rocketship, we 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 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 focused on building content knowledge and schema, and using Project 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 integrated into our Humanities and STEM blocks to ensure that students are having an authentic and meaningful experience with the content they are learning.

PHYSICAL EDUCATION 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 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., Rocketship schools have a variety of enrichment programs, including Art, Urban Gardening, Folklorico Dance, and Engineering. The number and type of enrichment programs vary depending on enrollment at each school. We hire enrichment instructors who have demonstrated expertise and interest in a specific enrichment content area, such as art, theater, gardening, or music. Students will receive some type of enrichment during every full school day. (For a sample Rocketship bell schedule, please see Appendix 5.) 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.

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 behavior "clip chart" because his/her actions were not demonstrating our core value of respect).

LAUNCH

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

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

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 from our universal screener to identify students of

concern who may need additional supports. The Data Lead will also enter 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.
- Kimochis/RULER Curriculum: The Kimochis/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.

Kimochis Curriculum. Kimochis 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 Kimochis Keys to Communication provide communication tools to help students learn how to listen openly, make good choices, speak in a respectful and responsible way, and be open in negotiating.

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

LEARNING LAB

The Learning Lab offers access to adaptive Online Learning Programs (OLPs), targeted tutoring instruction, leveled independent reading exercises, and purposeful independent work. This gives Rocketeers multiple and varied opportunities to master content at their level. In the Learning Lab, we reinforce concepts introduced in the classroom and provide repeated practice opportunities for students under the support and guidance of a trained tutor. The Learning Lab is like a high quality afterschool program that is integrated into a student's school day and tightly tailored to their unique learning process and needs. Our student's time in the Learning Lab does not replace any time with a teacher, rather it augments their classroom learning by helping students learn at their own pace and develop more ownership of their learning.

Classroom instruction is complemented with a variety of Learning Lab activities, supporting students in multiple ways as they work to master standards. For example, while tutors spend time every day teaching small-group guided reading, students also use an Online Learning Program to read independently, leveraging the program's extensive library and using its assessments that check for comprehension. Similarly, while tutors focus on building a conceptual understanding of mathematics, students build fluency on math Programs allow tutors to assign work in specific areas where they see a student struggling, while others are adaptive, allowing Rocketeers to work through relevant content at their own pace. Our use of Online Learning Programs is further described below.

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

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

The School Leaders oversee the managerial aspects (i.e. hiring ILSs and enrichment teachers, monitoring

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

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

ONLINE LEARNING PROGRAMS (OLPs)

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.

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.

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

SCHOOL DAY AND INSTRUCTIONAL MINUTES

SCHOOL DAY

Students start the day with Launch, often times with parent participation and observation, where Schools Leaders and teachers engage all students on building their social emotional learning skills. Students spend about half of the day in a Humanities block and a quarter of the day in a STEM block, with separate teachers who specialize in their respective subjects. Students receive large group instruction, experience small group and team learning, and receive targeted intervention from their classroom teacher. Students rotate into the Learning Lab for adaptive online learning, additional small group instruction, team learning, and targeted intervention. In addition to a daily recess block at each grade-level, every Rocketeer has regular access to physical education. On days where students are not in P.E., they engage in enrichment activities selected by school leaders with parent input to meet the unique needs of each community.

INSTRUCTIONAL MINUTES

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

The number of instructional minutes that we offer for all grades will meet or exceed the state requirements (described above and found in Education Code Section 47612.5(a)(1)).[4] We will offer the same or greater number of instructional days as the District. All components of the day counting towards instructional minutes are led by credentialed teachers who utilize curricular resources aligned to CA CCS to guide their instruction.

We expect a significant number of our students to arrive at Rocketship below grade level, and so we aim to provide students with maximal time to make the progress that they need to catch up. Therefore, we extend the school day beyond the required number of instructional minutes. During our extended school day students engage in independent and small group learning in the Learning Lab and participate in P.E. or other Enrichment activities. While the exact bell times vary by school, many of our schools currently run from approximately 8 a.m. to 4 p.m.

The table 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.

Rocketship Daily Minutes

	Instructional Minutes				Non-instructional Minutes		
	Humanities	**STEM**	**Launch/Social Emotional Learning**	**Total Daily Instructional Minutes***	**Learning Lab**	**P.E./ Enrichment**	*Total Daily Minutes*
TK	175-180	85-90	40	**305-310**	*85-90*	*40*	*435*
K	175-180	85-90	40	**305-310**	*85-90*	*40*	*435*

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

1	180-185	90-95	40	**310-315**	*90-95*	*40*	***445***
2	185	90-95	40	**315-320**	*90-95*	*40*	***450***
3	185	90-95	40	**315-320**	*90-95*	*40*	***450***
4	190	95	40	**325**	*95*	*40*	***460***
5	190	95	40	**325**	*95*	*40*	***460***

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

For a sample full day Rocketship bell schedule please see Appendix 5.

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 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 interim assessments, Rocketship holds professional development for teachers, Assistant Principals, and the Principal to take a deep dive into the analysis of the data and plan their instructional response to the data.

A key component of these data days is the identification of overall positive trends as well as any challenges and/or achievement gaps among students. This exercise then leads the teacher to begin to identify specific "focus" students within the challenge groups. After identifying three to five students, the teacher begins to dig deeper and identify specific instructional areas that have been challenging for these students. The teacher then sets academic goals for these students to be accomplished within the next four weeks and eight weeks. The teacher then begins to develop an instructional plan for these specific students, which is intended to ensure that the student will realize the goals that have been set for them in the next four and eight weeks. The plan is not meant to be limited to these specific students. We expect teachers to use it to guide instruction for all students facing similar challenges. Thus, by focusing in-depth on one student within the challenge group, the modified instruction should be able to positively impact the student achievement of all students within this group.

GOAL SETTING AND PROGRESS

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

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

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

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

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

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

Report Cards. Students' progress is shared with parents through report cards that are discussed with parents at parent conferences three times annually. (See Appendix 6 for a sample report card.)

DATA TRACKING TOOLS

We use various tools to track and manage data, several of which are described below.[5]

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

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

Schoolzilla dashboards facilitate communications between teachers and ILSs, by providing more timely status updates of a student's progress, and by enabling teachers to easily specify remediating content

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

and activities during tiered interventions that are targeted to meet the student's specific learning needs. 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).

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 overidentification of students with learning difficulties, which is a longstanding problem that is especially predominant among low-income and culturally diverse populations. In the article *Cultural Considerations with Response to Intervention Models,* Klinger and Edwards state that RtI "…has dramatic implications for culturally and linguistically diverse students who historically have been disproportionately overrepresented in special education programs…RtI models hold promises for preventing academic failure by providing support for culturally and linguistically diverse students before they underachieve." (pg.108).

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.

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 curriculum 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 further assessment and evaluation to determine if the student is presenting with a disability that requires special education services and supports.

Evidence-Based Interventions. Rocketship utilizes a suite of evidence-based intervention resources to support students across all tiers of intervention. These include (but are not limited to):
- Academic Interventions: Systematic Instruction in Phonics and Phonemic Awareness (SIPPS), Seeing Stars and On Cloud 9 (Lindamood Bell), Sound Partners, Rocket Math, Early Literacy Skills Builder, Building with Stories, Phonics for Reading, Touch Math
- 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.

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 7.

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 communication please see the Rocketship SST/Pre-referral Playbook in Appendix 7.

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, use of adaptive OLPs, regular progress-monitoring, and data-based decision making), we serve this population in a variety of ways, described below.

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

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

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

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

Focused Instruction. Rocketship's standard instructional approach is for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. One such subgroup is students who are performing above grade level. All students, including high-performing students, will receive targeted small group Guided Reading instruction and small group skills instruction in both the Humanities and STEM 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 STEM teachers also differentiate math centers, homework, and daily review exercises by difficulty level.

Daily Enrichment. Rocketship's variety of enrichment programs allows us to better match student's interests as well as provide extension opportunities for our high-achieving students. Please see the Enrichment section above for further detail.

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.

SPECIAL EDUCATION SERVICES

Rocketship Vallejo 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, Rocketship Vallejo will comply with authorizer guidelines, and all California laws pertaining to special education students.

OVERVIEW

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

In order to fulfill this mission, Rocketship seeks to apply current, research-based best practices in order to create individualized plans that support students with disabilities in working to their full potential.

We believe that all students are best-served within an inclusive model, and our service delivery model is grounded in team-based decision making. We approach educational programming for our students from a positive, strength-based perspective. Our ISE staff members serve as coaches, consultants, and service providers who empower key stakeholders to support the academic and social development of our students both within the classroom and in their communities. We believe that our families are our students' greatest advocates, and we strive to support them in becoming experts in their children's needs and educational programs.

Rocketship Vallejo intends to apply 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. Rocketship Vallejo understands that the Charter School shall be deemed, by default, a public school of the Vallejo authorizer for the purposes of special education, pursuant to Education Code Section 47641(b), but reserves the right to apply and become an LEA member in a SELPA for the purposes of special education. Rocketship Vallejo will make written verifiable assurances that it will become an independent LEA and, upon acceptance into the SELPA, will be an independent LEA member of that SELPA pursuant to Ed Code 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

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

Rocketship Vallejo 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 Rocketship Vallejo. 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.

INTEGRATED SPECIAL EDUCATION (ISE)

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 8.

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, the IEP team may consider a referral to a non-public school(NPS). If a parent places students at a non-public school, private school or residential facility, Rocketship will immediately inform the SELPA. We currently have one Rocketship student enrolled in a NPS.

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. See Appendix 8 for additional information regarding ERMHS procedures.

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 have access to professional development opportunities uniquely designed for their specific student needs. Inclusion in the general education program is still a critical component of the educational program for students with moderate to severe learning needs, but we recognize that these students often have additional, unique needs that must be addressed. Towards that end, we have adopted a suite of curricular resources specifically designed to support students with more significant needs, and our moderate-to-severe teaching staff weave support and instruction in adaptive and communication skills throughout the day for these learners.

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

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

In order to proactively identify students who have already been found eligible to receive accommodations and/or services via an IEP or Section 504 plan, Rocketship includes a "Child Find Supplement," which asks families to indicate if the enrolling student has a current IEP or 504 plan, has recently been evaluated for any purpose, or if the family has additional concerns. (For the Rocketship Child Find Policy, please see Appendix 8.) 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 Rocketship Vallejo with an existing IEP, the Charter School will notify the County 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 7.)
- 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 does not have an explicit rule regarding the exact time frame during which interventions must be implemented before special education evaluation is considered, as this timeline will likely vary depending on the need of the individual student participating in intervention.

Generally, students who do not respond to targeted pre-referral interventions after two cycles that have been delivered with fidelity may be referred for formal evaluation to determine whether they meet

criteria for special education services or accommodations under a Section 504 plan. Intervention cycles can range from 6-10 weeks and may align with Data Days set by the Academic Calendar.

If the student has not demonstrated adequate responsiveness to interventions during these cycles, the SST or intervention team may consider whether a referral for special education evaluation is appropriate.

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

Rocketship also responds formally to all parent and staff requests for special education evaluation in accordance with state and SELPA guidelines and regulations. If a verbal request for special education evaluation is made by a parent or staff member, the receiving staff member assists the parent in putting their request in writing. Written requests are day and time stamped by the receiving staff member and immediately delivered to the special education team, including a special education teacher, a school leader and a school psychologist. The school team then schedules a formal SST meeting, which includes the parent, to respond to the formal request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a written Assessment Plan within 15 days. Rocketship Vallejo will also notify the Authorizer 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. An assessment is the same as evaluation in IDEA (CFR Section 1414, Title 20). At Rocketship, students are assessed by a multidisciplinary team in all areas of suspected disability. The assessment team includes a lead assessor (generally the School Psychologist or the Speech Language Pathologist), the family, the Education Specialist, classroom teachers, and any other individual knowledgeable of the student. Additional specialists, such as occupational or physical therapists, adapted PE teachers, social workers, etc. may be involved depending on the student's needs. Rocketship will inform parents that special

education and related services are provided at no cost to them.

IDEA mandates that "No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs." Consequently, the assessment team utilizes many data sources (record reviews, interviews, observations, formal and informal testing, etc.) to make a recommendation regarding eligibility for special education services. All assessments used by Rocketship are validated for the specific purpose for which they are used, and assessors take particular caution when selecting assessments that reliably evaluate the performance of culturally and linguistically diverse students.[6] 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

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

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).

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

IEP DEVELOPMENT

At the conclusion of a formal evaluation for special education services, the Individualized Education Program (IEP) team—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 8 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.

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

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

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

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

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

SECTION 504 PLANS

In addition to IDEA, Rocketship follows Section 504 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. Any student with a 504 Plan has a Confidential File Folder maintained by the 504 Case Manager. This folder is a supplement to the student's cumulative folder.

CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNER (ELL) STUDENTS

Because the majority of current Rocketship students are English Language Learners (ELLs), 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 ELL 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 ELL students with disabilities.

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

STAFFING

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

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

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.

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

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

ENGLISH LANGUAGE LEARNERS (ELL)

At Rocketship, we serve a significant number of English Language Learners (ELL).[7] 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 ELLs as they pertain to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing and reporting requirements. Rocketship will implement policies to assure proper placement, evaluation, and communication regarding ELLs and the rights of students and parents. Rocketship will provide access to grade-level core curriculum for all ELLs.

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.

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[7] Legal guidelines clarify that an English Language Learner (ELL) is a TK-12 student who, based on the English Language Proficiency Assessments for California (ELPAC), has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program.

Pursuant to California law, we will administer the English Language Proficiency Assessments for California (ELPAC) once each year to ELLs until they are Reclassified Fluent English Proficient (RFEP), unless a student is classified as Initial Fluent English Proficient (IFEP) upon the initial ELPAC administration.[8] For more details on these classifications, please see below. ELPAC scores will be placed in the student's cumulative file.

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

CLASSIFICATION OF INITIAL FLUENT ENGLISH PROFICIENT

A student's initial ELPAC score determines whether he /she is classified as an English Language Learner or Initial Fluent English Proficient (IFEP).

Our criteria for classifying a student as IFEP follow California State guidance and are as follows:
In Grades TK-1:
- On the initial ELPAC assessment, the student earns an overall score of Early Advanced (Level 4) or Advanced (Level 5). The student's Listening and Speaking domain scores must each be Intermediate (Level 3) or higher.

In Grades 2-5
- On the initial ELPAC assessment, the student earns an overall score of Early Advanced (Level 4) or Advanced (Level 5). The student achieves Intermediate (Level 3) or higher on domain scores for Listening, Speaking, Reading, and Writing.

RECLASSIFICATION AS RECLASSIFIED FLUENT ENGLISH PROFICIENT

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

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

Our reclassification policies and procedures are developed in accordance with the reclassification criteria outlined in the 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

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

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 ELL 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 ELL 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 ELLs 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, a specialized group of teachers and Principals, 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 ELLs. 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 ELLs; 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 ELLs 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 ELLs 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 ELLs 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 students will be grouped heterogeneously throughout the rest of the school day

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

Scaffolding. Teachers will be trained to scaffold ELD instruction to meet the needs of individual ELLs 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, ELLs 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, ELLs 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 ELL students. Our teachers have four prioritized GLAD strategies: 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 ELL 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.

Rocketship Vallejo 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 ELL students. We will inform parents on programmatic and assessment issues that affect ELL 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 two weeks of their own summer training to become well-versed in similar topics, ensuring that they are well-prepared to be effective instructional leaders while establishing a school culture that enables student success.

Yearly. In addition to summer training, Rocketship schools dedicate at least 400 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 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 cases of problems and their accompanying solutions, weekly foci for teachers, and measurable goals for coaches to assess progress and collect data.

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

TEACHER PERFORMANCE MANAGEMENT AND EVALUATION

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

Student Achievement. Teachers are evaluated based on both absolute and growth metrics. Absolute metrics evaluate percentage of students in both the top third and bottom quartile using national norms on objective assessments such as the NWEA MAP. Growth metrics evaluate the percentage of students meeting their growth goals and the average years that students grow on objective assessments such as NWEA MAP.

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

Core Characteristics. Teachers are evaluated on their ability to demonstrate the five Rocketship Core Characteristics of Pursuit of Excellence, Innovation, Authenticity, Community, and Tenacity.

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

- Domain 1: Instructional Planning Execution

- Domain 2: Classroom management and Routine
- Domain 3: Student Culture and Engagement
- Domain 4: Classroom Environment

(For a copy of our current rubric, please see Appendix 9.)

At the beginning of the year, teachers meet with their coaches to review the evaluation components and complete a self review of their performance. 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 9.

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. This may look like flexible planning time during the school day or 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).

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

LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

Grade Level Lead Program. In an effort to cultivate strong internal teacher-leader pipelines, Rocketship provides the opportunity for high achieving teachers to become Grade Level Leads (GLLS). As part of this program, teachers engage in monthly sessions that are focused on developing the Instructional Eye as well as leading adults. Content includes strategies for giving and receiving feedback, influencing others, and developing coaching goals for teachers. In addition, to this monthly programming GLLs are provided

with additional responsibilities on campus and are responsible for steering specific pieces of their campuses' visions. 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.

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

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, Rocketship Vallejo will create a comprehensive Local Control and Accountability Plan (LCAP) for the 2019-20 school year 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

State Priority 1 – Basic Services	
The degree to which teachers are appropriately assigned (E.C. §44258.9) and credentialed as defined by the CA Commission on Teaching Credentialing (CCTC), 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 as defined by the CA Commission on Teaching Credentialing (CCTC).
Actions to Achieve Goal	Ensure all classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing (CCTC) and appropriate EL authorization. Subject all new teacher candidates to a rigorous hiring process, which includes paper screening, interviews, and reference checks.
Subpriority B: Instructional Materials	
Goals to Achieve Subpriority	100% of Rocketship students, including 100% of student subgroups, will have access to a range of current instructional strategies and CCSS-aligned materials that serve different styles, paces, and preferences.
Actions to Achieve Goal	All instructional materials prepared and purchased (i.e. scope and sequence maps, Visions of Excellence, unit plans, objective plans, daily lesson plans, modules, curricula) will be aligned to state standards as described in this charter petition. Rocketship will also allocate part of its budget for classroom libraries rich in nonfiction text and for additional classroom technology.
Subpriority C: Facilities	
Goals to Achieve Subpriority	School facilities will be maintained in good repair, as defined by California Education Code §17002.

Actions to Achieve Goal	Maintain and update facilities as needed to provide a safe, clean learning environment.
	Address safety hazards immediately and refer general needs items to the Board for review and prioritization.

STATE PRIORITY 2: IMPLEMENTATION OF COMMON CORE STANDARDS

State Priority 2 – Implementation of Common Core State Standards Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

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

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

STATE PRIORITY 3: PARENTAL INVOLVEMENT

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

Subpriority B: Promote Parent Participation	
Goals to Achieve Subpriority	Parents will feel welcome and encouraged to participate in classroom and community events.
Actions to Achieve Goal	Welcome and encourage parental volunteerism by keeping parents informed of volunteer opportunities, parent educational offerings, and informational/ community meetings. Provide translation services for school newsletters, parent meetings, and parent-teacher conferences as needed.
Subpriority C: LCAP	
Goals to Achieve Subpriority	Rocketship will consult with parents on LCAP goals, actions, outcomes, and metrics.
Measurable Outcomes	Conduct parent meetings to consult with parents (including non-Board and non-Leadership Council parent members) during the LCAP development process. Conduct parent survey to gather feedback.

STATE PRIORITY 4: STUDENT ACHIEVEMENT

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 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 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	Rocketship Vallejo will meet all state requirements for academic performance school wide and for all subgroups, including Hispanic students, African-American 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	Rocketship Vallejo 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

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	Rocketship Vallejo will maintain a high average daily attendance rate, school wide and for all subgroups.
Actions to Achieve Goal	Monitor attendance reports. Educate parents and students about the importance of daily attendance. Provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. Hold conferences with parents of students who regularly miss school.
	Subpriority B: Student Absenteeism
Goals to Achieve	Rocketship will have no chronic absenteeism (defined as missing 10% or more of

Subpriority	school days) for reasons other than illness or approved leave.
Actions to Achieve Goal	Incorporate social-emotional curricula as outlined in this petition. Conduct regular community and culture-building events.

STATE PRIORITY 6: SCHOOL CLIMATE

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	Rocketship Vallejo will minimize pupil suspension rates by implementing various methods to help students who are struggling school wide and for all subgroups.
Actions to Achieve Goal	Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curricula incorporated into instructional plans. Tiered interventions for struggling students. Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school
Subpriority B: Pupil Expulsion Rates	
Goals to Achieve Subpriority	Rocketship Vallejo will minimize pupil expulsion by implementing various methods to support students who are struggling.
Actions to Achieve Goal	Utilize Positive Behavioral Intervention and Supports (PBIS) 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** | Staff home visits, as appropriate

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

| **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	Rocketship Vallejo will provide all students including all subgroups access to a broad course of study.
Actions to Achieve Goal	Provide all students with instruction in English, mathematics, social sciences, science, visual and performing arts, health, and physical education (PE).

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

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

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

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

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

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the 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(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(b)(5)(C).

ELEMENT B: MEASURABLE OUTCOMES

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

STATE PRIORITY 1: BASIC SERVICES

State Priority 1 – Basic Services The degree to which teachers are appropriately assigned (E.C. §44258.9) and credentialed as defined by the CA Commission on Teaching Credentialing (CCTC), 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 as defined by the CA Commission on Teaching

	Credentialing (CCTC).
Measurable Outcomes	1. 100% of teachers are appropriately assigned. 2. 100% of teachers are appropriately credentialed as defined by the CA Commission on Teaching Credentialing (CCTC).

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.	Rocketship 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.	Rocketship Recruitment Team; HR; Principal

Subpriority B: Instructional Materials

Goals to Achieve Subpriority	All Rocketship students, including all subgroups, will have access to a range of current instructional strategies and CCSS-aligned materials that serve different styles, paces, and preferences.
Measurable Outcomes	100% of Rocketship students have access to up-to-date, standards-aligned instructional materials in their classrooms

Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
All instructional materials prepared and purchased (i.e. scope and sequence maps, Visions of Excellence, unit plans, objective plans, daily lesson plans, modules, curricula) will be aligned to state standards as described in this charter petition. Rocketship will also allocate part	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.	Rocketship Achievement Team, Schools Team, school leaders

of its budget for classroom libraries rich in nonfiction text and for additional classroom technology.		

Subpriority C: Facilities		
Goals to Achieve Subpriority	School facilities will be maintained in good repair, as defined by California Education Code §17002.	
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	Rocketship Facilities Team; Rocketship 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	Rocketship Facilities Team; Rocketship Schools Team; Principal; Business Operations Manager

STATE PRIORITY 2: IMPLEMENTATION OF COMMON CORE STATE STANDARDS

State Priority 2 – Implementation of Common Core State Standards Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.	
Subpriority A: CCSS Implementation	
Goals to Achieve Subpriority	All Rocketship curricula will be aligned to the CCSS. The School will ensure that 100% of students, including 100% of students in all subgroups, engage in rigorous,

	motivating, personalized learning experiences that integrate collaboration, communication, creativity, and the use of technology.	
Measurable Outcomes	1. All instructional materials in ELA/Literacy and STEM are aligned to CA CCSS. 2. All teachers receive at least five hours in professional development specifically on CCSS implementation.	

Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Rocketship's Achievement and Schools Teams, in collaboration with School Leaders, will plan and prepare CCSS-aligned intellectual preparation and unit planning materials as described in this charter. Rocketship's Achievement and Schools Teams will plan and prepare professional development sessions on implementing the CA CCSS.	Annual review (and periodic reviews as necessary) of curriculum to ensure that all instruction is standards-aligned. Professional development calendar reflecting specific CCSS-implementation sessions.	Rocketship Achievement Team; Rocketship Schools Team; School Leaders

Subpriority B: EL Students and Academic Content Knowledge		
Goals to Achieve Subpriority	100% of English learners will access a CCSS-aligned curriculum. Rocketship will provide specific support for English learners. 0	
Measurable Outcomes	1. Rocketship EL Students perform at levels of proficiency equal to or exceeding the local school district on annual CAASPP tests. 2. 100% of students, including 100% of subgroups, have access to CCSS-aligned instruction and materials. 3. 100% of teachers receive professional development on scaffolding CCSS instruction for ELs. 4. 100% of teachers receive training in best practices to improve English language proficiency.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s)**

		Responsible
Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions	Baseline, formative, and interim assessment data in all subjects, and Smarter Balanced assessment results; EL student cumulative folders	Principal; teachers
Require all staff (teachers and school leaders) to receive training in CCSS-aligned best practices in curriculum and instruction highlighting needs of all subgroups. Train teachers in best practices to improve academic achievement among ELs, including the strategies as described in this charter.	Professional development schedules.	Rocketship Achievement Team; School Leaders
Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs. Provide a broad range of high-quality, standards-aligned 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.	Professional development schedules. Annual inventory of instructional materials and assessments.	Rocketship Achievement and Schools Teams; School Leaders

Subpriority C: EL Students and English Language Proficiency

Goals to Achieve Subpriority	All Rocketship students make progress to become proficient in English.
Measurable Outcomes	1. 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) 2. Percentage of students meeting AMAO 1 increases by the following: Y1 = avg. + 1; Y2 = avg. + 3; Y3 = avg. + 4 3. 100% of EL students show growth in writing ability. 4. 100% of EL students receive ongoing support from classroom teacher.

Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
	5. 100% of teachers receive training in best practices to improve English Language proficiency.	
Align curriculum to ELD standards.	Review of yearly, unit, and daily plans.	Rocketship Achievement Team; Principal; teachers
Analyze data and monitor English Learner progress in language development and provide timely interventions. Conduct ongoing assessments with special attention to fluency and correctness in reading, writing, speaking.	ELPAC results. Results from other interim assessments as described in this charter.	Rocketship Achievement Team; Rocketship 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	Rocketship Achievement Team; School Leaders

STATE PRIORITY 3: PARENT INVOLVEMENT

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

Goals to Achieve Subpriority	Parents will be an integral part of the Rocketship community and will participate in the governance and operation of the school. Parents will view Rocketship as receptive to their input and involvement.

Measurable Outcomes	1. Parent service on the regional advisory board, as prescribed by this charter and Rocketship policies. 2. Parent service on the School Site Council, as prescribed by this charter and Rocketship policies. 3. Parent service on the English Language Advisory Council, as prescribed by this charter and Rocketship policies. 4. Parent participation in community meetings. 5. Parent responses on the annual Parent Survey indicate satisfaction with their relationship with Rocketship teachers, staff members, and community.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Hold elections and other selection processes for parent service on the SSC, ELAC, and Regional Advisory Board as described in this charter.	Membership rosters.	Rocketship Board of Directors; Rocketship Growth & Community Engagement Team; Rocketship Schools Team School Leaders
Solicit parent feedback through annual (or more frequent) Parent Surveys. Conduct regular Regional Advisory Board, SSC, and ELAC meetings as described in this charter. Conduct regular community meetings.	Parent Surveys. Meeting minutes. Attendance rosters at school events.	Rocketship Growth & Community Engagement Team; Rocketship Schools Team School Leaders
Subpriority B: Promote Parent Participation		
Goals to Achieve Subpriority	Parents will feel welcome and encouraged to participate in classroom and community events.	
Measurable Outcomes	1. At least 90% of parents complete 20 partnership hours every school year. 2. At least 75% parent attendance at school and community events. 3. At least 90% of parents attend at least 5 community meetings every year.	

	4. At least 90% 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	Rocketship Growth & Community Engagement Team; Rocketship 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, African-American, 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.	Rocketship Growth & Community Engagement Team; Rocketship Schools Team School Leaders

STATE PRIORITY 4: STUDENT ACHIEVEMENT

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 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	1. Percentage of all students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 2. Percentage of EL students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 3. Percentage of special education students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 4. Percentage of SED students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5	
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.	Review of yearly, unit, and daily planning and preparation materials. Review of assessment materials. Professional development schedules.	Achievement Team; Schools Team; School Leader; Education Specialist

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.	Collaborative meetings among school leaders, teachers, and other service providers (i.e. ILSs, Education Specialist)	
Analyze student CAASPP test scores and other diagnostic results and adjust instruction to ensure proficiency in ELA/Literacy and Mathematics.	Interim standards-aligned benchmark assessments. CAASPP results.	Achievement, Schools, Analytics and Teams; School Leaders

Subpriority B: API

Goals to Achieve Subpriority	Rocketship Vallejo will meet state requirements for academic performance school wide and for all subgroups, including Hispanic students, African-American students, socioeconomically disadvantaged students, EL students, and students with disabilities.
Measurable Outcomes	Rocketship Vallejo 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	Percentage of students meeting AMAO 1 increases by the following: Y1 = avg. + 1; Y2 = avg. + 3; Y3 = avg. + 4	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Monitor EL students to assure they are making expected progress. Use the new CCSS ELD standards to guide instruction of EL students. Train teachers in SDAIE and GLAD strategies.	Reading, Writing, and Math formative assessments, ELPAC scores. Student progress reports. Review of yearly, unit, and daily lesson plans.	Rocketship Achievement Team; School Leaders; teachers

Subpriority D: EL Reclassification Rates

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

STATE PRIORITY 5: STUDENT ENGAGEMENT

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	Rocketship Vallejo 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.	Rocketship 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.	Rocketship 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	Rocketship Vallejo 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 (missing 18+ days of school) decreases by one percentage point or maintains a rate below 3%, school-wide and for all subgroups.	
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.	Rocketship Schools Team; School Leaders; Teachers

STATE PRIORITY 6: SCHOOL CLIMATE

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	Rocketship Vallejo 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	PBIS team meetings. Instructional plans/bell schedule. Collaborative meetings involving	Rocketship Schools Team; School Leaders; Teachers

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	teachers, school leaders, and service providers. Annual School Accountability Report Card.	
Subpriority B: Pupil Expulsion Rates		
Goals to Achieve Subpriority	Rocketship Vallejo will minimize pupil expulsion by implementing various methods to support students who are struggling.	
Measurable Outcomes	Rocketship Vallejo 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. 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.	Rocketship Schools Team; School Leaders; Teachers
Subpriority C: Other Measures		
Goals to Achieve Subpriority	Parents are satisfied with the relationship they have with their child's teachers.	
Measurable Outcomes	1. Percentage of parents reporting satisfaction with their relationship with their child's teacher on the annual Parent Survey as follows: Y1 = 74%, Y2 = 76%, Y3 = 78% 2. 100% of families receive home visits from the	

Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
	classroom teacher and a School Leader.	
Regular parent-teacher conferences. Regular communication between teachers and parents (i.e. phone calls, emails, notes home) Parent participation in school events.	Parent Survey. Home Visit log.	Rocketship Schools Team; School Leaders; teachers

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STATE PRIORITY 7: COURSE ACCESS

State Priority 7 – Course Access		
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	Rocketship Vallejo will provide all students, including all subgroups, access to a broad course of study.	
Measurable Outcomes	1. 100% of students, including 100% of students in all subgroups, receive instruction in English, mathematics, social sciences, science, visual and performing arts, and health. 2. 100% of students, including all subgroups, are provided PE classes 200 minutes every two weeks.	
Provide all students with instruction in English, mathematics, social sciences, science, visual and performing arts, health, and physical education (PE).		Rocketship Schools Team; Rocketship Achievement Team; School Leaders

Provide teachers with professional development in elevating student achievement and engagement, cultural competency, and proficiency.	Professional development schedules.	Rocketship Achievement Team; Rocketship Schools Team; School Leaders

STATE PRIORITY 8: OTHER STUDENT OUTCOMES

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	1. Percentage of all students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 2. Percentage of EL students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 3. Percentage of special education students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 4. Percentage of SED students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
	Review of yearly, unit, and daily	Rocketship Schools Team;

	lesson plans, as well as formative and interim assessment data. CAASPP and ELPAC.	Rocketship Achievement Team; School Leaders; Teachers
Use CCSS to guide ELA/Literacy instruction. Utilize a variety of instructional strategies (i.e. phonics, reading comprehension instruction, guided reading, Writer's Workshop) as described in Element A of this petition. Provide supports to EL students, students with disabilities, and other struggling subgroups. Systematically monitor progress of all students.		

Subpriority B: Mathematics

Goals to Achieve Subpriority	All students, including all subgroups, will acquire mathematical skills.
Measurable Outcomes	1. Percentage of all students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 2. Percentage of EL students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 3. Percentage of special education students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 4. Percentage of SED students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5

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

Subpriority C: Social Studies		
Goals to Achieve Subpriority	All students will develop an awareness of social studies in order to achieve civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.	
Measurable Outcomes	100% of students, including 100% of students in all subgroups, will receive social studies content instruction during the Humanities block.	

Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Social Studies will be incorporated into ELA/Literacy instruction. Nonfiction block will include social studies texts. EL students will receive scaffolded language support. Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.	Yearly, unit, and daily lesson plans.	Rocketship Achievement Team; School Leaders; teachers

Subpriority D: Science		
Goals to Achieve Subpriority	All students, including all subgroups, will understand science concepts and scientific thinking.	
Measurable Outcomes	100% of students, including 100% of students in all subgroups, will receive science content instruction during the STEM and Humanities blocks.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
NGSS-aligned science concepts will be incorporated into ELA/Literacy instruction, particularly during the nonfiction block. NGSS-aligned science concepts will be incorporated into STEM instruction. NGSS-aligned science concepts will be explicitly taught throughout the school day. Teachers and school leaders will participate in NGSS trainings and workshops. Teachers will utilize NGSS-aligned assessments as the standards are progressively implemented. EL students will receive scaffolded language support. Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.	Yearly, unit, and daily lesson plans. NGSS-aligned unit assessments. CST for Science for 5th grade students (as applicable under CAASPP testing requirements)	Rocketship Achievement Team; School Leaders; teachers
Subpriority E: Arts		
Goals to Achieve Subpriority	All students, including all subgroups, will have frequent opportunities to practice visual and performing arts both in their regular classrooms and in enrichment classes.	

Measurable Outcomes	100% of students, including 100% of students in all subgroups, will receive at least two enrichment courses during the week.

Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Offer at least two enrichment subjects to students. Enrichment teachers participate in professional development and school wide data analysis to ensure rigor and effectiveness. Incorporate visual and performing arts activities and projects into the school day.	Yearly, unit, and daily lesson plans. Bell schedule.	Rocketship Achievement Team; School Leaders; teachers

Subpriority F: P.E.		
Goals to Achieve Subpriority	Students, including all subgroups, will receive physical education instruction each week.	
Measurable Outcomes	100% of students attending school, including all subgroups (with the exception of students excused for medical reasons) participates in an average of 200 minutes of PE every two weeks.	

Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Schedule PE classes amounting to an average of 200 minutes of PE every two weeks.	Bell schedule	Rocketship 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 B 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'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 ELPAC will be administered to English Learners annually.
- Leveled Reading Assessments (baseline, formative, summative)—All students 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 assessed 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 Kimochis curriculum, to identify and support students' social-emotional growth.

USE AND REPORTING OF DATA

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

REPORTING TO PARENTS/GUARDIANS

Rocketship places a high value on communication between parents and teachers. We implement regular parent/teacher conference periods and progress reports throughout the school year.

REPORTING TO THE AUTHORIZER AND OTHER STAKEHOLDERS

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

ELEMENT D: GOVERNANCE 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(b)(5)(D)

In accordance with Education Code section 47604, all Rocketship campuses will be operated by Rocketship Education, Inc. (RSED), a California non-profit public benefit corporation with 501(c)(3) status, doing business as Rocketship Public Schools. All staff will be employees of Rocketship. Rocketship 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. (Rocketship's Articles of Incorporation and Bylaws are attached as Appendix 10.)

Rocketship will operate autonomously from SCOE, 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 Rocketship, 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.

GOVERNANCE STRUCTURE

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

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

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

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

developing the instructional vision, supports, mentoring, and professional development of our school leaders and teacher across all schools.

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

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

BOARD OF DIRECTORS

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

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

The Board will be comprised of the following individual officers:
- Chairman of the Board, responsible for presiding over Board meetings and performing various duties as assigned by the Board.
- Secretary, responsible for keeping account of Board minutes, Articles and Bylaws, and notice of Board and committee meetings.
- Treasurer, responsible for overseeing and validating audits, federal and state annual information

return filings, and corporate filings.

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

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

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

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

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

BOARD DUTIES

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

- Adopting policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.
- Setting Rocketship's enrollment and grade-level configuration;
- Approval of annual school budget, calendar, salary schedules, and fundraising plans;
- Monitor negotiation and approval of a Memorandum of Understanding ("MOU") or other contracts with 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.

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

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

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

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

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

BOARD MEETINGS AND TRAININGS

The Board will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act, and thus be held openly and easily accessible to the public. Rocketship will establish an annual calendar listing the dates of its regular meetings and provide the locations of those meetings. Rocketship will ensure that a teleconference location, which will be manned by a Rocketship staff member, is available within the jurisdictional boundaries of the District for every meeting. The notice and agenda of each meeting will provide for public comment from each physical and teleconference location. Board teleconferencing locations are comfortably furnished, offices or school conference rooms that are wired and equipped with highly specialized two-way video communication technology. As a matter of practice, to date, Rocketship has held most of its Board meetings in San Jose, where 10 out of the 12 Rocketship-operated charter schools in operation are

located. However, members of the Board and the public may choose to participate at any one of the other three (3) meeting sites located in the following authorizing districts: Franklin-McKinley School District, Redwood City Unified School District, and Mt. Diablo Unified School District (CA Department of Education).

Further, Rocketship will add an additional teleconference meeting location in the 2018-2019 school year to serve the Antioch Unified School District, as Rocketship is opening a new school in Antioch in 2018-19. Rocketship is very excited about expanding into the East Bay, and will continue to add additional teleconference meeting locations in the 2019-2020 school year to ensure access in other authorizing school districts.

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

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

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

REGIONAL ADVISORY BOARD

Rocketship is governed by a single Board of Directors, and we believe it is critical that strong local partnerships inform our growth and maximize our impact in each of the communities we serve. To achieve this goal, the Board of Directors will put in place an advisory board consisting of a diverse group of parents, teachers, and civic and business leaders committed to closing the achievement gap by fall 2018-2019. By implementing an East Bay- Regional Advisory Board, we will ensure that Vallejo parents have representation and participation in local issues of the Board.

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

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

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 engage in the day-to-day operations and leadership of the school. Parents hold an election every year to nominate and vote for representation on the Regional Advisory Board or serve on the School Site Council or English Language Advisory Committee. School site-based and local teleconference locations give parents access to Board Meetings where they can observe meetings and participate in public comment.

We also encourage our families to complete at least 20 partnership hours each school year. Partnership activities vary widely and can include assisting in classrooms, reading in the classroom, helping with school projects, participating in community and family meetings, attending advocacy events, and assisting in special school-wide activities. As further explained in this petition, partnership hours are not required and are not a condition for admission or continued enrollment at a Rocketship school.

We also have special processes in place to involve families in the creation of the LCAP. In addition to the regular community meetings and parent meetings, Rocketship 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. Rocketship 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 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 Rocketship Public Schools.
- Engaging each Rocketship Vallejo family to complete at least 20 volunteer hours at the school per year: As described above, Rocketship Vallejo parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist Rocketship Vallejo 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 E: EMPLOYEE QUALIFICATIONS

Governing Law: _The qualifications to be met by individuals to be employed by the school. -- California Education Code Section 47605(b)(5)(E)_

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

Rocketship Vallejo 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 Rocketship Vallejo in all aspects of its day to day operations and working with the Rocketship 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 CA teaching credential

ASSISTANT PRINCIPAL

Rocketship Vallejo will have have at least one or two Assistant Principals, focused full-time on the implementation of Rocketship Vallejo'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 Rocketship Vallejo'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 CA Teaching Credential

CORE CLASSROOM TEACHERS

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

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

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

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

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

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

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

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

In accordance with Cal. Ed. Code 48000(g), credentialed teachers first assigned to a TK classroom 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 Commission on Teacher Credentialing (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 Rocketship and realize at least one year's worth of progress
- Collaborate with school personnel, parents, and other service providers for the purpose of improving the quality of student outcomes, developing solutions and planning curriculum
- Coordinate referral and assessment procedures and facilitate the coordination of IEP team meetings and the implementation of special education services (Speech, Occupational Therapy, etc.)
- Evaluate students' abilities in basic academics for the purpose of development of remediation plans and/or assessing student progress
- Provide one-to-one or small group support, direct services and push in or pull out intervention as required by IEP
- Provide accommodations and/or modifications to learners with disabilities for assignments and testing as determined by the IEP team
- Draft and write professional and compliant IEPs, as well as finalize the data in SEIS
- Instruct students for the purpose of improving their success in assigned basic academic subject areas of reading, writing and/or math
- Manage student behavior for the purpose of providing a safe and optimal learning environment, develops behavior support plans as needed
- Participates in various meetings (IEP, parent conferences, in service training, staff meetings etc.)
- Provide leadership for ensuring full compliance with legal requirements as prescribed by federal law under 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 Public Schools
- Thrive in a fast-paced, dynamic work environment
- Knowledge of curriculum, education code and special education law/policies
- Skills in appropriate special subject matter
- Ability to navigate school setting to support students in multiple spaces
- Skills in organization and planning in order to plan excellent instruction for students
- Thrive in an inclusive school setting, as well as an interest in participating in co-teaching and collaboration with other staff members
- Willingness to participate in ongoing professional development over the course of the school year to develop one's practice and skills
- Abilities to stand and walk for prolonged periods
- Perform a variety of specialized and responsible tasks: maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and compliance deadlines
- Possession of a valid California driver's license: willingness to provide own transportation in conduct of work assignments.
- Background check, TB test and fingerprinting required
- Valid Education Specialist Credential or enrolled in an accredited teacher preparation program working towards a credential
- Bachelor's degree required; Advanced Degree optional

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 guide 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 Public Schools
- 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 Rocketship 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 support 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 Rocketship Vallejo. 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 Rocketship Vallejo.

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, 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

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 Public Schools
- Basic fluency in English
- Flexibility and a willingness to learn
- Background check, TB test and fingerprinting required

ELEMENT F: HEALTH AND SAFETY PROCEDURES

"The procedures that the 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(b)(5)(F)

Please see Appendix 11 for the Rocketship Health and Safety Plan. The Health and Safety Plan contains information and policies on 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. In addition, Appendix 11 contains Rocketship policies on Immunization, 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.

Rocketship Public Schools requires fingerprinting and background checks (also known as "criminal records summaries") for all its employees, including all employees who will work at Rocketship Vallejo, as required by state or local law prior to beginning employment at Rocketship. All prospective employees must abide by all applicable laws and agree to abide by the policies of Rocketship, including the submission of fingerprints and the approval for Rocketship or its designee to perform background checks.

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 Rocketship and are then rehired. This requirement is a condition of employment.

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

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

Rocketship will comply with the requirements of Education Code 44237 that each employee of the Charter School shall furnish the school with a criminal record summary.

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

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

DRUG-FREE/SMOKE-FREE ENVIRONMENT

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

FACILITY

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

Rocketship 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 District in the future under Proposition 39 and its implementing regulations. Rocketship tests 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 conducts fire drills as required under Education Code Section 32001.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

Rocketship is committed to providing a harassment-free environment, and complies with California law on sexual harassment training. 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. Please see Appendix 11 for a copy of the Rocketship Sexual Harassment Policy.

ELEMENT G: 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(b)(5)(G)_

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

The 2017-18 racial and ethnic demographic data among Vallejo District students is shown below.

% Hispanic	% Black/ African American	% White	% Asian	% American Indian/ Alaskan Native	% Filipino	% Pacific Islander	% Two+ Races
41.7	27.1	7.2	2.8	0.4	14.5	2.0	2.1

Source: CDE Dataquest

Element A above presents the official 2017-18 Rocketship demographic data for all schools in the Rocketship Public Schools network. As further described in Element A, our demographic data demonstrates that the Rocketship network has extensive experience serving a diverse range of student backgrounds. The racial and ethnic breakdowns among students in many of our existing schools are reflective of those of the District, as further shown in Element A. As such, Rocketship is well prepared to recruit families to achieve a racial and ethnic balance that is reflective of the District.

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

- Printing and distributing materials in English, Spanish, and other languages reflecting the needs of the community.
- Cultivating strategic partnerships with community organizations that serve diverse constituencies.
- Recruiting and retaining a diverse, highly-qualified recruitment and community engagement staff that is primarily comprised of individuals who reside in the local community.
- Holding focus groups with parents and community organizations in the local community.
- Employing an enrollment process that is well-publicized, scheduled, and adopted to include a timeline that allows for a broad-based application process.
- Developing and distributing promotional and informational material that reaches out to all of

the various racial and ethnic groups represented in the territorial jurisdiction of the District.

- Conducting continuous outreach activities throughout the community. These activities will be held at a wide range of times and locations to ensure that community members and Rocketship families have sufficient opportunities to attend.
- Conducting data-based research into the demographics of the District.

Rocketship shall, 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 H: ADMISSIONS REQUIREMENTS

"Admission requirements, if applicable."
- California Education Code Section 47605(b)(5)(H)

Rocketship Vallejo 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.

Rocketship Vallejo 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 Rocketship Vallejo. Rocketship Vallejo 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. Rocketship Vallejo shall admit all students who wish to attend the Charter School subject only to capacity. In the event that this occurs, Rocketship Vallejo 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.

LOTTERY POLICIES AND PROCEDURES

As described above, Rocketship Vallejo 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 and consistent with Cal. Ed. Code Section 47605(d)(2)(B) and federal law:

1. Siblings of currently enrolled Rocketship Vallejo students;
2. Children of staff, teachers and founders of Rocketship Vallejo (not to exceed 10% of total enrollment)
3. Residents of the District
4. Other California residents

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

Rocketship Vallejo 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 waitlist 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 waitlist families when the next year's application becomes available. Students who remain on the waitlist at the end of a given school year will have to submit a new application for the next school year.

ELEMENT I: FINANCIAL AUDIT

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

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

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

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

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 31st of December of each year. The Business Committee will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them. The Rocketship Business Committee will then make a recommendation to the Board on whether to approve the audit. By March 15th, the Board will submit a report to 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 Rocketship Vallejo will work with the County to ensure all audit exceptions and deficiencies are resolved to the satisfaction of the County. 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(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.

Rocketship has been extremely successful in the teaching and overseeing of appropriate student behavior. From the initial setting of expectations through the schools' consistent reinforcement of student standards, Rocketship students are constantly exposed to values and expectations regarding appropriate behavior.

Rocketship Vallejo will create a school environment in which inappropriate behavior is recognized by teachers, parents and students as harmful to the interests of all and, therefore, not acceptable.
The School Leader or a designee will handle all initial discipline referrals and based on the severity of the action, will respond fairly and appropriately.

Rocketship's Student Suspension and Expulsion Policy promotes learning and protects the safety and well being of all students at the school. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The administration of Rocketship Vallejo will ensure that students and their parents/guardians receive all discipline policies and procedures upon enrollment. The policy and procedures will be set forth in the Parent Handbook.

Rocketship Vallejo will not ask or require students or parents to waive the rights of a free appropriate public education in order to attend the school. Students will not be dismissed for poor academic performance. Rocketship Vallejo shall not involuntarily remove a student from the Charter School without compliance with the procedures set forth in Cal. Ed. Code Section 47605, any other applicable laws, and the charter.

The Rocketship Suspension and Expulsion Policy, attached as Appendix 12, details the process by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed, disenrolled, dismissed, transferred, or terminated from the charter school. The Policy ensures due process protections required by law. Each year we review and if needed, update, our Suspension and Expulsion Policy to comply with applicable state and federal law. The Policy may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Rocketship Vallejo 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(b)(5)(K)

All full-time employees of Rocketship will participate in a qualified retirement plan. All full-time employees will be offered a 403(b) program with a 3% match from Rocketship. Full-time certificated teachers may also participate in the State Teachers' Retirement System ("STRS"), and all part-time employees and full-time non-certificated employees will participate in the federal social security system. Rocketship employees may have access to additional Rocketship-sponsored retirement plans according to policies developed by the Board of Directors.

ELEMENT L: ATTENDANCE ALTERNATIVES

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

No student may be required to attend Rocketship Vallejo. Students who reside within the Vallejo Unified School District may attend other district schools or pursue an intra- or inter-district transfer in accordance with existing District enrollment and transfer policies.

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

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

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

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

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

ELEMENT N: DISPUTE RESOLUTION PROCESS

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

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-_California Education Code Section 47605(b)(5)(N)_

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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 Rocketship Vallejo to meet the requirements of Education Code Section 47605(b)(5)(N) with the understanding that Rocketship Vallejo may present revisions for County consideration and approval either as part of the MOU or as a revision to this charter.

The staff and governing board members of Rocketship and 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.

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

In the event of a dispute between Rocketship Vallejo and the authorizer, the staff and Board members of Rocketship and the authorizer agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent of the County and the Principal of Rocketship Vallejo 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, Rocketship Vallejo 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 Rocketship Vallejo or designees and attempt to resolve the dispute. The joint meeting shall be held within 15 school days from the informal meeting.

If this joint meeting fails to resolve the dispute, the Superintendent and Principal or designees shall jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Principal(s) or designees. Mediation shall be held within 30 school days of the joint meeting. All dates or procedures within this section can be amended by written mutual

agreement or necessity due to mediator scheduling. Each party shall bear its own costs of dispute resolution with the cost of the mediator being split equally amongst the Parties. If mediation fails, either Party will have been deemed to have exhausted the administrative remedies within this charter and may pursue any alternative legal options for resolution.

ELEMENT O: CLOSURE 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(b)(5)(P)

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

Closure of Rocketship Vallejo shall be documented by official action of the Rocketship 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 Rocketship Board will promptly notify parents and students of Rocketship Vallejo, the District, the County, Rocketship Vallejo's SELPA, the retirement systems in which Rocketship Vallejo'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 Rocketship Vallejo 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 Rocketship Vallejo.

The Rocketship 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, Rocketship Vallejo 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, Rocketship Vallejo 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, Rocketship shall prepare final financial records. Rocketship shall also have a State Controller-approved firm complete an independent audit within six months after closure. Rocketship shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by Rocketship Vallejo 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 Rocketship Vallejo.

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

On closure of Rocketship Vallejo, all net assets of Rocketship Vallejo, 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 County property will be promptly returned upon Rocketship Vallejo closure to the County. 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, Rocketship Vallejo shall remain responsible for satisfaction of all liabilities arising from the operation of Rocketship Vallejo. Rocketship Vallejo 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(g)*

BUDGETS AND CASH FLOW

Attached, as Appendix 1, please find the following documents:
- A projected multi-year budget;
- Cash flow and financial projections;
- A narrative describing the above.

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

1) The sponsoring local educational agency shall transfer funding in lieu of property taxes to the charter school in monthly installments, by no later than the 15th of each month.
   a) For the months of August to February, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes received by the sponsoring local educational agency during the preceding fiscal year, as reported to the Superintendent for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to the charter school the charter school's estimated annual entitlement to funding in lieu of property taxes as follows:
      i) Six percent in August.
      ii) Twelve percent in September.
      iii) Eight percent each month in October, November, December, January, and February.
      iv) For the months of March to June, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the fiscal year, as reported to the Superintendent for purposes of the first principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to one-sixth of the difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraph (1). An additional one-sixth of this difference shall be included in the amount transferred in the month of March.
      v) For the month of July, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the prior fiscal year, as

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

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

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

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

FINANCIAL REPORTING

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

- 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 31, 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 County 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 County 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, and as required by the County. 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(g)

Administrative services will be managed in-house and contracted with appropriately qualified and/or credentialed (as necessary) outside providers to address all administrative services. Please see above Element D for the role of Rocketship 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
- Provide support on academic data analysis as necessary
- Develop best practices for school safety and other school procedures

- Provide ongoing consulting for the management of the Learning Lab
- Teacher recruiting

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

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

FACILITIES

Governing Law: The governing board shall require that the petitioner or petitioners provide information regarding…the facilities to be utilized by the school. -- California Education Code Section 47605(g).

Location. We anticipate that Rocketship Vallejo will be located in close proximity to community colleges and public transportation central to the serve the families of Vallejo. For more details, please see the Introduction above.

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 campuses, known as a "home-grown model."   However, if Launchpad is unable to acquire and build a campus , Rocketship reserves the right to use short-term space until we secure our own facility, and/or apply for and use Proposition 39 facility space, which we have already done in the East Bay with Rocketship Futuro, and in Redwood City, with Rocketship Redwood City Prep.

In terms of the home-grown model, each of the facilities that was built for Rocketship in California 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 CA Region), prior to any lease-aid reimbursements available under California SB740.

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 is one of three main options listed below. With the financing options listed below, 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 eleven permanent Rocketship campus projects in the Bay Area with New Market Tax Credits, followed by refinance using long term tax exempt bonds. One project through short term private bank financing that was ultimately refinanced with bonds, and six with long term bonds in the pre-construction phase of the campuses. 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.

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 may not be available in the future. 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 any remaining Prop. 1D or Prop. 55 funds that may become available, or any long term financing available under IRC Section 145 bond financing for public-private partnerships.

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(g).

Rocketship Vallejo is operated by Rocketship Education d/b/a Rocketship Public Schools, 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 10. Rocketship 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 Rocketship Vallejo.

Further, Rocketship and the County shall enter into a memorandum of understanding or contract which shall provide for indemnification of the County. 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 Rocketship's insurance policies.

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

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

CONCLUSION

By approving this charter, the Solano 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 Petitioner is eager to work independently but cooperatively with the County to set standards of excellence 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 establishment of a charter for a five-year term to begin July 1, 2019.

In order to comply with rigorous County charter approval requirements, the Petitioner has 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 County has a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intend to achieve the academic results outlined in the charter. Appendix 1 is fully incorporated into this Petition.

A charter petition must be signed by a number of parents or legal guardians of pupils 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; or the petition is 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. Signatures have been included in this Petition.

Pursuant to Education Code 47605(b), "the governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

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 47605(a).
4. The petition does not contain an affirmation of each of the conditions described in 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of all of the [elements required in 47605(b)(5)(A) - (O)]
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

Importantly, it is not the Petitioner's burden to prove that we meet all six (6) criteria. The legal assumption is that a charter petition does meet all those requirements, and denial is only appropriate if the County produces specific facts to show why it believes the charter petition does not meet one of those criteria. Further, the California Education Code encourages the growth of charter schools as long as the County authorizing the charter school believes the educational program offered to be sound:

"In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice." Cal. Ed. Code 47605(b).

Should this petition not be approved, the Petitioners will file an appeal with the California State Board of Education pursuant to Education Code Section 47605(j).

July 9, 2018

V<small>IA</small>: E<small>LECTRONIC</small> M<small>AIL AND</small> U.S. M<small>AIL</small>

Superintendent Lisette Estrella-Henderson
Solano County Office of Education
5100 Business Center Drive
Fairfield, California 94534

Re: Description of Changes to Rocketship Vallejo Charter Petition on Appeal

Dear Superintendent Estrella-Henderson:

Rocketship Public Schools respectfully submits our charter petition for Rocketship Vallejo Elementary School to the Solano County Office of Education (SCOE). We have listed below the changes made to the charter petition that are necessary to reflect approval by SCOE.

1.   **Chartering Authority**

Any text referring to the Vallejo City Unified School District, or "the District," as the chartering authority have been revised to read the "Solano County Office of Education," or "the County," as the chartering authority/oversight agency.

2.   **Integrated Special Education**

As stated in the petition, Rocketship Vallejo intends to apply to operate as a Local Education Agency under the El Dorado County SELPA, pursuant to Education Code Section 47641(a). All of Rocketship's existing schools in California are members of the El Dorado SELPA. However, our original petition contained a statement that, by default, Rocketship Vallejo would be deemed a "public school of the Vallejo City Unified School District" for the purposes of special education, pursuant to Education Code Section 47641(b). This statement has been changed to "school of the authorizer" for the purposes of special education.

We look forward to working with SCOE during consideration of the charter petition appeal. Please feel free to contact me if you have any questions.

Sincerely,

(signature)

Marie Issa Gil, Lead Petitioner
Bay Area Regional Director
Rocketship Public Schools

Dr. Adam Clark, Superintendent
Vallejo City Unified School District
665 Walnut Avenue
Vallejo, CA 94592

April 20, 2018

Re: Rocketship Public Schools Letter of Intent to Submit Petition for Charter School

Dear Dr. Clark,

In accordance with the process for filing a new charter petition with the Vallejo City Unified School District, I am hereby submitting the following information for your review and consideration.

Name of proposed school:	Rocketship Vallejo Elementary School
Lead Petitioner:	Marie Issa Gil, MPA
Full mailing address:	2815 Mitchell Drive, Suite 103, Walnut Creek, CA
Daytime telephone number:	707-312-0752
Email address:	mgil@rsed.org

Dates requested for subsequent hearings:
- May 16, 2018- Meeting of the Board: Public Hearing
- June 20, 2018- Meeting of the Board: Decision Hearing and Vote

Proposed date of opening: August 2020

Proposed location of school: Vallejo, CA

Do you plan to request Proposition 39 facilities? No

Names and Background Information about Charter School Board Founders, and/or Lead Petitioners:

As Regional Director for Rocketship Public Schools in the San Francisco Bay Area, Marie Issa Gil is responsible for the vision, planning, growth, and development of Rocketship's network of twelve high-quality, elementary charter schools in the South Bay and East Bay area regions of northern California.

Marie has been coalition building through a diverse community of collaborative partnerships with public, private and nonprofit organizations to create systems of impact for children and families throughout

California. She is a fervent advocate for English language learners and children with special needs, serving as an instrumental leader to create and expand community-based programs for early childhood education and inspiring charter school parents to find their collective voice and advocate for social justice and civil rights. Marie has a varied background in public service, political organizing and nonprofit administration and has dedicated her life to working to advance opportunities for people of color. Her work has been pivotal in bridging the gap between the people and public institutions including health and human service agencies, educational systems, law enforcement and legal justice agencies. Marie is a first generation Mexican-American who grew up in the Bay Area before moving back to Mexico in her teen years to study in Guadalajara, Jalisco.

Marie earned both a Bachelor's degree and a Masters of Public Administration from the University of San Francisco and has dedicated her career to define a better future for marginalized groups in her community. As a charter school mom and parent of a child with special needs, Marie has experienced first-hand the power of parent-lead advocacy and the opportunities for excellent schools of choice for all children. Marie is passionate about time spent cooking multi-ethnic foods for her family, serving in church ministries, and learning side-by-side with Rocketship parents and community volunteers.

Build Out Plan
Year One: 417 students in grades TK through 4: 19 teachers; and 32 total staff.
Year Two: 534 students in grades TK through 5: 27 teachers; and 41 total staff.
Year Three: 600 students in grades TK through 5: 28 teachers; and 43 total staff.
Year Four: 600 students in grades TK through 5: 28 teachers; and 43 total staff.
Year Five: 600 students in grades TK through 5: 28 teachers; and 43 total staff.

Grade levels to be served at full capacity: TK-5

Anticipated enrollment at full capacity: 600

I appreciate the opportunity to meet with you today and submit this Letter of Intent. Please do not hesitate to be in touch if you wish to further discuss any of the above.

Sincerely,

Marie Issa Gil

Regional Director

cc: Maya Sethi, General Counsel
        Cheye Calvo, Chief Growth and Community Engagement Officer
        Lynn Liao, Chief Programs Officer
        Keysha Bailey, Chief Financial Officer
        Preston Smith, Chief Executive Officer

Rocketship Vallejo Elementary School

Petition for the Establishment of a Charter School

Submitted to the Vallejo City Unified School District
April 20, 2018

CONTENTS

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).

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 Vallejo fulfills the requirements of Section 47605 of the Act.

AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Marie Issa Gil, hereby certify that the information submitted in this petition for a California public charter school to be named Rocketship Vallejo Elementary [1] (the "Charter School" or "Rocketship Vallejo"), submitted to the Vallejo City Unified School District ("VCUSD" or "the District") and located within the Vallejo City Unified School District boundaries is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code 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(c)(1)]

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 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. California Education Code §47605(b)(5)(O)]

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

4. The Charter School will not charge tuition. [Ref. California Education Code §47605(d)(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(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code §47605(d)(2)]

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

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[1] For the purposes of the establishment of a charter, the Charter School will be deemed Rocketship Vallejo Elementary. Rocketship reserves the right to allow our founding staff members and their families to change the school name prior to the start of the first school year and will promptly notify our authorizer of any name change.

Section 47605(d)(1)]

7. The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities 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)(C)]

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

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

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

12. The Charter School will 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 and transitional kindergarten, 36,000 minutes; to pupils in grades 1 to 3, inclusive, 50,400 minutes; to pupils in grades 4 and above, 54,000 minutes.

13. If a pupil is involuntarily removed , 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)]

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

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

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

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

18. The Charter School shall comply with all applicable portions of the Elementary and Secondary

Education Act.

19. The Charter School shall comply with the Public Records Act.

20. The Charter School shall comply with the Family Educational Rights and Privacy Act.

21. The Charter School shall comply with the Ralph M. Brown Act.

22. 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.

23. In accordance with Cal. Ed. Code Section 49011, the Charter School does not require students or families to pay a pupil fee for participation in an educational activity. This includes a prohibition of paying for any supplies, materials, and equipment needed to participate in educational activities. Moreover, a fee waiver policy shall not make a pupil fee permissible. The Charter School shall not establish a two-tier educational system by requiring a minimal educational standard and also offering a second, higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies that the school district or school does not provide. The Charter School shall not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians, and the Charter School shall not remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the school district or school. None of the foregoing prohibits the Charter School from soliciting donations of funds or property, voluntary participation in fundraising activities, or providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

_____
Lead Petitioner   **Date**
MARIE ISSA GIL   **April 20, 2018**

INTRODUCTION

Rocketship Education, d/b/a Rocketship Public Schools ("Rocketship Public Schools" or "Rocketship") is a nonprofit network of public elementary charter schools that has exclusive responsibility for charter schools in California and does not function as a Charter Management Organization. In 2007, we opened our first school in San Jose with 160 students. Today, we operate 12 Bay Area schools, with our 13th opening in Antioch in Fall 2018, and we humbly serve over 6,000 Rocketeers in California.

At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. It is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Rocketship operates great schools in diverse communities in partnership with our parents. That is what we want to bring to Vallejo.

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

At Rocketship Public Schools we are driven by our vision to eliminate the achievement gap in our lifetime and we operate through a strong adherence to our values.

Authenticity: We deliver transparency in our work – assessing how we are growing and learning with honesty and humility.

Community: We seek a diverse set of perspectives to build understanding as we work toward our greater purpose.

Tenacity: We pursue our goals relentlessly and take courageous steps to reach ambitious outcomes.

Innovation: We challenge the status quo and take responsible risks in pursuit of meaningful impact.

Excellence: We believe all children can succeed and are committed to unleashing the potential inside every Rocketeer.

Rocketship Public Schools is pleased to submit this petition for the establishment of a charter for Rocketship Vallejo Elementary School ("Rocketship Vallejo") in the Vallejo City Unified School District.

A LOCAL SNAPSHOT: EQUITY, ACCESS AND SUCCESS IN VALLEJO

The City of Vallejo is a waterfront community with a rich history where many residents are the third and fourth generations in the County of Solano. Vallejo has a growing population of over 125,000 residents of diverse racial, ethnic, and cultural backgrounds and is known as a family-oriented, delta town. The community has a variety of public services for families, including a library, a variety of parks, and venues for local youth sports.

The Vallejo City Unified School District (VCUSD) is a TK-12 school district serving the community of Vallejo, California. The school system serves 14,468 students, including 72.5% Socioeconomically Disadvantaged and 19.1% English Learners. VCUSD serves the City of Vallejo and is comprised of thirteen (13) elementary schools and three (3) K-8 schools (including a K-8 dependent charter school). The public elementary schools in Vallejo are:

1. Annie Pennycook
2. Beverly Hills
3. Dan Mini
4. Elmer Cave Dual Language Academy
5. Elsa Widenmann
6. Federal Terrace
7. Glen Cove
8. Grace Patterson
9. Highand
10. Johnston Cooper
11. Joseph H. Wardlaw
12. Lincoln
13. Loma Vista
14. Mare Island Health and Fitness Academy
15. Steffan Manor
16. Vallejo Charter School

Rocketship Public Schools is excited by the prospect of partnering with a school district that has traditionally supported parents, educators and community members to support high quality schools to the City of Vallejo. The opportunity to collaborate and share best practices with a coalition of public school providers in the VCUSD opens the door to delivering technology and innovation to a wider population of families looking for a community school of choice in their own neighborhood.

Since the introduction of CAASPP in 2014-2015, Rocketship Public Schools in California have continuously increased the percentage of students meeting or exceeding standards in both Math and ELA. In 2016-17, Rocketship increased the percentage of students meeting proficiency by three percentage points in both subjects, contributing to a total five percentage point increase in Math and nine percentage point increase in ELA over three years.

In Math, Rocketship's gains on CAASPP kept pace with the State of California's improvement, which also increased the percent of proficient 3rd-5th graders by five percentage points over three years. By matching the state's proficiency increase, Rocketship maintained the lead over California's state average by 14 percentage points: 54% of Rocketship students met or exceeded state Math standards in 2016-2017 compared to the state average of 40% . In addition to exceeding the state average, Rocketship also outperformed all the districts where we serve students: Alum Rock (31%), Franklin-McKinley (39%), SJUSD (46%), Redwood City Elementary (39%), and Mt. Diablo (42%).

In ELA, Rocketship's nine-percentage point increase over three years outpaced the State of California's five percentage point gain in proficiency and contributed to Rocketship substantially narrowing the

performance gap from the first year of CAASPP testing. In 2016-2017, 44% of Rocketeers met or exceeded state standards in ELA compared to the state average of 45%. Rocketship also is on par with Redwood City Elementary (45%) and exceeded the local districts of Alum Rock (35%) and Franklin-McKinley (39%).

A vast majority (84%) of California Rocketeers are classified as socioeconomically disadvantaged (SED) and it is imperative that we pay particular attention to the results for those students. Similar to our entire California network results, this subgroup increased proficiency by six percentage points in Math and nine percentage points in ELA over three years. Rocketship's three-year proficiency gains for socioeconomically disadvantaged students met or outpaced growth in all our local districts and the State of California (5 percentage points increase in each subject).

Rocketship's socioeconomically disadvantaged students significantly outperformed their peers in all local districts and the State of California for the past three years. Due to its relative stronger growth, Rocketship further widen its performance lead for socioeconomically disadvantaged students in 2016-2017. In Math, 52% of SED Rocketeers met or exceeded state standards - surpassing Alum Rock (28%), Franklin-McKinley (35%), SJUSD (23%), Redwood City Elementary (23%), Mt. Diablo (21%), and the state average (27%). In ELA, 42% of our SED Rocketeers met or exceeded state standard in ELA - putting our Rocketeers ahead of Alum Rock (32%), Franklin-McKinley (35%), SJUSD (31%), Redwood City Elementary (29%), Mt. Diablo (27%), and the state average (32%).

Finally, as 55% of our California Rocketeers last year were classified as English Language Learners (ELL), it is important to track results for that subgroup as well. In Math, 34% of ELL Rocketeers met or exceeded state standards - far above Alum Rock (15%), Franklin-McKinley (15%), SJUSD (10%), Redwood City Elementary (7%), Mt. Diablo (7%), and the state average (17%). In ELA, 22% of Rocketeers met or exceeded state standards - outperforming Alum Rock (13%), Franklin-McKinley (8%), SJUSD (11%), Redwood City Elementary (7%), Mt. Diablo (5%), and the state average (15%).

Over the past three years, Rocketship consistently outperformed Vallejo's 3rd-5th grades on CAASPP in both Math and ELA. In 2016-2017, Rocketship had more than twice as many students meeting or exceeding the Math standard than Vallejo (54% compared to 23%). In ELA, Rocketship outperformed Vallejo by 16 percentage points. Rocketship also has higher percentages of SED and ELL students meeting or exceeding CAASPP standards compared to Vallejo in both subjects. In Math, more than twice as many Rocketship SED students and three times as many ELL students met proficiency than their Vallejo subgroup peers. In ELA, Rocketship SED students outperformed Vallejo SED students by 19 percentage points and Rocketship ELL students outperformed Vallejo ELL students 16 percentage points.

2016-17 CAASPP: Percent of Students Who Met or Exceeded Standard
All Students, Grades 3-5

Source: California Department of Education, September 2017. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in reseach files downloaded from the CAASPP website (https://caaspp.cde.ca.gov/).

According to 2017 CAASPP results, just 23% of students across all VCUSD elementary schools met or exceeded the state standard in Math and only 28% achieved the standard in English Language Arts. Students in the VCUSD are significantly behind their peers across Solano County where 35% of 3rd-5th graders are proficient in Math and 39% met ELA standards. Across the state, the comparative analysis shows desperate outcomes (40% students across the state achieved the standard in Math and 45% in ELA).

Rocketship has a proven track record of serving communities like Vallejo with the excellent public education all kids deserve. 72.5% of students across the VCUSD schools are classified as socioeconomically disadvantaged compared to 84% of students across Rocketship's Bay Area network of 12 schools. While we serve similar student populations, the differences in student achievement is quite notable.

Rocketship conducted significant parent and community engagement in Vallejo to listen and respond to the needs of the community. Parent leaders and educators conducted 1-1 conversations with families and held parent information sessions with over 400 families who signed on to support the Charter Petition to VCUSD.

By working together, the VCUSD and Rocketship can eliminate the achievement gap in the City of Vallejo and across Solano County. Opening a Rocketship school will give this affordable, diverse, and dynamic community a great public school option to propel students into opportunities for higher education.

ROCKETSHIP VALLEJO AS PART OF THE ROCKETSHIP PUBLIC SCHOOLS NETWORK

Rocketship Vallejo will join a network of high-performing charter schools that is operated by Rocketship Public Schools, a nonprofit public benefit corporation with 501(c)(3) status. Like all non-profit organizations, and as further described in Element D below, Rocketship Public Schools is governed by a Board of Directors comprised of diverse and experienced community leaders with a broad range of expertise in relevant fields, including academics, education reform, community engagement, finance, management, real estate, law, and fundraising.

The Board is ultimately responsible for the operation and activities of each Rocketship school. Board members have a responsibility to solicit input from, and opinions of, both school staff and students' parents regarding issues of significance and to weigh the input and opinions carefully before taking action. We also have a Regional Advisory Board comprised of both parent and community representation, that serves as a formal structure giving voice to the local communities where we operate schools.

Currently, the East Bay- Regional Advisory Board (EB- RAB) has five (5) members. At all times, at least 50% of the membership of the Board will be populated by parents of current Rocketship students. Rocketship Futuro Academy (Concord) has one (1) representative, elected from the School Site Council and two (2) parents appointed. Rocketship Antioch (Antioch) has two (2) members from local civic and business leaders appointed by Rocketship Regional Director/VP.

The Regional Advisory Board may provide advice and counsel to Rocketship's Regional Director/VP and senior leadership; 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. Full authority of the members is outlined in the RPS Advisory Board Policy written in compliance with relevant state and authorizer requirements in those regions.

In addition to benefiting from a deeply experienced Board of Directors, Rocketship Vallejo will receive 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 management structure and robust support for schools is further described in Element D 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(b)(5)(A))(i)-(ii)

MISSION, VISION, AND MODEL

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

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

MISSION STATEMENT

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

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. We seek to eliminate the achievement gap in our lifetime.

ROCKETSHIP MODEL

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

Teachers and Leaders: Elevating and Developing talent. Teachers and leaders are critical 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 teacher-led personalized instruction targeted to their needs and tailored to their unique learning styles. At Rocketship, personalized learning is not just about technology, but instead a calibrated combination of traditional whole group instruction, small group instruction, data informed technology use, and individual 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

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. While all Rocketship schools are open to all students, and we do not discriminate on the basis of race, ethnicity, or any other actual or perceived characteristic, we do target students from predominantly low-income neighborhoods where access to high-quality, high-performing schools is limited. We feel that these students will derive the most benefit from our model, which is further described in our petition.

The vast majority of students that we serve are socioeconomically disadvantaged (SED). And as shown below, our network has experience working with students from a diverse range of backgrounds, including Hispanic/Latino, Black/African American, and Asian students as well as English learners. While there are some demographic differences across our schools, each of our schools closely matches the

demographics of the unique communities they serve and in which they reside.

Rocketship SY 2017-18 Demographic Data*

School	% Hispanic	% Black/ African American	% White	% Asian	% EL	% SED
Rocketship Alma	87.0	4.7	1.2	5.9	48.5	89.4
Rocketship Brilliant Minds	82.1	0.9	0.2	11.8	58.2	78.9
Rocketship Discovery Prep	81.0	1.0	1.4	11.9	61.0	85.5
Rocketship Fuerza	81.1	0.8	0.7	12.7	57.0	82.4
Rocketship Futuro	91.9	4.8	1.8	3.0	65.3	87.8
Rocketship Los Suenos	85.3	1.4	0.8	8.7	59.2	89.2
Rocketship Mateo Sheedy	87.0	5.6	0.4	3.5	40.8	89.5
Rocketship Mosaic	54.0	1.6	0.5	39.7	64.1	81.5
Rocketship Redwood City	92.8	2.5	0.4	0.7	54.0	82.0
Rocketship Rising Stars	66.3	2.5	0.7	21.1	63.0	82.3
Rocketship Si Se Puede	87.2	0.5	0.5	9.3	65.8	87.9
Rocketship Spark	56.7	2.2	0.7	37.6	37.4	74.0
Rocketship Nashville Northeast (TN)	25.3	65.5	7.0	0.3	14.8	81.5
Rocketship United (TN)	40.0	44.7	12.8	0.2	40.6	63.1
Rocketship Partners Community Prep (TN)	2.2	97.8	2.2	0.0	0.0	91.3
Rocketship Southside Community Prep (WI)	94.4	2.6	1.9	0.6	43.7	85.7
Rocketship Rise (DC)	1.1	97.3	0.2	0.4	1.7	79.9
Rocketship Legacy Prep (DC)	0.9	99.1	0.0	0.0	1.9	62.3

Source: Rocketship official demographic data

VCUSD SY 2017-18 Demographic Data*

School	% Hispanic	% Black/ African American	% White	% Asian	% EL	%SED
Annie Pennycook	31.3	32.1	9.8	2.5	15.3	71.5
Beverly Hills Elementary	50.8	32.5	7.5	0.4	25.4	88.8
Caliber; ChangeMakers Academy	75.7	13.6	2.0	2.8	17.3	71.3
Cave Language Academy	70.1%	14.1	7.9	0.6	42.3	62.5
Dan Mini Elementary	53.6	11.9	5.9	2.0	38.3	79.8
Elsa Widenmann Elementary	48.7	27.4	4.4	2.9	34.2	86.3
Federal Terrace Elementary	46.8	26.9	5.1	1.5	26.1	81.1
Glen Cove Elementary	29.4	26.0	11.3	6.9	14.0	58.1
Grace Patterson Elementary	46.9	34.7	6.4	1.4	26.2	84.0
Highland Elementary	8.5	8.0	60.7	9.1	37.0	86.0
Johnston Cooper Elementary	36.3	33.4	4.3	2.5	22.9	84.6
Joseph H. Wardlaw Elementary	20.6	28.9	7.1	8.2	12.4	53.3
Lincoln Elementary	94.5	4.2	0.6	0.3	21.7	95.1
Loma Vista Environmental Science Academy	41.4	32.8	4.6	2.9	27.9	81.3
Mare Island Health and Fitness Academy	53.7	23.7	9.8	1.9	19.2%	81.8
Steffan Manor Elementary	51.1	22.1	9.0	1.6	24.4	84.5

Vallejo Charter	36.1	23.9	17.3	2.7	8.9	52.4
Vallejo Education Academy	13.6	68.2	9.1	4.5	0.0	86.4
VCUSD TOTAL	41.7	27.1	7.2	2.8	19.1	72.5

Source: CDE Dataquest

ROCKETSHIP'S HISTORY SERVING OUR TARGET POPULATION

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

Rocketship's story began back in 1999, when Father Mateo Sheedy, Pastor of Sacred Heart Parish, created the Juan Diego Scholarship to Santa Clara University. After an extensive search for candidates, Father Mateo was surprised to discover that 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 (then called 'Rocketship One') 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 to serve other schools in the neediest neighborhoods.

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

As of the 2017-18 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. In the 2016-17 school year, we opened a new school in Concord as part of our movement to expand and serve students deep into the East Bay. Also in furtherance of this movement, we are opening a school in Antioch in 2018-19. We are continuing to gain traction among families and community leaders in the East Bay, and we hope that Vallejo will become part of a growing Rocketship regional impact throughout the entire region.

We also have diverse experience opening new schools in other regions throughout the country. We opened our first school in Milwaukee in 2013, followed by two schools in Nashville in the subsequent two school years. During the 2016-17 school year, we opened our first school in Washington, D.C. Most recently, in the 2017-18 school year, we opened a second school in D.C. Our first Washington, D.C. school achieved the highest possible performance ranking in its very first year of operation. In August 2018, we will open a second school in Milwaukee and a third school in Washington, D.C. Though geographically different, each of our school launches shares the common experience of profound community and parent involvement. As described above, we begin working with local community stakeholders, parent leaders, and prospective families well before our doors open for the first time. We host community meetings, informational sessions, and educational events (e.g. family reading night) to establish meaningful connections with our Rocketeers.

Rocketship also strives to partner with local school districts as much as possible. In San Jose, we are part of the Franklin-McKinley School District (FMSD) Charter Compact Initiative, a partnership between FMSD-authorized charters and district schools. Rocketship staff members attend Charter Compact meetings to collaborate with other teachers around specific initiatives, which have included best practices in special education and mathematics instruction for fifth graders. In various cities, we also strive to engage with other schools, both district and charter, in a variety of ways. Our teachers and network support staff have attended professional development sessions put on by local district schools. Students from the nearby middle and high schools serve on our campuses as volunteers. And teachers and parents regularly take a field trip to local high schools and colleges to invest students in their long-term education. We are excited by the prospect of partnering with VCUSD in similar ways to make a meaningful and lasting impact in the District.

TARGET ENROLLMENT

Rocketship targets an enrollment of approximately 600 students when Rocketship Vallejo is fully enrolled. This will be similar to the enrollment at most of our existing Bay Area schools. To absorb expected attrition, the school will continuously enroll vacated spaces to maintain its enrollment numbers. Attrition is primarily driven by families leaving the area and is similar to other Rocketship and high-performing charter schools in the area. While we work to backfill our seats and are open to providing choice to students across all grades, in reality it can be more difficult having a family change schools in older grades. As a result we assume less back-filling in older grades to reflect a more conservative reality in new recruitments and backfilling.

The Charter School will reach full enrollment in the fifth year of operation at 600. Enrollment in year 1 and 2 assumes we will be in a temporary school site location. In year 3 of operations, we anticipate that Rocketship Vallejo will move onto a permanent campus. Rocketship conducts a rigorous facilities acquisition process to open its schools. Historically, this process has resulted in working with Launchpad Development Company (Launchpad) to acquire the land and build Rocketship school sites in neighborhoods that are accessible to the families and communities we serve.

The following table shows the Charter School's projected enrollment and ADA:

	2019-20 Year 0	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Enrollment & ADA						
Projected Enrollment by Grade						
Transitional Kindergarten	-	25	50	50	50	50
Kindergarten	-	112	112	112	112	112
1st Grade	-	112	112	112	112	112
2nd Grade	-	56	90	112	112	112
3rd Grade	-	56	90	100	100	100
4th Grade	-	56	50	84	84	84
5th Grade	-	-	30	30	30	30
Total	-	417	534	600	600	600
Average Daily Attendance						
ADA %	94%	94%	94%	94%	94%	94%
Total	-	392	502	564	564	564

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

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

OUR EDUCATIONAL PHILOSOPHY

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

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

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

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

PERSONALIZED LEARNING

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

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

Our instructional model is based on our beliefs that learning best occurs in the following ways:
- Through a thoroughly-planned, standards-aligned academic curriculum that centers on higher-order critical thinking and complex problem solving and that authentically integrates a variety of content throughout the school day.
- Through instruction in critical life skills that include teaching core values, strong behavioral skills, and habits of excellence.
- Through personalized instruction that includes targeted interventions and blended classroom-based and adaptive online learning.

- Through differentiation and integrated supports for special student populations.
- Through data-driven instruction, planning, and analysis.
- Through careful selection of educators, and consistent and rigorous intellectual professional development and growth opportunities to keep teachers and staff members invested and effective.

STANDARDS-ALIGNED CURRICULUM

The Rocketship curriculum follows California's adoption of the Common Core State Standards ("CCSS") for English/Language Arts, English Language Development, Mathematics, the Next Generation Science Standards, and state standards for Social Studies.[2]

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

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, and Social Studies. 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 classroom. 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.[3]

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[2] Pursuant to CA Education Code 60605.
[3] These sections describe our instruction as it is currently being implemented in accordance with the CA CCSS. We

MATHEMATICS

CCSS-ALIGNED INSTRUCTION

Core Beliefs for Mathematics Instruction

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

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

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

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

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constantly monitor any changes in the state standards and assessment systems and may at times adjust elements of our instruction, curriculum, and/or teaching materials to ensure that teachers and students are best being equipped for mastery. In accordance with CA Education Code 47607, we will notify our authorizer at any time should any adjustment become of the magnitude that may constitute a material revision to our charter.

communicate their conclusions

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

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

- Transitional Kindergarten: (1) developing important aspects of counting, including cardinality and 1:1 correspondence, (2) sorting & classifying objects by shared attributes, (3) developing a basic understanding of geometric properties of everyday objects. Note: Per Cal. Ed. Code Section 48000(f), we have aligned our transitional kindergarten curriculum to the California Preschool Learning Foundations standards.
- Kindergarten: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.
- Grade 1: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
- Grade 2: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using units of measure; and (4) describing and analyzing shapes
- Grade 3: (1) developing 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 and number stories closely matched to grade-level content and the development of number sense and math strategies
- the purposeful and data-driven integration of online learning programs within the STEM classroom, to provide aligned and personalized practice that is incentivized, monitored, and aligned by the teacher

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

Spiral review. Spiral review is critical to ensure our learners are repeatedly engaging with content and applying their burgeoning understandings to a wide assortment of contexts and challenges. This block also keeps skills fresh in the minds of students and allows teachers opportunities to shore-up small misconceptions, review key vocabulary, and investigate application of previously learned content in new situations. There are two main forms of spiral review: math meeting (Grades TK -1) and math board (Grades 2-5).

- Math meeting: Math Meeting is a daily routine in the TK -1 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. Grade 1 students start the year with math meeting, and transition to math board by the end of the year in preparation for Grade 2.
- Math board: Math Board is a review worksheet with a 5-6 problems aligned to previous objectives and skills. Students complete the majority of their math board the previous

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

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

Counting Routines. In TK & K, counting routines consists of 2 routines that rotate based on the time of the year, the content of the unit and the grade level. In the second half of the year, counting routines starts to alternate with Number Stories.
- 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.
- Counting Collections - Counting Collections has students practice counting collections of objects and share different ways to organize them. It builds 1-to-1 matching, cardinality and eventually base-10 understanding.

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

Lessons 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 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, 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 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 incorporating OLPs and technology as an assigned practice or extension activity that some students engage in, while others are receiving

teacher-led differentiated instructed, and others are engaged in other learning activities.

As further described below in our Special Populations section, we also incorporate ELD standards and strategies related to 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. Our math curriculum is cultivated from various sources, among them: Illustrative Mathematics, Children's Mathematics, Teaching Student-Centered Mathematics, and 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. 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.

ELA/LITERACY

CCSS-ALIGNED INSTRUCTION

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

5. We believe all instructional choices should build independence in learners to set them up for future success.

Each of the elements of our reading and writing instruction are focused on the 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 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 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 research-based 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.

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:

- Scope and sequence curriculum maps, which lay out the standards-aligned objectives for each

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

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

SCIENCE AND SOCIAL STUDIES INSTRUCTION

INTEGRATED CONTENT INSTRUCTION

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

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.

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 historical conflicts such as the Civil War; and geography and map skills.

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

SCIENCE INSTRUCTION

NGSS-Aligned Instruction. At Rocketship, we 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 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 focused on building content knowledge and schema, and using Project 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 integrated into our Humanities and STEM blocks to ensure that students are having an authentic and meaningful experience with the content they are learning.

PHYSICAL EDUCATION 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 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., Rocketship schools have a variety of enrichment programs, including Art, Urban Gardening, Folklorico Dance, and Engineering. The number and type of enrichment programs vary depending on enrollment at each school. We hire enrichment instructors who have demonstrated expertise and interest in a specific enrichment content area, such as art, theater, gardening, or music. Students will receive some type of enrichment during every full school day. (For a sample Rocketship bell schedule, please see Appendix 5.) 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.

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 behavior "clip chart" because his/her actions were not demonstrating our core value of respect).

LAUNCH

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

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

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 from our universal screener to identify students of

concern who may need additional supports. The Data Lead will also enter 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.
- Kimochis/RULER Curriculum: The Kimochis/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.

Kimochis Curriculum. Kimochis 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 Kimochis Keys to Communication provide communication tools to help students learn how to listen openly, make good choices, speak in a respectful and responsible way, and be open in negotiating.

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

LEARNING LAB

The Learning Lab offers access to adaptive Online Learning Programs (OLPs), targeted tutoring instruction, leveled independent reading exercises, and purposeful independent work. This gives Rocketeers multiple and varied opportunities to master content at their level. In the Learning Lab, we reinforce concepts introduced in the classroom and provide repeated practice opportunities for students under the support and guidance of a trained tutor. The Learning Lab is like a high quality afterschool program that is integrated into a student's school day and tightly tailored to their unique learning process and needs. Our student's time in the Learning Lab does not replace any time with a teacher, rather it augments their classroom learning by helping students learn at their own pace and develop more ownership of their learning.

Classroom instruction is complemented with a variety of Learning Lab activities, supporting students in multiple ways as they work to master standards. For example, while tutors spend time every day teaching small-group guided reading, students also use an Online Learning Program to read independently, leveraging the program's extensive library and using its assessments that check for comprehension. Similarly, while tutors focus on building a conceptual understanding of mathematics, students build fluency on math Programs allow tutors to assign work in specific areas where they see a student struggling, while others are adaptive, allowing Rocketeers to work through relevant content at their own pace. Our use of Online Learning Programs is further described below.

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

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

The School Leaders oversee the managerial aspects (i.e. hiring ILSs and enrichment teachers, monitoring

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

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

ONLINE LEARNING PROGRAMS (OLPs)

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.

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.

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

SCHOOL DAY AND INSTRUCTIONAL MINUTES

SCHOOL DAY

Students start the day with Launch, often times with parent participation and observation, where Schools Leaders and teachers engage all students on building their social emotional learning skills. Students spend about half of the day in a Humanities block and a quarter of the day in a STEM block, with separate teachers who specialize in their respective subjects. Students receive large group instruction, experience small group and team learning, and receive targeted intervention from their classroom teacher. Students rotate into the Learning Lab for adaptive online learning, additional small group instruction, team learning, and targeted intervention. In addition to a daily recess block at each grade-level, every Rocketeer has regular access to physical education. On days where students are not in P.E., they engage in enrichment activities selected by school leaders with parent input to meet the unique needs of each community.

INSTRUCTIONAL MINUTES

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

The number of instructional minutes that we offer for all grades will meet or exceed the state requirements (described above and found in Education Code Section 47612.5(a)(1)).[4] We will offer the same or greater number of instructional days as the District. All components of the day counting towards instructional minutes are led by credentialed teachers who utilize curricular resources aligned to CA CCS to guide their instruction.

We expect a significant number of our students to arrive at Rocketship below grade level, and so we aim to provide students with maximal time to make the progress that they need to catch up. Therefore, we extend the school day beyond the required number of instructional minutes. During our extended school day students engage in independent and small group learning in the Learning Lab and participate in P.E. or other Enrichment activities. While the exact bell times vary by school, many of our schools currently run from approximately 8 a.m. to 4 p.m.

The table 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.

Rocketship Daily Minutes

	Instructional Minutes				Non-instructional Minutes		*Total Daily Minutes*
	Humanities	**STEM**	**Launch/Social Emotional Learning**	**Total Daily Instructional Minutes***	**Learning Lab**	**P.E./ Enrichment**	
TK	175-180	85-90	40	**305-310**	*85-90*	*40*	***435***
K	175-180	85-90	40	**305-310**	*85-90*	*40*	***435***

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

1	180-185	90-95	40	**310-315**	*90-95*	*40*	***445***
2	185	90-95	40	**315-320**	*90-95*	*40*	***450***
3	185	90-95	40	**315-320**	*90-95*	*40*	***450***
4	190	95	40	**325**	*95*	*40*	***460***
5	190	95	40	**325**	*95*	*40*	***460***

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

For a sample full day Rocketship bell schedule please see Appendix 5.

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 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 interim assessments, Rocketship holds professional development for teachers, Assistant Principals, and the Principal to take a deep dive into the analysis of the data and plan their instructional response to the data.

A key component of these data days is the identification of overall positive trends as well as any challenges and/or achievement gaps among students. This exercise then leads the teacher to begin to identify specific "focus" students within the challenge groups. After identifying three to five students, the teacher begins to dig deeper and identify specific instructional areas that have been challenging for these students. The teacher then sets academic goals for these students to be accomplished within the next four weeks and eight weeks. The teacher then begins to develop an instructional plan for these specific students, which is intended to ensure that the student will realize the goals that have been set for them in the next four and eight weeks. The plan is not meant to be limited to these specific students. We expect teachers to use it to guide instruction for all students facing similar challenges. Thus, by focusing in-depth on one student within the challenge group, the modified instruction should be able to positively impact the student achievement of all students within this group.

GOAL SETTING AND PROGRESS

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

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

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

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

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

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

Report Cards. Students' progress is shared with parents through report cards that are discussed with parents at parent conferences three times annually. (See Appendix 6 for a sample report card.)

DATA TRACKING TOOLS

We use various tools to track and manage data, several of which are described below.[5]

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

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

Schoolzilla dashboards facilitate communications between teachers and ILSs, by providing more timely status updates of a student's progress, and by enabling teachers to easily specify remediating content

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

and activities during tiered interventions that are targeted to meet the student's specific learning needs. 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).

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 overidentification of students with learning difficulties, which is a longstanding problem that is especially predominant among low-income and culturally diverse populations. In the article *Cultural Considerations with Response to Intervention Models,* Klinger and Edwards state that RtI "…has dramatic implications for culturally and linguistically diverse students who historically have been disproportionately overrepresented in special education programs…RtI models hold promises for preventing academic failure by providing support for culturally and linguistically diverse students before they underachieve." (pg.108).

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.

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 curriculum 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 further assessment and evaluation to determine if the student is presenting with a disability that requires special education services and supports.

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

- Academic Interventions: Systematic Instruction in Phonics and Phonemic Awareness (SIPPS), Seeing Stars and On Cloud 9 (Lindamood Bell), Sound Partners, Rocket Math, Early Literacy Skills Builder, Building with Stories, Phonics for Reading, Touch Math

- 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.

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 7.

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 communication please see the Rocketship SST/Pre-referral Playbook in Appendix 7.

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, use of adaptive OLPs, regular progress-monitoring, and data-based decision making), we serve this population in a variety of ways, described below.

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

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

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

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

Focused Instruction. Rocketship's standard instructional approach is for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. One such subgroup is students who are performing above grade level. All students, including high-performing students, will receive targeted small group Guided Reading instruction and small group skills instruction in both the Humanities and STEM 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 STEM teachers also differentiate math centers, homework, and daily review exercises by difficulty level.

Daily Enrichment. Rocketship's variety of enrichment programs allows us to better match student's interests as well as provide extension opportunities for our high-achieving students. Please see the Enrichment section above for further detail.

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.

SPECIAL EDUCATION SERVICES

Rocketship Vallejo 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, Rocketship Vallejo will comply with authorizer guidelines, and all California laws pertaining to special education students.

OVERVIEW

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

In order to fulfill this mission, Rocketship seeks to apply current, research-based best practices in order to create individualized plans that support students with disabilities in working to their full potential.

We believe that all students are best-served within an inclusive model, and our service delivery model is grounded in team-based decision making. We approach educational programming for our students from a positive, strength-based perspective. Our ISE staff members serve as coaches, consultants, and service providers who empower key stakeholders to support the academic and social development of our students both within the classroom and in their communities. We believe that our families are our students' greatest advocates, and we strive to support them in becoming experts in their children's needs and educational programs.

Rocketship Vallejo intends to apply 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. Rocketship Vallejo understands that the Charter School shall be deemed, by default, a public school of the Vallejo Unified School District for the purposes of special education, pursuant to Education Code Section 47641(b) (sometimes referred to as "Arm of the District"), but reserves the right to apply and become an LEA member in a SELPA for the purposes of special education. Rocketship Vallejo will make written verifiable assurances that it will become an independent LEA and, upon acceptance into the SELPA, will be an independent LEA member of that SELPA pursuant to Ed Code 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

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

Rocketship Vallejo 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 Rocketship Vallejo. 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.

INTEGRATED SPECIAL EDUCATION (ISE)

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 8.

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, the IEP team may consider a referral to a non-public school(NPS).   If a parent places students at a non-public school, private school or residential facility, Rocketship will immediately inform the SELPA. We currently have one Rocketship student enrolled in a NPS.

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. See Appendix 8 for additional information regarding ERMHS procedures.

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 have access to professional development opportunities uniquely designed for their specific student needs. Inclusion in the general education program is still a critical component of the educational program for students with moderate to severe learning needs, but we recognize that these students often have additional, unique needs that must be addressed. Towards that end, we have adopted a suite of curricular resources specifically designed to support students with more significant needs, and our moderate-to-severe teaching staff weave support and instruction in adaptive and communication skills throughout the day for these learners.

SPECIAL EDUCATION ELIGIBILITY DETERMINATION

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

In order to proactively identify students who have already been found eligible to receive accommodations and/or services via an IEP or Section 504 plan, Rocketship includes a "Child Find Supplement," which asks families to indicate if the enrolling student has a current IEP or 504 plan, has recently been evaluated for any purpose, or if the family has additional concerns. (For the Rocketship Child Find Policy, please see Appendix 8.) 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 Rocketship Vallejo with an existing IEP, the Charter School will notify the District 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 7.)
- 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 does not have an explicit rule regarding the exact time frame during which interventions must be implemented before special education evaluation is considered, as this timeline will likely vary depending on the need of the individual student participating in intervention.

Generally, students who do not respond to targeted pre-referral interventions after two cycles that have been delivered with fidelity may be referred for formal evaluation to determine whether they meet

criteria for special education services or accommodations under a Section 504 plan. Intervention cycles can range from 6-10 weeks and may align with Data Days set by the Academic Calendar.

If the student has not demonstrated adequate responsiveness to interventions during these cycles, the SST or intervention team may consider whether a referral for special education evaluation is appropriate.

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

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

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

ASSESSMENT AND REVIEW

An assessment for special education services is a comprehensive, in-depth evaluation of a student's school, health, and family history, and present academic and social-emotional functioning. An assessment is the same as evaluation in IDEA (CFR Section 1414, Title 20). At Rocketship, students are assessed by a multidisciplinary team in all areas of suspected disability. The assessment team includes a lead assessor (generally the School Psychologist or the Speech Language Pathologist), the family, the Education Specialist, classroom teachers, and any other individual knowledgeable of the student. Additional specialists, such as occupational or physical therapists, adapted PE teachers, social workers, etc. may be involved depending on the student's needs. Rocketship will inform parents that special

education and related services are provided at no cost to them.

IDEA mandates that "No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs." Consequently, the assessment team utilizes many data sources (record reviews, interviews, observations, formal and informal testing, etc.) to make a recommendation regarding eligibility for special education services. All assessments used by Rocketship are validated for the specific purpose for which they are used, and assessors take particular caution when selecting assessments that reliably evaluate the performance of culturally and linguistically diverse students.[6] 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

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

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).

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

IEP DEVELOPMENT

At the conclusion of a formal evaluation for special education services, the Individualized Education Program (IEP) team—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 8 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.

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

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

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

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

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

SECTION 504 PLANS

In addition to IDEA, Rocketship follows Section 504 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. Any student with a 504 Plan has a Confidential File Folder maintained by the 504 Case Manager. This folder is a supplement to the student's cumulative folder.

CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNER (ELL) STUDENTS

Because the majority of current Rocketship students are English Language Learners (ELLs), 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 ELL 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 ELL students with disabilities.

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

STAFFING

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

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

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.

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

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

ENGLISH LANGUAGE LEARNERS (ELL)

At Rocketship, we serve a significant number of English Language Learners (ELL).[7] 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 ELLs as they pertain to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing and reporting requirements. Rocketship will implement policies to assure proper placement, evaluation, and communication regarding ELLs and the rights of students and parents. Rocketship will provide access to grade-level core curriculum for all ELLs.

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.

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[7] Legal guidelines clarify that an English Language Learner (ELL) is a TK-12 student who, based on the English Language Proficiency Assessments for California (ELPAC), has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program.

Pursuant to California law, we will administer the English Language Proficiency Assessments for California (ELPAC) once each year to ELLs until they are Reclassified Fluent English Proficient (RFEP), unless a student is classified as Initial Fluent English Proficient (IFEP) upon the initial ELPAC administration.[8] For more details on these classifications, please see below. ELPAC scores will be placed in the student's cumulative file.

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

CLASSIFICATION OF INITIAL FLUENT ENGLISH PROFICIENT

A student's initial ELPAC score determines whether he /she is classified as an English Language Learner or Initial Fluent English Proficient (IFEP).

Our criteria for classifying a student as IFEP follow California State guidance and are as follows:
In Grades TK-1:
● On the initial ELPAC assessment, the student earns an overall score of Early Advanced (Level 4) or Advanced (Level 5). The student's Listening and Speaking domain scores must each be Intermediate (Level 3) or higher.

In Grades 2-5
● On the initial ELPAC assessment, the student earns an overall score of Early Advanced (Level 4) or Advanced (Level 5). The student achieves Intermediate (Level 3) or higher on domain scores for Listening, Speaking, Reading, and Writing.

RECLASSIFICATION AS RECLASSIFIED FLUENT ENGLISH PROFICIENT

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

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

Our reclassification policies and procedures are developed in accordance with the reclassification criteria outlined in the 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

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

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 ELL 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 ELL 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 ELLs 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, a specialized group of teachers and Principals, 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 ELLs. 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 ELLs; 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 ELLs 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 ELLs 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 ELLs 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 students will be grouped heterogeneously throughout the rest of the school day

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

Scaffolding. Teachers will be trained to scaffold ELD instruction to meet the needs of individual ELLs 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, ELLs 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, ELLs 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 ELL students. Our teachers have four prioritized GLAD strategies: 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 ELL 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.

Rocketship Vallejo 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 ELL students. We will inform parents on programmatic and assessment issues that affect ELL 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 two weeks of their own summer training to become well-versed in similar topics, ensuring that they are well-prepared to be effective instructional leaders while establishing a school culture that enables student success.

Yearly. In addition to summer training, Rocketship schools dedicate at least 400 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 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 cases of problems and their accompanying solutions, weekly foci for teachers, and measurable goals for coaches to assess progress and collect data.

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

TEACHER PERFORMANCE MANAGEMENT AND EVALUATION

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

Student Achievement. Teachers are evaluated based on both absolute and growth metrics. Absolute metrics evaluate percentage of students in both the top third and bottom quartile using national norms on objective assessments such as the NWEA MAP. Growth metrics evaluate the percentage of students meeting their growth goals and the average years that students grow on objective assessments such as NWEA MAP.

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

Core Characteristics. Teachers are evaluated on their ability to demonstrate the five Rocketship Core Characteristics of Pursuit of Excellence, Innovation, Authenticity, Community, and Tenacity.

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

- Domain 1: Instructional Planning Execution

- Domain 2: Classroom management and Routine
- Domain 3: Student Culture and Engagement
- Domain 4: Classroom Environment

(For a copy of our current rubric, please see Appendix 9.)

At the beginning of the year, teachers meet with their coaches to review the evaluation components and complete a self review of their performance. 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 9.

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. This may look like flexible planning time during the school day or 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).

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

LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

Grade Level Lead Program. In an effort to cultivate strong internal teacher-leader pipelines, Rocketship provides the opportunity for high achieving teachers to become Grade Level Leads (GLLS). As part of this program, teachers engage in monthly sessions that are focused on developing the Instructional Eye as well as leading adults. Content includes strategies for giving and receiving feedback, influencing others, and developing coaching goals for teachers. In addition, to this monthly programming GLLs are provided

with additional responsibilities on campus and are responsible for steering specific pieces of their campuses' visions. 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.

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

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, Rocketship Vallejo will create a comprehensive Local Control and Accountability Plan (LCAP) for the 2019-20 school year 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

State Priority 1 – Basic Services The degree to which teachers are appropriately assigned (E.C. §44258.9) and credentialed as defined by the CA Commission on Teaching Credentialing (CCTC), 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 as defined by the CA Commission on Teaching Credentialing (CCTC).
Actions to Achieve Goal	Ensure all classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing (CCTC) and appropriate EL authorization. Subject all new teacher candidates to a rigorous hiring process, which includes paper screening, interviews, and reference checks.
Subpriority B: Instructional Materials	
Goals to Achieve Subpriority	100% of Rocketship students, including 100% of student subgroups, will have access to a range of current instructional strategies and CCSS-aligned materials that serve different styles, paces, and preferences.
Actions to Achieve Goal	All instructional materials prepared and purchased (i.e. scope and sequence maps, Visions of Excellence, unit plans, objective plans, daily lesson plans, modules, curricula) will be aligned to state standards as described in this charter petition. Rocketship will also allocate part of its budget for classroom libraries rich in nonfiction text and for additional classroom technology.
Subpriority C: Facilities	
Goals to Achieve Subpriority	School facilities will be maintained in good repair, as defined by California Education Code §17002.

Actions to Achieve Goal	Maintain and update facilities as needed to provide a safe, clean learning environment.
	Address safety hazards immediately and refer general needs items to the Board for review and prioritization.

STATE PRIORITY 2: IMPLEMENTATION OF COMMON CORE STANDARDS

State Priority 2 – Implementation of Common Core State Standards Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

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

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

STATE PRIORITY 3: PARENTAL INVOLVEMENT

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

Subpriority B: Promote Parent Participation	
Goals to Achieve Subpriority	Parents will feel welcome and encouraged to participate in classroom and community events.
Actions to Achieve Goal	Welcome and encourage parental volunteerism by keeping parents informed of volunteer opportunities, parent educational offerings, and informational/ community meetings. Provide translation services for school newsletters, parent meetings, and parent-teacher conferences as needed.
Subpriority C: LCAP	
Goals to Achieve Subpriority	Rocketship will consult with parents on LCAP goals, actions, outcomes, and metrics.
Measurable Outcomes	Conduct parent meetings to consult with parents (including non-Board and non-Leadership Council parent members) during the LCAP development process. Conduct parent survey to gather feedback.

STATE PRIORITY 4: STUDENT ACHIEVEMENT

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 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 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	Rocketship Vallejo will meet all state requirements for academic performance school wide and for all subgroups, including Hispanic students, African-American 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	Rocketship Vallejo 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

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	Rocketship Vallejo will maintain a high average daily attendance rate, school wide and for all subgroups.
Actions to Achieve Goal	Monitor attendance reports. Educate parents and students about the importance of daily attendance. Provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. Hold conferences with parents of students who regularly miss school.
Subpriority B: Student Absenteeism	
Goals to Achieve	Rocketship will have no chronic absenteeism (defined as missing 10% or more of

Subpriority	school days) for reasons other than illness or approved leave.
Actions to Achieve Goal	Incorporate social-emotional curricula as outlined in this petition. Conduct regular community and culture-building events.

STATE PRIORITY 6: SCHOOL CLIMATE

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	Rocketship Vallejo will minimize pupil suspension rates by implementing various methods to help students who are struggling school wide and for all subgroups.
Actions to Achieve Goal	Utilize Positive Behavioral Intervention and Supports framework as outlined in this charter. Social-emotional curricula incorporated into instructional plans. Tiered interventions for struggling students. Community events/parent engagement opportunities to foster a sense of belonging and dedication to the school

Subpriority B: Pupil Expulsion Rates

Goals to Achieve Subpriority	Rocketship Vallejo will minimize pupil expulsion by implementing various methods to support students who are struggling.
Actions to Achieve Goal	Utilize Positive Behavioral Intervention and Supports (PBIS) 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	Staff home visits, as appropriate 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

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	Rocketship Vallejo will provide all students including all subgroups access to a broad course of study.
Actions to Achieve Goal	Provide all students with instruction in English, mathematics, social sciences, science, visual and performing arts, health, and physical education (PE). Provide teachers with professional development in elevating student achievement and engagement, cultural competency, and proficiency.

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

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

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

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

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the 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(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(b)(5)(C).

ELEMENT B: MEASURABLE OUTCOMES

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

STATE PRIORITY 1: BASIC SERVICES

State Priority 1 – Basic Services The degree to which teachers are appropriately assigned (E.C. §44258.9) and credentialed as defined by the CA Commission on Teaching Credentialing (CCTC), 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 as defined by the CA Commission on Teaching

	Credentialing (CCTC).
Measurable Outcomes	1. 100% of teachers are appropriately assigned. 2. 100% of teachers are appropriately credentialed as defined by the CA Commission on Teaching Credentialing (CCTC).

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.	Rocketship 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.	Rocketship Recruitment Team; HR; Principal

Subpriority B: Instructional Materials

Goals to Achieve Subpriority	All Rocketship students, including all subgroups, will have access to a range of current instructional strategies and CCSS-aligned materials that serve different styles, paces, and preferences.
Measurable Outcomes	100% of Rocketship students have access to up-to-date, standards-aligned instructional materials in their classrooms

Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
All instructional materials prepared and purchased (i.e. scope and sequence maps, Visions of Excellence, unit plans, objective plans, daily lesson plans, modules, curricula) will be aligned to state standards as described in this charter petition. Rocketship will also allocate part	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.	Rocketship Achievement Team, Schools Team, school leaders

of its budget for classroom libraries rich in nonfiction text and for additional classroom technology.		

Subpriority C: Facilities		
Goals to Achieve Subpriority	School facilities will be maintained in good repair, as defined by California Education Code §17002.	
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	Rocketship Facilities Team; Rocketship 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	Rocketship Facilities Team; Rocketship Schools Team; Principal; Business Operations Manager

STATE PRIORITY 2: IMPLEMENTATION OF COMMON CORE STATE STANDARDS

State Priority 2 – Implementation of Common Core State Standards Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.	
Subpriority A: CCSS Implementation	
Goals to Achieve Subpriority	All Rocketship curricula will be aligned to the CCSS. The School will ensure that 100% of students, including 100% of students in all subgroups, engage in rigorous,

	motivating, personalized learning experiences that integrate collaboration, communication, creativity, and the use of technology.	
Measurable Outcomes	1. All instructional materials in ELA/Literacy and STEM are aligned to CA CCSS. 2. All teachers receive at least five hours in professional development specifically on CCSS implementation.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Rocketship's Achievement and Schools Teams, in collaboration with School Leaders, will plan and prepare CCSS-aligned intellectual preparation and unit planning materials as described in this charter. Rocketship's Achievement and Schools Teams will plan and prepare professional development sessions on implementing the CA CCSS.	Annual review (and periodic reviews as necessary) of curriculum to ensure that all instruction is standards-aligned. Professional development calendar reflecting specific CCSS-implementation sessions.	Rocketship Achievement Team; Rocketship Schools Team; School Leaders

Subpriority B: EL Students and Academic Content Knowledge		
Goals to Achieve Subpriority	100% of English learners will access a CCSS-aligned curriculum. Rocketship will provide specific support for English learners. 0	
Measurable Outcomes	1. Rocketship EL Students perform at levels of proficiency equal to or exceeding the local school district on annual CAASPP tests. 2. 100% of students, including 100% of subgroups, have access to CCSS-aligned instruction and materials. 3. 100% of teachers receive professional development on scaffolding CCSS instruction for ELs. 4. 100% of teachers receive training in best practices to improve English language proficiency.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s)**

		Responsible
Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions	Baseline, formative, and interim assessment data in all subjects, and Smarter Balanced assessment results; EL student cumulative folders	Principal; teachers
Require all staff (teachers and school leaders) to receive training in CCSS-aligned best practices in curriculum and instruction highlighting needs of all subgroups. Train teachers in best practices to improve academic achievement among ELs, including the strategies as described in this charter.	Professional development schedules.	Rocketship Achievement Team; School Leaders
Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs. Provide a broad range of high-quality, standards-aligned 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.	Professional development schedules. Annual inventory of instructional materials and assessments.	Rocketship Achievement and Schools Teams; School Leaders

Subpriority C: EL Students and English Language Proficiency

Goals to Achieve Subpriority	All Rocketship students make progress to become proficient in English.
Measurable Outcomes	1. 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) 2. Percentage of students meeting AMAO 1 increases by the following: Y1 = avg. + 1; Y2 = avg. + 3; Y3 = avg. + 4 3. 100% of EL students show growth in writing ability. 4. 100% of EL students receive ongoing support from classroom teacher.

Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
	5. 100% of teachers receive training in best practices to improve English Language proficiency.	
Align curriculum to ELD standards.	Review of yearly, unit, and daily plans.	Rocketship Achievement Team; Principal; teachers
Analyze data and monitor English Learner progress in language development and provide timely interventions. Conduct ongoing assessments with special attention to fluency and correctness in reading, writing, speaking.	ELPAC results.\n\nResults from other interim assessments as described in this charter.	Rocketship Achievement Team; Rocketship 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	Rocketship Achievement Team; School Leaders

STATE PRIORITY 3: PARENT INVOLVEMENT

State Priority 3 – Parental Involvement Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.	
Subpriority A: Achieving/Maintaining Parental Involvement	
Goals to Achieve Subpriority	Parents will be an integral part of the Rocketship community and will participate in the governance and operation of the school. Parents will view Rocketship as receptive to their input and involvement.

Measurable Outcomes	1. Parent service on the regional advisory board, as prescribed by this charter and Rocketship policies. 2. Parent service on the School Site Council, as prescribed by this charter and Rocketship policies. 3. Parent service on the English Language Advisory Council, as prescribed by this charter and Rocketship policies. 4. Parent participation in community meetings. 5. Parent responses on the annual Parent Survey indicate satisfaction with their relationship with Rocketship teachers, staff members, and community.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Hold elections and other selection processes for parent service on the SSC, ELAC, and Regional Advisory Board as described in this charter.	Membership rosters.	Rocketship Board of Directors; Rocketship Growth & Community Engagement Team; Rocketship Schools Team School Leaders
Solicit parent feedback through annual (or more frequent) Parent Surveys. Conduct regular Regional Advisory Board, SSC, and ELAC meetings as described in this charter. Conduct regular community meetings.	Parent Surveys. Meeting minutes. Attendance rosters at school events.	Rocketship Growth & Community Engagement Team; Rocketship Schools Team School Leaders
Subpriority B: Promote Parent Participation		
Goals to Achieve Subpriority	Parents will feel welcome and encouraged to participate in classroom and community events.	
Measurable Outcomes	1. At least 90% of parents complete 20 partnership hours every school year. 2. At least 75% parent attendance at school and community events. 3. At least 90% of parents attend at least 5 community meetings every year.	

	4. At least 90% 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	Rocketship Growth & Community Engagement Team; Rocketship 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, African-American, 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.	Rocketship Growth & Community Engagement Team; Rocketship Schools Team School Leaders

STATE PRIORITY 4: STUDENT ACHIEVEMENT

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 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	1. Percentage of all students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 2. Percentage of EL students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 3. Percentage of special education students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 4. Percentage of SED students scoring at or above grade level on CAASPP ELA and Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5	
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.	Review of yearly, unit, and daily planning and preparation materials. Review of assessment materials. Professional development schedules.	Achievement Team; Schools Team; School Leader; Education Specialist

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.	Collaborative meetings among school leaders, teachers, and other service providers (i.e. ILSs, Education Specialist)	
Analyze student CAASPP test scores and other diagnostic results and adjust instruction to ensure proficiency in ELA/Literacy and Mathematics.	Interim standards-aligned benchmark assessments. CAASPP results.	Achievement, Schools, Analytics and Teams; School Leaders

Subpriority B: API		
Goals to Achieve Subpriority	Rocketship Vallejo will meet state requirements for academic performance school wide and for all subgroups, including Hispanic students, African-American students, socioeconomically disadvantaged students, EL students, and students with disabilities.	
Measurable Outcomes	Rocketship Vallejo 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	Percentage of students meeting AMAO 1 increases by the following: Y1 = avg. + 1; Y2 = avg. + 3; Y3 = avg. + 4	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Monitor EL students to assure they are making expected progress. Use the new CCSS ELD standards to guide instruction of EL students. Train teachers in SDAIE and GLAD strategies.	Reading, Writing, and Math formative assessments, ELPAC scores. Student progress reports. Review of yearly, unit, and daily lesson plans.	Rocketship Achievement Team; School Leaders; teachers

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

STATE PRIORITY 5: STUDENT ENGAGEMENT

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	Rocketship Vallejo 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.	Rocketship 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.	Rocketship 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	Rocketship Vallejo 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 (missing 18+ days of school) decreases by one percentage point or maintains a rate below 3%, school-wide and for all subgroups.	
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.	Rocketship Schools Team; School Leaders; Teachers

STATE PRIORITY 6: SCHOOL CLIMATE

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	Rocketship Vallejo 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	PBIS team meetings. Instructional plans/bell schedule. Collaborative meetings involving	Rocketship Schools Team; School Leaders; Teachers

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	teachers, school leaders, and service providers. Annual School Accountability Report Card.	
Subpriority B: Pupil Expulsion Rates		
Goals to Achieve Subpriority	Rocketship Vallejo will minimize pupil expulsion by implementing various methods to support students who are struggling.	
Measurable Outcomes	Rocketship Vallejo 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. 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.	Rocketship Schools Team; School Leaders; Teachers
Subpriority C: Other Measures		
Goals to Achieve Subpriority	Parents are satisfied with the relationship they have with their child's teachers.	
Measurable Outcomes	1. Percentage of parents reporting satisfaction with their relationship with their child's teacher on the annual Parent Survey as follows: Y1 = 74%, Y2 = 76%, Y3 = 78% 2. 100% of families receive home visits from the	

Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Regular parent-teacher conferences. Regular communication between teachers and parents (i.e. phone calls, emails, notes home) Parent participation in school events.	Parent Survey. Home Visit log.	Rocketship Schools Team; School Leaders; teachers

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STATE PRIORITY 7: COURSE ACCESS

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	Rocketship Vallejo will provide all students, including all subgroups, access to a broad course of study.	
Measurable Outcomes	1. 100% of students, including 100% of students in all subgroups, receive instruction in English, mathematics, social sciences, science, visual and performing arts, and health. 2. 100% of students, including all subgroups, are provided PE classes 200 minutes every two weeks.	
Provide all students with instruction in English, mathematics, social sciences, science, visual and performing arts, health, and physical education (PE).		Rocketship Schools Team; Rocketship Achievement Team; School Leaders

Provide teachers with professional development in elevating student achievement and engagement, cultural competency, and proficiency.	Professional development schedules.	Rocketship Achievement Team; Rocketship Schools Team; School Leaders

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STATE PRIORITY 8: OTHER STUDENT OUTCOMES

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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.	
Measurable Outcomes	1. Percentage of all students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 2. Percentage of EL students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 3. Percentage of special education students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 4. Percentage of SED students scoring at or above grade level on CAASPP ELA/Literacy assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
	Review of yearly, unit, and daily	Rocketship Schools Team;

Use CCSS to guide ELA/Literacy instruction. Utilize a variety of instructional strategies (i.e. phonics, reading comprehension instruction, guided reading, Writer's Workshop) as described in Element A of this petition. Provide supports to EL students, students with disabilities, and other struggling subgroups. Systematically monitor progress of all students.	lesson plans, as well as formative and interim assessment data. CAASPP and ELPAC.	Rocketship Achievement Team; School Leaders; Teachers

Subpriority B: Mathematics

Goals to Achieve Subpriority	All students, including all subgroups, will acquire mathematical skills.
Measurable Outcomes	1. Percentage of all students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 2. Percentage of EL students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 3. Percentage of special education students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5 4. Percentage of SED students scoring at or above grade level on CAASPP Mathematics assessments increases by the following measures over the next three years: Y1 = baseline +2; Y2= baseline + 4; Y3 = baseline + 5

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

Subpriority C: Social Studies		
Goals to Achieve Subpriority	All students will develop an awareness of social studies in order to achieve civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.	
Measurable Outcomes	100% of students, including 100% of students in all subgroups, will receive social studies content instruction during the Humanities block.	

Actions to Achieve Goal	Methods of Assessment	Person(s) Responsible
Social Studies will be incorporated into ELA/Literacy instruction. Nonfiction block will include social studies texts. EL students will receive scaffolded language support. Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.	Yearly, unit, and daily lesson plans.	Rocketship Achievement Team; School Leaders; teachers

Subpriority D: Science		
Goals to Achieve Subpriority	All students, including all subgroups, will understand science concepts and scientific thinking.	
Measurable Outcomes	100% of students, including 100% of students in all subgroups, will receive science content instruction during the STEM and Humanities blocks.	
Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
NGSS-aligned science concepts will be incorporated into ELA/Literacy instruction, particularly during the nonfiction block. NGSS-aligned science concepts will be incorporated into STEM instruction. NGSS-aligned science concepts will be explicitly taught throughout the school day. Teachers and school leaders will participate in NGSS trainings and workshops. Teachers will utilize NGSS-aligned assessments as the standards are progressively implemented. EL students will receive scaffolded language support. Teachers and service providers will provide other necessary supports and interventions to struggling subgroups.	Yearly, unit, and daily lesson plans. NGSS-aligned unit assessments. CST for Science for 5th grade students (as applicable under CAASPP testing requirements)	Rocketship Achievement Team; School Leaders; teachers
Subpriority E: Arts		
Goals to Achieve Subpriority	All students, including all subgroups, will have frequent opportunities to practice visual and performing arts both in their regular classrooms and in enrichment classes.	

Measurable Outcomes	100% of students, including 100% of students in all subgroups, will receive at least two enrichment courses during the week.

Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Offer at least two enrichment subjects to students. Enrichment teachers participate in professional development and school wide data analysis to ensure rigor and effectiveness. Incorporate visual and performing arts activities and projects into the school day.	Yearly, unit, and daily lesson plans. Bell schedule.	Rocketship Achievement Team; School Leaders; teachers

Subpriority F: P.E.		
Goals to Achieve Subpriority	Students, including all subgroups, will receive physical education instruction each week.	
Measurable Outcomes	100% of students attending school, including all subgroups (with the exception of students excused for medical reasons) participates in an average of 200 minutes of PE every two weeks.	

Actions to Achieve Goal	**Methods of Assessment**	**Person(s) Responsible**
Schedule PE classes amounting to an average of 200 minutes of PE every two weeks.	Bell schedule	Rocketship 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 B 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'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 ELPAC will be administered to English Learners annually.
- Leveled Reading Assessments (baseline, formative, summative)—All students 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 assessed 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 Kimochis curriculum, to identify and support students' social-emotional growth.

USE AND REPORTING OF DATA

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

REPORTING TO PARENTS/GUARDIANS

Rocketship places a high value on communication between parents and teachers. We implement regular parent/teacher conference periods and progress reports throughout the school year.

REPORTING TO THE AUTHORIZER AND OTHER STAKEHOLDERS

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

ELEMENT D: GOVERNANCE 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(b)(5)(D)

In accordance with Education Code section 47604, all Rocketship campuses will be operated by Rocketship Education, Inc. (RSED), a California non-profit public benefit corporation with 501(c)(3) status, doing business as Rocketship Public Schools. All staff will be employees of Rocketship. Rocketship 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. (Rocketship's Articles of Incorporation and Bylaws are attached as Appendix 10.)

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

GOVERNANCE STRUCTURE

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

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

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

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

developing the instructional vision, supports, mentoring, and professional development of our school leaders and teacher across all schools.

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

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

BOARD OF DIRECTORS

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

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

The Board will be comprised of the following individual officers:
- Chairman of the Board, responsible for presiding over Board meetings and performing various duties as assigned by the Board.
- Secretary, responsible for keeping account of Board minutes, Articles and Bylaws, and notice of Board and committee meetings.
- Treasurer, responsible for overseeing and validating audits, federal and state annual information

return filings, and corporate filings.

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

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

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

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

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

BOARD DUTIES

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

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

- Participation in Rocketship's annual independent fiscal audit;
- Participation as necessary in student expulsion matters pursuant to Rocketship policy;
- Increasing public awareness of Rocketship.

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

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

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

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

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

BOARD MEETINGS AND TRAININGS

The Board will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act, and thus be held openly and easily accessible to the public. Rocketship will establish an annual calendar listing the dates of its regular meetings and provide the locations of those meetings. Rocketship will ensure that a teleconference location, which will be manned by a Rocketship staff member, is available within the jurisdictional boundaries of the District for every meeting. The notice and agenda of each meeting will provide for public comment from each physical and teleconference location. Board teleconferencing locations are comfortably furnished, offices or school conference rooms that are wired and equipped with highly specialized two-way video communication technology. As a matter of practice, to date, Rocketship has held most of its Board meetings in San Jose, where 10 out of the 12 Rocketship-operated charter schools in operation are

located. However, members of the Board and the public may choose to participate at any one of the other three (3) meeting sites located in the following authorizing districts: Franklin-McKinley School District, Redwood City Unified School District, and Mt. Diablo Unified School District (CA Department of Education).

Further, Rocketship will add an additional teleconference meeting location in the 2018-2019 school year to serve the Antioch Unified School District, as Rocketship is opening a new school in Antioch in 2018-19. Rocketship is very excited about expanding into the East Bay, and will continue to add additional teleconference meeting locations in the 2019-2020 school year to ensure access in other authorizing school districts.

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

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

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

REGIONAL ADVISORY BOARD

Rocketship is governed by a single Board of Directors, and we believe it is critical that strong local partnerships inform our growth and maximize our impact in each of the communities we serve. To achieve this goal, the Board of Directors will put in place an advisory board consisting of a diverse group of parents, teachers, and civic and business leaders committed to closing the achievement gap by fall 2018-2019. By implementing an East Bay- Regional Advisory Board, we will ensure that Vallejo parents have representation and participation in local issues of the Board.

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

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

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 engage in the day-to-day operations and leadership of the school. Parents hold an election every year to nominate and vote for representation on the Regional Advisory Board or serve on the School Site Council or English Language Advisory Committee. School site-based and local teleconference locations give parents access to Board Meetings where they can observe meetings and participate in public comment.

We also encourage our families to complete at least 20 partnership hours each school year. Partnership activities vary widely and can include assisting in classrooms, reading in the classroom, helping with school projects, participating in community and family meetings, attending advocacy events, and assisting in special school-wide activities. As further explained in this petition, partnership hours are not required and are not a condition for admission or continued enrollment at a Rocketship school.

We also have special processes in place to involve families in the creation of the LCAP. In addition to the regular community meetings and parent meetings, Rocketship 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. Rocketship 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 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 Rocketship Public Schools.
- Engaging each Rocketship Vallejo family to complete at least 20 volunteer hours at the school per year: As described above, Rocketship Vallejo parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist Rocketship Vallejo 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 E: EMPLOYEE QUALIFICATIONS

Governing Law: _The qualifications to be met by individuals to be employed by the school. -- California Education Code Section 47605(b)(5)(E)_

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

Rocketship Vallejo 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 Rocketship Vallejo in all aspects of its day to day operations and working with the Rocketship 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 CA teaching credential

ASSISTANT PRINCIPAL

Rocketship Vallejo will have have at least one or two Assistant Principals, focused full-time on the implementation of Rocketship Vallejo'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 Rocketship Vallejo'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 CA Teaching Credential

CORE CLASSROOM TEACHERS

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

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

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

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

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

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

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

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

In accordance with Cal. Ed. Code 48000(g), credentialed teachers first assigned to a TK classroom 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 Commission on Teacher Credentialing (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 Rocketship and realize at least one year's worth of progress
- Collaborate with school personnel, parents, and other service providers for the purpose of improving the quality of student outcomes, developing solutions and planning curriculum
- Coordinate referral and assessment procedures and facilitate the coordination of IEP team meetings and the implementation of special education services (Speech, Occupational Therapy, etc.)
- Evaluate students' abilities in basic academics for the purpose of development of remediation plans and/or assessing student progress
- Provide one-to-one or small group support, direct services and push in or pull out intervention as required by IEP
- Provide accommodations and/or modifications to learners with disabilities for assignments and testing as determined by the IEP team
- Draft and write professional and compliant IEPs, as well as finalize the data in SEIS
- Instruct students for the purpose of improving their success in assigned basic academic subject areas of reading, writing and/or math
- Manage student behavior for the purpose of providing a safe and optimal learning environment, develops behavior support plans as needed
- Participates in various meetings (IEP, parent conferences, in service training, staff meetings etc.)
- Provide leadership for ensuring full compliance with legal requirements as prescribed by federal law under 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 Public Schools
- Thrive in a fast-paced, dynamic work environment
- Knowledge of curriculum, education code and special education law/policies
- Skills in appropriate special subject matter
- Ability to navigate school setting to support students in multiple spaces
- Skills in organization and planning in order to plan excellent instruction for students
- Thrive in an inclusive school setting, as well as an interest in participating in co-teaching and collaboration with other staff members
- Willingness to participate in ongoing professional development over the course of the school year to develop one's practice and skills
- Abilities to stand and walk for prolonged periods
- Perform a variety of specialized and responsible tasks: maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and compliance deadlines
- Possession of a valid California driver's license: willingness to provide own transportation in conduct of work assignments.
- Background check, TB test and fingerprinting required
- Valid Education Specialist Credential or enrolled in an accredited teacher preparation program working towards a credential
- Bachelor's degree required; Advanced Degree optional

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 guide 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 Public Schools
- 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 Rocketship 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 support 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 Rocketship Vallejo. 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 Rocketship Vallejo.

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, 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

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 Public Schools
- Basic fluency in English
- Flexibility and a willingness to learn
- Background check, TB test and fingerprinting required

ELEMENT F: HEALTH AND SAFETY PROCEDURES

"The procedures that the 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(b)(5)(F)

Please see Appendix 11 for the Rocketship Health and Safety Plan. The Health and Safety Plan contains information and policies on 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. In addition, Appendix 11 contains Rocketship policies on Immunization, 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.

Rocketship Public Schools requires fingerprinting and background checks (also known as "criminal records summaries") for all its employees, including all employees who will work at Rocketship Vallejo, as required by state or local law prior to beginning employment at Rocketship. All prospective employees must abide by all applicable laws and agree to abide by the policies of Rocketship, including the submission of fingerprints and the approval for Rocketship or its designee to perform background checks.

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 Rocketship and are then rehired. This requirement is a condition of employment.

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

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

Rocketship will comply with the requirements of Education Code 44237 that each employee of the Charter School shall furnish the school with a criminal record summary.

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

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

DRUG-FREE/SMOKE-FREE ENVIRONMENT

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

FACILITY

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

Rocketship 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 District in the future under Proposition 39 and its implementing regulations. Rocketship tests 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 conducts fire drills as required under Education Code Section 32001.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

Rocketship is committed to providing a harassment-free environment, and complies with California law on sexual harassment training. 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. Please see Appendix 11 for a copy of the Rocketship Sexual Harassment Policy.

ELEMENT G: 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(b)(5)(G)*

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

The 2017-18 racial and ethnic demographic data among Vallejo District students is shown below.

% Hispanic	% Black/ African American	% White	% Asian	% American Indian/ Alaskan Native	% Filipino	% Pacific Islander	% Two+ Races
41.7	27.1	7.2	2.8	0.4	14.5	2.0	2.1

Source: CDE Dataquest

Element A above presents the official 2017-18 Rocketship demographic data for all schools in the Rocketship Public Schools network. As further described in Element A, our demographic data demonstrates that the Rocketship network has extensive experience serving a diverse range of student backgrounds. The racial and ethnic breakdowns among students in many of our existing schools are reflective of those of the District, as further shown in Element A. As such, Rocketship is well prepared to recruit families to achieve a racial and ethnic balance that is reflective of the District.

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

- Printing and distributing materials in English, Spanish, and other languages reflecting the needs of the community.
- Cultivating strategic partnerships with community organizations that serve diverse constituencies.
- Recruiting and retaining a diverse, highly-qualified recruitment and community engagement staff that is primarily comprised of individuals who reside in the local community.
- Holding focus groups with parents and community organizations in the local community.
- Employing an enrollment process that is well-publicized, scheduled, and adopted to include a timeline that allows for a broad-based application process.
- Developing and distributing promotional and informational material that reaches out to all of

the various racial and ethnic groups represented in the territorial jurisdiction of the District.

- Conducting continuous outreach activities throughout the community. These activities will be held at a wide range of times and locations to ensure that community members and Rocketship families have sufficient opportunities to attend.
- Conducting data-based research into the demographics of the District.

Rocketship shall, 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 H: ADMISSIONS REQUIREMENTS

"Admission requirements, if applicable."
    - California Education Code Section 47605(b)(5)(H)

Rocketship Vallejo 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.

Rocketship Vallejo 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 Rocketship Vallejo. Rocketship Vallejo 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. Rocketship Vallejo shall admit all students who wish to attend the Charter School subject only to capacity. In the event that this occurs, Rocketship Vallejo 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.

As described above, Rocketship Vallejo 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 and consistent with Cal. Ed. Code Section 47605(d)(2)(B) and federal law:

1. Siblings of currently enrolled Rocketship Vallejo students;
2. Children of staff, teachers and founders of Rocketship Vallejo (not to exceed 10% of total enrollment)
3. Residents of the District
4. Other California residents

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

Rocketship Vallejo 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 waitlist 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 waitlist families when the next year's application becomes available. Students who remain on the waitlist at the end of a given school year will have to submit a new application for the next school year.

ELEMENT I: FINANCIAL AUDIT

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

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

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

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

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 31st of December of each year. The Business Committee will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them. The Rocketship Business Committee will then make a recommendation to the Board on whether to approve the audit. By March 15th, the Board will submit a report to the District 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 Rocketship Vallejo will work with the District to ensure all audit exceptions and deficiencies are resolved to the satisfaction of the District. 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(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.

Rocketship has been extremely successful in the teaching and overseeing of appropriate student behavior. From the initial setting of expectations through the schools' consistent reinforcement of student standards, Rocketship students are constantly exposed to values and expectations regarding appropriate behavior.

Rocketship Vallejo will create a school environment in which inappropriate behavior is recognized by teachers, parents and students as harmful to the interests of all and, therefore, not acceptable.
The School Leader or a designee will handle all initial discipline referrals and based on the severity of the action, will respond fairly and appropriately.

Rocketship's Student Suspension and Expulsion Policy promotes learning and protects the safety and well being of all students at the school. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The administration of Rocketship Vallejo will ensure that students and their parents/guardians receive all discipline policies and procedures upon enrollment. The policy and procedures will be set forth in the Parent Handbook.

Rocketship Vallejo will not ask or require students or parents to waive the rights of a free appropriate public education in order to attend the school. Students will not be dismissed for poor academic performance. Rocketship Vallejo shall not involuntarily remove a student from the Charter School without compliance with the procedures set forth in Cal. Ed. Code Section 47605, any other applicable laws, and the charter.

The Rocketship Suspension and Expulsion Policy, attached as Appendix 12, details the process by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed, disenrolled, dismissed, transferred, or terminated from the charter school. The Policy ensures due process protections required by law. Each year we review and if needed, update, our Suspension and Expulsion Policy to comply with applicable state and federal law. The Policy may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Rocketship Vallejo 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(b)(5)(K)

All full-time employees of Rocketship will participate in a qualified retirement plan. All full-time employees will be offered a 403(b) program with a 3% match from Rocketship. Full-time certificated teachers may also participate in the State Teachers' Retirement System ("STRS"), and all part-time employees and full-time non-certificated employees will participate in the federal social security system. Rocketship employees may have access to additional Rocketship-sponsored retirement plans according to policies developed by the Board of Directors.

ELEMENT L: ATTENDANCE ALTERNATIVES

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

No student may be required to attend Rocketship Vallejo. Students who reside within the Vallejo Unified School District may attend other district schools or pursue an intra- or inter-district transfer in accordance with existing District enrollment and transfer policies.

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

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

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

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

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

ELEMENT N: DISPUTE RESOLUTION PROCESS

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

-California Education Code Section 47605(b)(5)(N)

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

The following process is proposed by Rocketship Vallejo to meet the requirements of Education Code Section 47605(b)(5)(N) with the understanding that Rocketship Vallejo may present revisions for District consideration and approval either as part of the MOU or as a revision to this charter.

The staff and governing board members of Rocketship and the District 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 Rocketship's adopted policies.

In the event of a dispute between Rocketship Vallejo and the authorizer, the staff and Board members of Rocketship and the authorizer agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent of the School District and the Principal of Rocketship Vallejo 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, Rocketship Vallejo 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 District and the Principal(s) of Rocketship Vallejo or designees and attempt to resolve the dispute. The joint meeting shall be held within 15 school days from the informal meeting.

If this joint meeting fails to resolve the dispute, the Superintendent and Principal or designees shall jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Principal(s) or designees. Mediation shall be held within 30 school days of the joint meeting. All dates or procedures within this section can be amended by written mutual

agreement or necessity due to mediator scheduling. Each party shall bear its own costs of dispute resolution with the cost of the mediator being split equally amongst the Parties. If mediation fails, either Party will have been deemed to have exhausted the administrative remedies within this charter and may pursue any alternative legal options for resolution.

ELEMENT O: CLOSURE 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(b)(5)(P)*

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

Closure of Rocketship Vallejo shall be documented by official action of the Rocketship 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 Rocketship Board will promptly notify parents and students of Rocketship Vallejo, the District, Rocketship Vallejo's SELPA, the retirement systems in which Rocketship Vallejo'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 Rocketship Vallejo 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 Rocketship Vallejo.

The Rocketship 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 District, Rocketship Vallejo shall transfer all appropriate student records to the District and shall otherwise assist students in transferring to their next school. If the District will not store student records, Rocketship Vallejo will discuss an alternative arrangement with the District and shall provide a copy for parents/guardians of the student record of their child prior to closure. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

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

As soon as is reasonably practical, Rocketship shall prepare final financial records. Rocketship shall also have a State Controller-approved firm complete an independent audit within six months after closure. Rocketship shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by Rocketship Vallejo and shall be provided to the District promptly upon

completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Rocketship Vallejo.

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

On closure of Rocketship Vallejo, all net assets of Rocketship Vallejo, 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 district property will be promptly returned upon Rocketship Vallejo 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, Rocketship Vallejo shall remain responsible for satisfaction of all liabilities arising from the operation of Rocketship Vallejo. Rocketship Vallejo 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(g)*

BUDGETS AND CASH FLOW

Attached, as Appendix 1, please find the following documents:
- A projected multi-year budget;
- Cash flow and financial projections;
- A narrative describing the above.

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

1) The sponsoring local educational agency shall transfer funding in lieu of property taxes to the charter school in monthly installments, by no later than the 15th of each month.
   a) For the months of August to February, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes received by the sponsoring local educational agency during the preceding fiscal year, as reported to the Superintendent for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to the charter school the charter school's estimated annual entitlement to funding in lieu of property taxes as follows:
      i) Six percent in August.
      ii) Twelve percent in September.
      iii) Eight percent each month in October, November, December, January, and February.
      iv) For the months of March to June, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the fiscal year, as reported to the Superintendent for purposes of the first principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to one-sixth of the difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraph (1). An additional one-sixth of this difference shall be included in the amount transferred in the month of March.
      v) For the month of July, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the prior fiscal year, as

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

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

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

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

FINANCIAL REPORTING

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

- 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 31, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, 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 District 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 District 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, and as required by the District.   The District 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(g)

Administrative services will be managed in-house and contracted with appropriately qualified and/or credentialed (as necessary) outside providers to address all administrative services. Please see above Element D for the role of Rocketship Education as the predominate provider of administrative services. We do not anticipate purchasing any services from the District, but we will fairly evaluate any offer of services from the District 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
- Provide support on academic data analysis as necessary
- Develop best practices for school safety and other school procedures

- Provide ongoing consulting for the management of the Learning Lab
- Teacher recruiting

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

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

FACILITIES

Governing Law: The governing board shall require that the petitioner or petitioners provide information regarding…the facilities to be utilized by the school. -- California Education Code Section 47605(g).

Location. We anticipate that Rocketship Vallejo will be located in close proximity to community colleges and public transportation central to the serve the families of Vallejo. For more details, please see the Introduction above.

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 campuses, known as a "home-grown model."   However, if Launchpad is unable to acquire and build a campus , Rocketship reserves the right to use short-term space until we secure our own facility, and/or apply for and use Proposition 39 facility space, which we have already done in the East Bay with Rocketship Futuro, and in Redwood City, with Rocketship Redwood City Prep.

In terms of the home-grown model, each of the facilities that was built for Rocketship in California 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 CA Region), prior to any lease-aid reimbursements available under California SB740.

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 is one of three main options listed below. With the financing options listed below, 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 eleven permanent Rocketship campus projects in the Bay Area with New Market Tax Credits, followed by refinance using long term tax exempt bonds. One project through short term private bank financing that was ultimately refinanced with bonds, and six with long term bonds in the pre-construction phase of the campuses. 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.

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 may not be available in the future. 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 any remaining Prop. 1D or Prop. 55 funds that may become available, or any long term financing available under IRC Section 145 bond financing for public-private partnerships.

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(g).

Rocketship Vallejo is operated by Rocketship Education d/b/a Rocketship Public Schools, 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 10. Rocketship shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of Rocketship Vallejo.

Further, Rocketship and the District shall enter into a memorandum of understanding or contract which shall provide for indemnification of the District. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The District shall be named an additional insured on Rocketship's insurance policies.

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

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

CONCLUSION

By approving this charter, the Vallejo Unified School District 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 Petitioner is eager to work independently but cooperatively with the District to set standards of excellence for charter schools. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for establishment of a charter for a five-year term to begin July 1, 2019.

In order to comply with rigorous District charter approval requirements, the Petitioner has 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 District has a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intend to achieve the academic results outlined in the charter. Appendix 1 is fully incorporated into this Petition.

A charter petition must be signed by a number of parents or legal guardians of pupils 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; or the petition is 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. Signatures have been included in this Petition.

Pursuant to Education Code 47605(b), "the governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:
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 47605(a).
4. The petition does not contain an affirmation of each of the conditions described in 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of all of the [elements required in 47605(b)(5)(A) - (O)]
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

Importantly, it is not the Petitioner's burden to prove that we meet all six (6) criteria. The legal assumption is that a charter petition does meet all those requirements, and denial is only appropriate if the district produces specific facts to show why it believes the charter petition does not meet one of those criteria. Further, the California Education Code encourages the growth of charter schools as long as the District authorizing the charter school believes the educational program offered to be sound:

"In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice." Cal. Ed. Code 47605(b).

Should this petition not be approved, the Petitioners will file an appeal with the Solano County Board of Education pursuant to Education Code Section 47605(j)(1), which provides that the county board must then "review the petition pursuant to subdivision (b)" of Section 47605.

Appendix BO-1: Budget Narrative & Cash Flow Statement

Please find below the financial documents and narrative for the proposal of the Rocketship Vallejo Elementary School("RVES"). The financial statements include a six year pro-forma annual budget and monthly cash flow statement (start-up year and five years of operations).

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for RVES will depend on the number of students enrolled and their demographics. Rocketship selects neighborhoods with a low-income population that is often higher than district averages. The percentages used for Free and Reduced Lunch (FRL) and English Learners (EL) are determined based on Rocketship's historicals and the surrounding neighbors. For conservatism, this budget assumes 25% EL, and 70% FRL. 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. To allow for conservatism, this budget assumes a 94% attendance rate for TK-5 students. Historical averages at Rocketship Schools have been slightly higher at 95-96%.

RVPS will reach full enrollment in the third year of operation at 600. RVPS will operate in a permanent campus beginning year 1. The following table shows RVPS's projected enrollment and ADA.

Table A: Enrollment & ADA

Enrollment patterns and attrition rates are monitored very closely when creating enrollment targets for Rocketship schools each year. A team is put in place every year to reevaluate and monitor enrollment targets. In the first few years of operation enrollment will target earlier grades at 112 students per full grade. As the school grows towards full capacity, enrollment will naturally atrit in the higher grades. The financial projection assumes for attrition to start in 4th grade.

	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Enrollment & ADA					
Projected Enrollment by Grade					
Transitional Kindergarten	25	50	50	50	50
Kindergarten	112	112	112	112	112
1st Grade	112	112	112	112	112
2nd Grade	56	90	112	112	112
3rd Grade	56	90	100	100	100
4th Grade	56	50	84	84	84
5th Grade	-	30	30	30	30
Total	**417**	**534**	**600**	**600**	**600**
Average Daily Attendance					
ADA %	94%	94%	94%	94%	94%
Total	**392**	**502**	**564**	**564**	**564**

Revenues

Factoring in all revenues at the school, per-pupil funding is about $12,400/ADA at RVPS. Please note Federal Funding in Year 1 has a slight increase due to Federal Startup Grant. Aside from year 1 funding, state revenue streams provide the largest source of funding, constituting over 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

	2019-20 Year 0	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Summary of Revenue Programs *(Thousands)*						
State Revenue	-	$4,316	$5,606	$6,295	$6,363	$6,363
Federal Revenue	$175	$843	$483	$567	$592	$592
Local Revenue	-	$12	$11	$11	$11	$11
Philanthropy	-	-	-	-	-	-
Total Revenues	$175	$5,171	$6,100	$6,873	$6,966	$6,966
% of State Revenues	-	83.5%	91.9%	91.6%	91.3%	91.3%
Revenues per ADA		$13,192	$12,144	$12,187	$12,351	$12,351

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

	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
State Revenues *(Thousands)*					
LCFF - State Aide	$2,799	$3,641	$4,087	$4,139	$4,139
In Lieu of Property Tax	$846	$1,100	$1,235	$1,250	$1,250
Prop 30 EPA	$78	$100	$113	$113	$113
Mandate Block Grant	-	$5	$7	$8	$8
California Lottery	$71	$91	$102	$102	$102
State Lunch Reimbursements	$26	$34	$38	$38	$38
SB740 Facilities Subsidy	$294	$377	$423	$423	$423
SPED State Revenue	$201	$258	$290	$290	$290
Total State Revenue	**$4,316**	**$5,606**	**$6,295**	**$6,363**	**$6,363**

Principal Apportionment

The LCFF FCMAT calculator (v2018-01-31-v18-2d) was used to determine the LCFF projections for each year of the pro-forma. Per the California Department of Finance (DOF) guidance, the 2018 LCFF estimate assumes a 44.97% gap closure in 2017-18, and 100% for each year thereafter. For conservatism, we assumed 0% in gap closed percentage.

These revenue projections are based on expected student ADA and the supplemental and concentration grants are calculated based on the unduplicated count of students at RVPS and the district's unduplicated count. Since RVPS will be located within the Vallejo City School Unified District, and the district's unduplicated count is approximately 68.86%, RVPS would qualify for concentration grant funding.

The 2017-18 estimates for Vallejo City School Unified LCFF floor, gap funding and ADA were used as estimates for 2020-21 targets to calculate the LCFF per-pupil funding for RVPS in its first year. The

unduplicated count for Vallejo Unified in 2017-18, 68.86%, was used for each following year in the LCFF calculator. RVPS's unduplicated count was projected at 68.68% for each year in the calculations. For conservatism, a haircut was apply to the cost of living adjustment and LCFF gap closed percentage in the calculator. These projections assume $188 of the principal apportionment ADA funding is disbursed via the Education Protection Account in year 1 and 22.7% of the principal apportionment is expected to be received via property taxes.

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. Since funding is dependent on the previous year's ADA, RVPS will not be eligible to receive this funding until the second year of operations.

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% 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% of the pupil enrollment is eligible for free or reduced-price meals, or serving a pupil population that meets or exceeds 55% eligibility for free and reduced-price meals. RVPS will most likely qualify for this funding based on the given demographics of the neighborhood in which the school will be located.

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. RVPS's state special education funding includes general state aid of $514/ADA. In addition to state special education funding, the revenue projection for RVPS 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, RVPS will apply for federal funds directly through the Consolidated Application process. Federal revenues are estimated based on specific programs identified below.

Table D: Projected Federal Revenues

	2019-20 Year 0	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Federal Revenues *(Thousands)*						
Title I	-	$110	$110	$141	$158	$158
Title II	-	$4	$4	$4	$4	$4
Title III	-	-	$12	$13	$13	$13
Federal Startup Grant (CSP)	$175	$489	-	-	-	-
IDEA	-	-	$49	$63	$71	$71
National School Lunch Program	-	$241	$309	$347	$347	$347
Total Federal Revenue	**$175**	**$843**	**$483**	**$567**	**$592**	**$592**

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.

Startup Grant (Department of Education Charter School Program-CSP)

In 2017, Rocketship Education received a grant from the Department of Education Charter School Program (CSP) in the amount of $12,582,678 to support Rocketship opening up new schools through September 2022. Current projections indicate approximately $500K of reimbursable start-up expenses thought the first year of operations.

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. RVPS provides universal breakfast to all its students. For this budget, we assume that 70%, 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.

Expenditures

The projected expenditures through 2024-25 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table E: Summary of Projected Expenses

	2019-20 Year 0	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Summary of Projected Expenses *(Thousands)*						
Certificated Salaries	$62	$1,199	$1,624	$1,641	$1,657	$1,674
Classified Salaries	$74	$587	$772	$831	$837	$844
Employee Benefits	$27	$555	$763	$781	$785	$790
Total Compensation	**$163**	**$2,341**	**$3,159**	**$3,252**	**$3,279**	**$3,307**
Books & Supplies	-	$598	$301	$308	$296	$296
Food Service	$13	$279	$354	$395	$395	$395
Other Operating Expenses	$1	$1,100	$1,120	$1,130	$1,135	$1,140
Professional Services	-	$1,300	$1,501	$1,615	$1,618	$1,608
Interest & Capital Outlay	-	$1	$1	$1	$1	$1
Total Non-Comp	**$13**	**$3,278**	**$3,276**	**$3,449**	**$3,444**	**$3,440**
Total Expenses	**$176**	**$5,619**	**$6,436**	**$6,701**	**$6,724**	**$6,747**

Salaries and Employee Benefits

Total compensation costs (salary and benefits) remain relatively constant at just under half of total expenditures after the continued expansion of the school until fully-staffed in the 2022-23 school 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.

RVPS'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 RVPS 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 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 between 38:1 and 32:1, while maintaining an actual classroom ratio of certificated teachers to students at around 28:1.

As explained in the "Instructional Minutes 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 no more than 28:1. Using our Year 1 Kindergarten class, we can explain how those ratios are achieved. Table A of the Financial Narrative (Appendix BO-1) shows we will enroll 112 Kindergarten students in Year 1. 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 BO-1, Table G, shows that we will hire three certificated Kindergarten teachers in Year 1. 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 RVPS. Initially, one may assume that with 112 students in a grade level (Appendix BO-1, Table A) and three credentialed

teachers (Appendix BO-1, Table G) that the ratio is 38:1 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 year one, RVPS 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 BO-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 RVPS 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 28 students working with a certificated teacher. In terms of ratios, as shown below in Table F, the ratio of instructional staff to students is 23:1 at full enrollment. 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

	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Instructional Staff Ratio					
Total Enrollment	417	534	600	600	600
Teachers	12	17	17	17	17
Tutors	3	5	6	6	6
Special Education Teachers	1	2	2	2	2
Para-Professionals	2	3	3	3	3
Total Instructional Staff	**18**	**27**	**28**	**28**	**28**
Student : Instructional Staff Ratio	23	20	21	21	21

At full enrollment, teachers at RVPS will be supported by a Principal and two Assistant Principals. RVPS will have tutors to assist with operations and personalized learning within the Learning Lab. Additionally, RVPS will be staffed with a special education teacher and 2 paraprofessional at year 1.

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

Table G: Staffing Model

Instructional Staff

	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Staffing Model					
Instructional Staff					
Teachers					
Transitional Kindergarten	1.0	2.0	2.0	2.0	2.0
Kindergarten	3.0	3.0	3.0	3.0	3.0
1st Grade	3.0	3.0	3.0	3.0	3.0
2nd Grade	2.0	3.0	3.0	3.0	3.0
3rd Grade	1.5	3.0	3.0	3.0	3.0
4th Grade	1.5	2.0	1.5	1.5	1.5
5th Grade	-	1.0	1.5	1.5	1.5
Special Education Specialists	1.0	2.0	2.0	2.0	2.0
Total Teachers	**13.0**	**19.0**	**19.0**	**19.0**	**19.0**
Tutors/Para-Professionals					
Transitional Kindergarten	-	1.0	1.0	1.0	1.0
Kindergarten	1.0	1.0	1.0	1.0	1.0
1st Grade	1.0	1.0	1.0	1.0	1.0
2nd Grade	1.0	1.0	1.0	1.0	1.0
3rd Grade	0.5	1.0	1.0	1.0	1.0
4th Grade	0.5	-	0.5	0.5	0.5
5th Grade	-	-	0.5	0.5	0.5
Para-Professional	2.0	3.0	3.0	3.0	3.0
Total Tutors/Para-Professionals	**6.0**	**8.0**	**9.0**	**9.0**	**9.0**
Total Instructional Staff	**19.0**	**27.0**	**28.0**	**28.0**	**28.0**

Non-Instructional Staff

	2019-20 Year 0	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Staffing Model						
Non-Instructional Staff						
School Leaders						
Principal	0.5	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	**0.5**	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**
Other Non-Instructional Staff						
Office Manager	0.5	1.0	1.0	1.0	1.0	1.0
Business Operations Manager	0.5	1.0	1.0	1.0	1.0	1.0
Enrichment Coordinators	-	2.0	3.0	3.0	3.0	3.0
Part-time Support Staff (Est. as FTE)		5.4	6.1	6.4	6.4	6.4
Total Other Non-Instructional Staff	**1.0**	**9.4**	**11.1**	**11.4**	**11.4**	**11.4**
Total Non-Instructional Staff	**1.5**	**12.4**	**14.1**	**14.4**	**14.4**	**14.4**
Total Instructional and Non-Instructional Staffing	**1.5**	**31.4**	**41.1**	**42.4**	**42.4**	**42.4**

The Principal and Office Manager are hired in January and Business Office Manager is hired in April prior to the opening of the school to assist in the start-up of the school, specifically for student recruitment and establishing the necessary operational infrastructure for school opening in August of 2020.

The average salary structure for key FTE staff positions are listed in Table H. The budget assumes an annual 1% cost of living adjustment starting in year 1 of operations. It should be noted, the projected total salary amounts in Table E also includes part-time support staff costs.

Table H: Average Budgeted Salary by Position

	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Average Budgeted Salary by Position					
Instructional Positions					
Teachers (incl. Special Ed Teachers)	$68,251	$68,933	$69,623	$70,319	$71,022
Tutors/Para-Professionals	$36,845	$37,213	$37,585	$37,961	$38,341
Non-Instructional Positions					
Principal	$125,745	$127,002	$128,272	$129,555	$130,851
Assistant Principal	$92,920	$93,849	$94,788	$95,736	$96,693
Office Manager	$66,155	$66,817	$67,485	$68,160	$68,841
Business Operations Manager	$83,325	$84,158	$85,000	$85,850	$86,708

Table I: Employee Benefits

	2019-20 Year 0	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Employee Benefits *(Thousands)*						
Medical / Dental / Vision	$4	$192	$270	$277	$277	$277
Workers Compensation	$2	$31	$42	$43	$44	$44
Medicare	$2	$26	$35	$36	$36	$37
Social Security / FICS	$5	$36	$48	$52	$52	$52
STRS Retirement	$12	$229	$310	$313	$317	$320
403(b) Match	$1	$18	$24	$25	$25	$25
PTO Payout	-	$23	$34	$35	$35	$35
Total Benefits	**$27**	**$555**	**$763**	**$781**	**$785**	**$790**

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. RVES'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 16.3% in 2017-18, 18.1% in 2018-19 and 19.1% thereafter. Other employee benefits include health care insurance to employees who are scheduled to work at least 30 hours per week.

Table J: Books, Supplies, & Food

	2019-20 Year 0	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Books & Supplies *(Thousands)*						
Curriculum	-	$176	$86	$86	$86	$86
Instructional Supplies	-	$31	$35	$36	$36	$36
Non-Instructional Supplies	-	$86	$77	$85	$85	$85
Software Programs (Admin & Asses	-	$29	$28	$31	$30	$30
Student Computer Equipment	-	$97	$32	$34	$28	$28
Other Non-Cap. Equipment & Furni	-	$180	$42	$37	$31	$31
Total Books & Supplies	-	**$598**	**$301**	**$308**	**$296**	**$296**
Food Service *(Thousands)*						
Student Food Services	$13	$279	$354	$395	$395	$395
Total Food Service	**$13**	**$279**	**$354**	**$395**	**$395**	**$395**

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 3:1 student to Chromebook ratio, with a 33% breakage rate.

Table K: Other Discretionary Expenses

	2019-20 Year 0	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Other Operating Expenses (Thousands)						
Travel & Conferences	$1	$8	$10	$10	$10	$10
Dues & Memberships	-	$4	$5	$5	$5	$5
Communications	-	$21	$26	$27	$27	$27
Insurance	-	$10	$13	$15	$15	$15
Utilities	-	$75	$75	$75	$75	$75
Copier Leases	-	$43	$46	$47	$47	$47
Facility Maintenance & Repairs	-	$39	$46	$51	$56	$61
Facility Lease Expense	-	$900	$900	$900	$900	$900
Total Other Operating Expenses	**$1**	**$1,100**	**$1,120**	**$1,130**	**$1,135**	**$1,140**

Many of the operating cost projections are based upon historical averages experienced at other Rocketship Schools, such as communication costs, utilities, insurance, and copier lease costs. Costs for insurance are an enrollment-based allocation of Rocketship's overall schools commercial insurance package.

Facilities and SB740

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.

Once Rocketship secures a permanent facility, the 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 projections model an annual lease expense of approximately $900K. In the early years of operation, when RVPS is not at full capacity this annual lease payment of $900K is a significant burden to the school's finances. To mitigate this financial burden in the first year of lease payments, the lease will be structured such that, RVES will only need to pay about 75% of this cost in the first two years of the lease, 2020-21. This saving in the first two years of the lease will be spread out over the remaining 29 years of

lease payment. However, in accordance with GAAP procedures, it is required to straight-line the lease payment over the thirty years of the lease schedule. As a result, the lease expense in 2021-22 is expensed at $900K on the Statement of Activities for RVPS; however, the actual cash outflow for the facility in this year is only $650K.

SB740 revenue source provides some relief to the financial burden this cost puts on RVPS. SB740 is a restricted revenue source and will only be used to cover RVPS's lease expense. As shown in Table L this revenue stream relieves close to 47% of this cost for the school when the school is full enrolled

Table L: SB740 Impact on Facility Cost

	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
SB740 Impact *(Thousands)*					
SB740 Revenue	$294	$377	$423	$423	$423
Lease/Rent Expense	$900	$900	$900	$900	$900
SB740 Relief	33%	42%	47%	47%	47%
Actual Facilities Burden to School	$606	$523	$477	$477	$477

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

Table M: Professional Service Expenses

	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Professional Services *(Thousands)*					
Professional Development	$57	$70	$70	$70	$70
SPED Consultants	$22	$22	$22	$22	$22
Other Consultants	$20	$20	$20	$20	$20
IT Support	$58	$25	$25	$25	$25
Custodial Services	$62	$62	$62	$62	$62
Health & Testing	$6	$6	$6	$6	$6
After School Program	$150	$150	$150	$150	$150
Substitutes	$36	$49	$51	$51	$51
Field Trips	$33	$39	$39	$39	$39
Other Services	$180	$177	$177	$177	$177
Authorizer Oversight	$37	$48	$54	$55	$55
SPED Admin Fee	$8	$19	$25	$27	$17
Central Office Allocation Fee	$632	$815	$915	$915	$915
Total Professional Services	**$1,300**	**$1,501**	**$1,615**	**$1,618**	**$1,608**

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 RVPS's students with IEPS. These costs are based on historical experience at Rocketship schools. In additional to consultants, we provide other various centralized support with our regional speech pathologists and social workers.

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 30% 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 Rocketship schools.

Field Trips

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

Other Services

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

Authorizer Oversight & SELPA Admin Fee

Authorizer oversight is the fee charged by each charter authorizer. We assume 1 percent of general purpose revenue is budgeted for all our Rocketship schools in California, and a 4 percent fee of special education revenue for the El Dorado County SELPA.

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 and student/parent engagement and provides more efficient and effective centralized 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 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 and Transfers

RVPS is expected to open with 417 students in year 1. The school will grow to full enrollment over the next four years. To cover the school's deficits during this ramp-up period, Rocketship will transfer a total of $825K to the school in year 0 . Starting in 2020-21 the school will transfer back the $825K over the course of multiple years. Rocketship will continue to monitor cash balances annual to determine the appropriate cash transfer back to Rocketship.

As a result of the timing of receipts and disbursements, schools experience lower cash balances in the first few months of each year. For example, some costs are front-loaded (i.e. curriculum), however, only 19% of state aide revenue is received within the first quarter, and many other revenues not until later in

the year. Due to the fluctuation in cash receipts RVPS may defer some of its management fees to Rocketship Education, or Rocketship Education will provide short-term cash transfers in the beginning of the school year to cover any potential cash shortages. The projections indicate these short-term transfers will be provided at the beginning of the year. Rocketship will reevaluate the cash position at the end of the school to determine proper transfer.

Ending Cash Balance

RVPS will have a positive cash balance while consistently transferring back the start-up funding from Rocketship. RVPS is projected with a cash reserve of approximately 5% by year 5 of operations. 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.

Table N: Statement of Activities & Reserve Balance

	2019-20 Year 0	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Statement of Activities (Thousands)						
Revenues						
State Revenue	-	$4,316	$5,606	$6,295	$6,363	$6,363
Federal Revenue	$175	$843	$483	$567	$592	$592
Local Revenue	-	$12	$11	$11	$11	$11
Grants & Fundraising	-	-	-	-	-	-
Total Revenues	$175	$5,171	$6,100	$6,873	$6,966	$6,966
Expenses						
Certificated Salaries	$62	$1,199	$1,624	$1,641	$1,657	$1,674
Classified Salaries	$74	$587	$772	$831	$837	$844
Employee Benefits	$27	$555	$763	$781	$785	$790
Books & Supplies	-	$598	$301	$308	$296	$296
Food Service	$13	$279	$354	$395	$395	$395
Other Operating Expenses	$1	$1,100	$1,120	$1,130	$1,135	$1,140
Professional Services	-	$1,300	$1,501	$1,615	$1,618	$1,608
Interest & Capital Outlay	-	$1	$1	$1	$1	$1
Total Expenses	$176	$5,619	$6,436	$6,701	$6,724	$6,747
Increase/Decrease of Net Assets	($1)	($448)	($335)	$172	$243	$219
Beginning Balance	-	$649	$686	$411	$480	$373
Ending Balance	$649	$686	$411	$480	$373	$331
Reserve Balance (% of Expenditures	368.7%	12.2%	6.4%	7.2%	5.6%	4.9%

Cash Flow

Revenues

Since revenues are lumpy and from multiple sources, it's very important to correctly project cash flow to ensure the charter school maintains a healthy financial situation. 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 general purpose funds to be paid at specified dates. This schedule is subject to legislative and regulatory change. The California Department of Education (CDE) has committed to a 5-9-9 schedule for 2015-2016. We have used this schedule to project our cash flow position for the first five years RVPS is in operation. We assumed no deferrals in these projections.

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) on or before the 15th of each month from August through July. 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.

PENSEC

Per-pupil revenue is allocated based on ADA levels. The advance apportionment is based on the previous year's ADA levels. However, for new schools this data does not exist. Rocketship plans to apply to Pupil Estimates for New or Significantly Expanding Charters (PENSEC) for RVPS's first year of operation. Disbursements will be made in September and December based on ADA estimates provided in the application. RVPS will return to the 5-5-9 schedule in February, once actual ADA levels are captured in the first quarter.

California Lottery

State Lottery Revenues are paid according to the prior year's ADA, and are paid quarterly.

Title I Funding

We project that Title I payments will be made in January (40% of total), April (40%), and August (20%).

Free and Reduced Meals Program

Payments are made after RVPS 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.

Repayment of Loan or Transfer

RVPS will pay down its $250K balance on its loan from the California School Finance Authority (CSFA) Charter School Revolving Loan program over four years starting the second year of operations.

In addition, RVPS will transfer back $825K starting in year 1 of operations. Rocketship will reevaluate cash positions at the end of the school year to determine a flexible amount.

Expenditure

The most significant parts of RVPS'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 costs are front-loaded to the beginning of the school year.

Cash Flow Summary

Rocketship Vallejo Charter — Summary Cash Flow Projections

2019-20	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	-	-	-	-	-	-	-	804,727	784,454	764,181	729,950	695,719
Total Receipts	-	-	-	-	-	-	-	-	-	-	-	-
Total Disbursements	-	-	-	-	-	-	(20,273)	(20,273)	(20,273)	(34,231)	(34,231)	(46,731)
Other Financing Sources/Uses	-	-	-	-	-	-	825,000	-	-	-	-	-
Change in Cash	-	-	-	-	-	-	804,727	(20,273)	(20,273)	(34,231)	(34,231)	(46,731)
Ending Cash Balance	-	-	-	-	-	-	804,727	784,454	764,181	729,950	695,719	**648,987**

2020-21	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	648,987	620,411	122,585	1,126,994	1,091,589	843,329	1,069,103	785,882	718,680	744,574	789,405	722,203
Total Receipts	185,462	10,074	1,466,414	403,331	190,474	664,509	155,514	371,534	464,629	483,566	371,534	391,133
Total Disbursements	(484,871)	(528,733)	(482,839)	(459,568)	(459,568)	(459,568)	(459,568)	(459,568)	(459,568)	(459,568)	(459,568)	(398,302)
Other Financing Sources/Uses	270,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	(29,167)
Change in Cash	(28,576)	(497,826)	1,004,409	(35,404)	(248,261)	225,774	(283,221)	(67,201)	25,894	44,831	(67,201)	(36,336)
Ending Cash Balance	620,411	122,585	1,126,994	1,091,589	843,329	1,069,103	785,882	718,680	744,574	789,405	722,203	**685,867**

2021-22	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	685,867	419,416	253,051	216,113	188,496	326,525	306,781	329,358	289,427	368,801	450,792	410,861
Total Receipts	286,898	382,810	499,811	497,424	663,070	505,298	547,618	474,694	593,999	596,616	474,694	499,811
Total Disbursements	(574,183)	(559,591)	(547,165)	(535,458)	(535,458)	(535,458)	(535,458)	(535,458)	(535,458)	(535,458)	(535,458)	(470,415)
Other Financing Sources/Uses	20,833	10,417	10,417	10,417	10,417	10,417	10,417	20,833	20,833	20,833	20,833	(29,167)
Change in Cash	(266,451)	(166,364)	(36,938)	(27,617)	138,028	(19,743)	22,577	(39,931)	79,374	81,991	(39,931)	229
Ending Cash Balance	419,416	253,051	216,113	188,496	326,525	306,781	329,358	289,427	368,801	450,792	410,861	**411,090**

2022-23	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	411,090	183,131	32,602	13,088	2,886	178,664	178,174	231,111	205,805	314,449	440,596	415,290
Total Receipts	365,402	441,069	561,014	558,335	744,314	568,047	621,474	532,814	666,764	684,266	532,814	561,014
Total Disbursements	(593,362)	(581,181)	(570,111)	(558,120)	(558,120)	(558,120)	(558,120)	(558,120)	(558,120)	(558,120)	(558,120)	(446,570)
Other Financing Sources/Uses	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	(50,000)
Change in Cash	(227,959)	(150,528)	(19,514)	(10,202)	175,777	(490)	52,938	(25,306)	108,644	126,147	(25,306)	64,444
Ending Cash Balance	183,131	32,602	13,088	2,886	178,664	178,174	231,111	205,805	314,449	440,596	415,290	**479,733**

2023-24	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	479,733	226,745	97,699	82,461	76,053	255,623	259,789	323,426	301,913	414,350	558,904	537,391
Total Receipts	385,833	462,968	566,953	564,274	750,253	574,849	634,320	538,753	672,703	704,820	538,753	566,953
Total Disbursements	(638,821)	(581,598)	(571,773)	(560,266)	(560,266)	(560,266)	(560,266)	(560,266)	(560,266)	(560,266)	(560,266)	(491,009)
Other Financing Sources/Uses	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	(240,000)
Change in Cash	(252,988)	(129,047)	(15,237)	(6,409)	179,570	4,166	63,637	(21,513)	112,437	144,554	(21,513)	(164,056)
Ending Cash Balance	226,745	97,699	82,461	76,053	255,623	259,789	323,426	301,913	414,350	558,904	537,391	**373,334**

2024-25	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	373,334	161,975	34,446	17,274	8,930	186,565	188,796	250,498	227,049	337,551	480,169	456,721
Total Receipts	387,104	466,421	566,953	564,274	750,253	574,849	634,320	538,753	672,703	704,820	538,753	566,953
Total Disbursements	(598,463)	(583,533)	(573,708)	(562,201)	(562,201)	(562,201)	(562,201)	(562,201)	(562,201)	(562,201)	(562,201)	(493,017)
Other Financing Sources/Uses	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	(200,000)
Change in Cash	(211,360)	(127,529)	(17,173)	(8,344)	177,635	2,231	61,702	(23,448)	110,502	142,619	(23,448)	(126,064)
Ending Cash Balance	161,975	34,446	17,274	8,930	186,565	188,796	250,498	227,049	337,551	480,169	456,721	**330,657**

2019-20 Cash Flow

	Total Allocation 2019-20	Jul 2019	Aug 2019	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Total 2019-20
Beginning Cash Balance	-	-	-	-	-	-	-	-	804,727	784,454	764,181	729,950	695,719	
REVENUES														
State Programs														
Total State Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Programs														
Total Other State Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Programs														
Total Federal Programs	175,388	-	-	-	-	-	-	-	-	-	-	-	-	-
Local Programs														
Local Food Service Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Local Programs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	175,388	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expense													
EXPENSES														
Certificated Salaries	62,250	-	-	-	-	-	-	10,375	10,375	10,375	10,375	10,375	10,375	62,250
Classified Salaries	74,000	-	-	-	-	-	-	5,458	5,458	5,458	19,208	19,208	19,208	74,000
Employee Benefits	26,638	-	-	-	-	-	-	4,440	4,440	4,440	4,440	4,440	4,440	26,638
Books & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service	12,500	-	-	-	-	-	-	-	-	-	-	-	12,500	12,500
Other Operating Services	625	-	-	-	-	-	-	-	-	-	208	208	208	625
Professional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	176,013	-	-	-	-	-	-	20,273	20,273	20,273	34,231	34,231	46,731	176,013
OTHER FINANCING SOURCES/USES														
CSFA - Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facility Fee Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RSED Financing	825,000	-	-	-	-	-	-	825,000	-	-	-	-	-	825,000
Total Financing Cash Flow	825,000	-	-	-	-	-	-	825,000	-	-	-	-	-	825,000
Cumulative Cash Position		-	-	-	-	-	-	804,727	784,454	764,181	729,950	695,719	648,987	

2020-21 Cash Flow

	Total Allocation 2018-19	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	648,987	648,987	620,411	122,585	1,126,994	1,091,589	843,329	1,069,103	785,882	718,680	744,574	789,405	722,203	
REVENUES														
State Programs														
CSGPB - Base	2,799,002	-	-	1,077,616	-	-	461,835	-	251,910	251,910	251,910	251,910	251,910	2,799,002
In Lieu of Property Taxes	846,020	-	-	325,718	-	-	139,593	-	76,142	76,142	76,142	76,142	76,142	846,020
Prop 30 EPA	78,396	-	-	19,599	-	-	19,599	-	-	19,599	-	-	19,599	78,396
Mandate Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
California Lottery	70,948	-	-	-	17,737	-	-	17,737	-	-	17,737	-	-	53,211
Total State Programs	3,794,366	-	-	1,422,932	17,737	-	621,028	17,737	328,052	347,651	345,789	328,052	347,651	3,776,629
Other State Programs														
State Lunch Reimbursements	26,176	-	-	2,379	2,379	2,379	2,379	2,379	2,379	2,379	2,379	2,379	2,379	23,794
SB740 Facilities Subsidy	293,985	-	-	-	-	146,993	-	-	-	73,496	-	-	-	220,489
State SPED	201,478	10,074	10,074	18,133	18,133	18,133	18,133	18,133	18,133	18,133	18,133	18,133	18,133	201,478
Total Other State Programs	521,639	10,074	10,074	20,512	20,512	167,505	20,512	20,512	20,512	94,009	20,512	20,512	20,512	445,761
Federal Programs														
Title I	109,754	-	-	-	-	-	-	43,902	-	-	43,902	-	-	87,804
Title II	3,800	-	-	-	-	-	-	1,520	-	-	1,520	-	-	3,040
Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Startup Grant (Title Vb)	488,732	-	-	-	342,112	-	-	48,873	-	-	48,873	-	-	439,859
IDEA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
National School Lunch Program	240,880	-	-	21,896	21,896	21,896	21,896	21,896	21,896	21,896	21,896	21,896	21,896	218,960
Total Federal Programs	843,166	-	-	21,896	364,008	21,896	21,896	116,191	21,896	21,896	116,191	21,896	21,896	749,662
Local Programs														
Local Food Service Revenue	11,807	-	-	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	10,732
Total Local Programs	11,807	-	-	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	1,073	10,732
PY Receivables	175,388	175,388	-	-	-	-	-	-	-	-	-	-	-	175,388
TOTAL REVENUES	5,346,366	185,462	10,074	1,466,414	403,331	190,474	664,509	155,514	371,534	464,629	483,566	371,534	391,133	175,388
	Total Expense													
EXPENSES														
Certificated Salaries	1,198,845	99,904	99,904	99,904	99,904	99,904	99,904	99,904	99,904	99,904	99,904	99,904	99,904	1,198,845
Classified Salaries	586,888	48,907	48,907	48,907	48,907	48,907	48,907	48,907	48,907	48,907	48,907	48,907	48,907	586,888
Employee Benefits	555,076	46,256	46,256	46,256	46,256	46,256	46,256	46,256	46,256	46,256	46,256	46,256	46,256	555,076
Books & Supplies	598,379	89,757	119,676	59,838	36,568	36,568	36,568	36,568	36,568	36,568	36,568	36,568	29,254	591,066
Food Service	278,863	-	13,943	27,886	27,886	27,886	27,886	27,886	27,886	27,886	27,886	27,886	13,943	278,863
Other Operating Services	1,100,184	91,682	91,682	91,682	91,682	91,682	91,682	91,682	91,682	91,682	91,682	91,682	73,346	1,081,848
Professional Services	1,300,380	108,365	108,365	108,365	108,365	108,365	108,365	108,365	108,365	108,365	108,365	108,365	86,692	1,278,707
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	5,618,615	484,871	528,733	482,839	459,568	459,568	459,568	459,568	459,568	459,568	459,568	459,568	398,302	5,571,292
OTHER FINANCING SOURCES/USES														
CSFA - Revolving Loan	250,000	250,000	-	-	-	-	-	-	-	-	-	-	-	250,000
Facility Fee Adjustment	250,000	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	250,000
RSED Financing	(50,000)	-	-	-	-	-	-	-	-	-	-	-	(50,000)	(50,000)
Total Financing Cash Flow	450,000	270,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	(29,167)	450,000
Cumulative Cash Position		620,411	122,585	1,126,994	1,091,589	843,329	1,069,103	785,882	718,680	744,574	789,405	722,203	685,867	

2021-22 Cash Flow

	Total Allocation 2019-20	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 2020-2021
Beginning Cash Balance	685,867	685,867	419,416	253,051	216,113	188,496	326,525	306,781	329,358	289,427	368,801	450,792	410,861	
REVENUES														
State Programs														
CSGPB - Base	3,640,590	182,029	182,029	327,653	327,653	327,653	327,653	327,653	327,653	327,653	327,653	327,653	327,653	3,640,590
In Lieu of Property Taxes	1,099,955	-	91,663	91,663	91,663	91,663	91,663	91,663	91,663	91,663	91,663	91,663	91,663	1,008,292
Prop 30 EPA	100,467	-	-	25,117	-	-	25,117	-	-	25,117	-	-	25,117	100,467
Mandate Block Grant	5,488	-	-	-	-	-	5,488	-	-	-	-	-	-	5,488
California Lottery	90,923	-	-	-	22,731	-	-	22,731	-	-	22,731	-	-	68,192
Total State Programs	4,937,423	182,029	273,692	444,433	442,047	419,316	449,921	442,047	419,316	444,433	442,047	419,316	444,433	4,823,029
Other State Programs														
State Lunch Reimbursements	33,546	-	-	3,049	3,049	3,049	3,049	3,049	3,049	3,049	3,049	3,049	3,049	30,493
SB740 Facilities Subsidy	376,752	-	-	-	-	188,376	-	-	-	94,188	-	-	-	282,564
State SPED	258,201	12,910	12,910	23,238	23,238	23,238	23,238	23,238	23,238	23,238	23,238	23,238	23,238	258,201
Total Other State Programs	668,499	12,910	12,910	26,287	26,287	214,663	26,287	26,287	26,287	120,475	26,287	26,287	26,287	571,258
Federal Programs														
Title I	109,754	-	-	-	-	-	-	43,902	-	-	43,902	-	-	87,804
Title II	3,800	-	-	-	-	-	-	1,520	-	-	1,520	-	-	3,040
Title III	11,930	-	-	-	-	-	-	4,772	-	-	4,772	-	-	9,544
Federal Startup Grant (Title Vb)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA	48,998	-	-	-	-	-	-	-	-	-	48,998	-	-	48,998
National School Lunch Program	308,696	-	-	28,060	28,060	28,060	28,060	28,060	28,060	28,060	28,060	28,060	28,060	280,604
Total Federal Programs	483,178	-	-	28,060	28,060	28,060	28,060	78,254	28,060	28,060	127,252	28,060	28,060	429,990
Local Programs														
Local Food Service Revenue	11,330	-	-	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	10,299
Total Local Programs	11,330	-	-	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	10,299
PY Receivables	188,166	91,959	96,207	-	-	-	-	-	-	-	-	-	-	188,166
TOTAL REVENUES	6,288,595	286,898	382,810	499,811	497,424	663,070	505,298	547,618	474,694	593,999	596,616	474,694	499,811	5,834,575
	Total Expense													
EXPENSES														
Certificated Salaries	1,624,433	135,369	135,369	135,369	135,369	135,369	135,369	135,369	135,369	135,369	135,369	135,369	135,369	1,624,433
Classified Salaries	772,112	64,343	64,343	64,343	64,343	64,343	64,343	64,343	64,343	64,343	64,343	64,343	64,343	772,112
Employee Benefits	762,781	63,565	63,565	63,565	63,565	63,565	63,565	63,565	63,565	63,565	63,565	63,565	63,565	762,781
Books & Supplies	301,040	45,156	60,208	30,104	18,397	18,397	18,397	18,397	18,397	18,397	18,397	18,397	18,397	297,360
Food Service	353,571	-	17,679	35,357	35,357	35,357	35,357	35,357	35,357	35,357	35,357	35,357	17,679	353,571
Other Operating Services	1,119,662	93,305	93,305	93,305	93,305	93,305	93,305	93,305	93,305	93,305	93,305	93,305	74,644	1,101,001
Professional Services	1,501,461	125,122	125,122	125,122	125,122	125,122	125,122	125,122	125,122	125,122	125,122	125,122	100,097	1,476,437
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	47,323	47,323	-	-	-	-	-	-	-	-	-	-	-	47,323
TOTAL EXPENSES	6,482,383	574,183	559,591	547,165	535,458	535,458	535,458	535,458	535,458	535,458	535,458	535,458	470,415	6,387,695
OTHER FINANCING SOURCES/USES														
CSFA - Revolving Loan	(62,500)	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	(62,500)
Facility Fee Adjustment	250,000	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	250,000
RSED Financing	(50,000)	-	-	-	-	-	-	-	-	-	-	-	(50,000)	(50,000)
Total Financing Cash Flow	137,500	20,833	10,417	10,417	10,417	10,417	10,417	10,417	20,833	20,833	20,833	20,833	(29,167)	137,500
Cumulative Cash Position		419,416	253,051	216,113	188,496	326,525	306,781	329,358	289,427	368,801	450,792	410,861	411,090	

2022-23 Cash Flow

	Total Allocation 2018-19	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	Jun 2022	Total 2021-2022
Beginning Cash Balance	411,090	411,090	183,131	32,602	13,088	2,886	178,664	178,174	231,111	205,805	314,449	440,596	415,290	
REVENUES														
State Programs														
CSGPB - Base	4,087,489	204,374	204,374	367,874	367,874	367,874	367,874	367,874	367,874	367,874	367,874	367,874	367,874	4,087,489
In Lieu of Property Taxes	1,234,979	-	102,915	102,915	102,915	102,915	102,915	102,915	102,915	102,915	102,915	102,915	102,915	1,132,064
Prop 30 EPA	112,800	-	-	28,200	-	-	28,200	-	-	28,200	-	-	28,200	112,800
Mandate Block Grant	7,033	-	-	-	-	-	7,033	-	-	-	-	-	-	7,033
California Lottery	102,084	-	-	-	25,521	-	-	25,521	-	-	25,521	-	-	76,563
Total State Programs	5,544,385	204,374	307,289	498,989	496,310	470,789	506,022	496,310	470,789	498,989	496,310	470,789	498,989	5,415,949
Other State Programs														
State Lunch Reimbursements	37,664	-	-	3,424	3,424	3,424	3,424	3,424	3,424	3,424	3,424	3,424	3,424	34,237
SB740 Facilities Subsidy	423,000	-	-	-	-	211,500	-	-	-	105,750	-	-	-	317,250
State SPED	289,896	14,495	14,495	26,091	26,091	26,091	26,091	26,091	26,091	26,091	26,091	26,091	26,091	289,896
Total Other State Programs	750,560	14,495	14,495	29,514	29,514	241,014	29,514	29,514	29,514	135,264	29,514	29,514	29,514	641,383
Federal Programs														
Title I	140,654	-	-	-	-	-	-	56,262	-	-	56,262	-	-	112,523
Title II	3,800	-	-	-	-	-	-	1,520	-	-	1,520	-	-	3,040
Title III	13,395	-	-	-	-	-	-	5,358	-	-	5,358	-	-	10,716
Federal Startup Grant (Title Vb)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA	62,792	-	-	-	-	-	-	-	-	-	62,792	-	-	62,792
National School Lunch Program	346,589	-	-	31,505	31,505	31,505	31,505	31,505	31,505	31,505	31,505	31,505	31,505	315,050
Total Federal Programs	567,230	-	-	31,505	31,505	31,505	31,505	94,645	31,505	31,505	157,437	31,505	31,505	504,121
Local Programs														
Local Food Service Revenue	11,064	-	-	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	10,057
Total Local Programs	11,064	-	-	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	10,057
PY Receivables	265,818	146,533	119,285	-	-	-	-	-	-	-	-	-	-	265,818
TOTAL REVENUES	7,139,057	365,402	441,069	561,014	558,335	744,314	568,047	621,474	532,814	666,764	684,266	532,814	561,014	6,571,509
	Total Expense													
EXPENSES														
Certificated Salaries	1,640,677	136,723	136,723	136,723	136,723	136,723	136,723	136,723	136,723	136,723	136,723	136,723	136,723	1,640,677
Classified Salaries	830,669	69,222	69,222	69,222	69,222	69,222	69,222	69,222	69,222	69,222	69,222	69,222	69,222	830,669
Employee Benefits	780,668	65,056	65,056	65,056	65,056	65,056	65,056	65,056	65,056	65,056	65,056	65,056	65,056	780,668
Books & Supplies	308,350	46,253	61,670	30,835	18,844	18,844	18,844	18,844	18,844	18,844	18,844	18,844	13,191	302,697
Food Service	395,317	-	19,766	39,532	39,532	39,532	39,532	39,532	39,532	39,532	39,532	39,532	19,766	395,317
Other Operating Services	1,129,635	94,136	94,136	94,136	94,136	94,136	94,136	94,136	94,136	94,136	94,136	94,136	94,136	1,110,808
Professional Services	1,615,286	134,607	134,607	134,607	134,607	134,607	134,607	134,607	134,607	134,607	134,607	134,607	67,304	1,547,983
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	47,365	47,365	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	6,747,968	593,362	581,181	570,111	558,120	558,120	558,120	558,120	558,120	558,120	558,120	558,120	446,570	6,608,819
OTHER FINANCING SOURCES/USES														
CSFA - Revolving Loan	(62,500)	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	(62,500)
Facility Fee Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RSED Financing	(50,000)	-	-	-	-	-	-	-	-	-	-	-	(50,000)	(50,000)
Total Financing Cash Flow	(112,500)	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	(50,000)	(112,500)
Cumulative Cash Position		183,131	32,602	13,088	2,886	178,664	178,174	231,111	205,805	314,449	440,596	415,290	479,733	

2023-24 Cash Flow

	Total Allocation 2019-20	Jul 2022	Aug 2022	Sep 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	Jun 2023	Total 2022-23
Beginning Cash Balance	479,733	479,733	226,745	97,699	82,461	76,053	255,623	259,789	323,426	301,913	414,350	558,904	537,391	
REVENUES														
State Programs														
CSGPB - Base	4,139,355	206,968	206,968	372,542	372,542	372,542	372,542	372,542	372,542	372,542	372,542	372,542	372,542	4,139,355
In Lieu of Property Taxes	1,250,229	-	104,186	104,186	104,186	104,186	104,186	104,186	104,186	104,186	104,186	104,186	104,186	1,146,043
Prop 30 EPA	112,800	-	-	28,200	-	-	28,200	-	-	28,200	-	-	28,200	112,800
Mandate Block Grant	7,896	-	-	-	-	-	7,896	-	-	-	-	-	-	7,896
California Lottery	102,084	-	-	-	25,521	-	-	25,521	-	-	25,521	-	-	76,563
Total State Programs	5,612,364	206,968	311,154	504,928	502,249	476,728	512,824	502,249	476,728	504,928	502,249	476,728	504,928	5,482,657
Other State Programs														
State Lunch Reimbursements	37,664	-	-	3,424	3,424	3,424	3,424	3,424	3,424	3,424	3,424	3,424	3,424	34,237
SB740 Facilities Subsidy	423,000	-	-	-	-	211,500	-	-	-	105,750	-	-	-	317,250
State SPED	289,896	14,495	14,495	26,091	26,091	26,091	26,091	26,091	26,091	26,091	26,091	26,091	26,091	289,896
Total Other State Programs	750,560	14,495	14,495	29,514	29,514	241,014	29,514	29,514	29,514	135,264	29,514	29,514	29,514	641,383
Federal Programs														
Title I	157,920	-	-	-	-	-	-	63,168	-	-	63,168	-	-	126,336
Title II	3,800	-	-	-	-	-	-	1,520	-	-	1,520	-	-	3,040
Title III	13,395	-	-	-	-	-	-	5,358	-	-	5,358	-	-	10,716
Federal Startup Grant (Title Vb)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA	70,500	-	-	-	-	-	-	-	-	-	70,500	-	-	70,500
National School Lunch Program	346,589	-	-	31,505	31,505	31,505	31,505	31,505	31,505	31,505	31,505	31,505	31,505	315,050
Total Federal Programs	592,204	-	-	31,505	31,505	31,505	31,505	101,551	31,505	31,505	172,051	31,505	31,505	525,642
Local Programs														
Local Food Service Revenue	11,064	-	-	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	10,057
Total Local Programs	11,064	-	-	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	10,057
PY Receivables	301,690	164,370	137,320	-	-	-	-	-	-	-	-	-	-	301,690
TOTAL REVENUES	7,267,882	385,833	462,968	566,953	564,274	750,253	574,849	634,320	538,753	672,703	704,820	538,753	566,953	6,659,738
	Total Expense													
EXPENSES														
Certificated Salaries	1,657,084	138,090	138,090	138,090	138,090	138,090	138,090	138,090	138,090	138,090	138,090	138,090	138,090	1,657,084
Classified Salaries	837,100	69,758	69,758	69,758	69,758	69,758	69,758	69,758	69,758	69,758	69,758	69,758	69,758	837,100
Employee Benefits	785,160	65,430	65,430	65,430	65,430	65,430	65,430	65,430	65,430	65,430	65,430	65,430	65,430	785,160
Books & Supplies	295,907	44,386	59,181	29,591	18,083	18,083	18,083	18,083	18,083	18,083	18,083	18,083	14,467	292,290
Food Service	395,317	-	19,766	39,532	39,532	39,532	39,532	39,532	39,532	39,532	39,532	39,532	19,766	395,317
Other Operating Services	1,134,510	94,543	94,543	94,543	94,543	94,543	94,543	94,543	94,543	94,543	94,543	94,543	75,634	1,115,602
Professional Services	1,617,956	134,830	134,830	134,830	134,830	134,830	134,830	134,830	134,830	134,830	134,830	134,830	107,864	1,590,991
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PY Payables	91,784	91,784	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	6,814,818	638,821	581,598	571,773	560,266	560,266	560,266	560,266	560,266	560,266	560,266	560,266	491,009	6,673,543
OTHER FINANCING SOURCES/USES														
CSFA - Revolving Loan	(62,500)	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	(62,500)
Facility Fee Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RSED Financing	(240,000)	-	-	-	-	-	-	-	-	-	-	-	(240,000)	(240,000)
Total Financing Cash Flow	(302,500)	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	(240,000)	(302,500)
Cumulative Cash Position		226,745	97,699	82,461	76,053	255,623	259,789	323,426	301,913	414,350	558,904	537,391	373,334	

2024-25 Cash Flow

	Total Allocation 2020-21	Jul 2023	Aug 2023	Sep 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	Jun 2024	Total 2023-2024
Beginning Cash Balance	373,334	373,334	161,975	34,446	17,274	8,930	186,565	188,796	250,498	227,049	337,551	480,169	456,721	
REVENUES														
State Programs														
CSGPB - Base	4,139,355	206,968	206,968	372,542	372,542	372,542	372,542	372,542	372,542	372,542	372,542	372,542	372,542	4,139,355
In Lieu of Property Taxes	1,250,229	-	104,186	104,186	104,186	104,186	104,186	104,186	104,186	104,186	104,186	104,186	104,186	1,146,043
Prop 30 EPA	112,800	-	-	28,200	-	-	28,200	-	-	28,200	-	-	28,200	112,800
Mandate Block Grant	7,896	-	-	-	-	-	7,896	-	-	-	-	-	-	7,896
California Lottery	102,084	-	-	-	25,521	-	-	25,521	-	-	25,521	-	-	76,563
Total State Programs	5,612,364	206,968	311,154	504,928	502,249	476,728	512,824	502,249	476,728	504,928	502,249	476,728	504,928	5,482,657
Other State Programs														
State Lunch Reimbursements	37,664	-	-	3,424	3,424	3,424	3,424	3,424	3,424	3,424	3,424	3,424	3,424	34,237
SB740 Facilities Subsidy	423,000	-	-	-	-	211,500	-	-	-	105,750	-	-	-	317,250
State SPED	289,896	14,495	14,495	26,091	26,091	26,091	26,091	26,091	26,091	26,091	26,091	26,091	26,091	289,896
Total Other State Programs	750,560	14,495	14,495	29,514	29,514	241,014	29,514	29,514	29,514	135,264	29,514	29,514	29,514	641,383
Federal Programs														
Title I	157,920	-	-	-	-	-	-	63,168	-	-	63,168	-	-	126,336
Title II	3,800	-	-	-	-	-	-	1,520	-	-	1,520	-	-	3,040
Title III	13,395	-	-	-	-	-	-	5,358	-	-	5,358	-	-	10,716
Federal Startup Grant (Title Vb)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA	70,500	-	-	-	-	-	-	-	-	-	70,500	-	-	70,500
National School Lunch Program	346,589	-	-	31,505	31,505	31,505	31,505	31,505	31,505	31,505	31,505	31,505	31,505	315,050
Total Federal Programs	592,204	-	-	31,505	31,505	31,505	31,505	101,551	31,505	31,505	172,051	31,505	31,505	525,642
Local Programs														
Local Food Service Revenue	11,064	-	-	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	10,057
Total Local Programs	11,064	-	-	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	1,006	10,057
PY Receivables	306,414	165,641	140,773	-	-	-	-	-	-	-	-	-	-	306,414
TOTAL REVENUES	7,272,606	387,104	466,421	566,953	564,274	750,253	574,849	634,320	538,753	672,703	704,820	538,753	566,953	6,659,738
	Total Expense													
EXPENSES														
Certificated Salaries	1,673,655	139,471	139,471	139,471	139,471	139,471	139,471	139,471	139,471	139,471	139,471	139,471	139,471	1,673,655
Classified Salaries	843,596	70,300	70,300	70,300	70,300	70,300	70,300	70,300	70,300	70,300	70,300	70,300	70,300	843,596
Employee Benefits	789,697	65,808	65,808	65,808	65,808	65,808	65,808	65,808	65,808	65,808	65,808	65,808	65,808	789,697
Books & Supplies	295,907	44,386	59,181	29,591	18,083	18,083	18,083	18,083	18,083	18,083	18,083	18,083	14,467	292,290
Food Service	395,317	-	19,766	39,532	39,532	39,532	39,532	39,532	39,532	39,532	39,532	39,532	19,766	395,317
Other Operating Services	1,140,360	95,030	95,030	95,030	95,030	95,030	95,030	95,030	95,030	95,030	95,030	95,030	76,024	1,121,354
Professional Services	1,607,726	133,977	133,977	133,977	133,977	133,977	133,977	133,977	133,977	133,977	133,977	133,977	107,182	1,580,931
Interest	-													
PY Payables	49,491	49,491	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	6,795,748	598,463	583,533	573,708	562,201	562,201	562,201	562,201	562,201	562,201	562,201	562,201	493,017	6,696,839
OTHER FINANCING SOURCES/USES														
CSFA - Revolving Loan	(62,500)	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	(62,500)
Facility Fee Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RSED Financing	(200,000)	-	-	-	-	-	-	-	-	-	-	-	(200,000)	(200,000)
Total Financing Cash Flow	(262,500)	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	(200,000)	(262,500)
Cumulative Cash Position		161,975	34,446	17,274	8,930	186,565	188,796	250,498	227,049	337,551	480,169	456,721	330,657	

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6 / TPU	Unit 7
Thematic Units - 17.18 Humanities							
# of Days	21 + 2 ASSMT	21 + 2 ASSMT	20 + 2 ASSMT	(K-G2) 19 + 2 ASSMT (G3-G5) 24 + 2 ASSMT	(K-G2) 20 + 2 ASSMT (G3-G5) 25 + ASSMT	(K-G2) 22 + 2 ASSMT	(K-G2) 20 + 2 ASSMT
Genre of the Month	August Fiction Sept Realistic Fiction	October Mystery (Halloween) NA	November Folktales/Fables December Myths/Legends	January Informational Text February Biography/Autobiography (black history month)	March Historical Fiction NA	April Poetry (national poetry month) NA	May Fantasy June Science Fiction
TK - Essential Questions	What makes me feel good at school? How can I make others feel good at school?	Why do readers ask questions?	What makes folktales interesting?	Why is it important to learn from the past?	Why are some people famous?	How do we use what we know about nature when listening to poems?	Why do people move?
TK - RC 16.17	**All About Me! : Listening and Telling Stories About Ourselves (Storybooks)**	**Great Readers Ask Thoughtful Questions (Fiction)**	**Animals, Plants and the Enviornment (Folktales, Nonfiction)**	**Stories from the Past (Fairytales, Nonfiction)**	**Famous People from the Past and Present (Biography, Nonfiction)**	**Describing Nature Through Words (Poetry, Nonfiction)**	**Moving from Place to Place (Fiction, Nonfiction)**
TK - Writing	Narrative - Launching the Writing Workshop (K Calkins Unit 1)	Narrative - Launching the Writing Workshop (K Calkins Unit 1)	Narrative - Launching the Writing Workshop (K Calkins Unit 1)	Informational - How-To-Books (K Calkins Unit 3)	Informational - How-To-Books (K Calkins Unit 3)	Informational - How-To-Books (K Calkins Unit 3)	Opinion - Persuasive Writing of All Kinds (K Unit 4)
K - Essential Questions	What makes me feel good at school? How can I make others feel good at school?	Why do readers ask questions?	What roles do different animals play in folktales?	Why is it important to learn from the past?	What makes them heroines and heroes?	How can we use text clues and schema to help us visualize?	Why is it important to learn from other people's experiences and adventures?
K - RC	**Welcome to My Community (Storybooks)**	**Great Readers Ask Thoughtful Questions (Storybooks & Nonfiction)**	**Animals and Plants in Folktales and Nonfiction (Folktales & Nonfiction)**	**Stories from the Past (Fairytales & Nonfiction)**	**Heroines and Heroes from America and around the World (Biography)**	**The Words and the Ideas of Seasons and Weather (Poetry & Nonfiction)**	**Comparing Characters and What They Want and Need (Chapter Books, Realistic Fiction, Nonfiction)**
K - Writing	Narrative - Launching the Writing Workshop (K Calkins Unit 1)	Narrative - Writing for Readers (K Calkins Unit 2) *Students will take diagnostic writing assessment on informational writing.	Informational - How-To-Books (K Calkins Unit 3)	Opinion - Persuasive Writing of All Kinds (K Calkins Unit 4)	All About Books (Kinder Calkins If-Then) *Students are assessed on opinion writing.	Writing Songs and Poetry (Kinder Calkins If-Then)	Informational - Nonfiction Chapter Books (G1 Calkins Unit 2)
G1 - Essential Questions	What makes someone a good citizen? What makes someone a bad citizen?	How do animals survive and grow?	Why did people from different cultures tell stories?	How are families alike and different?	How does listening to poetry help us become better writers?	How do people in a community fulfill their needs and wants?	Why do we need to know about the Solar system and planets?
G1 - RC	**Stories of Citizenship and our Community (Storybook, Nonfiction)**	**How Aquatic Animals Survive and Grow (Stories & Nonfiction)**	**Stories of Different Cultures (Fables, Folktales & Nonfiction)**	**Geography Affects the Way People Live (Folktales & Nonfiction)**	**Light & Sound All Around (Poetry & Nonfiction)**	**Goods & Services that My Community Provides (Realistic Fiction & Nonfiction)**	**Exploring A New Frontier (Chapter Book, Biography & Nonfiction)**
G1 - Writing	Narrative - Small Moments: Writing with Focus, Detail, and Dialogue (G1 Calkins Unit 1)	Informational - How-To-Books (K Calkins Unit 3) *Students will take diagnostic writing assessment on informational writing.	Informational - Nonfiction Chapter Books (G1 Calkins Unit 2)	Opinion - Writing Reviews (G1 Calkins Unit 3)	Writing Songs and Poetry (G1 Calkins If-Then) *Students are assessed on opinion writing.	Narrative - From Scenes to Series: Writing Fiction (G1 Calkins Unit 4)	Narrative - From Scenes to Series: Writing Fiction (G1 Calkins Unit 4)
G2 - Essential Questions	What makes someone a good citizen? What makes someone a bad citizen?	How do authors use settings and symbols to tell a story?	How do scarcity and wants affect the way we make choices?	Why do plants and animals need different environments to survive?	Why do authors create their own version of the same story?	What clues from the past help us understand our Earth in the past and today?	What makes someone heroic?

Legend:

On-Demand Writing ASSMT (yellow)	
Writing Tasks/Deliverables (green)	

1

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6 / TPU	Unit 7
Thematic Units - 17.18 Humanities							
# of Days	21 + 2 ASSMT	21 + 2 ASSMT	20 + 2 ASSMT	(K-G2) 19 + 2 ASSMT (G3-G5) 24 + 2 ASSMT	(K-G2) 20 + 2 ASSMT (G3-G5) 25 + ASSMT	(K-G2) 22 + 2 ASSMT	(K-G2) 20 + 2 ASSMT
G2 - RC	**Our Core Values (Narrative & Nonfiction)**	**Water, Weather, and Plants in Stories (Folktales, Realistic Fiction & Nonfiction)**	**Recognizing Wants and Needs in Stories (Fables, Folktales, & Nonfiction)**	**Interdependent Relationships in Ecosystems (Poetry & Nonfiction)**	**Stories from around the World (Fantasy, Fairy Tale, Nonfiction)**	**Earth's Surface (Fantasy, Mystery, Nonfiction)**	**Going Back in Time (Biography, Historical Fiction, Nonfiction)**
G2 - Writing	Narrative - Small Moments: Writing with Focus, Detail, and Dialogue (G1 Calkins Unit 1)	Narrative - Lessons from the Masters: Improving Narrative Writing (G2 Calkins Unit 1) *Students will take diagnostic writing assessment on informational writing.	Informational - Nonfiction Chapter Books (G1 Calkins Unit 2)	Narrative - Poetry: Big Thoughts in Small Packages (G2 Calkins Unit 4)	Opinion - Writing about Reading - Letter Writing (G2 Calkins Unit 3) *Students are assessed on opinion writing.	Informational - Lab Reports and Science Books (G2 Calkins Unit 2)	Informational - Lab Reports and Science Books (G2 Calkins Unit 2)
G3 - Essential Questions	How can I read to build background knowledge?	How do changes in habitat affect organisms?	How do readers use poetry and realistic fiction to think about life?	Are heroes of myths, legends, and tall tales held to the same standard as those we classify as heroes in present day?	Why do human rights need to be protected? What impact can citizens have on their government?		
G3 - RC	**Stories from the Americas (Realistic Fiction, Narrative Nonfiction, Nonfiction)**	**How Animals Adapt and Survive (Fable, Folktales & Nonfiction)**	**Learning about Ourselves through Poetry & Realistic Fiction (Poetry, Realistic Fiction & Chapter Books)**	**Heroes and Heroines of Myths, Legends, and Everyday Life (Myths, Legends, Tall Tales, Nonfiction)**	**Citizenship and Government (Historical Fiction, Narrative Nonfiction, Speech, Nonfiction)**		
G3 - Writing	Narrative - Crafting True Stories (G3 Calkins Unit 1)	Informational - The Art of Information Writing (G3 Calkins Unit 2)	Narrative - Poetry: Big Thoughts in Small Packages (G2 Calkins Unit 4) *Students will take diagnostic writing assessment on informational writing.	Narrative - Once Upon a Time: Adapting and Writing Fairy Tales (G3 Calkins Unit 4)	Opinion - Changing the World: Persuasive Speeches, Petitions, and Editorials (G3 Calkins Unit 3)		
G4 - Essential Questions	How does the perspective of the storyteller impact the reader or listener's understanding of the event (for example, a historical event)?	What is a topic that have you become intersted in that surprised you? How did you feel before reading about it and why? What caused the change?	What is one lesson that can be learned from history?	What is the best way to reduce the negative impacts that natural Earth processes have on humans? Are our genetics or our environment more influential in developing us into who we are?	What what are you willing to do to preserve or protect the things you value most?		
G4 - RC	**Making Meaning from Text (historical fiction, historical nonfiction, and tall tales)**	**Exploring New Genres and Topics**	**Strength and Challenge**	**Beneath the Surface**	**Values and Empathy**		
G4 - Writing	G3 Unit 1 Narrative - Crafting True Stories	G3 Unit 2 Informational - "The Art of Information Writing"	G4 Unit 3 - Information "Bringing History to Life"	G3 Unit 3 Opinion - "Changing the World"	G4 Unit 2 Opinion - "Boxes and Bullets: Personal and Persuasive Essays"	Post-Test Option: G4 Unit 1 Narrative - The Arc of Story	
G5 - Essential Questions	Why is it important to reflect on the historical past and your personal past?	Think about why your favorite book is your favorite. What choices did the author make to make the topic or plot appeal to you?	What is one lesson that everyone should learn from history?	Would you rather things stayed the same for years, or they changed everyday?	Is struggle necessary for progress?		

Thematic Units - 17.18 Humanities							
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6 / TPU	Unit 7
# of Days	21 + 2 ASSMT	21 + 2 ASSMT	20 + 2 ASSMT	(K-G2) 19 + 2 ASSMT (G3-G5) 24 + 2 ASSMT	(K-G2) 20 + 2 ASSMT (G3-G5) 25 + ASSMT	(K-G2) 22 + 2 ASSMT	(K-G2) 20 + 2 ASSMT
G5 - RC	**Learning from the Past (Short Stories, Folktales, and Historical Nonfiction)**	**Exploring New Genres and Topics**	**Understanding the Great Depression**	**Forces of Nature**	**Struggle**		
G5 - Writing	G3 Unit 1 Narrative - Crafting True Stories	G3 Unit 2 Informational - "The Art of Information Writing"	G5 Unit 2 - Information "The Lens of History: Research Reports"	G3 Unit 3 Opinion - "Changing the World"	G5 Unit 4 Argument - "The Research-Based Argument Essay"	Post-Test Option: G5 Unit 1 Narrative - Narrative Craft	

K4/Transitional Kinder STEM SSM - 2017-18

Unit # & Title	Standards		Summary
	Major	Supporting	
Math Unit 1 Counting & Numbers to 10	PK.CC.2 - 4	PK.CC.1 PK.MD.2	The focus of this unit is on practicing rote counting and understanding numbers to 10. Students learn how to write them, spell them, and count quantities within that amount.
Math Unit 2 Comparing Numbers	PK.CC.5	PK.MD.2	Students work on comparing groups of objects by matching and counting.
Sci Unit 1 Forces & Motion	K.PS2.1 K.PS2.2	n/a	Students examine, reflect upon, describe, and discuss how pushes and pulls of various objects are used to produce motion. The unit gives students experiences that challenge their understanding of motion, including a design challenge using a collision.
Math Unit 3 Beginning Geometry	PK.G.1 - 5	PK.MD.2	Students work on identifying, building, drawing and composing 2-D and 3-D shapes.
Math Unit 4 Beginning Measurement	PK.MD.1 - 2	n/a	This unit focuses on describing objects by measurable attributes (big, tall, short, color, etc).Students begin to practice sorting groups by these attributes.
Sci Unit 2 Animals, Plants & the Environment	K.LS1.1 K.ESS2.2 K.ESS3.1	n/a	Students learn about what it means for something to be alive, specifically that plants need air, sunlight, and water to grow. Students will identify that living things live in places that provide for those needs and sometimes change their environment to fit their needs.
Math Unit 5 Beginning Addition & Subtraction	PK.OA.1	n/a	Students work on making one/two more and less than a given group of objects and a given number. They learn to model and solve simple join/separate result-unknown number stories.
Math Unit 6 Matching, Sorting & Patterns	PK.CC.6 PK.OA.2 PK.MD.2	n/a	Students build mathematical reasoning by recognizing and extending simple patterns. They also practice ordering language (first, last, next,before, after) with patterns. Sorting work continues, as well as identifying which object does/doesn't belong with a given set of objects.
Sci Unit 3 Weather	K.PS3.1 K.PS3.2 K.ESS2.1	n/a	Students will apply schema of different weather components. Building on their knowledge of weather, students will internalize typical weather patterns that define the four seasons. Lastly, students will conceive and create ways to shield us and other living things, such as dogs, from aspects of weather that may be harmful

Kindergarten STEM SSM - 2017-18

Unit # & Title	Standards		Summary
	Major	Supporting	
Math Unit 1 Numbers to 20	K.CC.3 - 5	K.CC.1 K.CC.2	Students practice counting and understanding numbers to 20 during this first unit. They work on how to write numbers, spell them in word form, and count quantities within that amount.
Math Unit 2 Matching & Sorting Shapes	K.G.1 - 4	K.CC.5 K.MD.3	Students work on understanding 2-D & 3-D shapes, practicing identifying and describing them .They also begin work with sorting and matching, using their new understanding of shapes and attributes to sort items into categories. Counting work continues as they are asked to count the amount in each category after sorting.
Science Unit 1 Forces & Motion	K.PS2.1 K.PS2.2	n/a	Students examine, reflect upon, describe, and discuss how pushes and pulls of various objects are used to produce motion. The unit gives students experiences that challenge their understanding of motion, including a design challenge using a collision.
Math Unit 3 Comparing, Adding & Subtracting Numbers to 20	K.CC.6 - 7 K.OA.1 K.OA.3 - 4 K.NBT.1	K.OA.2 K.OA.5	Examination of numbers to 20 continues, with students comparing sets and numbers to 20. They also work on composing and decomposing numbers, finding pairs to 10 as well as representing teens numbers as a ten and loose ones. Students start number stories to contextualize part-whole relationships and join & separate scenarios.
Math Unit 4 Measurement & Data	K.MD.1 - 3	n/a	Students practice describing objects by measurable attributes (big, tall, short, etc) and comparing different objects by attribute. Sorting work continues, making categories by different attributes of objects, and sorting categories by count.
Science Unit 2 Animals, Plants & the Environment	K.LS1.1 K.ESS2.2 K.ESS3.1	1.MD.4	Students learn about what it means for something to be alive, specifically that plants need air, sunlight, and water to grow. Students will identify that living things live in places that provide for those needs and sometimes change their environment to fit their needs.
Math Unit 5 Telling Time & Composing & Decomposing Shapes	K.G.5 - 6 1.MD.3 1.G.3	n/a	Students return to shapes, working on building, drawing, decomposing and composing them. Additional geometry work is also covered such as beginning to explore equal shares (halves and fourths), and lines of symmetry. Students end the unit by learning how to tell time to the hour and half hour.
Math Unit 6 Working with Numbers Beyond 20	1.NBT.1 1.NBT.2	n/a	Students end the year in preparation for work with larger numbers in grade 1 - practicing counting, sorting & working with numbers beyond 20.
Science Unit 3 Weather	K.PS3.1 K.PS3.2 K.ESS2.1	n/a	Students will apply schema of different weather components. Building on their knowledge of weather, students will internalize typical weather patterns that define the four seasons. Lastly, students will conceive and create ways to shield us and other living things, such as dogs, from aspects of weather that may be harmful

Grade 1 STEM SSM - 2017-18

Unit # & Title	Standards		Summary
	Major	Supporting	
Math Unit 1 Addition & Subtraction Strategies to 20	1.OA.5 - 8	1.NBT.1	Students build fluency with addition & subtraction within 20, focusing on making 10s and building automaticity with addition & subtraction within 10. Strategies include counting on and counting back, decomposing and renaming numbers, and adding to and subtracting in smaller chunks.
Math Unit 2 Place Value & Comparing Numbers	1.NBT.1 - 3	1.OA.6	Students focus on place value and composing and decomposing numbers, building deep fluency with idea of a ten unit. They also use place value to compare numbers.
Science Unit 1 Organisms & Heredity	1.LS1.1 1.LS1.2 1.LS3.1	n/a	Students explore that plants and animals live in places that best suit their survival, as well as how parents and offspring are similar and different.
Math Unit 3 Addition & Subtraction within 50	1.OA.3 -4 1.OA.8 1.NBT.4	n/a	Students focus on the relationship between addition and subtraction, properties of operations and place value with numbers within 50.
Math Unit 4 Length & Data	1.MD.1 -2 1.MD.4	1.OA.4 1.NBT.3	Students practice length measurement and comparing lengths. They create bar graphs and ask/answer questions about data. The connection is built between more than/less than statements about length and data to addition and subtraction situations.
Science Unit 2 Communication	1.PS4.1 1.PS4.2 1.PS4.3 1.PS4.4	n/a	Students will explore that sound is caused by vibration, and vice versa, as well as that materials allow different amounts of light to pass through them. Students will end the unit by delivering a message over a distance using sound and light.
Math Unit 5 Addition & Subtraction within 100	1.OA.3 1.OA.8 1.NBT.4 - 6	1.NBT.2.C	Students continue practice with addition and subtraction strategies with larger numbers. Strategies center around use of models and drawings, properties of operations, and the inverse relationship between addition and subtraction.
Math Unit 6 Shapes & Time	1.MD.3 1.G.1 - 3	n/a	Students work with defining attributes and composite shapes. They also explore equal shares of shapes and build connections with telling time to the hour and half hour.
Science Unit 3 Air and Weather	2.PS1.1 K.ESS2.1	n/a	Students explore properties of a common gas mixture—air. Using vials, syringes, and tubing, students experience air as matter and that air can be compressed and cause pressure. Students will construct and compare parachutes as well as observe and describe wind speed using pinwheels and an anemometer.

Grade 2 STEM SSM - 2017-18

Unit # & Title	Standards		Summary
	Major	Supporting	
Math Unit 1 Place Value	2.NBT.1 - 4 2.NBT.8	2.MD.8	Students focus on place value and composing and decomposing numbers, building deep fluency with idea of a hundred unit. Students begin working with money, including pennies, dimes, and dollars, to complement place value and bundling. They also practice skip counting, mentally finding 10 or 100 more/less than a number based on place value strategies.
Math Unit 2 Addition & Subtraction within 200	2.NBT.5, 7, 9 2.MD.6	2.MD.2	Students work on building addition and subtraction strategies with 100s, 10s and 1s units, focusing on composing and decomposing a single hundred. They also use the number line to represent sums and differences.
Science Unit 1 Matter	2.PS1.1 2.PS1.2 2.PS1.3	n/a	Students will learn about properties of solid and liquid matter through comparing and contrasting different materials. Based on sorting and newly developed vocabulary, students will justify why materials would be better or worse for different purposes based on their properties.
Math Unit 3 Addition & Subtraction within 1,000	2.NBT.6, 7, 9 2.MD.8	2.NBT.1 2.NBT.5	Students extend addition & subtraction strategies to larger numbers, applying computation strategies to work with money. Complexity of working with money increases as other coins are introduced.
Math Unit 4 Measurement	2.MD.1 - 4 2.MD.9	2.MD.6	Students measure lengths of objects, compare lengths, and make a line plot representing measurements.
Science Unit 2 Plants, Pollination, and Animals	2.LS2.1 2.LS2.2 2.LS4.1	2.MD.10	Students investigate what plants require to grow, specifically the pollination of flowering plants by pollinators. Lastly, students will categorize animals as amphibians, birds, mammals, reptiles, and fish based on characteristics.
Math Unit 5 Time & Equal Shares	2.MD.7 2.G.1 & 3	n/a	Students work to understand equal shares and partitioning shapes, extending this to telling time - recognizing an analog clock as a circle that has been partitioned into equal slices (halves for half hours, quarters for quarter hours, etc.).
Math Unit 6 Multiplication Foundations	2.OA.3 - 4 2.G.2	2.NBT.2	Exploring repeated addition, even and odd numbers, and arrays in preparation for multiplication.
Science Unit 3 The Materials of the Earth	2.PS1.1 2.ESS1.1 2.ESS2.1	n/a	Students learn about the formation and weathering of earth materials by sorting and categorizing rocks using their knowledge of the properties of solids.

Grade 3 STEM SSM - 2017-18

Unit # & Title	Standards		Summary
	Major	Supporting	
Math Unit 1 Place Value, Addition & Subtraction	3.NBT.1 - 2 3.MD.1 3.OA.9	3.OA.5	Students use place value understandings from grade 2 to explore rounding, as well as to build additional fluency with addition & subtraction. Elapsed time is covered as a natural extension of adding/subtracting on the number line. Addition and subtraction patterns are covered as well.
Math Unit 2 Multiplication & Division Part 1	3.OA.1 - 2 3.OA.4 3.OA.6 - 7	n/a	This unit focuses on foundational understandings of multiplication & division and on the relationship between the two: recognizing situations, modeling with manipulatives, and fact families.
Science Unit 1 Fossils, Adaptations, & Environments	3.LS2.1 3.LS4.1 - 4	n/a	Students will learn that fossils are created from living things from long ago. Students learn that adaptations are structures and behaviors of an organism that help it survive and reproduce. Students are also introduced to organisms to survive and thrive as groups in different kinds of environments.
Math Unit 3 Multiplication & Division Part 2	3.OA.4 - 5 3.OA.7 & 9 3.MD.3 3.NBT.3	3.OA.6	Students focus on building multiplication & division strategies and properties, along with exploring multiplication & division patterns. Scaled pictographs and bar graphs are covered as well, as they rely on multiplication & division to interpret.
Math Unit 4 Area & Perimeter	3.MD.5 - 8 3.G.1	3.OA.4 3.OA.5	Students explore area and perimeter concepts, as well as attributes of shapes, which they use to solve area and perimeter problems.
Science Unit 2 Life Cycles	3.LS1.1 3.LS3.1 3.LS3.2	n/a	Student observe and conclude that all living things follow typical life cycle pattern from birth and growth to reproduction and death. Students observe seeds germinating and research the similarities and differences of the life cycles of animals, specifically those that undergo metamorphosis. Along with the cause and effect structure of life cycles.
Math Unit 5 Fractions as Numbers	3.NF.1 - 3 3.G.2	3.MD.5	Students work to understand fractions as part of or all of a whole, making use of both shape models and quantities on a number line. Students make use of benchmark fractions to estimate size as well as to assist in comparisons. All fractions used in this unit are less than or equal to one whole.
Math Unit 6 Fraction Equivalency	3.NF.1 - 3 3.MD.4	3.G.2	Students focus on the idea of equivalence and equivalent fractions, learn about fractions greater than one whole, and represent measurement data using line plots. Comparison work continues, including mixed numbers and improper fractions, both representing fractions greater than one.
Science Unit 3 Motion and Matter	3.PS2.1 3.PS2.2 3.PS2.3 3.PS2.4	n/a	Magnetism and gravity are the forces students explore as they look for patterns of motion to predict future motion, e.g. with magnets and paper clips and wheel-and-axle systems. Students use their new understanding to knowledge of motion and matter to solve a design challenge.

Grade 4 STEM SSM - 2017-18

Unit # & Title	Standards		Summary
	Major	Supporting	
Math Unit 1 Place Value, Addition & Subtraction	4.NBT.1 - 4	4.MD.1 4.MD.3	Students extend their understanding of place value to numbers within 1,000,000, as well as explore rounding to any place. They anchor their place value understandings around the relationship to the number 10, and master the addition & subtraction algorithm based on the base-10 system. Students also work on converting units of metric measurement as an application of their base-10 understanding.
Math Unit 2 Multiplication & Division	4.OA.1 4.NBT.5 4.NBT.6	4.OA.4 4.OA.5 4.MD.1 4.MD.3	Students explore multiplication as comparison, as well as continue building procedural fluency with multi-digit multiplication & division. Students work with factors and multiples, as well as prime & composite numbers. Students use multiplication & division to solve a variety of measurement problem, including conversion of standard units of measurement, and area & perimeter problems.
Science Unit 1 Energy Sources	4.PS3.1 4.PS3.3 4.PS3.4	4.PS3.2	Students learn about energy, potential and kinetic, as well as it the law of its conservation. Students apply their understanding of energy to design, test, and refine a device that transfers energy from one object to another. In addition to visual cues of kinetic energy (something moving), students will recognize that light, sound, heat, and electricity alert us that energy is present and (possibly) being transferred.
Math Unit 3 Fraction Equivalency	4.NF.1 4.NF.2	n/a	Students build deep understanding of fraction equivalency and ordering,generating equivalent fractions and using this as a strategy for comparison.
Math Unit 4 Fraction Operations	4.NF.3 4.NF.4	4.MD.2 - 4	Using their understanding of fraction equivalency, students begin to add fractions, as well as multiply fractions by whole numbers, which they understand as repeated addition of fractional parts. Students also make line plots with fractional scales.
Science Unit 2 Soils, Rocks, & Landforms	4.ESS2.1 4.ESS3.1	n/a	Students develop deeper understanding about earth materials, specifically their composition, erosion, and deposition. Investigations will provide students experiences to explain how landforms are created over long periods of time.
Math Unit 5 Decimal Fractions	4.NF.5 - 7	4.MD.2 4.MD.3	Students explore decimal fractions as a special type of fraction, learning about decimal notation, and performing operations and comparisons with decimal fractions.
Math Unit 6 Lines & Angles	4.MD.5 - 7 4.G.2 4.G.3	4.G.1	Students explore a variety of geometry and measurement concepts including, perpendicular and parallel lines, types of triangles, lines of symmetry and angle measurement.
Science Unit 3 External and Internal Systems	4.LS1.1 4.LS1.2	n/a	Building on understandings students gathered about energy systems, students will explore how internal and external structures support the survival, growth, behavior, and reproduction of animals. Specifically, students will recognize how information from an environment is transferred and responded to by the human body.

Grade 5 STEM SSM - 2017-18

Unit # & Title	Standards		Summary
	Major	Supporting	
Math Unit 1 Decimal Place Value, Addition & Subtraction	5.NBT.1 - 3 5.NBT.4 5.NBT.7	5.MD.1	Students deepen their grasp of our number system by increasing their knowledge of place value relationships. Students use exponents to represent powers of 10 and learn metric conversions in connection with place value relationships. Students also read, write, compare, round, add and subtract decimals to the thousandths place
Math Unit 2 Multiplication & Division	5.OA.1 5.OA.2 5.NBT.5 - 7	5.MD.1 5.NBT.1	Students will master the formal algorithm for multiplication and work with larger numbers in division. Multiplication and division of decimals is also practiced. Students will write and interpret numerical expressions, including grouping symbols, and work with word problems that focus on US customary/standard units, recognizing and emphasizing conversion factors other than 10.
Science Unit 1 Ecosystems	5.LS1.1 5.LS2.1 5.PS3.1	5.ESS2.1	Students learn about the movement of matter and energy among organisms in environments via food chains and webs. Students also recognize the interaction between the biosphere, geosphere, hydrosphere, and atmosphere.
Math Unit 3 Addition & Subtraction of Fractions	5.NF.1 5.MD.2	5.NF.2	Students formalize strategies for adding and subtracting fractions with unlike denominators. Students build and interpret line plots using fractional scales.
Math Unit 4 Multiplication & Division of Fractions	5.NBT.7 5.NF.3 - 5 5.NF.7	5.NF.6 5.MD.2	This unit focuses on multiplication and division of fractional units (in both fraction and decimal notation). Students learn to interpret fractions as division of the numerator by the denominator, as well as view multiplication as scaling. Work focuses on problems involving these computations, including those with area and line plots.
Science Unit 2 Earth & Sun	5.ESS1.1 5.ESS1.2	n/a	Students explore the relationship between the sun, stars, and the earth. Through observations of the sun and the moon, as well as shadows, along with demonstrations of how celestials bodies rotate and revolve, students will be able to visualize the makeup of our solar system.
Math Unit 5 Volume & Shapes	5.MD.3 - 5 5.G.3 5.G.4	5.NF.5 5.NF.6 5.MD.1	Volume is the focus of this unit, building on students' understanding of multiplication, division and area. Students build proficiency with name properties of shapes, allowing them to accurately place quadrilaterals in a hierarchy.
Math Unit 6 The Coordinate Plane	5.OA.3 5.G.1 5.G.2	5.NF.6 5.NF.7 5.MD.1	Students prepare for algebraic work by exploring patterns and relationships between numeric terms. Students also learn how to graphically represent relationships between numbers on the coordinate plane.
Science Unit 3 Structures & Properties of Matter	5.PS1.1 5.PS1.2	n/a	Students explore properties of matter, specifically that matter is made of particles that are too small to be seen. Students will also engage with the idea that matter is conserved, though it may change state or become part of a new substance.

Meta-Moment Guided Notes

Day 1

What is a meta-moment? .

_____

_____

_____

Step 1: Something Happens

1. Something happens

I feel **upset** when…	Picture
_____	
_____	
_____	
_____	

Step 2: Sense

Imagine you are in that situation right now.

2. Sense

What are you thinking?	What is your body doing?	How are you showing your feelings (words, volume, face, etc.)?
_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____
Picture:	Picture:	Picture:

Step 3: Stop

3. Stop

Why does breathing help us stop?	What I look like after I stop & breathe:

Step 4: See Your Best Self

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

6. Succeed!

Step 5: Succeed

What will the outcome be if I use the strategy I chose?

_____

_____

_____

Picture:

Kimochi Plans TK-2

1/12	1/14
RWBAT: recognize mad feelings and practice cooling down strategies Kotowaza: It's okay to be mad, but it's not okay to be mean	*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
1/19	**1/21**
RWBAT: choose helping words instead of fighting words Kotowaza: It's okay to be mad, but it's not okay to be mean	RWBAT: *apologize for and redo communication mistakes* Kotowaza: It's okay to be mad, but it's not okay to be mean
1/26	**1/28**
RWBAT: *Demonstrate how to use positive self-talk to calm mad feelings* Kotowaza: It's okay to be mad, but it's not okay to be mean	*RWBAT: say or do something kind when someone else is mad* Kotowaza: It's okay to be mad, but it's not okay to be mean

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 Could 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 liek to respond unkinly when Cloud offers comfort and support ("Leave me alone!")

Kimochis
toys with feelings inside

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:

- o 23% improvement in social and emotional skills
- o 9% improvement in attitudes about self, others and school
- o 9% improvement in school and classroom behavior
- o 10% decrease in emotional distress, such as anxiety and depression
- o 11% increase in achievement test scores (Payton, et al. 2008)
- Extensive developmental research indicates that effective mastery of social-emotional competence is associated with greater well-being and better school performance, whereas the failure to achieve competence in these areas can lead to a variety of personal, social, and academic difficulties (Eisenberg, 2006; Guerra & Bradshaw, 2008).
- Social and emotional learning has a positive effect on academic performance, including improved skills and grades in math, language arts, and social studies, and better problem-solving and planning skills, and subject mastery (Durlak & Weissberg, 2005; Elias et al., 1997; Greenberg et al., 2003; Hawkins, 1999; Wilson et al., 2001; Zins & Elias, 2006; Zins et al., 2004).
- "Mental health is a critical component of children's learning and general health. Fostering social and emotional health in children as a part of healthy child development must therefore be a national priority." (U.S. Public Health Service, 2000, p. 3).

Research Findings Related
to the Development of the Kimochis Curriculum

The Kimochis curriculum is based on sound theories of child development and social-emotional learning. Scientific, empirically-based research studies were referred to while developing the Kimochis lessons to ensure that concepts and approaches that have proven to have beneficial effects on the development of social-emotional skills in children were included. A number of theoretical models and conceptual paradigms were studied, including, theories of Emotional Intelligence (Goleman, 1995; Bar-On, 2000), Social-Information Processing Model (Crick & Dodge, 1994), Social Cognitive Theory (Bandura, 1989) and Cognitive Behavioral Therapy (Kendall, 2005).

In addition, research completed by leading experts in the field of Social and Emotional Learning (SEL) was reviewed. Maurice Elias, a renowned SEL researcher, and his colleagues define SEL as "the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively" (1997). The goals of an SEL program are to foster the development of five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Collaborative for Academic, Social and Emotional Learning, CASEL, 2003). These five core competencies provide children a foundation for better adjustment and academic achievement as shown by more positive social behaviors, fewer conduct problems, less emotional distress, and improved test scores and grades (Greenberg et al., 2003). As children master these competencies, they can connect with their own beliefs and values, develop concern for others, make good decisions, and take responsibility for their choices and behaviors. Accordingly, Kimochis lessons were developed around these five core competencies. The Kimochis lessons and objectives for Early Childhood and Elementary Age students are outlined on pages 7 and 8.

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Research Findings Related to the
Five Core Competencies and the Kimochis· Lessons

Self-Awareness

Self-awareness is the ability to recognize and name your own emotions. Self-awareness also involves the ability to understand your values and needs, as well as your strengths and limitations. This awareness of self is crucial to early school success. When a child has an awareness of his/her own emotions, s/he can learn to regulate or modulate them, an essential factor that influences getting along with peers and coping in a school environment. Research by Marsh and colleagues (Marsh, Craven and Debus, 1998; Marsh, Ellis and Craven, 2002) has shown that four-year-olds have an understanding of their psychological selves and of their feelings and intentions. As self understanding develops, it guides moral development and also sets the stage for self control and self regulation. Young children who can identify emotions in themselves are more likely to have success when they transition into kindergarten (Eisenberg and Fabes, 1992). As a child's self-awareness develops, they can label their own emotions and identify the emotions of others. As Daniel Goleman states in his influential book, *Emotional Intelligence*, "Self-awareness, recognizing a feeling as it happens, is the keystone of emotional intelligence. The ability to monitor feelings from moment to moment is also crucial to psychological insight and self-understanding. People with greater certainty about their feelings are better pilots of their lives (Goleman, 1995, p. 43)."

The Kimochis· lessons teach children to identify the nonverbal components (tone of voice, facial expressions, body language) of feelings. Children practice naming situations or experiences that often cause a specific feeling or feelings. Children learn to understand that feelings are messy and that we might have several feelings that occur at the same time! Lessons focus on building emotional literacy, the ability to identify, understand, and respond to emotions in oneself and others in a healthy manner (Joseph, 2003). When children know a wide range of emotion words (beyond *happy, mad, sad*), it is easier for them to understand their emotional experiences and to communicate with others about their feelings. Children are introduced to the concept of how to redo a social mistake, the first step of which requires an awareness of actually making a mistake. They practice how to *own up* and *come clean* as ways to make amends for mistakes. Children also learn that they need to be aware of how they are *coming across* to others in their nonverbal and verbal communication. Activities focus on heightening awareness of these concepts. Educators are encouraged to guide and prompt children to pay attention to their communication and emotions in social interactions throughout the school day.

Self-Management

Self-management is the ability to regulate emotions and behaviors so that goals are achieved. It also involves persevering with difficult tasks and in complex social interactions. Self-management is a complicated, developmental process for young children (Kopp and Wyer, 1994). It requires children to remember and generalize what they have been taught by caregivers, to initiate changes in their behavior, and to constantly monitor their behavior in varying situations. These foundational self-management skills are emerging during the preschool years as the brain develops (Shonkoff &Phillips, 2000). Development in self-management can be seen in the difference between the impulsivity of a toddler and the deliberate

behavior of a four year-old entering kindergarten in the fall. The relevancy of self-management skills to school success is obvious. When children can control impulses and cope with strong feelings in emotionally charged situations, they will be more successful in school (Raver & Knitzer, 2002). In fact, some studies that have shown that certain aspects of self-regulation predict children's reading and math achievement in the early primary grades (Alexander, Entwisle & Dauber, 1993; Howse, 2003). Additionally, the ability to effectively manage emotions contributes to less aggression and fewer problems with substance abuse (Brady,et al., 1998; Vitaro, 1998). Children with poor regulation skills are likely to have conflict-based relationships with their teachers and peers, which can lead to school problems and possible school dropout (Bandera, 2003). When educators are asked to identify areas of critical importance with regard to school success, they often name competence in cooperation and self-control as highly significant (Lane, Pierson, & Givner, 2003). There is some evidence that emotion regulation is a better predictor of school readiness than IQ (Blair & Razza, 2007). Children can learn strategies to manage their emotions and cope with stressful situations. Research suggests that teaching children strategies such as thinking calming thoughts, deep breathing, doing a calming activity and reframing stressful situations by focusing on positive promotes effective management of feelings such as anger (Nelson and Finch, 2000) and impatience (Metcalfe and Mischel, 1999; Eisenberg, Cumberland, and Spinrad, 1998).

The Kimochis® curriculum emphasizes the importance of teaching children to handle positive (happiness, pride) and negative (mad, frustrated, disappointed) emotions in ways that are productive and socially appropriate. The focus is on helping both educators and children understand that feelings fuel behavior (*Feeling-Behavior Link*). Lessons teach strategies such as taking *Cool Down* breaths, repeating positive self-talk strategies, and reframing upsetting situations in a more positive light. Children learn to regulate their tone of voice, facial expressions, body language, actions and word choice. Lessons help children to recognize how difficult it is to use emotion-management strategies when feelings are high. So, children are given opportunities to practice these strategies "out of the moment" when they can rely on logical reasoning and adult prompting to manage emotions (Metcalfe and Mischel, 1999). Role-plays, puppet enactments and games give children practice in predictable social situations. Educators are provided ideas on how to prompt children to use their emotional regulation strategies when needed in social settings.

Social Awareness

Social awareness is the ability to understand what others are feeling and to be able to take their perspective. This is often described as "theory of mind." Researchers also talk about social awareness as the development of *empathy,* which is the response we have when we are able to recognize and understand another's emotions. Preschoolers who are more socially and emotionally perceptive have greater success in their relationships with peers and adults (Denham, 2003). Young children who are adept at understanding other's feelings tend to have more academic success at the primary level (Izard, 2002; Dowsett & Huston, 2005). Preschoolers progress through a period of development that helps them to understand that people's intentions, desires, feelings, thoughts and beliefs are motivators of behavior. As their ability to identify emotions in others increases, they are able to explain the causes of emotions and their consequences in developmentally more complex ways (Denham, 2006; Lagattuta & Thompson, 2006). Empathy plays an important role in relationship to academic and emotional success. Kaukiainen (1999) found that children who had good perspective-taking skills were less likely to be physically, verbally and

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:
Self-Awareness • Recognize & name emotions • Understand reasons & circumstances for feelings • Know needs & values • Describe interests & values • Accurately assess strengths & challenges	• Identify & name feelings • Show an understanding of different facial expressions • Describe social situations that can create a feeling • Relate to Kimochis® characters' personalities • Identify the difference between a taking voice/face/body & a fighting voice/face/body • Identify the difference between helping and hurtful words • Show an understanding of how to act at silly and serious times • Identify how to make a safe choices when curious	• Identify & name feelings • Show an understanding of different facial expressions • Relate to Kimochis® characters' personalities • Describe social situations that can create certain feelings • Identify the difference between a taking voice/face/body & a fighting voice/face/body • Identify the difference between helping & hurtful words • Identify when a redo is needed • Recognize social cues & be sure that silliness is fun for everyone • Demonstrate an understanding of how you are *coming across* • Demonstrate how to *own up & come clean* when mistakes are made
Self-Management • Manage stress & control impulses • Verbalize & cope appropriately with challenging emotions • Persevere in overcoming obstacles • Set & monitor progress toward the achievement of personal & academic goals • Modify performance based on feedback	• Use a taking voice/face/body • Demonstrate how to use *Cool Down* strategies to express upset feelings in a positive way • Use self-soothing strategies to comfort self when sad • Use self-regulation tools to manage scared feelings • Demonstrate words & actions to use when others hit, push, yell • Demonstrate how to use *Stop* hands to resolve conflicts • Demonstrate how to label hurtful words with "Ouch" • Demonstrate how to manage silliness in a safe & friendly way • Redo cranky moments • Take back bossy talk • Demonstrate how to accept a compliment in a positive way	• Demonstrate talking tone of voice, face & body (positive nonverbal communication) • Demonstrate *Cool Down* strategies to cope with upset feelings • Show how to use a talking hand & Stop hands to resolve conflicts • Use positive self-talk scripts to move through upset feelings • Cope with statements that are *Big mean things that aren't true* • Show how to stay focused & not get distracted by others • Use positive self-talk to try new things • Redo a hurtful social moment • Show how to express happy, excited, silly, & curious feelings with safe & wise choices • Show how to give/receive a *knowing look* to help peers redo hurtful moments • Identify ways to warn others when upset • Use self-regulation tools to manage expressions of pride without bragging

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CASEL Core Competencies* Children will be able to :	Early Childhood Lesson objectives Children will be able to:	Elementary Age Lesson objectives Children will be able to:
Social Awareness • Understand others' perspectives, feelings & points of view • Show empathy & sensitivity to others' feelings • Recognize & appreciate individual & group similarities & differences • Show respect to others	• Demonstrate how to get a person's attention in an appropriate way • Demonstrate how to use a talking hand to resolve conflicts • Use words & actions when peers cut in line, get in your way or invade your space • Respect others' personal & space boundaries • Demonstrate caring actions toward peers who are feeling sad • Offer encouragement to peers who are frustrated • Demonstrate how to give compliments to peers	• Demonstrate how to get a person's attention in an appropriate way • Include others who are feeling left out • Demonstrate how to accept & work with a partner kindly & respectfully • Show an understanding about the concept of _first impressions_ • Show a positive response when peers brag • Demonstrate how to avoid taking peers' negative words personally • Respect others' personal & space boundaries • Recognize & offer support to peers • Respect others' feelings of fear & sadness
Relationship Skills • Establish & maintain healthy, rewarding relationships based on cooperation • Show sensitivity to social-emotional cues • Prevent, manage, & resolve interpersonal conflicts • Communicate clearly • Engage others in social situations • Seek & provide help when needed	• Demonstrate saying hello & giving _Friendly Signals_ to connect with others • Demonstrate sharing & turn-taking • Demonstrate how to get included when left out • Include peers who are left out • Offer comfort to peers who are sad • Use a communication tool to set limits when others are cranky or bossy	• Demonstrate how to use greetings & _Friendly Signals_ to connect with others • Demonstrate positive ways to get included in play & conversation • Set boundaries when peers are too silly • Apologize with sincerity & truthfulness • Forgive others who make hurtful mistakes • Let others try again • Listen to why your words &/or actions can create upset feelings • Use communication tools to set limits when others are upset • Demonstrate how to act in kind & caring ways when others are upset • Identify when & how to get adult help • Connect with another's pride positively
Responsible Decision-Making • Analyze & identify problems • Use social decision-making skills • Respond constructively to interpersonal obstacles • Conduct self with moral & personal responsibility	• Identify strategies to stay safe when trying new things • Demonstrate how to tell the truth • Name how to solve problems through curiosity	• Stand up for what is right • Stand up for self & others • Demonstrate how to _bounce back_ when obstacles arise • Assume the best in social interactions • Demonstrate how to do the right thing when others do the wrong thing • Demonstrate hope & activate optimism that things will work out

* Collaborative for Social and Emotional Learning has identified five core competencies that are learned through social and emotional interventions, all crucial to life, learning and work (CASEL, 2003)

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The Interaction Effects of Program Training, Dosage, and Implementation Quality on Targeted Student Outcomes for The RULER Approach to Social and Emotional Learning

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Abstract. This study examined how training, dosage, and implementation quality of a social and emotional learning program, The RULER Approach, were related to students' social and emotional competencies. There were no main effects for any of the variables on student outcomes, but students had more positive outcomes when their teachers (a) attended more trainings and taught more lessons, and (b) were classified as either moderate- or high-quality program implementers. Student outcomes were more negative when their teachers were classified as low-quality implementers who also attended more trainings and taught more lessons. Post hoc analyses revealed that low-quality implementers felt less efficacious about their overall teaching than high-quality implementers. The discussion focuses on the importance of assessing the interaction of training and implementation variables when examining the effect of social and emotional learning programs.

School programs that aim either to prevent maladaptive behaviors (August, Bloomquist, Lee, Realmuto, & Hektner, 2006; Conduct Problems Research Group, 2011) or to promote positive development among youth (Domitrovich, Cortes, & Greenberg, 2007; Jones, Brown, & Aber, 2011) have been flourishing across the United States. These programs generally fall under the umbrella term, *social and emotional learning* (SEL), which refers to the process of acquiring the skills of self- and social awareness, emotion regulation, responsible decision making, problem solving, and relationship management (Zins, Weissberg, Wang, & Walberg, 2004). Accordingly,

SEL programs are designed both to enhance these skills and create an emotionally supportive climate to increase the likelihood of school engagement, attendance, and academic success. The effects of these programs on youth outcomes have been positive (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011), but most evaluations did not include training or implementation data (Gottfredson & Gottfredson, 2002; Lewis, Battistich, & Schaps, 1990; Tanyu, 2007). The variables surrounding implementation need to be assessed both in research and in practice to better understand the effectiveness of programs in achieving their intended goals (Dane & Schneider, 1998;

Durlak & DuPre, 2008; Sanetti & Kratochwill, 2009). The relative importance of the quantity of teacher training, the dosage, or number of lessons students receive, and the quality of implementation, including teacher attitudes toward programming and their delivery style, are of particular interest in SEL programming.

In this study, we examined the extent to which these training and implementation variables for an SEL program, The RULER Approach (www.therulerapproach.org), were related to targeted social and emotional outcomes for students during the program's first year of implementation. We begin with a short overview of literature on program implementation followed by a description of SEL programs. We then highlight the important role that teachers play as implementers of SEL programs.

Implementing SEL Programs

Programs introduced into social settings like schools are not always implemented with fidelity (Fixsen, Blase, Naoom, & Wallace, 2009). This makes formative evaluations or the study of the processes underlying program implementation critical. Implementation occurs in six stages (Fixsen, Naoom, Blase, & Wallace, 2007). In the *exploration stage*, schools consider which program to adopt by examining feasibility and fit. In the *installation stage*, key stakeholders decide that the program will be implemented and plan for its proper execution. In the *initial implementation stage*, staff members are hired; participants are recruited; organizational supports are in place; and because all stakeholders are new to the program, problem solving and troubleshooting are frequent. In the *full implementation stage*, the program is fully integrated, with program processes and procedures part of the regular routine. Once the program has been implemented effectively, improvements are generally tested in the *innovation stage*. Sustaining the program both through continuous staff development and funding support comprise the *sustainability stage*.

Program implementation is rarely a perfect process, and a growing body of research shows that the effectiveness of school-based prevention programs is limited by the extent that they are implemented as intended (Dusenbury, Brannigan, Falco, & Hansen, 2003). Schools have wide-ranging priorities, policies, and politics that may interfere with how a program is delivered (e.g., Fagan & Mihalic, 2003; Gager & Elias, 1997). The evidence of SEL program effectiveness is growing; for example, a meta-analysis of over 200 studies shows that SEL programs have the intended positive effect on students' academic performance and their social and emotional skills (Durlak et al., 2011). Thus, schools will be implementing SEL programs in increasing numbers with varying levels of fidelity. Central to the understanding of how these programs are implemented is the role of teachers, who are the primary deliverers or "intervention drivers" (cf. Fixsen et al., 2009) of SEL programs.

Assessing Training and Implementation

Training

Training is the knowledge acquisition component of an SEL program and is the main avenue by which programs are introduced and implemented in schools. Training, which may include both workshops and coaching, is the vehicle by which teachers acquire background information, theory, and philosophy of the SEL program. Program information generally is introduced in initial trainings; then, follow-up coaching develops teacher's implementation skills more fully (Fixsen et al., 2009; Sanetti & Kratochwill, 2009; Strother, 1989). In their review, Joyce and Showers (2002) revealed that when training was combined with coaching, 95% of teachers acquired knowledge and developed skills for applying that knowledge in the classroom. In the absence of coaching, only 5% of teachers applied the skills in the classroom.

Dosage

Dosage refers to the number of lessons that teachers implement for students to receive in the classroom. There is some evidence that

higher doses of program instruction produce more optimal results in certain intervention contexts (e.g., Connell, Turner, & Mason, 1985). For example, the number of lessons taught significantly affected students' healthy eating in one intervention (Story et al., 2000) and students' perceptions of healthy sexual behaviors in another (James, Reddy, Ruiter, McCauley, & van den Borne, 2006). However, an investigation of one school-based alcohol abuse prevention program revealed that dosage (e.g., teacher reports of the number of class periods used to teach program materials) was not systematically related to reductions in drinking behavior (Hopkins, Mauss, Kearney, & Weisheit, 1988). Among SEL programs, where a primary goal is to improve students' social and emotional skills and engagement in learning, the number of SEL lessons delivered was related to slower growth in negative student outcomes (Aber, Jones, Brown, Chaudry, & Samples, 1998) and fewer unexcused absences (an indicator of engagement) among girls but not among boys (Moskowitz, Schaps, & Malvin, 1982). In sum, these findings suggest that higher dosage may lead to better outcomes.

Implementation Quality

Implementation quality refers to the manner in which a program is being executed (Dane & Schneider, 1998). As the deliverers of SEL programs, teachers' style of delivery is as important as the content (Jennings & Greenberg, 2009). Teachers' delivery styles and attitudes toward the program need to be congruent with the program. For example, SEL lessons often involve sharing personal experiences and being sensitive to students' needs. If teachers lack buy-in and motivation to engage with students openly, there may be dissonance between them and the SEL lesson. In this section, we discuss two components of quality that are critical to SEL programming, in particular: (a) delivery, which refers to quality of program execution or teaching effectiveness, and (b) attitudes, which refer to program buy-in or openness to programming.

Delivery style is vital to SEL programs because they require teachers to deliver the lessons in an effective manner, consistent with the program's philosophy and goals (see Fixsen et al., 2009; Waltz, Addis, Koerner, & Jacobson, 1993). For example, the teacher's display of certain emotions is important for many SEL lessons (Brackett et al., 2009; Elbertson, Brackett, & Weissberg, 2009). If a teacher cannot model the social and emotional skills a program is designed to target, that teacher will likely be less effective in imparting these skills to students. In general, teachers' beliefs about their teaching efficacy also influence their delivery of instructional programming (Han & Weiss, 2005).

Related to delivery style are teacher attitudes toward SEL programming, which also are critical to a program's success (see August et al., 2006). One study showed that within the context of a smoking prevention program, classrooms with teachers who had higher ratings on both positive attitudes (toward the program and their students) and preparedness had students with greater knowledge of and better decision-making skills about smoking (Botvin, Dusenbury, Baker, & James-Ortiz, 1989). Resistance to adopting SEL programs is common among teachers within the context of SEL. Some teachers are skeptical of the effect of SEL programs (Elias, Bruene-Butler, Blum, & Schuyler, 2000). They may be uncertain about the relative importance of SEL compared to other curricular efforts (Buchanan, Gueldner, Tran, & Merrell, 2009). Issues of accountability, such as those stemming from the No Child Left Behind Act (2001), also place tremendous pressure on teachers and schools to ensure their students perform well academically. As a result, teachers may be conflicted about the time they allocate for teaching core curricula versus SEL, both of which require dedication and constant practice.

Program quality in terms of delivery style alone is incomplete. It is unlikely that teachers will deliver SEL lessons with high quality if they are resistant to the program. To illustrate, teachers have varying levels of comfort with and commitment to incorporating

SEL lessons into academic curricula (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2011), which play into how lessons are taught. Likewise, SEL programs are designed to create emotionally supportive climates for learning (Jennings & Greenberg, 2009); teachers with negative attitudes toward programming may undermine this program objective, rendering the program ineffective (Greenberg, Domitrovich, Graczyk, & Zins, 2005). Even if a teacher is implementing a program according to protocol, as judged by a trained observer, the attitude she or he has is integral to implementation quality.

Gaps in the SEL Literature: The Effect of Training and Implementation

The interaction of training and implementation variables with SEL program outcomes has yet to be studied extensively. For example, a teacher may receive a great amount of training and deliver the recommended number of lessons, but do so with a poor attitude or unsatisfactorily. Moreover, a teacher may be highly competent when delivering the program, yet do so infrequently (cf. Gresham, 2009; Waltz et al., 1993). Most SEL program evaluations have not adequately assessed the relative effect of each of these variables on student outcomes. Past research mostly *describes* how the programs were implemented (Kallestad & Olweus, 2003; Penuel, Fishman, Yamaguchi, & Gallagher, 2007; Ransford, Greenberg, Domitrovich, Small, & Jacobson, 2009; Stead, Stradling, Macneil, Mackintosh, & Minty, 2007; Story et al., 2000), yet few published studies report which variables predict program outcomes, as might be outlined in a theory-of-change model (Rossi, Freeman, & Lipsey, 1999). Moreover, although a few studies examined training and implementation variables simultaneously (for a review see Dusenbury et al., 2003), their interactive effect on outcomes was not analyzed. In one study, the number of program lessons taught and the quality of program delivery independently predicted more positive teacher and observer ratings of student outcomes, but interactive effects were not examined (Conduct Problems

Research Group, 1999). The dearth of such studies makes it difficult to determine the critical ingredients of an intervention. For example, which affects student outcomes more: the amount of SEL program training a teacher receives, the number of SEL lessons he or she delivers, the quality with which those lessons are implemented, or some combination of the three?

Assessing Training and Implementation of SEL Programs

One challenge in assessing variables surrounding implementation is in their operationalization. In general, implementation quality is more difficult to operationalize than training or dosage, which can be quantified (Mowbray, Holter, Teague, & Bybee, 2003). To illustrate, training information can be obtained from attendance records or sign-up sheets at trainings, and dosage can be defined as teacher reports of lessons taught. Quality indicators, however, often are more difficult to obtain. Indeed, in a review of over 500 studies from 1976 to 2006 that assessed implementation of prevention and health promotion programs for children and adolescents, assessments of quality rarely were included. When quality was assessed, it was defined and measured in various, often unsystematic ways (Durlak & DuPre, 2008).

How should implementation quality be assessed? Having teachers rate the quality of their delivery of lessons introduces potential biases as teachers tend to overestimate their levels of implementation (Sanetti & Kratochwill, 2009), which often are higher than ratings by trained observers (Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008). Similarly, when trained observers rate teacher quality (e.g., Kam, Greenberg, & Walls, 2003), they may lack thorough knowledge of both the program and the teachers to make accurate assessments. According to Waltz and colleagues (1993), raters of quality should be "sufficiently experienced and sophisticated to understand the implications of the contextual variables described in the [program] manual" (p. 628). Program coaches, who are trained as

experts in the program, may be the most knowledgeable judges of implementation quality because their interactions with teachers are more frequent and more personal (e.g., they have discussed with teachers their apprehensions and helped them to devise strategies to overcome them).

The Present Study

The present study extends previous research by examining associations and interaction effects of training, dosage, and implementation quality on intended student outcomes of social and emotional competence during the initial implementation phase (Fixsen et al., 2007), i.e., within the first year of adopting an SEL program. This study focuses on The RULER Approach (Brackett et al., 2011), which is grounded in a theoretical model that posits that acquiring the knowledge and skills associated with recognizing, understanding, labeling, expressing, and regulating emotion (i.e., the RULER skills) is critical to positive youth development (Brackett et al., 2009; Rivers & Brackett, 2011). RULER is an SEL program endorsed by the Collaborative for Academic, Social and Emotional Learning (www.casel.org), an organization comprised of distinguished educators and researchers that provides national leadership on SEL. The positive effects of RULER on both social and emotional competencies and classroom climate are reported elsewhere (Brackett, Rivers, Reyes, & Salovey, 2010; Rivers, Brackett, Reyes, Elbertson, & Salovey, 2011).

In the present investigation, we hypothesized that training, dosage, and implementation quality (i.e., delivery and attitudes), and their interaction, would relate positively to student social and emotional competencies. Training was assessed with attendance records at training sessions; dosage included number of program lessons delivered; and implementation quality was measured by observer (coaches') ratings of both teacher attitudes toward programming and their delivery of the program. Student outcomes were obtained from student self-reports, performance assessments, and report cards. Data were analyzed

using a multilevel approach owing to their nested nature (Raudenbush & Bryk, 2002).

Method

Participants

Participants included sixth-grade students ($n = 812$) and their teachers ($n = 28$) from 28 elementary schools in a large, urban Catholic school district located in the northeastern United States. The schools were part of a randomized controlled trial (RCT) and the participating students and teachers were in schools assigned to use RULER (i.e., the program group). The full sample participating in the RCT consisted of 64 schools with 32 schools assigned randomly to the program group and 32 assigned randomly to the control group. (*Note:* Neither the individual participants nor the individual classrooms were assigned to groups. Schools were assigned randomly to either the program or control groups. Participating classrooms, teachers, and students were within these schools.) Four schools closed (two control and two program schools) during the course of the project. There were no differences in the demographic characteristics of the schools, teachers, or students between schools assigned to each group, except that the schools in the control group had larger enrollment numbers than those in the program group, $t(62) = 2.82$, $p = .006$. The current study focused exclusively on participants in the program group in the RCT for whom we had baseline data, which yielded 28 teachers and 812 students. We did not include participants in the control group.

On average, schools included 70% ($SD = 33\%$) minority students (range = 5%–100%), and 24% ($SD = 33\%$) of students received free or reduced-price lunch. Schools ranged in size from 178 to 656 students ($M = 293.0$, $SD = 103.3$) with a student–teacher ratio ranging from about 11:1 to 25:1 ($M = 17.9$, $SD = 3.4$). Participating schools varied in how they structured the school day for their sixth-grade students, such that at some schools, students received instruction from a single teacher for the entire day, and at others, students rotated through two or more

teachers throughout the day. The percentage of students in a school performing below average was based on the percentage of students with Levels 1 or 2 scores on the TerraNova Achievement Test (CTB/McGraw-Hill, 2002), which ranged from 8% to 86% ($M = 32.7\%$, $SD = 17.5\%$) in reading and from 0% to 67% ($M = 22.5\%$, $SD = 16.5\%$) in math.

Teachers were 84.4% female and identified themselves as 81.1% White/Caucasian, 9.1% Hispanic, and 9.1% Black/African American. These demographics resemble the racial and ethnic breakdown provided in 2010 U.S. census data: 72.4% White/Caucasian, 16.3% Hispanic, and 12.6% Black/African American (U.S. Census Bureau, 2011). Most of the teachers had either received their bachelor's degrees and/or were working toward a master's degrees (59.1%), and 31.8% had earned their master's degree or doctorates (9.1% missing these data). On average, teachers had been teaching for 13.1 year ($SD = 10.6$), with an average of 10.3 years ($SD = 9.4$) at their current school.

According to school records, students (48.6% female) were 27.0% White/Caucasian, 30.4% Black/African American, 22.0% Hispanic, 7.5% Asian/Pacific Islander, 3.7% multiracial, and 0.1% other race not mentioned (9.0% missing data). The composition of the student sample in this study was roughly similar to the racial and ethnic composition of the study's locale, although Caucasian students were underrepresented: 47.5% White/Caucasian, 28.4% Black/African American, 27.0% Hispanic, 11.1% Asian/Pacific Islander, and 4.9% multiracial (U.S. Census Bureau, n.d.).

Design and Procedure

RULER targets all students and is designed to be implemented throughout a school district. This study focuses on the training and implementation of RULER within the program group at the end of the first year of programming. This study is embedded into a large RCT in which program schools participated in training and used RULER for 2 years

before schools in the control condition received the program.

The present study was divided into three waves of data collection: Wave 1 (March 2008) occurred prior to random assignment to condition and served as a baseline. Wave 2 occurred in the fall (September 2008) of the first programming year, as the program was being introduced; and Wave 3 occurred at the end of the first programming year (April 2009). Each wave of data collection lasted eight weeks. Students completed surveys and a performance test of emotion skills at each wave. Report cards were collected at Wave 3, the end of the first year of implementation, and contained data across all waves.

Curriculum Model and Implementation

RULER is grounded in research showing that a core set of emotion skills, recognizing, understanding, labeling, expressing, and regulating emotion, is essential to positive youth development (Brackett, Rivers et al., 2010; Salovey & Mayer, 1990). First, adult stakeholders (i.e., superintendents, school leaders, teachers, and staff) attend two full-day (6 hr per day) trainings on the role of emotion skills in school success, the theory underlying RULER, and on how to foster an emotionally supportive learning environment through the teaching and personal use of program Anchor tools, including the Charter (a collaborative mission statement for the learning environment) and the Mood Meter (a tool for plotting emotions and mood states), among other tools (Brackett, Caruso, & Patti, 2008; Brackett, Caruso, & Stern, 2008). Teachers then attend a second training, which is one full day focusing on the instruction of the Feeling Words Curriculum (Brackett et al., 2011), a literacy-based SEL program that provides teachers with programmatic units that infuse into and complement existing curriculum, including English language arts. The Feeling Words Curriculum helps children to develop emotion skills through an in-depth exploration of terms like *commitment*, *elation*, and *empathy*. These "feeling word units" are the vehicles by which children learn to identify, evaluate, and under-

stand their own and others' thoughts, feelings, and behavior, understand the emotions and points of view of characters in stories, and develop strategies to manage emotions in real-life situations. In the training, teachers learn how to use the curricular units in alignment with their English language arts teaching. Each unit, which focuses on one feeling word, is comprised of five 10- to 20-min lessons. Teachers teach one unit, with its five lessons, across a 2-week period. For instance, for the unit on alienation, three lessons may be completed during the first week and the remaining two the second week (see Brackett et al., 2011, for a review of the units).

The implementation process involves support through coaching. Each teacher works with a certified coach who visits the classroom, models lessons, reviews lesson plans, provides constructive feedback, and offers solutions and resources to help the teacher deliver quality lessons.

In September of the first year of implementation, English language arts teachers in program schools attended the first 2-day training on using emotional literacy and the Anchor tools to enhance the learning environment. Approximately 1 month later, teachers attended the second full-day training on the Feeling Words Curriculum. Of the two available trainings sessions offered, teachers attended an average of 1.87 sessions ($SD = 0.87$). Teachers in program schools then were paired with a certified RULER coach with whom they met for 45 min after a lesson was observed. Teachers received up to five coaching sessions, with an average of 4.02 sessions ($SD = 0.92$).

In this study, five female coaches each worked with teachers in up to eight schools. Coaches underwent intensive training with the developers of RULER programming before working in schools. A senior RULER trainer supervised all coaches throughout the duration of the project through regular meetings conducted in person and on the phone, as well as through routine reviews of all written documentation about the coaching sessions (e.g., observation checklists and notes). Each week, coaches submitted to the head coach the written documentation completed during and after each coaching session and classroom observation.

Teachers were asked to cover between 10 and 12 word units per year. Throughout the program year, teachers taught, on average, 7.20 word units ($SD = 2.60$, range 0–12 units), which yielded approximately 35 discrete emotional literacy lessons (i.e., 7 units $\times$ 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	–
M	105.52	2.71	4.08
SD	12.84	0.97	0.86
Range	56.86–127.26	1.00–4.50	1.00–5.00
Cronbach's α	.87	.79	.96

Note. All variables are significant at $p < .001$.

development had higher scores than a control group of students on this scale (Schaps, Battistich, & Solomon, 2004).

Emotional literacy was measured with the Strategic Emotional Intelligence component of the Mayer-Salovey-Caruso Emotional Intelligence Test—Youth Version (MSCEIT-YV; Mayer, Salovey, & Caruso, in press), which is appropriate for children between 11 and 17 years old. The test assesses the extent to which respondents understand emotional information and use that information for planning and self-management. Scores are calculated by combining two subtest scores: emotion understanding and emotion regulation. There are 23 multiple-choice items on the understanding subtest, which assesses the ability to identify both the definitions and causes of emotions. The regulation branch asks respondents to evaluate the effectiveness of several actions in making an individual feel a certain way. Respondents indicate the extent to which the chosen action would help the target character achieve a specified goal using a 5-point scale (1 = *not at all helpful*, 5 = *very helpful*). This section describes six situations, each of which has three alternatives, for a total of 18 items. Performance on the test is calculated by veridical scoring, which is described extensively in the technical manual (Mayer, Caruso, & Salovey, 2005). To explain briefly: emotion experts consulted the 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 × Dosage × Implementation Quality) model. The first model examined the direct relationships between training, dosage,

and quality with student outcomes (Model 1). The second model tested interaction or moderation effects, crossing training, dosage, and implementation quality indicators (Model 2). To determine whether Model 2 contributed incrementally to the explanation of the outcome variable, we examined the change in R^2 by testing the change in χ^2 ($\Delta\chi^2$).

Finally, we calculated effect sizes using the formula:

$$\delta = \frac{\gamma}{\sqrt{\tau_{00} + \sigma^2}}$$

where γ is the association between the predictor and outcome variables, and the denominator is the *SD* of the outcome variable, where τ_{00} and σ^2 are the between- and within-groups variances, respectively, from the unconditional model. Interpretation of δ is similar to Cohen's (1988) *d*: 0.2 is small, 0.5 is moderate, and 0.8 is large.

Results

There were no main effects of training, dosage, or implementation quality on the student outcome variables at the end of the year, after controlling for baseline status (Model 1); however, numerous interaction effects were detected (Model 2), as Table 3 shows. Because quality indicators were coded as dummy variables, we chose the reference variable to be low-quality implementers. All analyses, therefore, are in comparison to this group. Moreover, all student outcomes pertain to year-end status (Wave 3) after controlling for baseline (Wave 1).

Among high-quality implementers, those who taught more feeling word units had students with higher scores on all three student outcomes: social competence ($t = 3.83$, effect size [ES] = 0.23), social problem solving ($t = 5.96$, ES = 0.19), and emotional literacy ($t = 5.47$, ES = 0.16). High-quality implementers who attended more training also had students who scored higher on the measures of social problem solving ($t = 2.58$, ES = 0.28), emotional literacy ($t = 1.82$, ES = 0.34), and social competence ($t = 1.78$, ES = 0.24);

Table 3
Training, Dosage, and Implementation Quality: Main and Interaction Effects on Year-End Student Outcomes (Wave 3)

	Students' Social and Emotional Competence Year-End Scores		
	Emotional Literacy ($n = 387$)	Social Problem-Solving Skills ($n = 812$)	Social Competence ($n = 812$)
Model 1: Main Effects			
ICC[a]%	8.62	11.25	35.86
Intercept	107.19 (2.06)***	2.81 (0.18)***	4.60 (0.19)***
Level 1 (Student)			
Black	0.42 (1.19)	−0.24 (0.14)	−0.11 (0.09)
Hispanic	0.36 (1.45)	−0.19 (0.13)	−0.12 (0.06)
Asian	3.27 (2.27)	0.04 (0.16)	−0.04 (0.09)
Other race	−3.21 (5.83)	0.17 (0.28)	0.32 (0.11)**
Male	−2.04 (1.06)	−0.08 (0.08)	−0.23 (0.07)**
Baseline score[b]	0.62 (0.05)***	0.52 (0.04)***	0.46 (0.06)***
Level 2 (Teachers)			
Training	−0.65 (1.28)	0.03 (0.06)	0.09 (0.07)
Dosage	−0.54 (0.48)	−0.01 (0.02)	0.01 (0.03)
Implementation Quality[c]			
Moderate	0.69 (2.50)	0.05 (0.18)	−0.36 (0.23)
High	0.78 (2.70)	0.14 (0.16)	−0.34 (0.20)
Model 2: Interaction Effects[d]			
Intercept	102.71 (1.62)***	2.69 (0.07)***	4.48 (0.10)***
Training × Low	−7.01 (1.47)***	−0.25 (0.07)**	−0.07 (0.11)
Training × Moderate	8.35 (2.50)**	0.18 (0.15)	−0.04 (0.25)
Training × High	4.24 (2.33)	0.27 (0.15)*	0.21 (0.12)
Dosage × Low	−1.37 (0.25)***	−0.13 (0.02)***	−0.18 (0.04)***
Dosage × Moderate	−0.27 (0.41)	0.11 (0.04)**	0.26 (0.05)***
Dosage × High	2.03 (0.37)***	0.19 (0.03)***	0.20 (0.05)**
Model 1 R^2	39.83	50.66	46.72
Model 2 R^2	87.00	86.01	69.75
$\Delta\chi^2(4)$	16.20**	14.93**	12.91*

Note. Estimated means (standard errors) reported.
[a] ICC = Intraclass correlation coefficient; [b] Baseline (Wave 1) score of corresponding outcome variable assessed; [c] Low is the reference group; [d] Truncated output.
* $p < .05$, ** $p < .01$, *** $p < .001$.

however, the latter two findings did not reach conventional levels of statistical significance ($p < .10$).

Among moderate-quality implementers, those who attended more training had students with higher emotional literacy scores ($t = 3.34$, ES $= 0.68$). Moderate-quality implementers who taught more feeling word units also had students with higher scores on both the social competence ($t = 4.86$, ES $= 0.29$) and social problem-solving ($t = 3.11$, ES $= 0.12$) assessments.

A different pattern was found for teachers classified as low-quality implementers. Teachers in this cluster who attended more training had students with lower scores on

both the social problem-solving assessment ($t = -3.47$, ES = 0.25) and emotional literacy test ($t = -4.78$, ES = 0.57). Moreover, low-quality implementers who taught more feeling word units had students with lower scores on all outcomes: social competence ($t = -4.65$, ES = 0.20), social problem solving ($t = -6.03$, ES = 0.13), and emotional literacy ($t = -5.46$, ES = 0.11).

To investigate possible explanations for the disparate findings among low-, moderate-, and high-quality implementers, we ran post hoc analyses to examine whether differences in teaching efficacy existed among teachers in each cluster. The means for low-, moderate-, and high-quality implementers in teaching efficacy at Wave 3 were as follows: 3.84 ($SD = 0.22$), 4.38 ($SD = 0.34$), and 4.49 ($SD = 0.54$), respectively. Differences among the teacher clusters were significant, $F(2, 20) = 4.13$, $p = .034$. Bonferroni-corrected post hoc analyses revealed low-quality implementers scored lower in teaching efficacy than high-quality implementers ($p = .037$).

In summary, there were no main effects of training, dosage, or implementation quality on student outcomes. However, several interaction effects emerged, such that student outcomes were affected by a combination of the number of trainings teachers attended and of lessons they taught and the quality with which these teachers implemented the program.

Discussion

Although SEL programs have positively affected key developmental outcomes among youth (Durlak et al., 2011), the majority of past investigations did not address the relative importance of training and implementation variables on targeted program outcomes. In this study, we examined whether the amount of training teachers received, the number of lessons students received, and the quality of delivery for one SEL program, RULER, were associated with students' social and emotional competencies. Similar to others' investigations (Hopkins et al., 1988; Kam et al., 2003), we found no main effects for our indicators of training and implementation on expected 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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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.

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Master Schedule

Cohort	TKA	TKB	TKC	TKD		KA	KB	KC	KD	Cohort	1A	1B	1C	1D	Cohort	2A	2B	2C	2D	Cohort	3A	3B	3C	3D	Cohort	4A	4B	4C	4D	Cohort	5A	5B	5C
Homeroom ELA					Homeroom ELA					Homeroom ELA					Homeroom ELA					Homeroom ELA					Homeroom ELA					Homeroom ELA	Self-Cont.		

The daily grid (7:45 AM – 5:00 PM) lists per-cohort period assignments in 5-minute increments: Launch, SEL/Community Meeting, STEM, Hum. (Humanities), LL 1/LL 2 (Learning Lab), ECC 1/ECC 2, PE 1, Lunch, Recess, Transition, Dismissal, and Common Planning Time/Supplementary Afterschool Intervention Program.

Total Minutes (summary)

	TKA	TKB	TKC	TKD		KA	KB	KC	KD		1A	1B	1C	1D		2A	2B	2C	2D		3A	3B	3C	3D		4A	4B	4C	4D		5A	5B	5C
Learning Lab	90	90	90	85		90	90	90	85		95	90	90	90		95	90	90	95		90	95	90	95		95	95	95	95		95	95	95
Hum.	175	175	180	180		175	175	180	180		180	180	185	185		185	185	185	185		185	185	185	185		190	190	190	190		190	190	190
STEM	90	90	85	90		90	90	85	90		90	95	90	90		90	95	95	90		95	90	95	90		95	95	95	95		95	95	95
Enrichment	40	40	40	0		40	40	40	0		40	40	40	0		40	40	40	0		40	40	40	0		40	40	40	0		40	40	40
PE	0	40	0	40		0	40	0	40		0	40	0	40		0	40	0	40		0	40	0	40		0	40	0	40		0	40	0
Total Minutes Daily	435	435	435	435		435	435	435	435		445	445	445	445		450	450	450	450		450	450	450	450		460	460	460	460		460	460	460
Instructional Minutes	305	305	305	310		305	305	305	310		310	315	315	315		315	320	320	315		320	315	320	315		325	325	325	325		325	325	325
Annual Instructional Minutes	42090	42090	42090	42780		42090	42090	42090	42780		42780	43470	43470	43470		43470	44160	44160	43470		44160	43470	44160	43470		44850	44850	44850	44850		44850	44850	44850
Total Minutes CA	52800	52800	52800	53280		52800	52800	52800	53280		53490	54180	54180	53970		54180	55080	55080	54180		55290	54600	55290	54600		55980	55980	55980	55980		55980	55980	55980
Minutes Required	36000	36000	36000	36000		36000	36000	36000	36000		50400	50400	50400	50400		50400	50400	50400	50400		50400	50400	50400	50400		54000	54000	54000	54000		54000	54000	54000

Legend

- PE 1
- PE 2
- ECC 1
- ECC 2
- LL 1
- LL 2
- TUTOR 1
- TUTOR 2

BH	Name:		Class:	
	Humanities Teacher:	Mathematics Teacher:	Learning Lab Teacher:	

ROCKETEER
Report Card

Behavior & Habits

Rocketeer Habits

Your Rocketeer is respectful of others in all spaces and at all times. This includes their actions and their language.	🚀	👍	△
Your Rocketeer completes learning tasks independently and with attention to detail.	🚀	👍	△
Your Rocketeer shows persistence on challenging learning tasks and with projects or texts that require sustained focus.	🚀	👍	△
Your Rocketeer works well with partners or peers and contributes to the learning of everyone.	🚀	👍	△
Your Rocketeer asks for help when they need it.	🚀	👍	△
Your Rocketeer is responsible with their learning materials and keeps themselves organized, including in dress code.	🚀	👍	△

Key

🚀	👍	△
Truly excellent! They have shown to be exemplars in this.	They are meeting expectations, but can continue to improve at this.	This requires improvement. They have not yet built this important habit.

Plan

What needs to happen at school and at home to ensure that your Rocketeer continues to grow academically?

At School, Home, or Both?	Area to Focus On

This section should be filled out together with one of your Rocketeer's teachers.

BH	Nombre:		Clase:	
	Maestro de Humanidades:	Maestro de Matemáticas:		

ROCKETEER
Report Card

Comportamiento y Hábitos

Habitos de los Rocketeers

Su Rocketeer es respetuoso de otras personas en todos los espacios y en todo momento. Esto incluye sus acciones y su lenguaje.	🚀	👍	△
Su Rocketeer completa las actividades de aprendizaje independientemente y con atención a los detalles.	🚀	👍	△
Su Rocketeer muestra persistencia en desafiantes actividades de aprendizaje y con proyectos o textos que requieren un enfoque sostenido.	🚀	👍	△
Su Rocketeer funciona bien con compañeros y contribuye al aprendizaje de todos.	🚀	👍	△
Su Rocketeer pide ayuda cuando lo necesitan.	🚀	👍	△
Su Rocketeer es responsable con sus materiales de aprendizaje y se mantiene organizado, incluso en el código de vestimenta.	🚀	👍	△

Leyenda

🚀	👍	△
¡Excelente! Han demostrado ser ejemplares en esto.	Están cumpliendo con las expectativas, pero pueden seguir mejorando en esto.	Esto requiere mejora. Aún no han desarrollado este importante habito.

Plan

¿Que debe ocurrir en la escuela y en la casa para garantizar que su Rocketeer continue creciendo academicamente?

¿En la casa, la escuela, o los dos?	Área para Enfocarse

Esta sección debe completarse junto con uno de los maestros de su Rocketeer.

Grade:	Name:		Cohort:	
	Humanities Teacher:		STEM Teacher:	

ROCKETEER
Report Card

Humanities Data

NWEA
MAP Growth or CPAA

	Previous	Sept	Jan	May
RIT Score*				
Percentile				

RIT Score Reference Chart

Grade	Sept	Jan	May
TK	No RIT scores provided– see percentiles above		
Kinder	141	151	158
1st	161	171	178
2nd	175	184	189
3rd	188	196	199
4th	198	204	206
5th	206	210	212

RIT scores are not provided on the CPAA assessment for TK and K4 students. Use percentile scores to evaluate achievement/growth.

STEP

STEP Level (Achieved)

Previous	
Oct	
Jan	
End of Year	

STEP Level Reference Chart

Grade	Aug	Oct	Dec	Mar	June
TK	-1	Pre (0)	Pre (0)	1	2
Kinder	Pre (0)	1	2	3	4
1st	3	4	5	6	7
2nd	6	7	8	8	9
3rd	9	10	11	12	12
4th	12	13	14	14	14
5th	14	15	16	16	16

Unit Assessments

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6**	Unit 7**

**Units 6 & 7 are TK-2 only due to CCSS state testing

STEM Data

NWEA
MAP Growth or CPAA

	Previous	Sept	Jan	May
RIT Score*				
Percentile				

RIT Score Reference Chart

Grade	Sept	Jan	May
TK	No RIT scores provided– see percentiles above		
Kinder	140	151	159
1st	162	172	181
2nd	177	186	192
3rd	190	198	203
4th	202	209	214
5th	211	217	221

RIT scores are not provided on the CPAA assessment for TK and K4 students. Use percentile scores to evaluate achievement/growth.

Unit Assessments
MATH

Unit 1	Unit 2	Unit 3

Unit 4	Unit 5	Unit 6

SCIENCE

Sci Unit 1	Sci Unit 2	Sci Unit 3

Cumulative Assessments

	Round 1	Round 2	Round 3	Round 4**
Part 1: Grade Level Content				
Part 2: Counting & Fact Fluency				

**Round 4 is TK-2 only due to CCSS state testing

Parent Partnership
Parent Partnership Hours

	Nov	Feb	May
# of Hours			
Goal			

Attendance

	Nov	Feb	May
# of Absences			
# of Tardies			

Signatures

_____

Parent / Guardian

_____

Teacher

Grado:	Nombre:		Clase:	
	Maestro de Humanidades:		Maestro de Matemáticas:	

ROCKETEER
Report Card

Datos de Humanidades

NWEA
MAP Growth o CPAA

	Previo	Sept	Enero	Mayo
Puntos RIT				
Percentil				

Puntos RIT – Tabla de Referencia

Grado	Sept	Enero	Mayo
TK	No hay puntos de RIT por los estudiantes de TK		
Kínder	141	151	158
1º	161	171	178
2ª	175	184	189
3º	188	196	199
4º	198	204	206
5º	206	210	212

Los puntos de RIT son solamente por los estudiantes en los grados de Kinder a 5°. Por los estudiantes en TK/K4, necesita utilizar el percentil encima.

STEP

Nivel de STEP

Previo	
Oct	
Enero	
Fin de Ano	

Nivel de STEP – Tabla de Referencia

Grado	Aug	Oct	Dec	Mar	Junio
TK	-1	Pre (0)	Pre (0)	1	2
Kínder	Pre (0)	1	2	3	4
1º	3	4	5	6	7
2ª	6	7	8	8	9
3º	9	10	11	12	12
4º	12	13	14	14	14
5º	14	15	16	16	16

Exámenes de Unidad

Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7

Datos de Matemáticas

NWEA
MAP Growth o CPAA

4*	Previo	Sept	Enero	Mayo
Puntos RIT				
Percentil				

Puntos RIT – Tabla de Referencia

Sept	Sept	Enero	Mayo
TK	No hay puntos de RIT por los estudiantes de TK		
Kinder	140	151	159
1º	162	172	181
2ª	177	186	192
3º	190	198	203
4º	202	209	214
5º	211	217	221

Exámenes de Unidad

MATEMÀTICAS

Unidad 1	Unidad 2	Unidad 3

Unidad 4	Unidad 5	Unidad 6

CIENCIAS

Sci Unidad 1	Sci Unidad 2	Sci Unidad 3

Evaluaciones Acumulativas

	Ronda 1	Ronda 2	Ronda 3	Ronda 4*
Parte 1				
Parte 2: Fluidez				

Nota: Ronda 4 = solamente estudiantes de TK-2º grado

Padres y Tutores

Horas Voluntarias

	Nov	Feb	Mayo
# Horas			
Meta	5	15	20

Asistencia

	Nov	Feb	Mayo
# Ausencias			
# Retrasos			

Firmas

_____

Padre / Tutor Legal

_____

Maestro

Week X - Week Y
STEP CYCLE 2 ACTION PLAN
Humanities + Teacher Name + Link to T Prework

EOY Goals			
% on GL on STEP	**% @/Above 67% on NWEA**	**% @/Above on IAB**	**Teacher Goal for Cycle 2**
EOY: **Reality:** **How close/ far?**	**EOY:** **Reality:** **How close/ far?**	**EOY:** **Reality:** **How close/ far?**	

Phonics/ HFW Data Analysis

	Cohort A	Cohort B
Phonics % on target (pull from LNS and spelling data)		
Lowest performing phonics concepts		
% on track for HFW		
% off track for HFW		

Names of Ss above GL	Names of Ss on GL	Names of Ss 2-3 STEP levels behind + HFW List #	Names of Ss 3+ STEP levels behind + HFW List #

Key Skills needed for this group to advance	Key Skills needed for this group to advance	Key Skills needed for this group to advance	Key Skills needed for this group to advance
Phonics Reteach Ideas	Phonics Reteach Ideas	Phonics Reteach Ideas	Phonics Reteach Ideas

Phonics + GR Reteach Plan / Option 2

WHAT What standards/objectives are priorities for review?	KEY BLs	Link Texts + ACs Link ACs, videos, texts, relevant materials/ resources	WHEN Math: Flexible Grouping Block (for whole group) ELA: Thursday LB **Which week/day?** **Color-code the date of the reassessment of the standard(s) /objectives.** **Link the quiz.**
Phonics Concept			
Phonics Concept			
Phonics Concept			
GR Group 1 Week 1			
GR Group 1 Week 2			
GR Group 1 Week 3			
GR Group 1			
GR Group 2			
GR Group 3			
GR Group 4			
GR Group 5			

GR Group 6			

Teacher Pre-work

Overarching Trends

Outcomes for Students

STAMP GOAL

	Weekly Student Outcomes We Seek to See
Week #	Student Outcome: T skill: Coach How:
Week #	Student Outcome: T skill: Coach How:
Week #	Student Outcome: T skill: Coach How:

Week #	Student Outcome: T skill: Coach How:
Week #	Student Outcome: T skill: Coach How:

Specialized Inclusion Program for Students with Moderate to Severe Learning Needs - Playbook

Rocketship Public Schools
2017-2018

Welcome to the 2017-2018 SIP Playbook! This handbook is a tool meant to codify and streamline our vision for SIP as well as those resources developed to support SIP. Please reach out the your ISE NeST team with any questions or concerns.

- **SIP Overview**

- **Pillar I- Accessible Instruction**

    - Embedded Instruction
    - Hierarchy of Access Planning Framework
    - Independent Workstations
    - Core Content Connectors
    - Alternate Achievement Standards
    - Thematic Unit Planning
    - Peer Supports
    - Assistive Technology

- **Pillar II- Collaborative Practice**

    - Collaboration between General Education and SIP Teams
    - Collaboration between SIP teachers and Paraprofessionals
    - Collaboration between SIP teachers and Families

- **Pillar III- Data-Based Decision Making**

- **Pillar IV- Evidence-Based Practices**
    - Response-Prompting Systems
    - Reinforcers
    - Visual Supports
    - Video Modeling
    - Social Stories

- - Sensory Supports
  - Evidence-Based Replacement Curriculum

- **Pillar V- Functional Learning and Life Skills Training**
  - Self-Care Skills
  - Language/Communication
  - Social Skills
  - Community-Based Instruction

SIP OVERVIEW

Rocketship Public Schools 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.

OUR VISION

Rocketship's Specialized Inclusion Program (SIP) aims to provide students a quality inclusive educational experience, based on the belief in every person's inherent right to fully participate in society. Our model implies acceptance of differences and makes it possible for students who have moderate to severe disabilities to get a quality education alongside their typical peers. Our mission includes integrating SIP students into general education classes to the greatest extent possible, determined by their Least Restrictive Environment. We achieve this by utilizing evidence based practices to direct students' attainment of academic and functional skills, while facilitating their social and emotional development. We collaborate with stakeholders to support student success and generalization of skills. Program decisions are driven by current research and student data. Our goal is to prepare students to function as independently as possible, while advocating for them to become lifelong learners.

The foundation of the SIP program is grounded in five SIP pillars. 1. Accessible Instruction 2. Collaborative Practice 3. Data-Based Decision Making 4. Evidence-Based Best Practices 5.Functional Based Learning and Life Skills Training. Each pillar is uniquely defined to meet the needs of students with moderate to severe disabilities. While many of these pillars embody our

overall ISE program, program components are specifically defined for the distinct needs of our SIP population.

Pillar I : Accessible Instruction

With an inclusive approach to special education services and programming, Rocketeers with unique learning and behavioral needs have the opportunity to learn,alongside typically-developing peers. In order to ensure that *all* Rocketeers realize ambitious academic gains, it is our responsibility to ensure that instruction is accessible to all. The key levers that we pull in order to increase the accessibility of instruction are outlined below:

Embedded Instruction

Embedded instruction is an instructional approach that teaches students with significant disabilities targeted skills in natural settings. With Rocketship inclusion model, The General Education setting is our targeted natural setting. Embedded Instruction promotes learning and independence in everyday activities, routines, and transitions. The idea is to meet students needs without changing their environment. This is done by providing students opportunities to learn and practice important skills in meaningful contexts. Identifying learning outcomes for students in the general setting and identifying opportunities to provide instruction during on-going routines, are critical components of embedded instruction. A detailed guide on Embedded instruction can be found here.

Hierarchy of Access Planning Guide

The Hierarchy of Access Planning Framework is a planning guide used to facilitate the development of modifications for SIP students. This planning framework guides team members through a series of questions to determine how students should access their school environment. At the bottom of the hierarchy you will find the find the SIP Space . The function of the SIP space is unique to Rocketship and plays a central role in differentiating between the Mild/Mod and Mod/Severe programs. An overview of the SIP space can be found here.

Included in the Hierarchy of Access planning guide is an **Independent Workstation System** (generally a series of drawers or bins) that contain tasks (academic, fine motor, adaptive, etc.) that can be completed independently by the student. 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. There are four components to this organizational system:

1. Physical Organization: Clear consistent boundaries for specific activities

2. Visual Schedules:to accommodate difficulties of when and what activity will take place
3. Task Organization:presentation provides the student with visually clear information on what is expected and how much is expected to be done.

Universal Design for Learning (UDL)

Realizing accessible instruction for SIP students will require all instructional staff to have a working knowledge of the UDL framework, and apply that framework to instructional planning and execution. We believe that UDL will enhance access to differentiated instruction for SIP students, ultimately increasing student achievement and accessibility.

Core Content Connectors and Dynamic Learning Maps

Students with significant cognitive disabilities will require substantial supports and accommodations in order to have meaningful access to common core standards in both instruction and assessment, based on their communication and academic needs. Core Content Connectors and Dynamic Learning Maps 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. CCC's illustrate necessary knowledge and skills in order to reach learning targets. Core Content Connectors 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 instruction for SIP students.

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.

Alternate Achievement Standards

Alternate Achievement Standards (also known as Functional Academic Standards) are key common core aligned standards for students with severe disabilities. The primary difference between Core Content Connectors and the Alternate Achievement Standards is that the Alternate Achievement Standards stress the academic skills necessary to participate in everyday life. The focus of the alternative achievements standards include math, reading, language arts, local geography, and current events, as well as how these skills apply to community.

ABLLS are Alternate Achievement Standards that act as a roadmap for developing instructional plans for students with significant disabilities who are functioning at the pre-academic level. It looks at fundamental skills in a hierarchical sense and breaks them down into their essential components. The ABLLS framework helps facilitate the development of specific interventions.

Thematic Unit Planning

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 "outer space." Thematic units can last several days or weeks, and support generalization and application of skills. Our Tier 3 Unique Learning Systems Curriculum is designed around this evidence based best practice instructional strategy. Archived ULS thematic unit materials and guides can be found here.

Peer Supports

The general education classroom can be a fast-paced confusing experience for SIP students. However, Peer-to-Peer Supports can facilitate some of the difficulties associated with this experience. 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.

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.

Assistive Technology

Assistive technology is any kind of technology that can be used to enhance accessibility for 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 into the classroom. Also view recommended learning apps for the iPad here.

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
- Slowing mouse movement
- Allowing Page Zoom
- Add text-to-speech functionality

Pillar II : Collaborative Practice

Collaboration between General Education and SIP Teams

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, SIP team members must proactively establish a collaboration schedule with general education teachers who will be working with the students on their caseload. The Model of Support Summary is a key lever in determining the scope of your collaborative relationship. 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. A general guideline for this conversation can be found here,and can be adapted to meet the needs of each team and student. It will also be helpful to clarify the Roles and Responsibilities that General Education Teachers may have when working with SIP students

Ongoing Collaborative Structures

There is no set frequency for formal collaboration throughout the school year, but SIP 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, SIP specialists are encouraged to capitalize on this time for collaboration with grade level teams. Topics for

discussion during co-planning sessions will depend on the time of year and needs of individual students, but could include:

- Embedded Instruction
- Aligning on upcoming instructional topics/units of study
- Problem-solving challenging behaviors
- Preparing for upcoming IEP meetings
- Co-analyzing formal or informal assessment data
- Disability Awareness Lessons
- Facilitating the relationship between GE teachers and Paraprofessionals.
- Peer to Peer Supports

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.

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.

Collaboration between SIP teachers and Families:

As the school year begins, there is no more important task than identifying how communication will occur between home and school. In many ways, systems of communication can set the stage for how relationships unfold over the course of the school year. Establishing a trusting relationship is critical. When a student has a disability that affects their ability to communicate, parents are often in the dark about what has happened during their child's school day. This lack of knowledge about successes, challenges, curriculum,and even simple happenings can create

tension between families and teachers.Effective communication may require multiple modes and methods, and teachers should choose methods that best suit their needs and the needs of the families that they serve. Depending on the severity of a student's disability we recommend that you establish daily communication routines. For students with more moderate needs, we recommended providing families with weekly updates. Here are a few example models and [methods of home school communication.](#)

Collaboration between SIP teachers and Paraprofessionals

The role of Paraprofessionals is very important in helping us achieve Rocketship vision. Paraprofessionals play an important role in providing student support. SIP specialists should plan to meet with paraprofessionals on a weekly basis to discuss weekly lesson plans, data, and to thought partner through any areas of concern.

It is important to note that a clear [delineation of roles](#) of the teacher and the paraprofessional is an important element of a successful program. The ISE teacher must function in a leadership role. Identification of teacher and paraprofessional roles insures adherence to ethical and legal requirements and serves as a guide in supervision.

Pillar III : Data-Based Decision Making

SIP teams are expected to utilize consistent and reliable means to monitor student progress and root program and instructional decisions based on student data. On a regular basis, SIP specialists will engage in a structured, data-based decision making process. Data Tracking processes for our SIP population and assessment tools can be found [here.](#)

SIP team members will share in data tracking responsibilities, depending on who is supporting a student at any given time. Data should be reviewed on an ongoing basis and discussed during structured collaboration meetings and check-in's. On going data should be collected on the following:

- IEP Goals
- Curriculum Based Assessments and Curriculum Based Measurements
- Embedded Instruction/ Inclusion plans
- Unit and Plans and Weekly Lesson Plans
- Targeted Adaptive and Functional skills (i.e use of AAC devices, toileting)

PIllar IV. Evidence Based Practices

Evidence Based Practices (EBP) for Autism and other disabilities can be utilized in the general education classroom and SIP space to support access, facilitation of IEP goal growth, and social interactions. Foci Evidence Based Practices are outlined below:

Response-Prompting Systems:

Response-Prompting Systems are a critical component of SIP lesson plan structures and should be utilized when teaching a student any skill. Response prompts are actions performed by any instructor working with a student. Most students with developmental disabilities will need additional assistance from staff to learn new skills. A variety of response prompting strategies should be used, including providing physical assistance , picture prompts, modeling, and verbal directions. After the student begins to acquire a skill, staff members should plan how to fade out assistance strategies so that students can gain independence. Response Prompt procedures for students with severe disabilities can be found here.

Reinforcers:

When initially teaching a skill, instructors should reinforce every correct response. Reinforcement should include praise, but for some students or some skills it may also include tangibles. When providing students with reinforcement, the reinforcement should be descriptive of the correct response. Explicitly narrate why the student received the reinforcer. When doing so, the student is more likely to make the connection between the response and instructor approval. It is essential for instructors to identify the feedback they are going to provide during instruction.
All reinforcement, including praise statements will need to be faded so that students learn to complete tasks without instructor attention.This fading should occur using a variable schedule or a fixed duration. Over teaching sessions, the fading schedule is lengthened (e.g after every fifth response; after every tenth response). Once praise is faded to a lean interment, the student is more likely to maintain the responses.

Reinforcement schedules are embedded in Tier 3 curriculums and are expected to be outlined in Unit and Lesson plans.

Visual Supports:

Visual supports are Evidence Based Practices that serve two main purposes. Visual supports

aide in facilitating communication and aide in facilitating student understanding. They help everyone communicate better with the student, and they help the student communicate better with others. Below we have derived a list of highest leverage visual supports to aide in SIP student achievement.

Visual Schedules: Between the executive function deficits (short term memory, attention, sequencing, etc.) and the language and social challenges of students with multiple disabilities, keeping pace with the environment becomes extremely challenging. Strict routines provide some order to chaos a student with autism or Intellectual Disabilities experiences. Predictability will reduce student anxiety. Organizers and schedules can help reduce anxiety and increase focus. Provide students a schedule of daily activities. Depending on the needs of the student, this can be photos, symbols or written information on what is happening, in what order and any changes to the regular routine (for example a substitute teacher, assembly, field trip or fire drill).

Adaptive Literacy: Visual Supports will increase students participation and interaction with text. Utilizing an organized collection of words and symbols prominently displayed within the environment will assist students in referencing, reading, and learning new vocabulary. Utilizing Adapted books provides a visual format for representing all or part of book text. Adaptive text resources can be found here.

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)

Video Modeling:

Video Modeling is an evidence-based technique for teaching students behavior expectations and routines. In video modeling, a student or staff member models a routine or expected behavior. After a student watches the model demonstrate the skill/skills, the student begins to imitate skills from the video. Ideally the student begins to generalize or utilize that skill in his or her normal environment. This requires practice in the environment. Modelmekids and wondergrovekids are great resources for Video modeling.

Social Stories:

Social stories or narratives are an evidence based strategy for teaching routines or behavior expectations to 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/.

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 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). Be sure to reach out to your Occupational Therapist for student specific recommendations.

Evidence-Based Replacement Curriculum

 Rocketship has several supplemental curricular resources to support students with moderate to severe learning needs.

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

Lesson Components	Materials	Curriculum Starting Points	Assessment
● Phonemic Awareness ● Phonics ● Comprehension	● Implementation Guide ● Teacher's Manual ● Student Material Books ● Student Assessment	● Students start at lesson 1	● Built-in mastery assessments ● Performance observations

• Vocabulary • Fluency Work	Books • Moe the Frog Puppet • All About More Stories • DVD for staff training • CDs with printable PDFs • Sight Word Flashcards • Implementation Fidelity Checklist		• 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

Lesson Components	*Materials*	*Curriculum Starting Points*	*Assessment*
• Vocabulary • Print awareness • Listening comprehension • Word knowledge	• Storybooks • Story-related manipulatives • Repeating storyline stickers • Student materials book • Teacher's manual • CD with printable PDFs	• Teacher determined	• 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

Lesson Components	*Materials*	*Curriculum Starting Points*	*Assessment*
- Introduction/Warm Up/Review - Counting - Addition and Subtraction - Work Problems - Skip Counting - Multiplication and Division - Time - Money - Fractions - Closing/Final	- Touch point poster - Implementation Materials (PDF) - Manipulatives - Attendance/ Lesson Completion Logs - Progress Reports (for teachers and/or parents) - Implementation Fidelity Checklist	Students can start at any point in the curriculum. Starting point is based on assessment data and mastered concepts.	Built in mastery quizzes and performance observations

You can find all of our Touch Math materials, including the curricula and training materials, on [Box.](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.

PIllar V: Functional Learning and Life Skills Training

Functional learning and life skills training involves teaching skills important to SIP student's independent functioning. These skills include but are not limited to skills in the following domain areas: self-care, mobility, language/communication, and socialization. Generally, goals and objects in these skill areas are identified on the student's IEP. For maximum generalization all of these goals should be addressed daily. These skills can be incorporated into the typical classroom day with a little ingenuity and imagination.

Finding the connection between functional learning skills and general curriculum creates a great pathway to provide accessible instruction to students with moderate to severe disabilities. They key is not lessen the value of the general education experience or detracting from its academic benefit.

Self-Care Skills

 Often, SIP students will need to develop independent skills related to toileting, dressing, or eating. Daily routines provide excellent opportunities for teaching these skills. For example, opportunities for teaching dressing and grooming skills occur several times daily. When students come into the room, they need to unzip their coats, take them off, and hang them up. This is a perfect chance to work on zipping, buttoning, and snapping. Every time the students go outside is also another wonderful time work on these skills. Self-Care Skills can be easily incorporated into Embedded Instruction Lesson plans.

Language/Communication

Communication should be a skill embedded throughout the student's entire day. It is the thread connecting all aspects of the student's educational experience from academics to friendships. Simple requests to conversational skills can be woven into students daily routine. Some students will require Augmentative and Alternative Communication tools and environmental language supports are essential tools to help our students understand their environments and express themselves.

Social Skills

Remember that SIP students will require help learning social skills. Skills that frequently need to be addressed include appropriate forms of interaction with peers, initiating and maintaining

conversations, greetings and departures, eye contact, and skills related to cooperation. Many students often have difficulty discriminating the verbal and nonverbal cues that accompany social interactions. Evidence Based Practices of Video Modeling and Social Stories are great ways to incorporate social skill learning learning opportunities.

Community Based Instruction

One of the important outcomes of education is to have all students able to function in the community and become successfully employed. The individual with Disabilities Education improvement Act (IDEA, 2004) was created " to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related series designed to meet their unique needs and prepare them for further education, employment, and independent living".

The primary components of Rocketship Community Based Instruction include 1) Getting around in the community 2) Consumer Skills for the Community 3) Developing Independence and Responsibility 4) Community Participation.

Getting Around in the Community- Pedestrian skills and travel skills are essential to participation in the community and in the workplace among students with disabilities. Given effective training in both, many students with disabilities will exhibit appropriate pedestrian and travel skills. A number of pedestrian and transportation skills are included below:

Pedestrian Skills	Transportation Skills
● Responding to Signs ● Crossing Streets and parking Lots ● Identifying intersections ● Using Traffic Signals	● Safe passenger behavior ● Identifying appropriate bus ● Waiting at the appropriate place ● Reading bus timetable

Consumer Skills for the Community-To be able to participate in a variety of community activities, SIP students must be able to complete a number of tasks associated with their role as consumers. Consumer skills are important for students with disabilities to learn, both in the classroom and in the community. Consumers skills are important to students' independence as well as their self- determination. By teaching consumer skills, teachers of students with severe disabilities empower students to experience greater autonomy.

● Counting Money ● Determining cost of items desired ● Using coins and bills for purchases in community	● Locating Items ● Expressing preference ● Choosing where to go ● Waiting in the checkout line

● Waiting for change ● Selecting Items for purchase	● Comparing prices among similar items ● Adding to identify sum of prices of purchases.

*Independence and Responsibility-*A variety of common tasks take place on a daily basis that will promote student independence and responsibility. Classroom jobs for example, provide students with informal responsibilities and work-related experiences. Students can take turns with their peers completing classroom jobs such a handing out papers, turning off the lights, sorting class materials, etc. Jobs can even be created specifically to work on a desired skill for a particular student's. All students have a need to begin to develop skills that will enable them to function as independently as possible. When fostering independent skills be mindful of over assisting students. Give them plenty of opportunities to create authentic work and opportunities to make their own choices Allow students to make mistakes and take risks.

*Community Participation-*Community participation is an important consideration in designing plans for recreation activities. To teach leisure and participation skills , Instructors may need to target instruction toward how to choose an activity, plan an outing, and perform the skills for the activity. Some activities require advanced planning. Students may also learn to plan an outing by sleting the activity, schilling on the caldera, and following a list of peoparation items for activity (e.g arranging transportation, purchasing tickets.) Finally students may need instruction in how to perform the activity itself. For example, students may need systemic injection to learn to play soccer for participation in the Special Olympics.

Intro to UDL

Achievement for All

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.
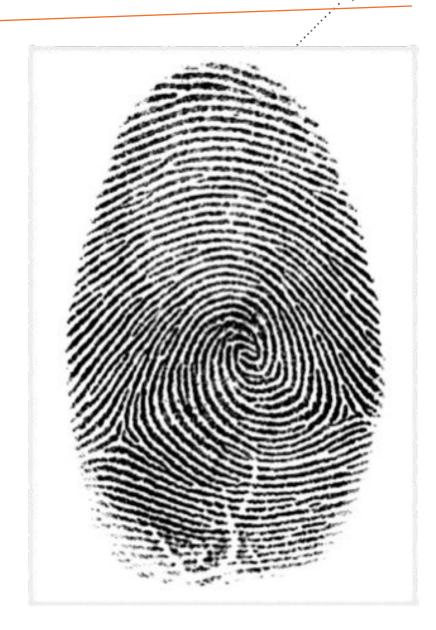
By the end of this session, teachers will…

- **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?
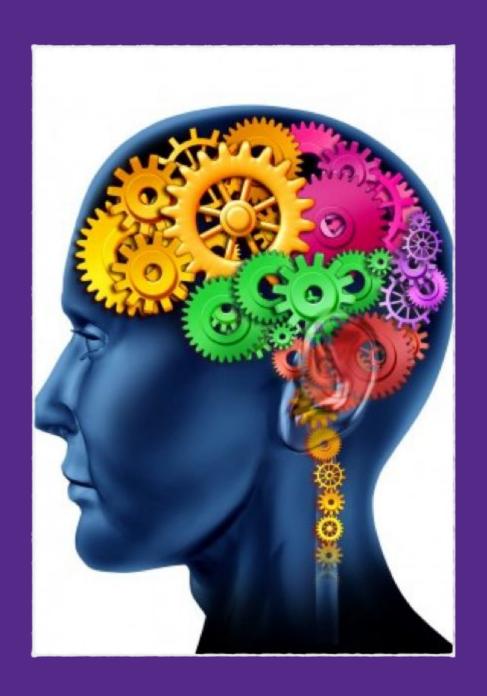
Universal

Curriculum that can be accessed and used by everyone.

Design

If you design for those in the margins, your design benefits everyone.
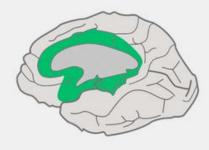
Learning

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.
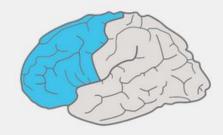
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING
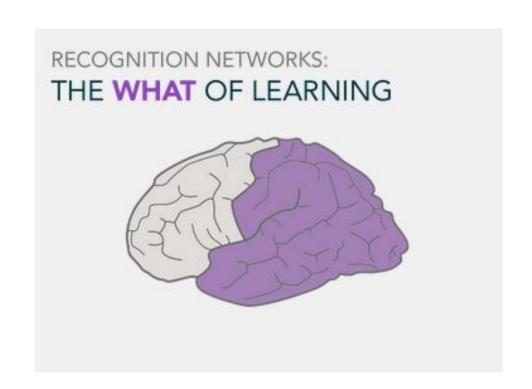
Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Recognition → Representation
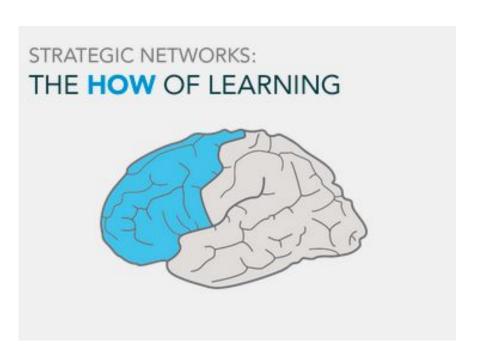
- Comprehension

- Perception

- Language Symbols

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

Strategic → Representation

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING
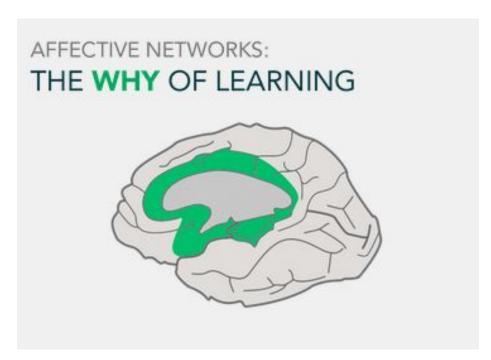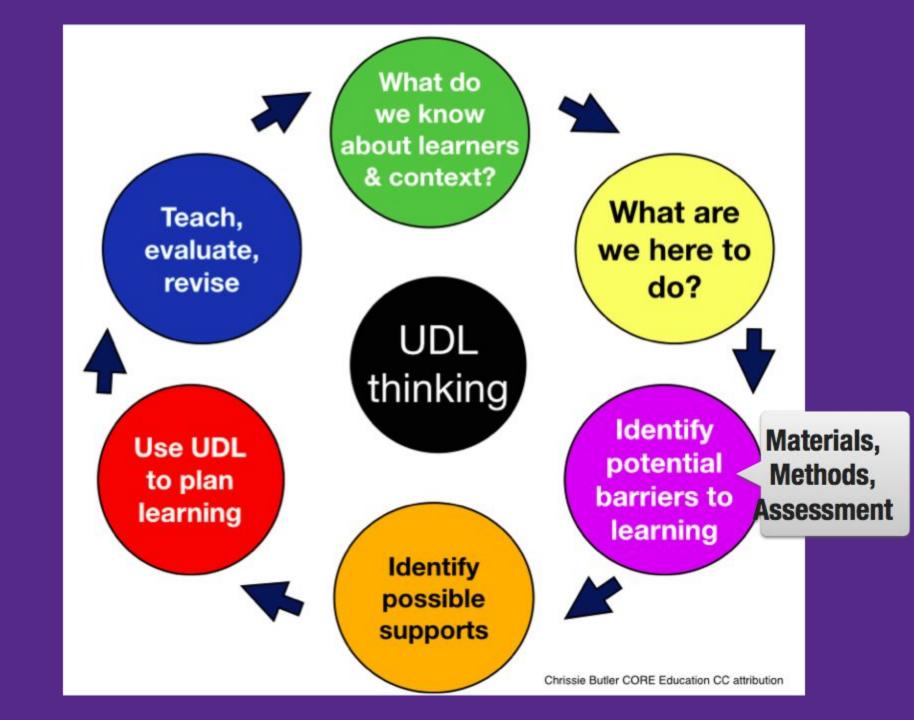
- Physical Action

- Expression and Communication

- Executive Functioning

Affective → Engagement

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

- Recruiting Interest

- Sustaining Effort and Persistence

- Self-Regulation

Chrissie Butler CORE Education CC attribution

Barriers: Materials

- Manipulatives
- Music/Sound
- Computer
- Paper/Pencil
- Video
- Text
- Images

Barriers: Methods
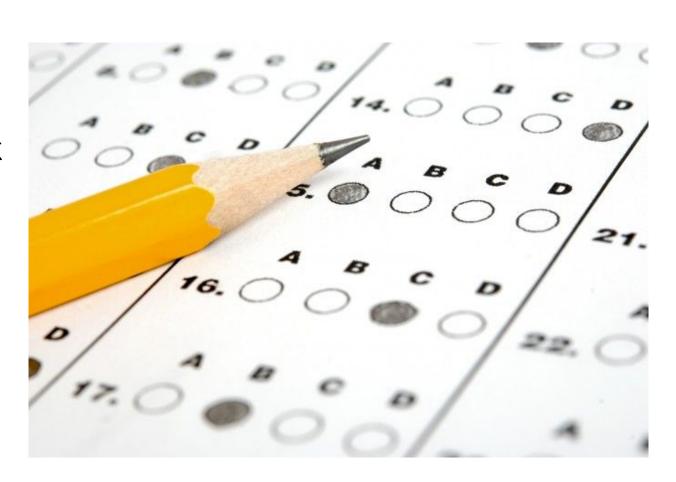
- Seat Work
- Locations
- Groupings
- Written Presentation
- Lecture
- Reading
- Group Work

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
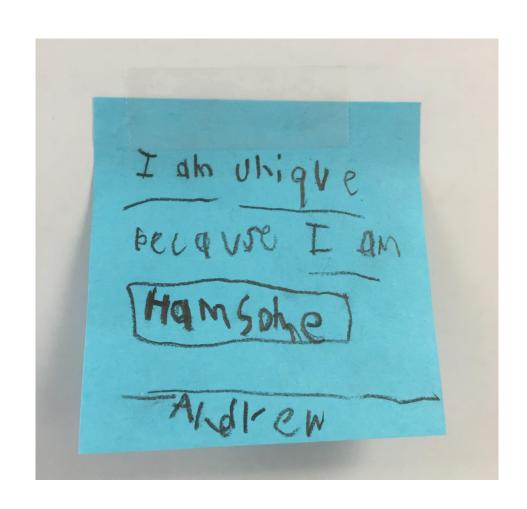
- Meet your students!
  - Strengths and interests
  - Potential barriers
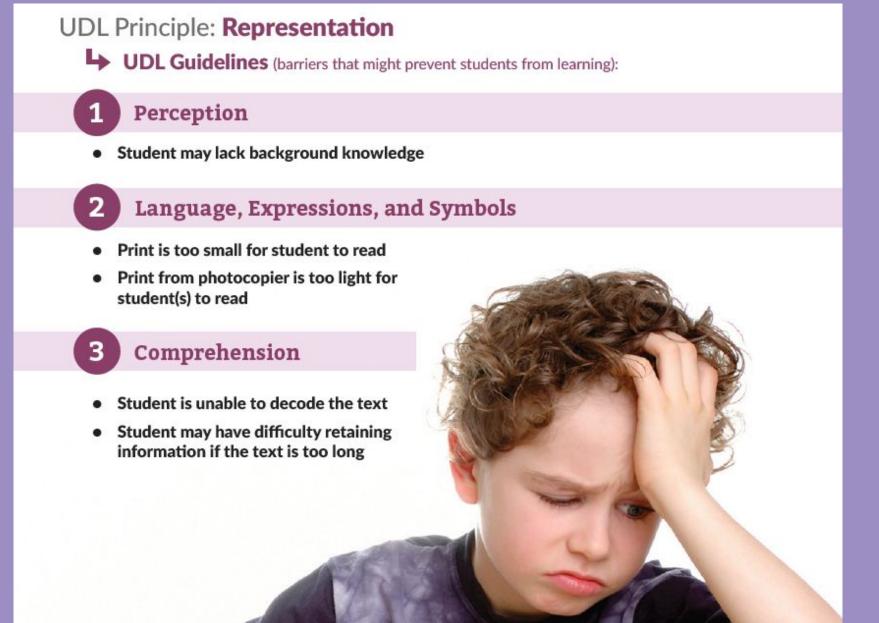
- Strategies for...
  - Representation
  - Expression
  - Engagement

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**
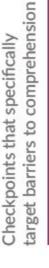
UDL Guidelines (barriers that might prevent students from learning):

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

Case Study Presentations

Coming Up...

At your site...	In the network...

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?

CHILD FIND POLICY
All Regions

This policy applies to all Rocketship Education schools in all regions.. This policy was written in compliance with relevant state and authorizer requirements in those regions.

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 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 Rockethip school. This also includes a Student Study Team (SST), or pre-referral, process in which school teams analyze data to identify students who are struggling academically, socially, or behaviorally and develop interventions to support the student.   Rocketship has additional evidence-based interventions that are made available to students who require it; these include both differentiated instruction in the classroom and supplemental interventions in the learning lab and classroom. School teams monitor the progress of every child who receives intervention services in order to be able to identify any student who is not responding to interventions. Students who don't respond adequately to pre-referral interventions are referred for a more intensive level of support, which may include a formal evaluation to determine if the student is eligible to receive special education services as a child with a disability.

If you have a concern regarding your child's academic or social functioning, contact his or her classroom teacher, or a school leader at your school site.

Revised 6/1/17

Collaborative Practice Playbook

Rocketship Public Schools
2017-2018

At Rocketship, we believe that co-teaching and collaborative practice is the key to student success for all students, not just those with exceptional needs. This handbook is a tool meant to codify and streamline both our vision for co-teaching and collaborative practice as well as those resources developed to support this practice. Please reach out the your ISE NeST team with any questions or concerns.

Where Should I Start?

Determining Co-Taught Classrooms

At Rocketship, we believe that co-teaching is one way to increase access to the general education curriculum for all students. However, not every classroom will have a co-teaching model. Some considerations include:

- Co-taught classrooms/cohorts are recommended to have at least **two** students with IEP goals in the subject area in the cohort.
- Co-taught classrooms have data to support two teachers in the space.
- Co-taught classrooms should consider the schedule creation guidelines and ensure that co-teaching is happening during the highest lift instructional blocks, such as guided reading and phonics for ELA and CGI for math.
- Co-teachers should share several common beliefs that constitute a philosophy or a system of principles that guide their practice.
- The professional relationship should be built on parity, communication, respect, and trust.
- Co-teachers should have experience with RS curriculum, expectations and scheduling before beginning their co-teaching journey.
- Co-teachers should be willing to make a commitment to building and maintaining their professional relationship
- ISE Specialists should ensure that at least 33% of services are delivered in a high-lift co-taught setting

Building a Relationship With Your Co-Teacher

1. Get to Know One Another Personally and Professionally

The first step in building any relationship is to get to one another on a personal and a professional level. After all you will be working together for the entire year. When the two of you have built a comfortable relationship and rapport,students will feel even more comfortable with having the two of you co-teaching in a classroom. Students can sense tension as well as harmony within the learning environment. A positive relationship will help minimize misunderstandings and motivate you to resolve problems before they escalate.

2. Identify One Another's Teaching Styles

Are you a hands-on teacher who loves doing experiments and using manipulatives, never to open a textbook, while your co-teacher needs to use the textbooks first and then supplement with experiments and manipulatives? How do you manage behaviors? What are your discipline styles? Instructional and discipline styles are just two factors you need to examine so that you can combine the best of both of your styles to create a cohesive classroom. You need to find a balance that makes everyone comfortable. When you plan lessons together, you can use your two styles to complement one another and thus enhance the lessons and the delivery of instruction. You create a cohesive classroom with consistent expectations when both of you are on the same page with instruction and discipline styles.

3. Discuss strengths and weaknesses

How can you utilize each instructor's strengths and weaknesses? A good way to do this is to have each of you make a list of strengths, weaknesses, likes, and dislikes. Then take the lists and compare them and highlight the strengths that are dominant for one teacher and allow that person to be the lead teacher in those areas. By using these strengths, you can differentiate your instruction to meet the needs of a larger group more frequently within the classroom as well as allowing for individualized instruction.

4. Discuss Individualized Education Plans and general education goals

The education of students with IEPs belongs to both educators, so the general educator must be informed about the IEP for each child.. It is important to discuss the modifications and accommodations as well as the goals and objectives to ensure student success in the classroom. The special and regular education teacher can then work together in meeting the student's goals and ensuring adequate progress. In the same way, the general education teacher should discuss with the special education teacher his or her goals for the regular students, as the regular education students belong to the special education teacher as well. Both educators should be addressing the goals, objectives, and mandatory curriculum for that grade level.

5. Formulate a plan of action and act as a unified team.

You have to make decisions constantly throughout the year, so its necessary to develop a plan of action in the beginning of the year. Consider the following items in your plan of action: Scheduling, Expected classroom behavior, Classroom procedures, such as classwork and homework policies, turning in work, Consequences of not following rules and procedure, Grading and Assessments, Communication between home and school

6. Take risks and grow.

A wonderful outcome of co-teaching is that it allows you to take risks, learn from each other, and grow as professionals. Co-teaching provides a safety net when you take risks in your instruction. When you try something new and it doesn't work, you have another teacher in the room who can step in with another technique or lesson that works, or point out the area of difficulty, or assist in redirecting the lesson. When you are the only teacher in the room and a lesson bombs, you often have to stop and move on and then analyze later why the lesson fell apart -- without the assistance of someone else in the room observing the lesson.

For a guide to building the co-teaching relationship please reference:

- [Collaborative Practice Meetings Structures and Agendas](#)
- [Co-Teaching Roll Out Plan](#)
- [Co-Teaching Survey](#)
- [Classroom Expectations](#)
- [Co-Teaching Routines & Procedures](#)
- [Sample CPT Agendas](#)
- [Co-Teaching Videos](#)
- [Co-Teaching 1.0 PD](#)
- [Co-Teaching 2.0 PD](#)

Co-Plan

Background: Co-planning is a crucial step in the co-teaching and collaborative practice model. Schedule meeting time into daily schedule to review each other's plans, figure out how they will co-implement the lessons to maximize learning, and give each other feedback. However, most teachers express concern about the time needed to form collaborative working relationships with their colleagues, particularly for activities such as co-teaching. They also worry about setting realistic expectations regarding time for collaboration. Although there is no secret to enable you to make more minutes in the day, these are some of the ways to make best use of the time available:

1. Use minimum days to schedule collaboration and planning time
2. Schedule time with your co-teacher and coach during CPT
3. Can divide work appropriately to be completed independently using Google Docs or other available technology
4. Plan a working lunch
5. Meet before or after school

Meeting Structures and Expectations

Meeting Structure	Expectations
BOY Setting Expectations Meetings **(Part 1: Coaches; Part 2: Coaches and Co-Teachers)** *Establishing Partnerships*	Before School Year Begins: ● Coach establishes expectations for communication, planning and initial implementation. ● Coach(es) collectively establish a long-term plan for maximizing instruction using two teachers that considers both range and cluster of students' needs as well as teachers' current performance. ● Coach & Principal schedule initial co-observation (at least 1-2x/month). ● Coach(es) execute effective initial expectations meeting with co-teachers. ● Coach(es) communicate(s) co-teacher expectations around communication, planning, and initial implementation after communicating teachers' strengths and areas of growth. ● Coach(es) communicate(s) co-teacher LTP for maximizing instruction using two teachers.
Weekly Meeting (CPT) *Maintaining and developing the partnership & instruction*	Weekly: ● Co-teachers give each other feedback and review week's data and plan ways to respond. ● Co-teachers review upcoming week's plans and establish tweaks to the flow of block based on the demands of the lesson/text and student needs both academically and behaviorally. ● Co-teachers ensure both teachers know what they are doing each day.

Sample Collaborative Practice Meeting Calendar

Round Zero (PD Weeks prior to School Start)	-BOY Setting Expectations Meetings Part 1 -BOY Setting Expectations Meeting Part 2

Ongoing (Weekly)	-Weekly Meeting (includes data analysis) -Co-Planning -Co-Teaching
Ongoing (Monthly +)	-Data analysis for co-taught classrooms -Schedule and grouping adjustment based on data analysis findings -Review of incoming IEPs and/or new additions to the ISE caseload

The Weekly Meeting
A weekly meeting agenda should include the following components:
- Follow-up on last week's next steps
- Reactive: Look at previous week's data (quizzes, exit tickets, homework turn in rates, classwork) to identify scholars that are struggling. Decide on next steps for these scholars (i.e. re-teaching, parent phone call, after school tutoring session, incentive chart, study guide, more/different accommodations).
- Proactive: Review each other's lesson plans (or lesson plan components) for the upcoming week. Plan how each teacher will be used to maximize learning for the entire class period and determine who will accomplish which tasks.
- Feedback: Give each other instructional <u>and</u> management/interpersonal feedback (2x2).

Instructional Example	Management/Interpersonal
When you say a scholar's name and then pose the question, Scholars X and Y don't listen to the question because they know they won't be responsible for the answer. Can you ask the question, pause, then call on a student?	When you tell Scholar X she can go to the BR after I told her no, it undermines my authority.

- Logistical: Look at the upcoming calendar to make sure each co-teacher knows how to plan for the following week and what to bring to the next co-teaching meeting.
      Be sure to take notes and send them to both grade level and ISE coach!

Process for Scheduling Weekly Meeting Time:
1.   Find at least 40 min. during the school day, once a week, when co-teachers are not teaching. For example, teachers could meet during CPT or before/after school.
2.   Indicate on the schedule WHEN co-teachers should meet.
3.   Determine WHO will hold co-teachers accountable for meeting (observe the meetings sporadically and review notes).

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Weekly Meeting Sample Agenda

Time: Weekly During CPT
Participants: Both Teachers, ISE Program Specialist (Optional), Coaches (Optional)

Pre- Work

General Educator
- Prepare high level plans for week and email to Special Educator at least 48 hours prior to the meeting
- Review previous week's data
- Prepare 1x1 feedback

Special Educator
- Read high-level plans for the week
- Review previous week's data
- Prepare 1x1 feedback

Aim of the Meeting

Give each other feedback
Review week's data and plan ways to respond
Review upcoming week's plans
Ensure both teachers know what they're doing each day

Guiding Questions

1. What does our most recent academic and behavioral data indicate and how can leverage our "flow of the block" to close these gaps?
2. What do we need to coordinate (be on the same page about) to implement the basic "flow of the day"?
3. Who will prepare which materials? (Are we clear on follow-up/Next Steps?)

Agenda

Opening
- Hello!
- Decide on note-taker and time-keeper

1x1 Feedback
- 1 thing to keep doing
- 1 thing to change

ISE Teacher	GE Teacher
KEEP	KEEP
CHANGE	CHANGE

Looking Back
- Respond to trends from previous week's data (exit tickets, quizzes, behavioral consequences/trends)
- Which students struggled academically?
- How can we maximize our "flow of the block" to prevent these scholars from struggling this coming week?
- Which students struggled behaviorally?
- How can we leverage our "flow of the block" to support these scholars in managing their behavior?

Looking Forward
- Review upcoming plans
- Walk through each day's plans
- Ask and Answer clarifying questions
- Ensure both teachers know exactly what they're doing at each part in the lesson and who is preparing which materials

Next Steps (5 min)
- Email meeting notes to each other and cc coaches.
- Prepare/plan for all accommodations

Next Steps

What Does a Co-Taught Lesson Plan Look Like?

We believe that co-planning can take many different forms at Rocketship, leading to many different types of co-planned lessons. These lesson samples are meant to provide an overview of the co-planning thought process. This list will be added to as examples of exemplary co-taught lessons at Rocketship begin to roll in.

- Co-Taught Phonics Lesson Plan Template
- Co-Planning Weeklong Overview
- ISE SAI Unit Plan Template
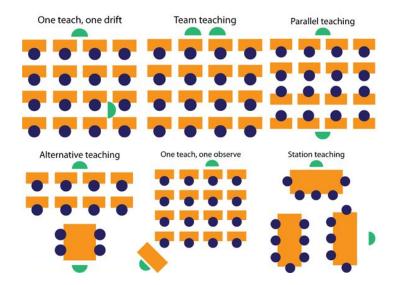
For more resources related to co-planning, please reference:
- STEP Collaborative Planning Tool
- Collaborative Practice Meeting Structures & Agenda
- Sample CPT Agendas
- Co-Planning Folder
- Co-Teaching Videos
- Co-Teaching 1.0 PD
- Co-Teaching 2.0 PD
- Co-Teaching 3.0 PD

Co-Teach

There are six different approaches to co-teaching. The approaches that a school site decides to use depend on the individual needs of both the staff and the students. School team members should consider these needs when determining which approaches to adopt. **The ISE department highly recommends using the Alternative or Station Teaching methods.**

General Models for Co-Teaching
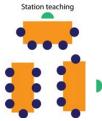
Model	Description
One Teach, One Observe	One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.
One Teach, One Drift	In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.
Parallel Teaching	On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously.
Station Teaching	In this co-teaching approach, teachers divide content and students. Each teacher then teachers the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could require that students work independently.
Alternative Teaching	In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.
Team Teaching	In team teaching, both teachers are delivering the same instruction at the same time. Some teachers

	refer to this as having "one brain in two bodies." Others call it "tag team teaching." Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

Implementation of Recommended Models

Station Teaching

Station teaching
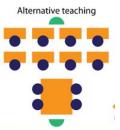
In station teaching, teachers divide content and students. Students rotate from one teacher to another and also to an independent station so that each teacher repeats instruction three times and each student accesses both teachers and the independent station. If appropriate, the third station could be set up to require that students work in pairs instead of independently. **Please note that station teaching does not replace the general education teacher's role; it is a supplement.** For example, if students receive guided reading instruction from the ISE specialist, they should also receive guided reading instruction from their GE teacher.

When to Use	Planning	Applications	Benefits	Challenges
When content is complex but not hierarchical In lessons in which part of planned instruction is review When several topics comprise instruction	Medium	Guided Reading Corrective Instruction	Defined roles "Fit in" extra content Peer modeling Varied activities Opportunity for differentiated content in homogenous skill groups	Management Student confusion Independent station

Alternative Teaching

Alternative teaching

In most class groups, situations arise in which a small group needs to work with one teacher (can be either ISE or classroom teacher) while the larger group works with the other teacher (can be either ISE or classroom teacher). In alternative teaching, the large group completes the planned lesson while the small group either completes the same lesson taught at a different level or for a different purpose. This arrangement might take an entire class period, or it might be used for just a few minutes at the beginning or end of a lesson.

When to Use	Planning	Applications	Benefits	Challenges
In situations where students' mastery of concepts taught or about to be taught varies tremendously When extremely high levels of mastery are expected for all students When enrichment is desired When some students are working in a parallel curriculum	High	The large group completes a practice exercise related to the concepts just taught; the small group receives additional direct instruction The large group checks homework; the small group is pre-taught vocabulary related to the day's lesson The large group is working on projects in small groups; the small group is being assessed. All students will be assessed across two days.	Defined roles Differentiation Remediation/Enrichment Behavior Management	Don't pigeonhole May reduce exposure to GE curriculum Inclusion efficacy

Co-Teaching in the ELA Block

In 17-18 at Rocketship, our collaborative practice initiative focuses primarily around co-teaching in ELA for a myriad of reasons. With that in mind, the following is meant to provide a summary of each ELA component along with suggested styles and examples of co-teaching for each. Please note that this list is not exhaustive, but rather a starting point for our creative and skilled teachers!

Component	Co-Teaching Example

Phonics Block The purpose of the Phonics block is to provide fundamental reading skills and instruction to groups of students in lower elementary. Phonics is a great opportunity to provide instruction in a co-taught setting to differentiate instruction.	**Alternative Teaching** Teacher A could teach a larger group while Teacher B leads a smaller phonics group. **Station Teaching** While Teacher A is leading a phonics group, Teacher B could lead a differentiated phonics group.
Reading Comprehension: Narrative/Non-Fiction The purpose of Reading Comprehension is to give students practice with a new reading skill or to reinforce what was previously taught during the Read Aloud block. During Reading Comprehension, the teacher models the reading skill, and Rocketeers practice the reading skill together. After group practice, Rocketeers will practice the skill independently.	**Team Teaching** Teacher A could read/think aloud as Teacher B is illustrating an input chart. **Parallel Teaching** Teachers could split the class in half and deliver the same lesson but to a smaller group size.
Guided Reading Guided Reading is a component where flexible, small group sessions take place in order to target the aspect that Rocketeers need support with.	**Alternative Teaching** While students are in work stations, Teacher A could pull a group of students for a **double dose** of guided reading. **Please note that all students should have guided reading with the GE teacher.** **Station Teaching** While Teacher A is leading a group, Teacher B could lead a **double dose** guided reading group.
Literacy Work Station Time While students are working with small guided reading and skills-based groups with their teacher, all other students will be working independently or in small groups in literacy work stations. Literacy work stations should not only give the teacher an opportunity to meet with differentiated groups, but should also provide every student with meaningful learning opportunities that allow for them to engage deeper in previously taught content, receive differentiated instruction, and interact with multiple forms of practice-based activities.	**Station Teaching** While Teacher A is leading a guided reading group, Teacher B could lead a **double dose** guided reading group. Teacher B could also support in small group skill building. **Alternative Teaching** While students are in work stations, Teacher A could pull a group of students for a **double dose** of guided reading.
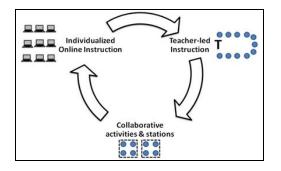
Co-Teaching in the Math Block

Just because our collaborative practice initiative focuses primarily around co-teaching in ELA, math can also be a great opportunity for co-teaching depending on student need. With that in mind, the following is meant to provide a summary of each math structure along with suggested styles and examples of co-teaching for each. Please note that this list is not exhaustive, but rather a starting point for our creative and skilled teachers!

Math Block Structure	Co-Teaching Applications
Structure #1: Rotational Teaching *Rotational Teaching has students working in three different groups, homogeneously grouped based on their academic data. Students participating in the Core Lesson work with the teacher, while their*	**Station Teaching:** Co-teachers should analyze data to determine which students would benefit from additional teacher-led instruction either in remediation, pre-teaching, or extension. These students should then rotate to the second teacher-led station with the ISE
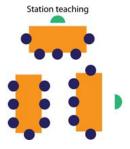
classmates either receive personalized instruction from OLP's or engage in centers work. Student groups then rotate every 17 minutes to participate in the next learning station. Preferred for TK-2.
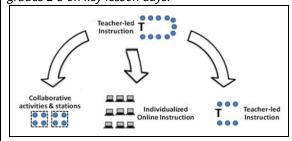
specialist during the course of their rotation. Teachers should determine if students should opt out of OLPs or centers in favor of a second teacher-led station.
- *Example: Juan and Elizabeth are are students with disabilities in math; Joe is an ELL. These three students would benefit from pre-teaching of the following day's core lesson through a second teacher-led station instead of centers.*
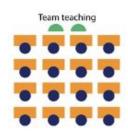
Structure #2: Gradual Release from Whole Group
Gradual Release from Whole Group has all students begin with participating in the Core Lesson in a whole group setting. As the lesson progresses however, students who demonstrate the ability to work with a skill independently are released through the teacher's process of "affirmative checking," and are able to move into the independent practice portion of the lesson sooner. Students who need more teacher support in the Core Lesson stay with the teacher until they too demonstrate a readiness to work independently. After 15 minutes, all students are either working independently on the independent work or are in a teacher-supported Small Group Instruction (SGI) session. Students who finish the independent work move straightaway into centers activities or OLP's, while students who were formerly in SGI with the teacher are gradually released to the independent work. Preferred for grades 2-5 on key lesson days.
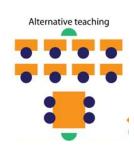
Team Teaching → Alternative Teaching: Teachers start together team teaching the core lesson. The ISE specialist participates in "affirmative checking" so that both teachers know which skills need to be reinforced. Then, the ISE specialist can provide additional support through alternative teaching during SGI. This allows SGI group sizes to be smaller and further targeted to student need.
- *Example: Six students require extended practice with the day's core lesson. Based on affirmative checking during the core lesson, four of them struggle primarily with math vocabulary, whereas two struggle with calculation. The general education teacher and ISE specialist can split this group of students into smaller groups based on need.*

Structure #3: Half & Half
Half & Half Teaching has students in two groups, with roughly half the class present with the teacher for the Core Lesson, while the other half of the class participates in either centers or OLP's. At the end of the given amount of time, students rotate to the next activity, similar to Option 1. During the last 15 minutes, all of the class is working independent
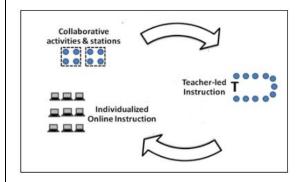
Station Teaching: The general education teacher and ISE specialist could collaborate to increase the amount of small groups that are pulled during the last 15 minutes of the block for corrective instruction. A second option is for ISE specialists to add a rotation during the rotations or core lesson instruction (choosing a flex lesson)
- *There are five students who require remediation on a supporting lesson day. The ISE specialist*
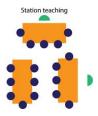
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from the teacher, allowing the teacher to pull small groups for corrective instruction. Prefered for grades 2-5 on supporting lesson/flex days.

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meets with these students after they meet with their GE teacher to review concepts learned in a multi-modal approach before sending them to work on OLPs.

Alternative Teaching: The general education teacher and ISE specialist could split the teacher-led group in half and differentiate instruction in each group based on need.
- *A third grade cohort has demonstrated need solving word problems involving fractions, but half the student's struggle with the calculation and half struggle with deciphering the word problem. The ISE specialist teaches the flex lesson around calculation whereas the general education teacher teacher the group who struggle to decipher word problems.*

Parallel Teaching: The general education teacher and ISE specialist could split the teacher-led group in half to further reduce group size if needed.
- *A second grade cohort includes students with behavioral needs, including two students with behavior intervention plans who benefit from small group instruction. The ISE specialist and general education teacher split the teacher-led group in half and teach the same lesson, thus decreasing the student:teacher ratio.*

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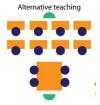
For more resources related to co-teaching, please reference:
- [Co-Teaching Videos](#)
- [Co-Teaching 1.0 PD](#)
- [Co-Teaching 2.0 PD](#)
- [Co-Teaching 3.0 PD](#)

Co-Assess

We are data driven at Rocketship. We know that careful analysis of results both in the moment and ongoing leads to great results. In a co-taught classroom, co-assessing comes in two forms: assessing each other and our scholars.

Co-Assess: Teachers

At Rocketship, we strongly believe that it is important to assess, observe and evaluate all of our educational practices. With co-teaching assessments, we can use evaluations to determine the effectiveness on student outcomes. Personal evaluations should be done on a weekly basis, examining goals, objectives, roles and responsibilities. Teacher co-assessment will take place during weekly planning meetings are co-teachers give each other feedback in a 2x2 format. When school leadership is observing co-teaching in action, one should be looking for the following:

- ❏ Evidence that each teacher's role is clearly identified throughout the lesson
- ❏ Evidence that the special educator is identified as a teacher with equal instructional responsibilities
- ❏ Evidence of co-planning
- ❏ Evidence of an effective lesson
- ❏ Evidence of research-based effective and systematic instructional strategies, both academic and behavioral
- ❏ Evidence of opportunities to learn, including accessibility strategies and accommodations, where needed, for students with disabilities
- ❏ Evidence that all students are actively engaged by asking and answering questions
- ❏ Evidence of progress monitoring
- ❏ Evidence of effective classroom management
- ❏ Evidence that the appropriate academic standards are being taught

When thinking about teacher co-assessment, it can also be helpful to leverage the co-teaching rubric, broken into four different levels of co-teacher proficiency in the following categories:

Category	Level Four Looks Like...
Communication and United Front	- Models **effective** communication styles for students including: effective ways to listen, communicate, problem solve, and negotiate - Use of non-verbal communication, including use of signals and cueing to communicate in the moment around scholar learning and management - Issues of concern (noticed inaccuracies in lesson delivery or behavior oversight) are always addressed respectfully - Use of humor in communication feels natural and effective - Always uses "plural language" ("we") - Effective use of mini conferences to strategically adjust mid-lesson resulting in increased scholar learning
Physical Presence	- Teachers' fluid movement is natural and strategically reaches all scholars to support them both academically and behaviorally - Student desks are moved regularly and strategically for grouping purposes - Co-teachers circulate to all scholars to assess 100% of scholarly work. - Both co-teachers equally interact with scholars to support scholar learning
Effective Lesson Delivery	- Both teachers actively participate in the presentation of the lesson, provide instruction, and effectively uses agreed upon instructional strategies that demonstrate a deep understanding and passion for the content - Both teachers field questions and discuss concerns with scholars equally - Flexible small group instruction are the predominate configurations used for instruction - When appropriate, teachers consistently use differentiated entry points resulting in a significant increase in scholar learning - Teachers always are nimble enough to change course during instruction to meet struggling learners' needs

Classroom Management/Engagement	- Teachers use the least invasive strategies with all students in the class - All scholars align their behavior to the high expectations - Both teachers are supporting Tier 1-3 behavior intervention including and not limited to behavior data collection so that there is no negative impact on learning - Grouping configurations are used daily
Specially Designed Instruction and Planning	- Plans are always made that outline both teachers roles in the classroom - There is always interaction between co-teachers regarding modification to curriculum before the lesson - Teachers always pre-determine when and what data will be collected - Teachers always pre-plan how they will make mid-class instructional shifts based on data to respond to misunderstandings - Both co-teachers are deeply familiar with the content or methodology used in the lesson and can scaffold content and break it down with ease for all scholars to reach rigorous outcomes - Accommodations and modifications utilized for all scholars who need them. - Learning styles and multiple intelligences are regularly considered in the lessons' learning strategies both in lesson strategy and choice of how to demonstrate mastery
Assessment of Classroom Learning	- Instructional data is always collected, analyzed, discussed and reflected in flexible groups and differentiated class activities to CFU and constantly measure progress towards mastery - Data consistently is collected by both teachers throughout class - Collected data is always jointly analyzed, graphed and tracked and made transparent to scholars by co-teachers - When appropriate, scholars are assessed in differentiated ways - Assessment results consistently shows positive results for students who historically have performed at a different range - Assessments results consistently shows outperformance of non-co-taught classes

Co-Assess: Students

We know that data must drive our instruction, and this is especially true in co-taught classrooms. Use this DDI protocol to group and plan for student needs. Feel free to adjust this template or use another form of data analysis as needed. This STEP workbook can be helpful for analyzing and planning guided reading groups.

Co-Teaching Strategies per Student Performance

It's not enough to simply have the data: we must also align student needs with strategies. Use the following strategies tool to plan specific styles of teaching and methods for those styles to each group of students in a co-taught classroom.

High Performing Students	Mid-High Performing Students
Alternative teaching: - Ask kids to read portions of text at home, and during AIR, one teacher pulls to push discussion. - Have scholars attempt TDQ before whole class discussion, and then debrief ideas and revise work.	**Parallel teaching:** - Split the class during discussion heavy lessons and ensure your mid-highs are called on frequently to articulate ideas. - Pull a smaller group with a large number of mid-highs on a heavy drafting day to receive more frequent and targeted feedback.

Supplementary teaching:	Team teaching:
● Give kids extra credit- more rigorous assignments or additional texts that are related to the unit.	● One teacher in the pair clearly identifies the 4-5 "mid-high" scholars they will give more consistent feedback to, listen to turn and talks to push ideas, conduct whisper conferences during AIR/whole group, et
Mid-Low Performing Students	**Low Performing Students**
Parallel teaching: ● Split the class during discussion heavy lessons and ensure your mid-lows are called on frequently to articulate ideas. ● Pull a smaller group with a large number of mid-lows on a heavy drafting day to receive more frequent and targeted feedback. **Team teaching:** ● One teacher in the pair clearly identifies the 4-5 "mid-low" scholars they will give more consistent feedback to, listen to turn and talks to push ideas, conduct whisper conferences during AIR/whole group, etc.	**Alternative teaching:** ● One teacher should pull that subset of scholars immediately (skipping the Do Now) and use the same read aloud text. The teacher should either zoom in on a piece of the read aloud book that will be confusing to the scholars OR scaffold the same questions and allow more think time. ● Pull a small group during the do-now to read a quick summary of what they will read about for the day so they can follow the general flow of the text. **Team teaching:** ● Use both teachers to monitor strategic partner reading (a stronger reader reads aloud and models strong fluency)

For additional resources related to co-assessment, please reference:
- Sample Co-Assess Checklist
- DDI for the Co-Taught Classroom
- Co-Teaching Rubric
- Tools for Coaching ISE (Includes Observation Tools)
- STEP Workbook for ISE

School Leaders and Co-Teaching

As with all pieces of a successful Rocketship school, school leadership must both be invested in co-teaching and they must provide the support and leadership to ensure its success. Below, find a few ideas of how school leaders can support co-teaching and collaborative practice at their site.

Selecting Co-Teachers
- Allow team/self selection of grade/subject if possible.
- May want to start with ISE and Regular Education co-teaching relationships first, they are often built in for student IEP support.

Create a Collaborative Culture

- Clearly communicate expectations for collaboration.
- Make faculty aware that co-teaching leads to a significant increase in in-class support.
- Assign ISE specialists to grade levels to more quickly build communication, collaboration and coordination.
- Provide a regularly scheduled time for co-teaching planning.

Face-to-Face Planning Time
- Make common planning time a priority for teachers who are co-teaching.
- Provide professional development for effective use of time in classrooms, planning and creation of team norms around co-teaching.
- Attend planning meetings as needed
- Review planning meeting notes
- Facilitate CPT with co-teachers in partnership with grade level coach

In Class Support
- Assists in building and sustaining trust amongst co-teachers.
- Face to face planning time.
- Set mutual goals and defining roles.
- Monitor and celebrate accomplishments.

Observing and Assessing Co-Teaching
- Use Co-Teaching Rubric
- Have teachers self assess using the Co-Teaching Rubric
- Use tools during scheduled walkthroughs
- Debrief with teachers on a regular basis
- Revisit teachers' goals related to co-teaching
- Use the Co-Teaching Observation Checklist regularly
- Give feedback and regularly monitor next steps

Resource List

General
- Co-Teaching Year at a Glance

Co-Plan
- Collaborative Practice Meetings Structures and Agendas
- Co-Teaching Roll Out Plan
- Classroom Expectations
- Co-Teaching Routines & Procedures
- Co-Teacher Survey
- Sample CPT Agendas
- Lesson Example: Lesson Overview
- Co-Teaching Lesson Plan Sample Template
- Co-Teaching Lesson Plan Checklist
- Co-Planning Weeklong Overview

- Co-Planning Folder
- ISE Lesson/Unit Plan Template
- STEP Workbook for ISE

Co-Teach
- Key Indicators of Excellence
- Co-Teaching Videos
- Co-Teaching PD

Co-Assess
- Sample Co-Assess Checklist
- DBI for the Co-Taught Classroom
- Co-Teaching Rubric
- Tools for Coaching ISE (Includes Observation Tools)
- Co-Teaching Observation Checklist
- STEP Workbook for ISE

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 Lilly Green (Seneca Director of School Partnerships, lilly_green@senecacenter.org) 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	- 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	• 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	• 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 *Note: Counseling & Guidance should be used for group-based services	School psychologist Seneca ERMHS provider
Parent Counseling & Training	• 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.

ROCKETSHIP PUBLIC SCHOOLS

Pre-Referral Playbook

2017-2018 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 Study Team' (SST) component of our pre-referral process, and how it fits within the greater Multi-Tiered System of Supports (MTSS) framework at Rocketship.

The SST meeting is a problem-solving process during which stakeholders come together to generate solutions for the most serious individual student challenges in the classroom. SSTs are held when other classroom-based or small-group interventions (generated through universal screenings or MTSS meeting decisions) have been unsuccessful, in order to address a range of student needs. Areas of concern may include academic, behavioral, social-emotional, or attendance difficulties. SSTs are a function of general education, although ISE team members are sometimes involved as consultants (particularly when a referral for Special Education assessment is being considered).

What legal requirements inform pre-referral policies and procedures?

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 graphics below depicts how and where the SST processes fits into Rocketship's larger three-tiered model for academic and behavioral supports.

Section 2: The Student Huddle Process (Optional)

At Rocketship, an *optional* step in the pre-referral process is known as a "Student Huddle." Student huddles happen before SSTs meetings, as a way to engage in some initial brainstorming and problem solving, before needing a more formal and intensive meeting. The "Student Huddle" is a 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 can occur during Common Planning Time meetings with each individual grade level, or before/after school as needed.

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 for whom they have concerns and want to engage in problem solving and intervention planning. Based on universal screening data, classroom observations, and educational/intervention history, the grade level coach will decide if a huddle is an appropriate next step (or if more time is needed with the current supports, or if an immediate SST is needed). If a student huddle is scheduled, teachers should 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 Coach facilitates a discussion with the grade level team regarding 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 approximately 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 to an SST?

Students may be appropriate candidates for an SST meeting when:
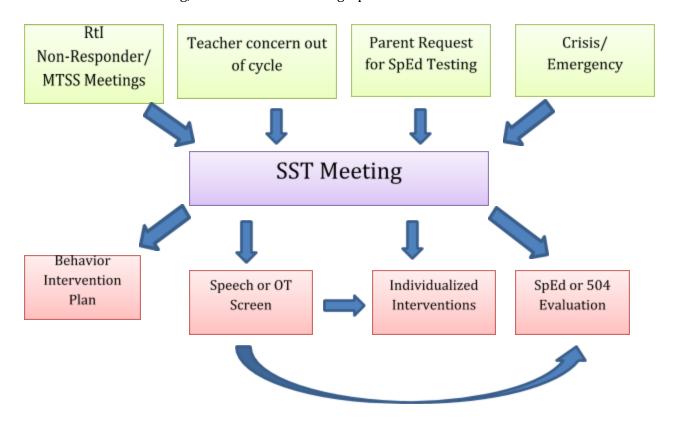
- They are not "on track" to meet their goal after at least 2 rounds of intervention
- They have not made significant progress towards grade level standards despite individualization of Tier 2 interventions
- They remain at least 2 years below grade level, despite a history of small group intervention
- Their behaviors significantly impact the learning of the class, or their own learning (despite Tier 2 interventions such as CICO, social skills intervention, counseling, etc.)
- Any behavior that is dangerous to students 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.)

In addition, school psychologists will hold weekly "office hours" that are open to any school leader who would like to consult about:
- Whether or not a specific student concern warrants an SST
- Potential interventions to discuss at an upcoming SST meeting
- To pre-meet regarding appropriate next-steps at a follow-up SST (including the possibility of offering an assessment).

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 either one 60 minute or two 30 minute "SST Blocks" that will occur every week. Schools are able to hold SST meetings outside of this block, but because School Psychologists 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 indicted, 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 described below (see visual flow-chart which can be provided to teachers, in the resource section):

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 (same day!) upon receiving the request
Schedule and facilitate a Student Huddle meeting*	The school leader managing the grade level	Ideally within 7-10 days of receiving the request
Conduct a record review to gather historical data for the team to review	School psychologist	Prior to the Student Huddle meeting
Determine, based on 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 (in collaboration with the school psych)	<u>Within 15 days of receiving the request</u> (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.

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┌─────────────────────┐   ┌─────────────────────┐   ┌─────────────────────┐
│  Parent requests    │   │ Parent verbally     │   │ Parent turns in a   │
│  additional support │   │ requests an         │   │ written letter      │
│  or interventions   │   │ evaluation, special │   │ requesting an       │
│  for their child    │   │ education, or states│   │ evaluation for      │
│                     │   │ that they believe   │   │ special education   │
│                     │   │ their child has a   │   │                     │
│                     │   │ disability          │   │                     │
└──────────┬──────────┘   └──────────┬──────────┘   └──────────┬──────────┘
           ▼                         ▼                         ▼
┌─────────────────────┐   ┌─────────────────────┐   ┌─────────────────────┐
│ School Leader       │   │  Refer parent to a  │   │ Inform Grade Level  │
│ schedules an SST    │   │ school leader, who  │   │ Coach and School    │
│ meeting with        │   │ can assist the      │   │ Psychologist or     │
│ parents, teachers,  │   │ parent in putting   │   │ Speech Pathologist  │
│ and related service │   │ their concerns and  │   │ the same day that   │
│ providers (as       │   │ request into a      │   │ the request was     │
│ needed) to discuss  │   │ written letter      │   │ received            │
│ concerns, and decide│   │                     │   │                     │
│ on appropriate next │   │                     │   │                     │
│ steps               │   │                     │   │                     │
└─────────────────────┘   └──────────┬──────────┘   └──────────┬──────────┘
                                     └────────────┬────────────┘
                                                  ▼
                          ┌──────────────────────────────────────────┐
                          │ School Leader schedules an SST meeting    │
                          │ within 15 days of the date the letter     │
                          │ was submitted.                            │
                          │                                           │
                          │ Screenings (speech or OT, depending on    │
                          │ the parent concerns) are completed by the │
                          │ SST meeting date.                         │
                          └─────────────────────┬────────────────────┘
                                                ▼
                          ┌──────────────────────────────────────────┐
                          │ School team (including psych/speech,      │
                          │ depending on parent concerns) meets to    │
                          │ discuss whether or not the evaluation is  │
                          │ needed. Legal paperwork is prepared.      │
                          └─────────────────────┬────────────────────┘
                                                ▼
                          ┌──────────────────────────────────────────┐
                          │ The SST meeting is held to discuss parent │
                          │ concerns and respond to their request.    │
                          │ Parents are given legal paperwork         │
                          │ indicating whether or not the school will │
                          │ evaluate, and why.                        │
                          └──────────────────────────────────────────┘
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Section 5: SST Roles and Responsibilities

1. **Grade Level School Leader:**
   - Schedule SSTs for their grade levels
   - Facilitate SST meetings for their grade levels, and ensure action steps are completed
   - Schedule follow up SST meetings and ensure the team re-visits intervention data and progress.
   - Complete screening referral forms, submit to service provider, invite service provider to follow up meeting, engage in communication regarding results if service provider cannot attend follow up
   - Complete Foothill referral form (front page) and submit to Foothill Clinician with parent contact info for Foothill clinician to follow up with the parent to complete intake paperwork

2. **Psych Responsibilities:**
   - Available for designated SST 30 minute blocks (2 per site per week)
   - Will attend SSTs when ISE evaluation will be considered (within SST blocks)
   - Will attend on-going meetings with SST lead to prepare for upcoming SSTs (recommended at least bi-weekly)
   - Will attend SSts held to respond to parent requests for evaluation
   - Will attend SSTs for high level behavior needs
   - Will hold weekly "office hours" during which School Leaders can consult about upcoming SST meetings, or discuss the need for SSTs for specific students of concern.

4. **Teachers:**
   - Refer students to the school leader if serious concerns exist outside of data cycles
   - Bring relevant student data to Huddles and/or SST meetings
   - Implement interventions and monitor progress
   - Contribute information to speech and/or OT screening request paperwork when needed

5. **Speech Language Pathologists/Occupational Therapists:**
   - When receiving screen requests coming out of MTSS meetings, complete screenings by next MTSS cycle date.
   - When receiving screen requests coming out of SST meetings, complete screen within 6-8 weeks.
   - Attend SST meetings when needed (pending outcome of screens)

6. **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. First make sure that the student is receiving appropriate Tier 1 or 2 interventions (academic or behavioral) through the MTSS or Student Huddle process. For example, make sure that GLAD strategies are consistently being used, the student is getting phonics/fluency instruction (if that is an area of concern), etc.
2. At the MTSS meetings, grade level teams should identify any students that feel are not adequately responding to Tier 1 and 2 supports, and continue to have significant speech or motor concerns. Alternatively, students may be identified through an individual SST meeting.
3. The grade-level teachers, with support of their grade level coach, should complete the Speech Screen or OT Screen paperwork and get parental consent (parents must sign the screen paperwork) .
4. The grade level coach should then submit the screen requests directly to the service provider through scanning and also leaving hard-copies in their mailbox.
5. The screening should be documented on the screening tracker in the SST Google Folder
6. The SLP or OT will complete the screen within 4 weeks, and will bring results to the follow-up SST meeting.

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 factors may indicate the need for an OT CONSULT:
● 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

The following factors may indicate the need for an OT Screen:
● The student has an IEP or a 504 Plan
● The team plans on initiating a special education evaluation, or feels an evaluation is highly likely.

- As a result of the child's disability or suspected disability, the child struggled with motor or sensory challenges, which may include: Difficulty with handwriting or written output, poor gross motor skills, difficulty with fine motor tasks such as cutting or folding, challenges with self-care tasks such as dressing/buttoning/zipping, feeding, or using the restroom. Additionally the child may have sensory challenges including strong reactions to noise, touch, or smell, difficulty remaining seating safely, etc.

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: BEST PRACTICES

Before the Meeting- Scheduling and Reminders: Keep SSTs scheduled during specified SST blocks when possible and try to avoid having more than 2 SSTs scheduled per week. Call parents to invite them of the meeting when it is scheduled and set up a calendar invite with appropriate school leaders, grade level teachers, ILS (optional), School Psych (if during SST blocks) and translator (if needed). Call to remind parents of SST the week before. Sometimes, an OM can take the lead in scheduling with regular communication structures and management from the SST lead. At the SST meeting, the school leader (facilitator) will schedule the follow up meeting 6-8 weeks later. The school leader should add the meeting to the SST scheduling doc as well as send a gcal invite.

Sample Parent Scheduling Script:

"Hello Ms. Garcia, I wanted to let you know that a team of our staff including Valeria's teachers, the school psychologist, and the assistant principal who oversees 2nd grade would like to meet to discuss some ways to better support Valeria with reading. The team will be meeting on Monday October 12th from 7:15 - 7:45. If you are available, it would be great for you to join in order to share more information about Valeria and help with our problem-solving process. I know this time may be inconvenient, so if you'd like to call in to the meeting or have us send you home the paperwork with our notes and decisions afterwards, we can do that as well. Our office manager will be calling to remind you a few days in advance that there is a team meeting for Valeria on Monday October 12th at 7:15. We hope to see you there. Thank you."

During the meeting- Intervention Planning: The intervention plan is the action plan that is created in the SST meeting after student gaps are identified. The following guidelines should be considered with planning SST interventions. More information on intervention planning can be found in the Intervention Tool Box, linked in the resources section of this playbook.
- Intervention should be directly aligned with the identified area of need
- Start with interventions and structures that are already available on your campus
- Consider how a Tier 1 or 2 support could be modified to be a tier 2 or 3 support (e.g. SIPPS 1;1, or double-dose of guided reading
- Consider training select staff on additional interventions to allow for greater flexibility (e.g. Touch Math, Sound Partners, fluency routines, social skills groups, etc.)
- Accommodations are not interventions

During the meeting- Generating a Progress Monitoring Plan: As part of the intervention plan, a plan for monitoring student progress with intervention should also be developed. It is important that this plan is developed and implemented in order for the team to make decisions about next steps in follow up SST meeting. For example, is a student's progress monitoring data suggests little or no gain, the intervention should be modified. Conversely, if the data suggests that the student is on track to meeting the goal, the intervention should be continued. See below for additional guidelines in setting up progress monitoring plans.

- All SSTs should result in a specific goal. Example goals:
    - Master all letter names/sounds, or X number of sight words
    - Pass the comprehension portion on STEP 5
    - Be able to solve single digit addition problems at 80% accuracy
    - Meet CICO goal of 80% for 4/5 days consecutive days
- Whenever possible, use an already-existing assessment systems:
    - DIBELS
    - STEP
    - BDFs/ODRs (Behavior Disciplinary Forms/Office Discipline Referrals)
    - CICO-SWIS
    - Formative assessments or benchmarks

SECTION 9: COMMON PRE-REFERRAL PITFALLS AND HOW TO AVOID THEM

Rocketship's pre-referral and SST process is designed to identify students needing support and match them with the appropriate intervention, as well as ensure that schools are adhering to their child find obligations. However, over the years we have observed several common pre-referral pitfalls, which are described below along with recommendations for avoiding them.

Pre-Referral Pitfall	Recommendations for Avoiding
Certain grade levels move students through the pre-referral process appropriately while other grade levels don't refer any students to SST.	● Add a regular standing item to school leadership meetings wherein each school leader reports out how many students in their grade level are at each phase of the pre-referral process.
Schools focus heavily on Student Huddles and interventions in the learning lab for most of the school year without referring many (or any) students to an actual SST meeting, resulting in a large influx of special education assessment referrals for students who haven't been progressing in interventions.	● In general, if a student is at the second or third round of an SST meeting and has not been making progress in interventions, the team should *consider* the need for a referral for assessment. ● Schedule regular (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 interventions. If the ISE caseload is full, there are no options for additional, non-ISE students who require that level of support.	● Tier 3 just means that the intervention is targeted and individualized, and schools can be creative in thinking about who can deliver these services. See the "Selecting and Designing Tier 3 Interventions" resource for guidance.
SST teams fail to create a goal and a progress monitoring plan during the SST meeting, so when the follow-up meeting is held, they are unable to determine if the student has made adequate progress.	● Pace SST meetings appropriately to ensure the team has time to align on a 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.
Teams run out of time to assign owners to next steps, and when the follow-up meeting is held, none of the next steps have been completed because the team was unsure of who was responsible for each step.	● Pace SST meetings appropriately to ensure the team has time to align on ownership of next steps. ● Send an email to all meeting participants summarizing next steps.

Section 9: Behavior Intervention Plans

Students are often referred to the SST process because of concerns with maladaptive behavior (either in isolation or co-occurring with academic challenges). Most students will first be placed in behavior interventions as a result of MTSS meetings. For example, students may be placed in Check-In Check-Out (CICO), social skills groups, of Foothill counseling. In some cases, students will not respond adequately to these Tier 2 supports, and will continue to demonstrate highly disruptive, unsafe, or otherwise concerning behaviors. 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 11: Resources

Student Huddle and SST Paperwork:
- [Blank SST Paperwork](#) (please make copy)
- [Blank Student Huddle Paperwork](#) (please make copy)

School SST Tracking Resources:
- [Carry-over SST Tracker](#)
- [SST ann MTSS Folders](#) (Google folder where each school can store all of their pre-referral/SST paperwork)

Professional Development Resources:
- [SST Lead PD SLL 16/17](#)
- [Teacher concern and parent request flow-chart](#)
- [Tiered supports visual (triangle)](#)
- [MTSS and SST cycles and action steps](#)
- [Writing Function-Based Behavior Intervention Plans](#) (PD designed for school leaders)

Screening Resources:
- [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](#)
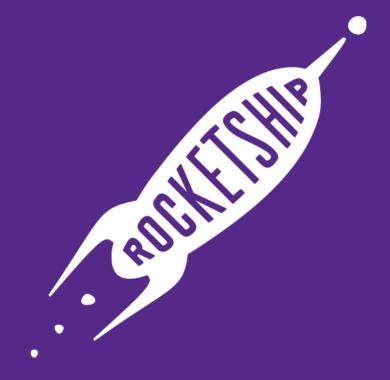
Behavior Intervention Planning Resources:
- [SST Behavior Intervention Plan](#) - Template
- [SST Behavior Intervention Plan - Guidelines](#)
- [Notice of Intent to Collect Data](#) (parent permission form)
- [Occupational Therapy/Sensory Strategy Checklist](#) (for teachers)
- [Common Functions of Problem Behaviors](#)
- [Progress Monitoring for Behavior Interventions](#)

Statewide Testing Accessibility Guidelines:
- [TNReady Accessibility Guidelines](#)
- [SBAC Resources Guide](#) (for CA and WI – see page 5 for accessibility guidelines

2017-18 Teacher Performance Evaluation

Performance Management: Why it's important

Excellent Teachers & Leaders

- Educators are the greatest lever we have in creating transformative results for kids
- This is challenging work and we all strive to improve daily
- Cycles of feedback and practice are the best way to grow
- We recognize and reward improvement and excellence

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Performance evaluations are a vital piece of performance management.

Teacher Evaluation: Performance Management Cycle

Review Evaluation

Student Achievement **(Revised)**

Parent Metrics

Teaching Performance Rubric **(Revised)**

Core Characteristics

Coaching cycles

Self Reflection (Oct)

Coaching cycles

Mid-Year Evaluation (on Fairsail) (Jan-Feb)

Coaching cycles

End of Year Evaluation (on Fairsail) (May-June)

Salary increase based on performance

Evaluation Design

We design our evaluations to be:
- Reflective of our values and priorities
- Ambitious *and* attainable
- Normed across campuses and regions
- Tailored to role (Captures at least 80%)
- Metrics reflect individual differences in performance
- Directionally aligned with school goals

Teacher Evaluations Overview: What We Value

Student Achievement

Rocketeers are achieving at high levels and we are closing the achievement gap.

Parent Metrics

Parents are engaged and leaders in their child's education.

Adult Rocketeers operate in a way that upholds our community values.

Core Characteristics

Rocketeers are fully engaged in their classrooms and receiving a strong and rigorous education.

Teacher Practice

Teacher Evaluation Overview: How it Works

Evaluation Section	How it is scored	
Student Achievement (50%) • 2 Absolute Metrics from NWEA MAP • 2 Growth Metrics from NWEA MAP	Data is provided from Analytics Team	All Ratings are based on the a 1-5 scale 1 Below 2 Approaching 3 Meets 4 Above 5 Exceeds
Parent Metrics (10%) • Home Visits (HV) • Parent Partnership Hours (PPH) • Parent Engagement Rubric	Rubric: Rated by SL PPH % HV: Data is provided	
Core Characteristics (20%) • 5 core characteristics	Rated by SL	
Teaching Performance Rubric (20%) • Instructional Planning and Execution • Classroom Management and Routines • Student Culture and Engagement • Classroom Environment	Rated by SL	
Overall Evaluation Rating	Weighted Average	

Teacher Evaluation: Student Achievement (Under Review)

Weight in 2016-17	Weight in 2017-18	Goal	Measure
10%	10%	**Absolute:** Rocketeers are ending the year meeting or exceeding standards	% of Ready Rocketeers (Top ⅓ nationally on MAP)
5%	5%	**Absolute:** Rocketeers who are furthest behind are catching up	% Far Behind (<25%tile on MAP)
10%	15%	**Growth:** *All* Rocketeers are growing	% Meeting Growth Target, (Tiered by MAP proficiency level)
25%	20%	**Growth:** Rocketeers are making substantial growth	Average years of growth on MAP

Teacher Evaluation: Deep Dive on Tiered Growth

Distribution of Students in the Fall

Students Meeting Growth Goal

% Meeting Goal

Top Quartile

Growth Growth: 1.1 Years

3rd Quartile

Growth Goal: 1.2 Years

2nd Quartile

Growth Goal: 1.3 Years

Bottom Quartile

Growth Goal: 1.4 Years

22 Total Students

12 Total Students

$$\frac{12}{22} = $$

55%

Meeting Growth Goal

8

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"

Link: **Core Characteristics Rubric**

This rubric highlights ***professional expectations*** within the school community and as a Rocketeer.

Each characteristic includes multiple indicators which are described in detail in a rubric
- *Updated this year to align with rubrics around adult way of operating.*

9

Teacher Evaluation: Teaching Performance Rubric

Updated DRAFT

Instructional Planning and Execution

2x

Classroom Management & Routines

Student Culture and Engagement

Classroom Environment

Link: **Teaching Performance Rubric**

The TPR is one document that rolls up the *Qualities of Excellent Teaching and Ways of Operating Rubrics*

- While the document is new, you already know the content!
- The overall TPR rating should have a correlation to student achievement results
- TPR assesses a teacher's practice over the course of review period

Teacher Evaluation: Parent Metrics

Weight	Goal	Measure
2.5%	Teachers actively and effectively engage families in their children's education and school community. ● *A qualitative assessment by manager of teachers' interaction with families*	**Parent Rating:** 1-5 scale based on rubric provided from Talent Management
2.5%	Teachers successfully work with parents to support them in volunteering with the school. ● *Volunteer hrs that families contribute* ● *Each **family** is asked to volunteer 2 hrs per month (18 at EOY and 10 at MOY)*	**Parent Partnership Hours (PPH):** % of parents completing 18 hours
5%	Teachers make personal connections with parents through home visits. ● A visit with the family of each student ● Must be done for all students, including returners ● Completed by January 19	**Home Visits:** % of home visits completed

Parent Metric Expectations and FAQs

2017-18 Teacher Evaluation: Key Changes

Key Change	Rationale
Content	
Achievement Metrics ● New tiered growth metric ● Change from national norm to top 1/3	● % Growing 1.4 Years moved to % Meeting Tiered Growth goal to **align with school goals** ● % at National Norm moved to % at top third of achievement to **align with meeting and exceeding** common core and state assessment standards
Updated Teaching Performance Rubric	● Gives greater clarity to teachers and evaluators on scoring ● Aligned with updated Schools Team rubrics for quality of excellent teaching and ways of operating
Parent Partnership Hours Metrics	● Updated PPH expectations for parents, and therefore higher expectation of completion

LEVELS	Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)	Rating	Instructional Planning Scoree
			Instructional Planning Execution				
Best Effort	**Teacher:** Does not complete work or does so to low quality. Fails to attempt new skills and does not proactively seek support. Manages time poorly thus limiting ability to exert their best effort. Rarely or never encourages students to exert their best effort but frequently accepts subpar effort, withholds challenges, and does not push students to solve problems independently. Employs scaffolds and supports that shifts the majority of the cognitive load from students to teacher. Rockteers: Less than 75% of Rocketeers complete all work within their skill level independently and at high quality and attempt all new skills in multiple ways before asking for help.	**Teacher:** Sometimes completes all work independently and/or asks for help prematurely. Sometimes attempts new skills before seeking help. Exhibits partial effort due to poorly managed time. Sometimes encourages students to exert their best effort but occasionally accepts subpar effort, withholds challenges, and does not push students to solve problems independently. Employs scaffolds and supports that shift an inappropriate amount of the cognitive load off of students **Rocketeers:** 75% - 85% of Rocketeers complete all work within their skill level independently and at high quality and attempt all new skills in multiple ways before asking for help.	**Teacher:** Completes work independently and at high quality and attempts new skills in multiple ways before asking for help. Manages time such that he/she is able to produce quality work. Encourages students to exert their best effort by refusing to accept subpar effort, by offering students challenges, by pushing students to attempt to solve independently, and by offering scaffolded supports when needed that leave as much of the cognitive load as possible on students. **Rocketeers:** 85% - 90% of Rocketeers completes work within their skill level independently, at quality, and attempt all new skills in multiple ways before asking for help.	**Teacher:** Consistently completes all work independently and at high quality and attempts new skills in multiple, creative ways before asking for help. Manages time such that he/she is able to produce high quality work. Encourages students to exert their best by consistently refusing to accept subpar effort, by constantly offering students challenges, by requiring students to solve independently, and by offering expertly scaffolded supports when needed that leave as much of the cognitive load as possible on students. **Rocketeers:** 90%-95% of Rocketeers completes all work within their skill level independently and at high quality and attempt all new skills in multiple ways before asking for help.	**Teacher:** Always completes all work independently and at high quality and attempts new skills in multiple, creative ways before asking for help. Manages time such that he/she is able to produce high quality work. Encourages students to exert their best by always refusing to accept subpar effort, by constantly offering students challenges, by requiring students to solve independently, and by offering expertly scaffolded supports when needed that leave as much of the cognitive load as possible on students. **Rocketeers:** 95%+ of Rocketeers completes all work within their skill level independently and at high quality and attempt all new skills in multiple ways before asking for help.		
Understanding of the Bar /	**Teacher:** Unclear on the bar for students and him/herself and often lowers expectations. Has an inaccurate perception	**Teacher:** Is clear on some aspects of the bar for students and him/herself, but lowers expectations..	**Teachers:** Driven by absolutes and clear on the bar for students and him/herself. Usually has accurate perception of his/her success/struggles relative to	**Teacher:** Driven by absolutes and is clear on the bar for students and him/herself. Has accurate perception of his/her	**Teacher:** Driven by absolutes and is constantly raising the bar for students and him/herself. Always has accurate perception		3

Appendix version-2017-18 TPR_FINAL

LEVELS	Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)	Rating	Instructional Planning Score
			Instructional Planning Execution				
Best Effort	**Teacher:** Does not complete work or does so to low quality. Fails to attempt new skills and does not proactively seek support. Manages time poorly thus limiting ability to exert their best effort. Rarely or never encourages students to exert their best effort but frequently accepts subpar effort, withholds challenges, and does not push students to solve problems independently. Employs scaffolds and supports that shift the majority of the cognitive load from students to teacher. **Rocketeers:** Less than 75% of Rocketeers complete all work within their skill level independently and at high quality and attempt all new skills in multiple ways before asking for help.	**Teacher:** Sometimes completes all work independently and/or asks for help prematurely. Sometimes attempts new skills before seeking help. Exhibits partial effort due to poorly managed time. Sometimes encourages students to exert their best effort but occasionally accepts subpar effort, withholds challenges, and does not push students to solve problems independently. Employs scaffolds and supports that shift an inappropriate amount of the cognitive load off of students **Rocketeers:** 75% - 85% of Rocketeers complete all work within their skill level independently and at high quality and attempt all new skills in multiple ways before asking for help.	**Teacher:** Completes work independently and at high quality and attempts new skills in multiple ways before asking for help. Manages time such that he/she is able to produce high quality work. Encourages students to exert their best effort by refusing to accept subpar effort, by offering students challenges, by pushing students to attempt to solve independently, and by offering scaffolded supports when needed that leave as much of the cognitive load as possible on students. **Rocketeers:** 85% - 90% of Rocketeers completes work within their skill level independently, at quality, and attempt all new skills in multiple ways before asking for help.	**Teacher:** Consistently completes all work independently and at high quality and attempts new skills in multiple, creative ways before asking for help. Manages time such that he/she is able to produce high quality work. Encourages students to exert their best by consistently refusing to accept subpar effort, by constantly offering students challenges, by requiring students to solve independently, and by offering expertly scaffolded supports when needed that leave as much of the cognitive load as possible on students. **Rocketeers:** 90%-95% of Rocketeers completes all work within their skill level independently and at high quality and attempt all new skills in multiple ways before asking for help.	**Teacher:** Always completes all work independently and at high quality and attempts new skills in multiple, creative ways before asking for help. Manages time such that he/she is able to produce high quality work. Encourages students to exert their best by always refusing to accept subpar effort, by offering expertly scaffolded supports when needed that leave as much of the cognitive load as possible on students. **Rocketeers:** 95%+ of Rocketeers completes all work within their skill level independently and at high quality and attempt all new skills in multiple ways before asking for help.		
Understanding of the Bar / Ultimate Vision	**Teacher:** Unclear on the bar for students and him/herself and often lowers expectations. Has an inaccurate perception of his/her success/struggles relative to the absolute bar. Rarely work to get closer to the bar. Unclear on the bar for him/herself and often lowers expectations in other aspects. **Rocketeers:** Have an inaccurate perception of his/her success/struggles relative to the absolute bar. Rarely work to get closer to the bar. Does not understand the purpose with achieving daily mastery and reach their goals.	**Teacher:** Is clear on some aspects of the bar for students and him/herself, but lowers expectations.. Has a somewhat accurate perception of his/her success/struggles relative to the absolute bar. Works to get closer to the bar, but is inconsistent. **Rocketeers:** Are clear on some aspects of the bar for him/herself, but lowers expectations in other aspects. Hve a somewhat accurate perception of his/her success/struggles relative to the absolute bar. Work to get closer to the bar, but is inconsistent. Sometimes know their goals and what it takes to achieve them.	**Teacher:** Driven by absolutes and clear on the bar for students and him/herself. Usually have accurate perception of his/her success/struggles relative to the absolute bar. Consistently works to get closer to the bar. **Rocketeers:** Most Rockteers are driven by absolutes and are clear on the bar. Have accurate perceptions of their success/struggles relative to the absolute bar. Consistently work to get closer to the bar. Know their goals and what it will take to achieve them.	**Teacher:** Driven by absolutes and is clear on the bar for students and him/herself. Has accurate perception of his/her success/struggles relative to the absolute bar. Relentlessly works to get closer to the bar and to get others to the bar. **Rocketeers:** Are driven by absolutes and are clear on the bar. Have accurate perceptions of their success/struggles relative to the absolute bar. Consistently work to get closer to the bar. Know their goals and what it will take to achieve them.	**Teacher:** Driven by absolutes and is constantly raising the bar for students and him/herself. Always has accurate perception of his/her success/struggles relative to the absolute bar. Relentlessly works to get closer to the bar and to get others to the bar. **Rocketeers:** All Rocketeers are driven by absolutes and is constantly raising the bar for him/herself. Have accurate perception of his/her success/struggles relative to the absolute bar. Relentlessly work to get closer to the bar. Are obsessed with achieving daily mastery and reaching their goals. They proactively seek opportunities to learn more/correct their work so that they leave each day having mastered their goals.		
Understands actions it will take to create change	**Teacher:** Unable to articulate the short and long-term action steps needed to attain their goals and the absolute bar. Rarely implements action steps to attain goals and move closer to the absolute bar. Teacher's approach to reaching the bar (when attempted) is unimaginative and mundane. **Rocketeers:** Also unable to articulate the short and long-term action steps they need to take to attain their goals.	**Teacher:** Sometimes able to articulate the short and long-term action steps needed to attain their goals and the absolute bar. Sometimes implements action steps to attain goals and move closer to the absolute bar. Inconsistently finds innovative approaches to reaching the bar. **Rocketeers:** Are inconsistently able to articulate the short and long-term action steps they need to take to attain their goals.	**Teacher:** Able to articulate some action steps needed to attain their goals and the absolute bar. Consistently implements action steps to attain goals and move closer to the absolute bar. **Rocketeers:** Are able to articulate some action steps they need to take to attain their goals.	**Teacher:** Able to articulate most of the short and long-term action steps needed to attain their goals and the absolute bar. Consistently implements action steps to attain goals and move closer to the absolute bar. Consistently finds innovative approaches to reaching the bar. **Rocketeers:** Are able to articulate the short and long-term action steps they need to take to attain their goals.	**Teacher:** Able to articulate the short and long-term action steps needed to attain their goals and the absolute bar. Always implements action steps to attain goals and move closer to the absolute bar. Constantly finds innovative approaches to reaching the bar. **Rocketeers:** Are able to articulate the short and long-term action steps they need to take to attain their goals.		
Lesson Dissection and Text Study	**Teacher:** Rarely or never demonstrates ownership of lesson preparation and planning. Rarely participates in all lesson preparation meeting ((i.e. VOE, UP, and rehearsals), and does not improve the quality of network-provided materials. Rarely or never reads content in a given unit, therefore never goes deep to make connections to other texts/units and does not invest students in content.	**Teacher:** Sometimes demonstrates ownership of lesson preparation and planning, but internalization is often at a superficial level. At times participates in all lesson preparation meetings (i.e. VOE, UP, and rehearsals), and sometimes brings ideas to improve the quality of network-provided materials. Reads content in a given unit, but rarely goes deeper to make connections to other texts/units or think through how to invest students in the content.	**Teacher:** Demonstrates ownership of lesson preparation and planning. Lessons are internalized and personalized. Engages as an active participant in all lesson preparation meetings (i.e., VOE, UP and rehearsals), and most of the time brings ideas to improve the quality of network-provided materials. Most of the time,thoroughly studies content in a given unit, and makes connections to other texts/units, creates engaging, lively and appropriate hooks to deeply invest students in content.	**Teacher:** Consistently demonstrates ownership of lesson preparation and planning. Lessons are internalized and personalized. Engages as an equal partner in all lesson preparation meetings (i.e., VOE, UP and rehearsals), and most of the time brings ideas to improve the quality of network-provided materials. Most of the time,thoroughly studies content in a given unit, and makes connections to other texts/units, creates engaging, lively and appropriate hooks to deeply invest students in content.	**Teacher:** Consistently complete ownership of lesson preparation and planning and does what he/she needs to do to ensure lessons are personalized fully internalized at the deepest level. Engages as an equal partner in all lesson preparation meetings (i.e., VOE, UP and rehearsals), and always brings ideas to improve the quality of network-provided materials. Always thoroughly studies the content in a given unit, and makes connections to other texts/ units, creates engaging, lively and appropriate hooks to deeply invest students in content.		
Personalize	**Teacher:** Plans lessons with very little likelihood of motivating or involving Rocketeers; implementation is boring. Rarely personalizes content and delivery. **Rocketeers:** Are disengaged and do not show passion for their learning. Students struggle to articulate why the content is important or how it relates to them. Few students can articulate their strengths and areas of growth. Students rarely respond to feedback they receive from their teacher or other students.	**Teacher:** Incorporates some engaging tactics into his/her lesson delivery, but these tactics and the teacher's passion for the content are either lacking in some lessons or not clearly tied to the lesson objective. Sometimes personalizes content and delivery to both enhance student learning or evoke student love of learning. **Rocketeers:** Show moments of engagement, but at other times go through the motions. Students' understanding of why the content is important and how it relates them is generic or rooted in provided teacher language.	**Teacher:** Lesson delivery is dynamic. Engagement tactics keep Rocketeers engaged, but may not enhance Rocketeers' understanding of the lesson objective. Personalizes content and delivery to both enhance student learning and evoke student passion/love of learning. **Rocketeers:** Are consistently engaged in learning. They can authentically articulate why the content is important and how it relates to them.	**Teacher:** Lesson delivery is dynamic, and passionate. Engagement tactics keep Rocketeers engaged, but may not always enhance Rocketeers' understanding of the lesson objective. Consistently personalizes content and delivery to both enhance student learning and evoke student passion/love of learning. **Rocketeers:** Are consistently passionately engaged in learning and sometimes go above and beyond to evoke passion in one another. They can authentically articulate why the content is important and how it relates to them.	**Teacher:** Lesson delivery is highly dynamic, motivational, and conveys the teacher's passion for teaching the content. Engagement tactics keep Rocketeers on the edge of their seat and enhance Rocketeers' understanding of the content. Strategically personalizes content to enhance student learning and evoke student passion/love of learning for students across interests and mastery levels. **Rocketeers:** Constantly passionately engaged in learning, and sometimes go above and beyond to evoke passion in one another. They can authentically articulate why the content is important and how it relates to them, and seek out additional opportunities to deepen their learning.		
Notices, Studies, and Analyzes Student Work	**Teacher:** Rarely looks at Rocketeers' work and informal data. Noticings from student work are often inaccurate or superficial. Student work analysis regulated to only certain times vs being a way of operating inside the classroom. Rarely analyzes student work and misses key opportunities to do so, leaning more heavily on either looking at work in class or outside of class. Doesn't use the data to fully plan and/or address misconceptions. Rarely adjusts instruction based on trends gleaned from student work. Rarely grounds the analysis in the exemplar student response. **Rocketeers:** Rocketeers don't have a clear understanding of how to analyze their own work and are disengaged when it comes to evaluating the work of their peers. Rocketeers do not feel accountable for their work and may believe their work is not valued.	**Teacher:** Sometimes analyzes Rocketeers' work and informal data, but may not use effective tactics to do so. Student work analysis regulated to only certain subsets of students when looking at work and may have blind spots. Rarely analyzes student work but may miss opportunities to do so, leaning more heavily on either looking at work in class or outside of class. Doesn't use the data to fully plan and/or address misconceptions. Sometimes grounds the analysis in the exemplar student response. Noticings from student work are inconsistent in accuracy and are not always rooted in student enduring understandings/misunderstandings. Attempts to adjust instruction based on trends gleaned from student work, but changes do not fully address student needs. **Rocketeers:** Rocketeers don't have a clear understanding of how to analyze their own work so often appear to be going through the motions. Rocketeers sometimes feel accountable for their work, but not always. Rocketeers may not be excited to have their work analyzed.	**Teacher:** Often analyzes student work from all students/proficiency levels to ensure no blind spots in student needs exist. Usually uses Rocketeers' work and informal data to plan for targeted and effective instruction in the moment or over time. Analyzes student work both in the moment during instruction and outside of class. Grounds the analysis in the exemplar student response. Noticings from student work are accurate and rooted in student enduring understandings/misunderstandings. Makes appropriate instruction adjustments and changes based on trends gleaned from student work. **Rocketeers:** Often examine their work with a critical eye and proactively revise/add to improve. Show interest in analyzing the work of their peers. Feel accountable for the work they are doing and are excited to have it analyzed.	**Teacher:** Usually intentionally and strategically analyzes student work from all students/proficiency levels to ensure no blind spots in student needs. Teacher awareness of individual student needs is precise, such that he/she analyzes trends over time in the moment. Consistently uses Rocketeers' work and informal data to plan for targeted and effective instruction, adjusting lessons when appropriate, and and editing future LPs, UPs and VOEs to account for the learnings from the student work analysis. Consistently analyzes student work, including in the moment during instruction and outside of class. Consistently grounds the analysis in the exemplar student response. Noticings from student work are detailed and accurate and demonstrate a deep understanding of student understanding/ misunderstanding. Makes strategic instruction adjustments and changes based on trends gleaned from student work. **Rocketeers:** Show pride in their work and take time to reflect on their own work + proactively seek feedback. When other student work is being displayed (Show Call, IP Review, etc.) they demonstrate high levels of curiosity - seeking opportunities to learn from their peers' work or support their fellow students academically.	**Teacher:** Teacher intentionally and strategically analyzes student work from all students/proficiency levels to ensure no blind spots in student needs. Awareness of individual student needs is precise, such that he/she analyzes trends over time in the moment. Relentlessly and methodically uses Rocketeers' work and informal data to plan for targeted and effective instruction, immediately adjusting lessons when appropriate, and editing future LPs, UPs and VOEs to account for the learnings from the student work analysis. Analyzes student work at every possible moment, including in the moment during instruction and outside of class. Always grounds the analysis in the exemplar student response. Noticings from student work are detailed and accurate and demonstrate a deep understanding of student understanding/ misunderstanding. Makes strategic instruction adjustments and changes based on trends gleaned from student work. **Rocketeers:** Show pride in their work and take time to reflect on their own work + proactively seek feedback. When other student work is being displayed (Show Call, IP Review, etc.) they always demonstrate high levels of curiosity - seeking opportunities to learn from their peers' work or support their fellow students academically.		
Student Feedback (Ind/Whole Class)	**Teacher:** Very inconsistent about giving Rocketeers feedback. Or only gives feedback in one format oral or written, does not seem to internalize it as a way of operating to make Rocketeers better. Feedback is often delayed and lacks specificity or focus. Uses inappropriate feedback mode and heavily relies on only one type of feedback (either oral or oral). Evidence of both types of feedback is not present. Feedback and tone communicates a low bar, and lack of intellectual prep, and lack of respect. It often demotivates and/or confuses the student. Gives more information than necessary, such that students do not have to take ownership in order to implement the feedback. **Rocketeers:** Are unsure of what they need to work on in order to improve and often make the same mistakes over and over without being corrected. Almost no time is given to Rocketeers to give peer to peer feedback or reflect on work	**Teacher:** Has some systems for giving Rocketeers feedback on their work, but these systems are cumbersome or inconsistent. Feedback is sometimes unclear, superficial, non-transferrable or over scaffolded. At times misses opportunities to address whole class gaps, and wastes time by giving individual feedback instead. At times uses inappropriate feedback mode, and may over-rely on more written or oral feedback or vice-versa. Some evidence of both types of feedback exists. Feedback and tone sometimes communicates a low bar, lack of intellectual prep, and/or lack of respect. It at times demotivates and/or confuses the student. Feedback is least invasive, such that students have maximum ownership over implementing their feedback, but is sometimes over scaffolded. **Rocketeers:** May attempt to incorporate feedback, but are not always successful. Teacher does not have strong systems in place for ensuring that revisions are implemented, and as such, students often do not reach mastery. Limited peer to peer feedback happening or lacks supports for students to do it well. Some students can also articulate their strengths and areas of growth, and take action to develop themselves. Students sometimes respond to feedback they receive from teacher or other students.	**Teacher:** Has systems for giving Rocketeers feedback on their work, Feedback is generally clear and specific, targeted to Rocketeers' needs, but may not prioritize what is most important or may be overly scaffolded. Generally recognizes trends across the classroom and therefore knows when it is appropriate to give whole class feedback rather than individual feedback, and written vs. oral feedback. Generally has a system for closing the loop and ensuring that feedback is implemented until the bar is met. Feedback and tone communicates demand and respect. Feedback is least invasive, such that students have maximum ownership over implementing their feedback **Rocketeers:** Are invested in taking feedback, yet the teacher may need to repeat or clarify feedback to see Rocketeer move toward mastery. Frequent peer to peer feedback happening. Can articulate their strengths and areas of growth, and take action to develop themselves. Respond to feedback they receive from their teacher or other students.	**Teacher:** Teacher has systems for giving Rocketeers feedback on their work, Feedback is generally clear and specific, targeted to Rocketeers' needs, but may not prioritize what is most important or may be overly scaffolded. Consistently recognizes trends across the classroom and therefore knows when it is appropriate to give whole class feedback rather than individual feedback, and written vs. oral feedback. Has a system for closing the loop and ensuring that feedback is implemented until the bar is met. Feedback and tone communicates demand and respect. Feedback is least invasive, such that students have maximum ownership over implementing their feedback **Rocketeers:** Are invested in taking feedback, teacher rarely needs to repeat or clarify feedback to see Rocketeer move toward mastery. Frequent peer to peer feedback happening. Can articulate their strengths and areas of growth, and take action to develop themselves. Respond to feedback they receive from their teacher or other students.	**Teacher:** Always finding opportunities to give Rocketeers feedback. Has robust systems for giving Rocketeers transferable feedback on their work. Feedback is specific, clear, precisely targeted to student needs, and prioritizes what is most important. Furthermore, feedback is "lean" in the sense that it still puts the thinking work on the students. Feedback is given immediately or in a meaningful timeline for students. **Rocketeers:** Are invested in taking feedback such that they proactively seek it out until they reach mastery and the teacher rarely needs to give a student the same piece of feedback twice. Consistent, high quality peer to peer feedback happening, and students do not wait until prompted to share feedback with one another. Are inspired to articulate their strengths and areas of growth, and take action to develop themselves, including seeking feedback.		
Questioning	**Teacher:** Rarely asks questions or very basic questions that prevent Rocketeers from thinking beyond basic recall of facts or uses the same questions repeatedly. Relies on improvisation within the lesson, rather than planning in advance, and may ask questions that are not aligned to a desired outcome. Uses limited types of processing with students, relying primarily on hands. **Rocketeers:** Ask few questions to each other or of their teacher. When they do ask questions, they are factual and low rigor.	**Teacher:** Asks few questions or very basic questions that prevent Rocketeers from thinking beyond basic recall of facts or uses the same questions repeatedly. Plan questions in advance but often relies on improvisation as well, May ask some questions that are not aligned to a desired outcome. Uses limited types of processing with students, relying primarily on hands. **Rocketeers:** Ask few questions to each other or of their teacher. When they do ask questions, they are factual and low rigor.	**Teacher:** Generally poses precise, rigorous questions to the class. Considers questions to support scholarly understanding as well as questions to push thinking further. Questions often engage Rocketeers in deep critical thinking. Uses a variety of types of processing, including cold call, turn and talks, and everybody writes. The end goal for the teacher is to determine who understands what and how they can address misconception to ensure mastery. **Rocketeers:** Often pose precise, questions to one another and to their teacher with only some support from their teacher.	**Teacher:** Consistently poses precise, rigorous questions to the class. Considers questions to support scholarly understanding as well as questions to push thinking further. Questions often engage Rocketeers in deep critical thinking. Consistently uses a variety of types of processing, including cold call, turn and talks, and everybody writes. The end goal for the teacher is to determine who understands what and how they can address misconception to ensure mastery. **Rocketeers:** Consistently pose precise, rigorous questions to one another and to their teacher with little support from their teacher.	**Teacher:** Understands that the quality of his/her questions is absolutely critical and is constantly seeking opportunities to question. Questions engage Rocketeers in deep critical thinking and are responsive to Rocketeers' misconceptions and levels of understanding. Questions successfully drive students toward a desired outcome. Strategically varies types of processing in order to maximize student learning and engagement across a variety of mastery levels. **Rocketeers:** Strategically pose precise, rigorous questions to one another and to their teacher that foster deeper understanding and critical thinking. Can ask and answer questions with no teacher support.		

LEVELS	Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)	Rating	Instructional Planning Score
Checks for Understanding	**Teacher:** Rarely checks for understanding of content, and when doing so misreads "pulse" or continues the lesson without making any course changes to alleviate the misunderstandings. **Rocketeers:** Seem to find little joy or excitement in engaging in answering questions and/or seem bored by them.	**Teacher:** Sometimes checks for understanding of content, but misses several key moments. Unsuccessful at getting an accurate "pulse" and tries to make adjustments, but struggles to do so. **Rocketeers:** 80-85% seem excited to answer questions but often the energy around their thinking and engaging in a conversational tone.	**Teacher:** Generally checks for understanding of content at all key moments. Gets an accurate "pulse" of the class's understanding and makes some effective adjustments in the moment. **Rocketeers:** 80%-85% seem deeply engaged and connected to the purpose of the questions and the thinking they get to explore. Students not only want to share their thinking but hear others and build off what is being said.	**Teacher:** Consistently checks for understanding of content to get an accurate "pulse" and can make effective adjustments to instruction to change the outcome of that day's lesson in order to benefit all Rocketeers. **Rocketeers:** 85%-95% seem deeply engaged and connected to the purpose of the questions and the thinking they get to explore.	**Teacher:** Methodically checks for understanding of content to get an accurate "pulse" and can immediately make effective adjustments to instruction to change the outcome of that day's lesson in order to benefit all Rocketeers. **Rocketeers:** 95%+ seem deeply engaged and connected to the purpose of the questions and the thinking they get to explore. Students not only want to share their thinking but hear others and build off what is being said.		
Smart Discussion	**Teacher:** Does not talk to Rocketeers in a way that demonstrates their respect for Rocketeers' intelligence. Teacher often uses a singsong voice and allows Rocketeers to get away with responding in awkward phrases. Discussion is often teacher directed and/or misguided and lacks a purpose that aligns with student learning. **Rocketeers:** Rarely respond in a sophisticated and eloquent way. Do not adapt their language based on audience or context.	**Teacher:** Usually talks to Rocketeers in a way that respects and reflects the Rocketeers' intelligence but does not require Rocketeers to always respond in a smart way (awkward phrases). At times, teacher uses a singsong voice rather than speaking in a conversational tone. Discussion is sometimes not aligned to a clear purpose and lacks a clear purpose or outcomes on the behalf of the teacher and as a result the students. **Rocketeers:** Rarely respond in a sophisticated and eloquent way with teacher prompting, but have not internalized these habits. Sometimes adapt their language based on audience or context with teacher support.	**Teacher:** Consistently talks to the Rocketeers in a way that respects and reflects the Rocketeer's intelligence and requires Rocketeers to respond smartly without awkward phrases. Teacher has a level of intentionality when holding a discussion and usually does not allow it to get off track or allow it to go on just for the sake of talk. **Rocketeers:** Generally respond in a sophisticated way due to classroom habit. Can take on different roles in discussion and can see both sides of an argument. Can adapt their language based on audience or context.	**Teacher:** Consistently assumes all Rocketeers are smart (because they are, exceedingly) and speaks to them in a sophisticated conversational tone and pace using rigorous vocabulary words – in a way that deeply respects their intelligence. **Rocketeers:** Consistently respond in a sophisticated and eloquent way due to classroom habit. Can take into account the level of understanding of an audience and adapt their language quickly. Use and select rhetorical devices to make their argument come alive.	**Teacher:** Assumes all Rocketeers are smart (because they are, exceedingly) and speaks to them in a sophisticated conversational tone and pace using rigorous vocabulary words – in a way that deeply respects their intelligence. **Rocketeers:** Automatically respond in a sophisticated and eloquent way due to classroom habit. Can take into account the level of understanding of an audience and adapt their language immediately. Use and select rhetorical devices with flair and imagination to make their argument come alive.		
Thinking Work	**Teacher:** Rarely allows Rocketeers to do the thinking work, talks too much, and asks leading questions. Does not recognize when he/she is asking leading questions and does not listen carefully to Rocketeers. Does not press Rocketeers for mastery at times, but inconsistently. As a result, students lack investment and there is not a clear sense of progress toward closing the deal. **Rocketeers:** Rocketeers do less than 75% of the thinking work.	**Teacher:** Tries to get Rocketeers to do the thinking work, but struggles to truly listen to Rocketeers and often winds up asking leading questions or doing too much of the talking. Presses Rocketeers for mastery at times, but inconsistently. The class lacks a sense of momentum toward closing the deal. **Rocketeers:** Rocketeers do 75-85% of the thinking work.	**Teacher:** Generally lets Rocketeers do the thinking and talking work, listening carefully to scholar talk and responding in a way that gets Rocketeers to refine and elaborate on their thinking. If a leading question is posed, teacher catches him/herself in the moment. Presses Rocketeers for mastery of the objective of the lesson and drives toward closing the deal. Works throughout the period to ensure that students demonstrate mastery. **Rocketeers:** Rocketeers do 85-90% of the thinking work.	**Teacher:** Lets Rocketeers do the thinking and talking work, listening carefully to scholar talk and responding in a way that gets Rocketeers to refine and elaborate on their thinking. If a leading question is posed, teacher catches him/herself in the moment. Presses Rocketeers to master the objective of the lesson and drives toward closing the deal. The teacher works urgently throughout the period to ensure that students demonstrate mastery. **Rocketeers:** Rocketeers do 90-95% of the thinking work.	**Teacher:** Strategically gets Rocketeers to do the heavy lifting of thinking and speaking, and listens carefully to student talk. Presses Rocketeers for mastery, working urgently throughout the entire period. **Rocketeers:** Rocketeers demonstrate a high level of ownership and excitement for doing the thinking and talking work. The class is permeated with the overwhelming sense that Rocketeers are working their hardest to meet the lesson objective. Do 95%+ of the thinking work.		
Celebrates Academic Excellence	**Teacher:** Rarely celebrates academic excellence and relies heavily on one approach. Rarely to never communicates with parents about the achievement of students. Teacher has an inconsistent bar for excellence and celebrates mediocre work. **Rocketeers:** Few students are invested in the celebrations. Students struggle to celebrate each other, even with teacher prompting, and focus on celebrations of low level actions.	**Teacher:** Celebrates academic excellence, but may rely on 1-2 approaches that lack variety. Sometimes communicates with parents about the achievement of students. Sometimes maintains a high bar for academic excellence, but sometimes celebrates work that is less than excellent or confuses students with praises/highing of work that varies in quality. **Rocketeers:** Some students are invested in celebrations, but others are not. Students sometimes celebrate each other, but require teacher scaffolding/support and may celebrate each other for low level actions.	**Teacher:** Generally uses variety of approaches to celebrate academic excellence (posting different types of student work, show call, peer shout-outs, communication to parents, etc.). Maintains a high bar for academic excellence and does not celebrate mediocre work. **Rocketeers:** Are invested in celebrations of academic excellence and work hard to receive those celebrations. Students celebrate each other, but require teacher-led structures or prompts.	**Teacher:** Consistently uses variety of approaches to celebrate academic excellence (posting different types of student work, show call, peer shout-outs, communication to parents, etc.). Maintains a high bar for academic excellence and does not celebrate mediocre work. **Rocketeers:** Students are deeply invested in celebrations of academic excellence and often adjust their work in pursuit of those celebrations. Students celebrate each other for high level accomplishments usually without teacher prompting.	**Teacher:** Uses variety of approaches to celebrate academic excellence at every possible moment (posting different types of student work, show call, peer shout-outs, communication to parents, etc.). Maintains a relentlessly high bar for academic excellence and does not celebrate mediocre work. **Rocketeers:** Are deeply invested in celebrations of academic excellence and constantly adjust their work in pursuit of those celebrations. Celebrate each other for high level accomplishments without teacher prompting.		#DIV/0!

			Classroom Management and Routine				
LEVELS	Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)	Rating	Classroom Management Score
Sets Expectations	**Teacher:** Either does not communicate behavioral expectations or does so with a significant lack of clarity. As a result, Rocketeer behavior does not follow expectations. **Rocketeers:** Exhibit a high level of off-task behavior (less than 75% are on task) and behavior varies greatly from day to day and student to student.	**Teacher:** States behavioral expectations, yet those expectations are unclear at times and met by Rocketeers inconsistently.May remind students of the expectations, but Rocketeer behavior does not demonstrate that they are clear on expectations in the classroom. **Rocketeers:** Rocketeers remain on task and actively listening 75%-85% of the time.	**Teacher:** Clearly communicates and reinforces high standards for Rocketeer behavior. Generally states expectations at the beginning of each lesson. **Rocketeers:** Are able to remain on task and actively listening 85-90% of the time with very few reminders. Generally work with urgency and produce quality a lot of the time, but may need some reminders from time to time.	**Teacher:** Clearly communicates and consistently reinforces high standards for Rocketeer behavior. Clearly states expectations at the beginning of each lesson. **Rocketeers:** Are able to remain on task and actively listening 90-95% of the time with very few reminders. Work with urgency and produce quality work most of the time, but may need some reminders from time to time.	**Teacher:** Always sets both intellectual and behavioral expectations, and gives simple and clear directions that Rocketeers follow 98%-100% of the time. **Rocketeers:** Have internalized expectations and how they are foundational to creating a strong culture of learning in the classroom. As such, they work with urgency and produce quality work at all times.		
Managing Rocketeers that are off-task	**Teacher:** May lower expectations for Rocketeer behavior over time. Responds inconsistently to the different levels of behaviors. Rarely documents rock and boulder behaviors using BDFs. There is no plan in place for Rocketeers that are off task and there are multiple (4+) students off task and disrupting instruction on a daily basis. **Rocketeers:** <75% of Rocketeers are engaged and working on task assigned to them.	**Teacher:** Teacher sometimes manages Rocketeers that are off task calmly and with high expectations, but sometimes struggles to maintain these. Teacher sometimes documents rock and boulder behaviors using BDFs. Teachers is unclear with the difference between sand, people, rock, and boulder behaviors and inconsistently responds to each behaviors. **Rocketeers:** There are a few (3-4) Rocketeers off task in the class and the teacher does not have an effective plan for dealing with those Rocketeers on a daily basis. Therefore the teacher frequently needs a school leader to intervene. 75-85% of Rocketeers are engaged and working on task assigned to them.	**Teacher:** Teacher usually manages Rocketeers that are off task calmly and with high expectation. Teacher generally manages Rocketeers that are off task calmly and with high expectation. Teacher generally understands the difference between sand, pebble, rock, and boulder behaviors and responds to each appropriately. Teacher generally documents rock and boulder behaviors using BDFs. **Rocketeers:** There are few (2-3) Rocketeers off task, and most of the time there is a plan in place to prevent them from disrupting classroom instruction and improve their behavior over time. 85-90% of Rocketeers are engaged and working on task assigned to them. Students sometimes use SEL curricula to solve their problems. Teacher uses SEL curricula when individual or whole class concerns arise.	**Teacher:** Consistently handles off-task behaviors him/herself and rarely relies on a school leader to intervene. Consistently manages noncompliant Rocketeers calmly with high expectations. Understands the difference between sand, pebble, rock, and boulder behaviors and responds to each appropriately. Consistently documents rock and boulder behaviors using BDFs. **Rocketeers:** There are few (1-2) non-compliant Rocketeers, and there is a plan in place to prevent them from disrupting classroom instruction and improve their behavior over time. 90% -95% are engaged and working on task assigned to them. Students sometimes use SEL curricula to solve their problems. Teacher uses SEL curricula when individual or whole class concerns arise.	**Teacher:** Always manages Rocketeers that are off task calmly and with consistent high expectations. Always documents rock and boulder behaviors using BDFs. Always and immediately corrects sand and pebble behaviors, and as such, students have internalized expectations so that sand and pebble behaviors are virtually non-existent. Off-task Rocketeers is rare. When a Rocketeer is defiant, behavior is brought under control quickly and confidently with little disruption to instruction. Root causes are swiftly and effectively addressed. Clear behavior management plans exist and the teacher follows through with appropriate/aligned consequences 100% of the time. 95%+ of Rocketeers are engaged and working on task assigned to them. Students use SEL curricula to solve their problems. Teacher adeptly uses SEL curricula when individual or whole-class concerns arise, to help Rocketeers solve their problems.		
Ownership of Behavior	**Teacher:** Does not have a vision of how behavior management evolves over time, and therefore owns it entirely throughout the year. Often blames poor student behavior on students and makes excuses. He or she does not believe that all student behaviors are a direct results of teacher actions. Usually walkies school leaders for sand and pebble behaviors. Has mindset gaps - either believing that students are not capable of owning behavior or that it is not important. **Rocketeers:** Have little to no ownership over their own behavior and have not internalized the connection between a strong behavioral culture and their own learning. Do not show integrity when an adult is not actively holding them accountable. Have not developed the skills to self-regulate as an individual or a class.	**Teacher:** Attempts to transfer some ownership of student behavior to Rocketeers but does not have clear systems/vision for doing so. As a result, students often lack clarity around their role/the deeper purpose behind student-ownership. Does not see the connection that student behaviors are a result of teacher actions. Teachers have several excuses why a student has poor behavior. Teacher sometimes walkies school leaders for sand and pebble behaviors. Sometimes own student behaviors and aligned systems. **Rocketeers:** Very few (<85%) Rocketeers show integrity when not actively being held accountable by an adult.	**Teacher:** Has a vision for how the culture of active learning will evolve in his/her classroom over the year such that at the beginning of the year it is more teacher-owned, and at the end of the year it is almost entirely student-regulated. Understands that student behaviors are a result of teacher actions. Does not make excuses for behaviors, and instead adjusts his/her actions in order to impact behavior. Feedback on behaviors is transferable such that Rocketeers are able to internalize it and apply it to different situations - therefore the amount of behavior issues in the classroom decrease steadily over time. **Rocketeers:** 85%-90% of Rocketeers demonstrate high levels of integrity such that they do the right thing even when no one is looking.	**Teacher:** Has a vision for how the culture of active learning will evolve in his/her classroom over the year such that at the beginning of the year it is more teacher-owned, and at the end of the year it is almost entirely student-regulated. Understands that student behaviors are a result of teacher actions. Does not make excuses for behaviors, and instead adjusts his/her actions in order to impact behavior. Feedback on behaviors is transferable such that Rocketeers are able to internalize it and apply it to different situations - therefore the amount of behavior issues in the classroom decrease steadily over time. **Rocketeers:** 90%-95% of Rocketeers demonstrate high levels of integrity such that they do the right thing even when no one is looking.	**Teacher:** Teacher consistently hold one another accountable for meeting behavioral expectations as a form of advocating for their own education. Deeply believes that student behaviors are a result of teacher actions. Teacher leverages a variety of stakeholders (coaches, colleagues, parents, etc.) in order to adjust his/her actions in order to positively impact behavior. **Rocketeers:** Students own behavior systems with almost total independence. 95%-100% of Rocketeers demonstrate high levels of integrity such that they do the right thing even when no one is looking.		
Teacher Management and Engagement Skills	**Teacher:** Has only somewhat or inconsistently mastered engagement and management skills. They do not seem natural or internalized to teach and as a result skill around management feels messy and really uninspiring for students. Teacher spends a good deal of time on management. **Rocketeers:** Habits and way of operating feel messy and environment does not feel right for Rocketeers. It's not a place that is bringing out the best in students.	**Teacher:** Has internalized the management and compliance skills at a level 2. Spends more time than desired working to keep class managed or behaviors where they need to be. **Rocketeers:** Habits feel inconsistent and overall classroom feels compliant at best but habits rang.	**Teacher:** Can perform the management and engagement techniques mainly at a level 3 or higher. Is generally poised and is able to spend a lot of their time on on instruction and energy/joy is connected to challenging and inspiring work. **Rocketeers:** Are generally focused on doing their best work to the best of their ability and presenting the best version of themselves. Few sloppy behaviors are witnessed and students have a good way of operating.	**Teacher:** Has mastered all the management and engagement techniques at a level 3 or higher. Is consistently poised and is able to spend a majority of their time on instruction and energy/joy is connected to challenging and inspiring work. **Rocketeers:** Are largely focused on doing their best work to the best of their ability and presenting the best version of themselves. Very few sloppy behaviors are witnessed and students have a pristine way of operating.	**Teacher:** Almost flawless in their use of management and execution techniques (scores average of 4 on What to Do, Strong Voice, etc.). Is sophisticated in how they are managing their class, such that the focus is largely on academics and promotion of higher level aspirations. Management is hardly perceptible. Demands 100% but does it with ease. **Rocketeers:** Largely regulate their own behaviors and have internalized expectations very deeply.		
Efficient and Tight Routines and Transitions	**Teacher:** There is no evidence of consistent routines, transitions, and procedures in the class. The teacher directs every activity and often does not give clear directions. **Rocketeers:** Are most often confused, resulting in a chaotic classroom environment that eats up a significant amount of learning time. Actively seek out opportunities to move around the classroom/schools a s a means of avoiding work.	**Teacher:** Routines, transitions, and procedures are in place but require significant teacher prompting and positive narration with consequences. **Rocketeers:** May be unclear at times about what they should do, leading to a loss of learning time. Many Rocketeers move with a sense of casualness that is a holdback to the amount of learning that can happen in the classroom.	**Teacher:** Routines, transitions, and procedures are mostly efficient and smooth; Rocketeers know their role and are idle only for very brief periods of time. **Rocketeers:** Generally have responsibilities and do not have to ask questions about what to do. Minimal - no positive narration is necessary. Routines are generally efficient and tight. Move with urgency and when asked can articulate the connection between deliberate movement and maximizing learning.	**Teacher:** Routines, transitions, and procedures are often efficient and smooth; Rocketeers know their role and are idle only for very brief periods of time. **Rocketeers:** Know responsibilities and do not have to ask questions about what to do. Minimal - no positive narration is necessary. Routines are efficient and tight. Move with urgency most of the time, and when asked can articulate the connection between deliberate movement and maximizing learning.	**Teacher:** Routines and transitions are efficient and smooth ,with rare prompts from the teacher. **Rocketeers:** Have ownership of most routines/transitions and execute them with maximum efficiency because they don't want to waste any learning time. Have internalized that every minute matters and as such move with urgency around the classroom and school, even when nobody's watching.		#DIV/0!

			Student Culture and Engagement				
LEVELS	Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)	Rating	Student Culture Score

LEVELS	Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)	Rating	Instructional Planning Score
Self-Efficacy & Scholarship	**Teacher:** Teacher has to provide several scaffolds and prompts to solicit student input and engagement. Rocketeers are not disruptive but rather are compliant with teachers' directions and demand. Students need support to meet expectations like speaking audibly or fully pressing self. When they get feedback they passively take it in or do it because they know it is expected. Implementation of feedback is inconsistent. **Rocketeers:** Rocketeers are not disruptive but rather are compliant with teachers' directions and demand. Students need support to meet expectations like speaking audibly or fully pressing self. When they get feedback they passively take it in or do it because they know it is expected. The belief that they can do anything, is not present. Student body language demonstrates apathy or lack of confidence resulting from disengagement and lower levels of pride. If asked to name what it means to be a Rocketeer, uses superficial, low-level language, such as showing basic compliance habits. Rocketeers are compliant and regurgitate basic expectations such as hallway, posture, and audibility.	**Teacher:** Teacher has to frequently provide scaffolds and prompts to solicit student input and engagement. Reflection is typically asked of them and not something they seek out for self. When they get feedback they passively take it in or do it because they know it is expected. Implementation of feedback is inconsistent. **Rocketeers:** Most(75%) Rocketeers attempt to take an active role in their learning by actively engaging in classroom discussions, find ways to go above and beyond, but at times can feel generic or simply taking actions to please. Students may show ownership in some, but not all, aspects of their learning or parts of their day. When students are confused or experiencing an undesired feeling, they sometimes take positive steps to find a solution, but are inconsistent. If asked to name what it means to be a Rocketeer, uses superficial, low-level language, such as showing basic compliance habits. Student may begin to articulate some academic habits. Rocketeers have an emerging identity as a scholar, but limited vocabulary and content knowledge to expand their interests.	**Rocketeers:** Rocketeers take an active role in their learning - they seek challenges in their work. As a result, they actively engage without forced prompting by the teacher. There is a general sense of student ownership over the classroom in discussion, questioning and student explanation of work and thinking. Rocketeers articulate how their actions impact their future in the short-term and long term and as a result can share why they have done X actions. When students are unclear, confused or experiencing an undesired feeling, they actively take positive steps to find a solution. If asked to name what it means to be a Rocketeer, student answers are academic and tied to the school vision. Rocketeers approach most of their day with a strong sense of pride in how they present themselves in speech, physical appearance, and the work they produce. They are able to regulate their own behavior, work or thinking to stay focused on learning.	**Rocketeers:** 90% Rocketeers take an active role in their learning - they seek challenges in their work. As a result, they actively engage without forced prompting by the teacher. The sense of student ownership over the classroom is clear in discussion, questioning and student explanation of work and thinking. Rocketeers articulate how their actions impact their future in the short-term and long term and as a result can share why they have done X actions. When students are unclear, confused or experiencing an undesired feeling, they actively take positive steps to find a solution. If asked to name what it means to be a Rocketeer, student answers are academic and tied to the school vision. Rocketeers approach most of their day with a strong sense of pride in how they present themselves in speech, physical appearance, and the work they produce. They are able to regulate their own behavior, work or thinking to stay focused on learning.	**Rocketeers:** 95%-100% Rocketeers take an active role in their learning and the learning of others, understand that they will get out what they put in, and as a result, can fully self-regulate their thoughts, emotions and conversations. Rocketeers are able to respectfully challenge their peers and adults, when convicted about their academic thoughts. Rocketeers exhibit confidence and poise through their belief in what they deserve in all interactions with adults and peers. If asked to name what it means to be a Rocketeer, student answers are opinionated and exhibit nuances that are personalized to the specific student. Student articulates their sense of scholarship in relation to oneself, peers, school community and larger community. Rocketeers not only have a sense of scholarship within themselves, but also encourage their community to exhibit an elevated sense of scholarship.		
Inspired and Aspirations	**Teacher:** Shows inconsistent levels of personalization to work but it's limited and often is encouraged to do it versus viewing it as a necessary act. As a result, classroom often lacks a common identity or pride in who they are or their actions. Joy and excitement are limited and often relegated to non-instructional tasks or false positives around the connection between challenge and joy. Classroom culture is boring! As such, students are eager to find any way out of the classroom Rarely provides opportunities for students to reflect on their progress, strengths, and areas of growth. **Rocketeers:** Students provide limited answers when interacting with peers and adults, and often require prompting, which still result in superficial answers	**Teacher:** Has some level of personalized vision for classroom but doesn't encompass entire classroom. As a result there are elements of a collective feel or pride to classroom but limited in scope or depth. Some of the joy or excitement of the classroom comes from rigorous content but often placed around "activities" or things like brain breaks. Culture and instruction is dull and uneventful resulting in students wanting to leave the classroom. Sometimes provides opportunities for students to reflect on their progress, strengths, and areas of growth. **Rocketeers:** Students can articulate goals although prompting but the goals are either divorced of content (e.g. STEP # but not the skills they need to achieve the STEP level), short term only, or regurgitated language.	**Teacher:** Teacher has personalized vision for his/her classroom and students and as a result creates a collective identity that students are inspired to achieve. Classroom and students are generally joyful and alive. The way the teacher upholds the expectations excites students and families. Engagement of students such that students don't want to miss any component of the lesson. Teacher provides opportunities for students to reflect on their progress, strengths, and areas of growth. **Rocketeers:** Rocketeers hold meaningful aspirations for themselves that guide them in a goal that reaches beyond this particular year. Rocketeers speak passionately about their futures and what it will take to get here and Rocketeers speak with a high level of authenticity about their own aspirations and that of the campus.	**Teacher:** Teacher has personalized vision for his/her classroom and students and as a result creates a collective identity that students are inspired to achieve. Classroom and students are generally joyful and alive. Engagement of students such that students don't want to miss any component of the lesson. Teacher consistently provides opportunities for students to reflect on their progress, strengths, and areas of growth. **Rocketeers:** Hold meaningful aspirations for themselves that guide them in a goal that reaches beyond this particular year. Rocketeers speak passionately about their futures and what it will take to get here and Rocketeers speak with a high level of authenticity about their own aspirations and that of the campus.	**Teacher:** Has a deeply personalized and meaningful vision for his/her classroom and students. Students are so proud of their collective identity that they thrive (academically and behaviorally) inside the classroom as result. Authentic joy and energy are felt in every moment. Teacher has created a culture in which students inspire and challenge each other. Authentic engagement so that students never want to miss learning time Teacher is aware of threats that could compromise rigor and refuses to allow them in his/her classroom. Teacher always maintains a high bar. Teacher consistently provides opportunities for students to reflect on their progress, strengths, and areas of growth. This reflection becomes a habit for students, such that they do not wait for the routine to reflect. **Rocketeers:** Students are able to articulate how their daily actions align to their short and long term vision/sense of scholarship and how they seek to improve themselves every day		
Building Relationships	**Teacher:** Has minimal or negative rapport with students. The classroom environment is not a positive one, in which students take intellectual risks. Does not attempt to know students as individuals. **Rocketeers:** The classroom tone is stale and at times negative. Students are not invested in their learning.	**Teacher:** May have a positive rapport with some Rocketeers but not others, or may demonstrate minimal rapport with students. Some Rocketeers are willing to take intellectual risks, but others are not. Know some students as individuals- their interest, likes. Does not share personal details about themselves which would allow students to relate Classroom tone has a compliant feeling and students are some what invested in their learning. **Rocketeers:** Feel indifferent about coming to school and find little purpose to come to school. They have very little connection with their teachers, and at time feels unsafe.	**Teacher:** Generally has a positive rapport with Rocketeers. The classroom is an open, welcoming environment for students to take on challenges. Most of the instruction in the classroom is personalized to invest students in the content. Knows students as individuals - their interests, likes/dislikes and also share personal details about themselves that allow students to relate. Classroom tone and atmosphere is positive. **Rocketeers:** Are generally excited to come to school and are invested in their learning. They trust their teacher, feel safe, and are willing to take intellectual risks.	**Teacher:** Has a positive rapport with Rocketeers. The classroom is an open, welcoming environment for students to take on challenges. Most of the instruction in the classroom is personalized to invest students in the content. Knows students as individuals - their interests, likes/dislikes and also share personal details about themselves that allow students to relate. Classroom tone and atmosphere is positive. **Rocketeers:** Are excited to come to school and are invested in their learning. They trust their teacher, feel safe, and are willing to take intellectual risks.	**Teacher:** Understands the critical role that strong relationships have in student achievement and maximizes all opportunities throughout the day to successfully build powerful relationships with Rocketeers. Goes above and beyond to forge these relationships, often extending beyond the typical school day. Leverages these relationships to personalize all instruction to deeply invest Rocketeers in their learning. Relationships are built on a foundation of trust and the idea that we push people we care about, rather than compliance and/or pleasing the adult. **Rocketeers:** Are excited to come to school and are invested in their learning. They trust their teacher, feel safe, and are willing to take intellectual risks.		
Student Ownership and Accountability	**Teacher:** When transitions are not executed successfully, teacher rarely has students re-do the transition until the vision is met, but is inconsistent. **Rocketeers:** Rely on teacher direction for transitions. Rarely react when their peers struggle to execute a transition well.	**Teacher:** When transitions are not executed successfully, teacher sometimes has students re-do the transition until the vision is met, but is inconsistent. **Rocketeers:** Complete a few transitions automatically in a way that meets teacher vision with little prompting. Most transitions still require direction from the teacher Sometimes give each other reminders of expectations during the transitions, but other times do not react when their peers struggle.	**Teacher:** When transitions are not executed successfully, teacher generally has students re-do the transition until the vision is met **Rocketeers:** Complete transitions in a way that meets teacher vision with little prompting. You can see students giving each other nonverbal reminders of expectations during the transitions.	**Teacher:** When transitions are not executed successfully, teacher consistently has students re-do the transition until the vision is met. **Rocketeers:** Students complete many transitions automatically in a way that meets teacher vision with little prompting. Students often give each other nonverbal reminders of expectations during the transitions.	**Teacher:** When transitions are not executed successfully, teacher immediately has students re-do the transition until the vision is met. **Rocketeers:** Students complete all transitions automatically in a way that meets teacher vision with little prompting. Students consistently give each other nonverbal reminders of expectations during the transitions because they understand the deeper value of doing the transitions well.		
Love of Reading (STEM)	**Teacher:** Has unclear structures and systems to allow students to demonstrate reading habits. Structures that do exist are not personalized/ customized, and/or upheld with inconsistency, leading to a lack of overall purpose. Promotes reading inconsistently and when promoted, is often done in isolation of core instruction or in pieces throughout the day as part of STEM instruction. **Rocketeers:** Students rarely read, write, and discuss work in their STEM classroom and fully engage in STEM assignments that require reading, writing, and discussion.ems, structures and routine.	**Teacher:** Creates and somewhat consistently upholds structures that attempt to allow students to demonstrate reading habits in STEM content. Has solid moments where he/she demonstrates the habits of a fervent reader but they don't endure always throughout the class. Promotes reading consistently but might often promotes it in isolation of core instruction or pieces throughout the day. Reading is largely promoted with students but mostly discussed and promoted with student and other stakeholders have less engagement of connectedness to the frequency of reading as part of STEM instruction. **Rocketeers:** Students sometimes read, write, and discuss work in their STEM classroom and fully engage in STEM assignments that require reading, writing, and discussion.	**Teacher:** Generally creates and upholds structures that allow students to demonstrate strong reading habits in STEM content. Teacher models the reader habits below for students. Understands that the culture of reading in classroom is a direct result of his/her own actions. Makes reading the heart of the classroom's culture by creating opportunities for all stakeholders (students, teachers, families) to engage in reading as part of STEM instruction. **Rocketeers:** Students often read, write, and discuss work in their STEM classroom and fully engage in STEM assignments that require reading, writing, and discussion.	**Teacher:** Creates and upholds structures that allow students to demonstrate strong reading habits in STEM content. Teacher models the reader habits below for students. Understands that the culture of reading in classroom is a direct result of his/her own actions. Makes reading the heart of the classroom's culture by creating frequent opportunities for all stakeholders (students, teachers, families) to engage in reading as a part of STEM instruction. **Rocketeers:** Students often read, write, and discuss work in their STEM classroom and fully engage in STEM assignments that require reading, writing, and discussion.	**Teacher:** Not only upholds all structures that allow students to demonstrate strong reading habits in STEM content, but develops and personalizes additional structures to make them their own. Personalizes systems to increase in depth for his/her students. Lives the habits of a fervent reader throughout all parts of the day/year. Deeply understands that the culture of reading in classroom is a direct result of his/her own actions. As a result, makes reading and language at the heart of classroom's culture by creating ample opportunities for all stakeholders (students, teachers, families) to engage in reading as a part of STEM instruction. **Rocketeers:** Students regularly read, write, and discuss work in their STEM classroom and fully engage in STEM assignments that require reading, writing, and discussion.		
Love of Reading (Humanities)	**Teacher:** Has unclear structures and systems to allow students to demonstrate reading habits. Structures that do exist are not personalized/ customized, and/or upheld with inconsistency, leading to a lack of overall purpose. Promotes reading inconsistently and when promoted, is often done in isolation of core instruction or in pieces throughout the day. Has not fostered and/or fostered a limited like or interest for literature by infrequently maintaining systems that are primarily implemented with little customization/ personalization Exhibits a limited understanding of literature in VoEs and Unit Planning meetings, and speaks vaguely about author's craft and choice. SL does a majority of talking during DDI meetings, and teacher interjects infrequently, with limited value add. **Rocketeers:** Can superficially articulate some similarities and differences between and across texts, relying almost entirely on STORY elements to draw comparisons.	**Teacher:** Creates and somewhat consistently upholds structures that attempt to allow students to demonstrate reading habits. Has solid moments where he/she demonstrates the habits of a fervent reader but they don't endure always throughout the class. Promotes reading consistently but might often promotes it in isolation of core instruction or pieces throughout the day. Reading is largely promoted with students but mostly discussed and promoted with student and other stakeholders have less engagement of connectedness to the frequency of reading Has fostered a like or interest for literature by creating and maintaining systems that support an interest in literature with 1-2 personalized systems.. **Rocketeers:** Can articulate some similarities and differences between word choice, mood, tone and other craft decisions, across multiple texts.	**Teacher:** Generally creates and upholds structures that allow students to demonstrate strong reader habits. Models the reader habits for below for students. Understand that the culture of reading in classroom is a direct result of his/her own actions. Makes reading the heart of the classroom's culture by creating opportunities for all stakeholders (students, teachers, families) to engage in reading. Cultivates a love of literature and commitment to developing knowledge of literature by creating and maintaining systems that support a love of literature, such as genre walls, author of the month, book club, etc. Exhibits a third to deepen his/her understanding of literature in VoEs and Unit Planning meetings, and speaks with clarity and precision about author's craft and choice. **Rocketeers:** Can articulate mant of the similarities and differences between word choice, mood, tone and other craft decisions, across multiple texts. Students can cite their favorite types of writing and provide an in-depth explanation, citing craft and content in their reasons.	**Teacher:** Creates and upholds structures that allow students to demonstrate strong reader habits. Teacher models the reader habits for below for students. Understand that the culture of reading in classroom is a direct result of his/her own actions. Makes reading the heart of the classroom's culture by creating frequent opportunities for all stakeholders (students, teachers, families) to engage in reading. Cultivates a love of literature and commitment to developing knowledge of literature by creating and maintaining systems that support a love of literature, such as genre walls, author of the month, book club, etc. Exhibits a third to deepen his/her understanding of literature in VoEs and Unit Planning meetings, and speaks with clarity and precision about author's craft and choice. **Rocketeers:** Can articulate most of the similarities and differences between word choice, mood, tone and other craft decisions, across multiple texts. Students can cite their favorite types of writing and provide an in-depth explanation, citing craft and content in their reasons.	**Teacher:** Not only upholds all structures that allow students to demonstrate strong reading habits, but develops and personalizes additional structures to make them their own. Personalizes systems to increase in depth for his/her students. Lives the habits of a fervent reader throughout all parts of the day/year. Deeply understands that the culture of reading in classroom is a direct result of his/her own actions. As a result, T makes reading the heart of the classroom's culture by creating opportunities for all stakeholders (students, teachers, families) to engage in reading. Always cultivates a love of literature and commitment to developing knowledge of literature by creating and maintaining systems that support a love of literature, such as genre walls, author of the month, book club, etc., in addition to other customized systems, structures and routines. **Rocketeers:** Can always articulate the similarities and differences between word choice, mood, tone and other craft decisions, across multiple texts. Students can cite their favorite types of writing and provide an in-depth explanation, citing craft and content in their reasons, while expanding their horizons and interests.		#DIV/0!

	Classroom Environment						
LEVELS	Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)	Rating	Classroom Environment Score
Organization and Presentation of Materials	**Teacher:** Disorganized. Counter tops are cluttered. Constantly searching for materials during their lessons. Anchor charts and other materials are sloppily written. Timer is inconsistent or never used. Technology is not used because teachers doesn't incorporate in their lessons or have it setup in a way that makes it easy to use. It often delays lesson (before it starts or mid) to use it. **Rocketeers:** Often struggle to access materials or are distracted from their learning due to physical space. Have poor personal organizational habits and as such their personal items and spaces (desks, backpacks, binders and folders) are sloppy and difficult to navigate efficiently.	**Teacher:** Has somewhat organized materials but it may not be tied to a bigger vision. Inconsistently prepared for lessons with aligned materials, and may have to stop a lesson to retrieve or find something. Handwriting is at times illegible and surfaces are often cluttered Timer is sometimes up. Agenda/objective board is inconsistently updated or looks less than meaningful. Teacher frequently realizes that technology is not working mid-lesson **Rocketeers:** Students sometimes struggle to access materials. Students display a lack of organization or haven't built consistent habits around being organized and presentation of materials.	**Teacher:** Has a clear vision for both adult and student organization of materials. Adult materials are neat and orderly most of the time such that he/she is consistently prepared for lessons with aligned materials readily on hand. Countertops and other surfaces are clutter free. Papers are stored in neatly labeled binders/folders. All teacher handwriting (anchor charts, feedback to students, etc) is neat and legible. Has thought through the flow of his/her day in determining how and where to store materials such that not a minute is wasted in finding/accessing items. Has daily systems for maintenance to ensure that the level of organization is upheld each day. Teacher actively teaches Rocketeers systems for organization such that 90% of Rocketeers have clean and organized materials. Timer is consistently up. Agenda/objective board is consistently updated. Technology always working. **Rocketeers:** Students generally demonstrate organizational habits, and as such their personal items and spaces are neat and easy to navigate efficiently.	**Teacher:** Has a clear vision for both adult and student organization of materials. Adult materials are neat and orderly most of the time such that he/she is consistently prepared for lessons with aligned materials readily on hand. Countertops and other surfaces are clutter free. Papers are stored in neatly labeled binders/folders. All teacher handwriting (anchor charts, feedback to students, etc) is neat and legible. Has thought through the flow of his/her day in determining how and where to store materials such that not a minute is wasted in finding/accessing items. Has daily systems for maintenance to ensure that the level of organization is upheld each day. Teacher actively teaches Rocketeers systems for organization such that 90% of Rocketeers have clean and organized materials. Timer is almost always up. Agenda/objective board is consistently updated. Technology always working.	**Teacher:** Teacher is always meticulous about well-organized materials and developing organizational/presentation habits in their Rocketeers. Teacher understands that the quality of presentation of materials directly influences how students receive the content. As such, every space of the teacher's classroom reflects organization as a value of the teacher. 98-100% of Rocketeers demonstrate high levels of organization. Timer is always up. Agenda/objective board is updated 100% of the time and personalized. **Rocketeers:** Take ownership over classroom organization and presentation and hold each other accountable for preserving it. Can always access organizational materials, and as such, their personal spaces and items are highly organized and easy to navigate. Students can share past work they have produced with ease because they are thoroughly organized.		
Noticing and Addressing	**Teacher:** Rarely scans and consequently misses many occurrences of off task behavior during transitions. Does not know what to look for and, as a result, is unable to hold Rocketeers accountable for that expectation. Rarely narrates the appropriate behaviors during transitions, and often praise students for meeting expectations. **Rocketeers:** Few Rocketeers fix a behavior that a teacher addresses.	**Teacher:** Scans occasionally and consequently may miss some occurrences of inefficient transitions. Sometimes addresses root cause of behavior but may or may not fix it. Teacher narrates the appropriate behaviors throughout all transitions without praising students for meeting expectations. Inconsistently notices and narrates behaviors. **Rocketeers:** Rocketeers inconsistently fix their behavior, as a result of teacher's lack of clarity and/or inconsistency in correcting behavior.	**Teacher:** Continuously scans and notices when students are not on task during transitions and redirects behavior appropriately. Teacher narrates the appropriate behaviors throughout all transitions without praising students for meeting expectations. **Rocketeers:** Generally, immediately fix a behavior that a teacher addresses.	**Teacher:** Consistently and continuously scans and notices when students are not on task during transitions and redirects behavior appropriately. Teacher narrates the appropriate behaviors throughout all transitions without praising students for meeting expectations. **Rocketeers:** Most Rocketeers, immediately fix a behavior that a teacher addresses.	**Teacher:** Teacher methodically and continuously scans during all transitions and routines. Noticing has become a high art form and the teacher uses proximity, intentional scanning and be seen kicking moves to actively engage in rooting out off-task or inefficient behaviors. Little teacher narration is necessary as students have deeply internalized expectations. **Rocketeers:** All Rocketeers who disengage are rapidly and seamlessly drawn back in. All Rocketeers immediately and seamlessly fix a behavior that a teacher addresses.		

LEVELS	Below (1)	Approaching (2)	Meets (3)	Above (4)	Exceeds (5)	Rating	Instructional Planning Score
Aesthetics	**Teacher:** The classroom set-up and organization of materials does not supports learning. Materials are disorganized, desks are not wiped down, detracting from the learning environment **Rocketers:** Rocketeer's own organization of materials is disorderly and/or dirty - making it difficult to engage in their learning in an efficient manner.	**Teacher:** The classroom set-up and organization of materials somewhat supports learning. Some materials may appear disorganized, and desks may not be wiped down, detracting from the learning environment **Rocketeers:** Rocketeer's own organization of materials is disorderly and/or dirty - making it difficult to engage in their learning in an efficient manner.	**Teacher:** The classroom set-up and organization of materials supports learning. Desks and seatbacks are clean and orderly, and the classroom library is inviting and organized. **Rocketeers:** Rocketeers have opportunities to attend to the aesthetics/organization of their materials and as such they are generally neat, clean and organized.	**Teacher:** The classroom set-up and organization of materials supports learning at a high level. Desks and seatbacks are clean and orderly, and the classroom library is inviting and organized. Most things in the classroom communicate clearly the importance of the beauty, organization, and cleanliness. Teacher upholds this bar in the classroom and also holds himself/herself and peers accountable for the overall aesthetic of the school. **Rocketeers:** Rocketeers have frequent opportunities to attend to the aesthetics/organization of their materials and as such they are neat, clean and organized.	**Teacher:** Everything in the classroom communicates clearly the importance of the beauty, organization, and cleanliness. The classroom is, purposeful and maintenance and upkeep is largely owned by Rocketeers. Upholds this bar in the classroom and also holds himself/herself and peers accountable for the overall aesthetic of the school. **Rocketeers:** Rocketeers understand that strong aesthetics reflect a pride in self and in one's pursuits and therefore are meticulous about keeping their spaces beautiful, clean and organized - unprompted.		
Present Best Self		**Rocketeers:** A mix of students are attempting to present their best self while others at times seem less aware or show lower levels of self-regulation towards presenting their best self. Some students have shoes untied, shirts not tucked in, or other aspects of presentation that they don't attempt to fix. Students understand but struggle to articulate what it means to look scholarly and present self in one way. Students have inconsistent checks of presentation of self.	**Rocketeers:** Students are generally able to self-regulate their presentation of self, because they understand that their appearance is a representation of their sense of scholarship. Students generally conduct checks of presentation of self (i.e. tie shoelaces, organize materials, tuck in shirt, etc.) and fix their appearance accordingly with very little prompting from teacher	**Rocketeers:** Students are usually able to self-regulate their presentation of self, because they understand that their appearance is a representation of their sense of scholarship. Students frequently conduct checks of presentation of self (i.e. tie shoelaces, organize materials, tuck in shirt, etc.) and fix their appearance accordingly with very little prompting from teacher	**Rocketeers:** Students are always able to self-regulate their presentation of self, because they understand their appearance is a representation of their sense of scholarship. Students conduct checks of presentation of self (i.e., tie shoelaces, organize materials, tuck in shirt, etc), and fix their appearance accordingly. Students give non-verbal corrections to their peers when their peers appear frazzled and/or unkempt. Students' body language conveys a deep sense of pride and desire to learn.		#DIV/0!
					Overall TPR Score		#DIV/0!

Frederick J. Ferrer
Founder, Manzanita Solutions

Frederick J. Ferrer serves as chair of the Rocketship Public Schools Board. Ferrer founded and leads Manzanita Solutions, where he provides consultation on health, child development, non-profit management and community inter-relations. After nine years of service, Ferrer recently left his CEO position at the Health Trust, a $100 million foundation, which provides direct health services, makes grants, builds community partnerships, advocates for policy changes to support its vision: making Silicon Valley healthier for everyone. Ferrer is the former Executive Director of Estrella Family Services, and was chair of the FIRST 5 Santa Clara County Commission. He is a member of the Santa Clara University's College of Arts and Sciences Advisory Board and is a former member of its Department of Education's Autism Advisory Board. He chaired The University's Blue Ribbon Commission on Diversity and Inclusion. He serves on the Board of Legacy Academy. He is also a community advisor to the John S. and James L. Knight Foundation and the Children's Discovery Museum LGBTQ Advisory Board. Among numerous awards, Ferrer has received: the John Gardner Leadership Award from ALF-SV, the Human Relations Award from the Santa Clara County Commission on Human Relations, and PACT's Community Builder Award.

For over 25 years, Ferrer has been on the adjunct child development 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 Nonprofit Management. Recently he completed the Executive Program for Nonprofit Leaders at the Stanford Graduate School of Business. 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.

Arra Yerganian
Chief Marketing Officer, Sutter Health

Arra joined Sutter Health as Chief Marketing and Branding Officer from San Francisco-based One Medical Group, a leading, national primary care network. As the organization's chief marketing officer responsible for brand stewardship and member acquisition strategies, Arra helped successfully differentiate One Medical Group as a transformational provider. Prior to joining One Medical, Arra served as chief marketing officer for University of Phoenix, the nation's largest university. As chief marketing officer, he led the organization's successful "Let's get to work" campaign connecting education to careers and transforming the image and personality of the University of Phoenix brand. This effort helped

drive unprecedented increases in brand preference and familiarity. A graduate of Boston University and Harvard Business School's acclaimed Executive Education Strategic Marketing Management program, Arra held senior international marketing roles at Procter & Gamble, the Dial Corp., and Hasbro over the course of his career. He also held senior marketing and operations positions in the homebuilding industry.

Alex Hernandez
Partner, Charter School Growth Fund

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.

Deborah McGriff
Managing Partner, NewSchools Venture Fund

Deborah has been committed to transforming the lives of underserved urban school students for more than four decades. In 1993, Deborah became the first public school superintendent to join EdisonLearning (formerly Edison Schools). Prior to joining EdisonLearning, Deborah served as the first female General Superintendent of Detroit Public Schools. She was a teacher and administrator in the New York City Public Schools for more than a decade. Deborah is former President of the Education Industry Association. She serves on the executive committee of the National Alliance for Public Charter Schools, Policy Innovators in Education Network, and is a founder and national board member of the Black Alliance for Educational Options. She also serves on the advisory board of the Games and Learning Publishing Council, Hechinger Report, Program on Education Policy and Governance at Harvard's John F. Kennedy School of Government and is a member of the Review Board for the Broad Prize in Urban Education. Deborah holds a bachelor's degree in education from Norfolk State University, a master's degree in education with a specialization in reading pedagogy from Queens College of the City University of New York, and a doctorate in Administration, Policy and Urban Education from Fordham University.

Alex Terman
Education Consultant

Alex Terman is an independent education consultant, focusing on strategy, finance, and operations for K-12 schools, education technology companies, and related organizations. Prior to starting his consulting practice, Alex served as a Partner at the Learning Accelerator, a non-profit organization that supports the implementation of high-quality blended learning. Alex was the co-founder and CEO of Digital Parent, an online service providing e-learning resources and advice for parents of young children, and served as the Chief Business Officer for the Stupski Foundation, an operating foundation focused on transforming urban school districts. He was also the founding Chief Operating Officer at Leadership Public Schools, a charter management organization serving low-income communities in the Bay Area. In addition to his involvement in education, Alex has worked at America Online and Bain & Company. He has an MBA from Stanford, a BA in History from UC Berkeley, and completed the Broad Residency, a two-year program that prepares participants for leadership roles in public education.

Louis Jordan
Co-owner, Tympany Vineyards

Louis Jordan retired from the Starbucks Coffee Company in early 2013 where he held the position of SVP, Corporate Finance since 2009. At Starbucks, Louis was responsible for a number of Finance functions, including: Marketing, Category and Global Pricing, Real Estate and Store Development, Global Supply Chain, Digital Ventures, Global Planning and Reporting and Treasury and Risk Management. Prior to joining Starbucks, Louis spent six years at Nike where he served as Chief Financial Officer of Nike Inc.'s Global Retail and Digital Commerce operations, and had finance responsibility for Nike-owned retail first quality stores, factory stores and digital commerce activities worldwide. Before Nike, Louis held finance management positions at a number of Fortune 500 companies including Gap, Citibank, DuPont, Dun & Bradstreet and Duracell. Louis holds a Bachelor of Arts degree from Westmar College and a Master of Arts degree from Brown University. He received his MBA in Finance from the Kelley School of Business at Indiana University.

Greg Stanger
General Partner, ICONIQ Capital

Greg Stanger brings a broad range of financial leadership experience with high-growth Internet companies. He has served as CFO for oDesk, Chegg and Expedia. He has also been a venture partner at Technology Crossover Ventures and was formerly a corporate development executive at Microsoft. Greg has served on the boards of directors of many successful companies, including Netflix, Kayak, drugstore.com, NexTag, and Expedia. He is currently a trustee of the Yosemite Conservancy. Greg holds an MBA from the University of California at Berkeley and a Bachelor of Science degree from Williams College.

Jolene Sloter
Board Member, Teach for America DC Region

After receiving her MBA, Joey worked for Corning Glass Works in strategic planning. She later transitioned to the Federal Government where she gained valuable policy experience working for an independent commission charged with making recommendations to Congress about Medicare. Joey and her husband Stanley established the Stanley and Jolene Sloter Family Foundation to focus their philanthropy on education, and specifically the need for better education opportunities in underserved communities. She is applying her policy experience to analyzing this issue, and identifying concepts and organizations that improve the quality of education in low income communities in DC. Joey is a member of the TFA DC Region's Stewardship Committee, Gala Executive Committee, and co-chaired the annual gala three times. For Rocketship Public Schools, she coordinated the groundbreaking for Rocketship's first school in DC, which opened in August 2016, and has been greatly instrumental to Rocketship in building our local board and finding new sources of funding. Joey has a Bachelor of Arts from Lycoming College and a Masters of Business Administration from University of Pittsburgh.

Sloter is the Board Chair of Rocketship DC.

Don Shalvey
Deputy Director K-12, The Bill and Melinda Gates Foundation

Prior to joining the Bill and Melinda Gates Foundation, Don was the founder and CEO of Aspire Public Schools, and has spent the past 40 years in public education where he is widely recognized as a leader in public school reform and the charter school movement. In 1992, Don served as the Superintendent of San Carlos School District, where he sponsored the first charter school in California. The San Carlos Charter Learning Center became a California Distinguished School and has since served as a model for many other charter schools. In 1998, Don and entrepreneur Reed Hastings co-founded Californians for Public School Excellence, a grassroots organization that led to the passage of the Charter Schools Act of 1998, which lifted the cap on the number of charter schools in the state. Dr. Shalvey is a frequent advisor to policy makers, practitioners and authorizers of charter schools across the nation. In 2002, the prestigious Ashoka Foundation recognized Don as a Fellow for his outstanding work as a social entrepreneur. More recently, Don was given the James Irvine Foundation Leadership Award for advancing the quality of life for Californians, and in June 2009, he was elected to the Charter School Hall of Fame. Don earned a Doctorate of Education in Educational Leadership/Administration from the University of Southern California, a Masters of Education in Counseling and Guidance from Gonzaga University, and a B.A. from LaSalle College.

Raymond Raven

CEO, Orthopaedic Surgery Specialists

Ray Raven, born and raised in East Side San Jose, brings a valuable perspective to the Rocketship Board having been educated within the public school district where Rocketship was founded. After successfully navigating his way through the system, Ray earned an undergraduate degree in Molecular Biology & Biochemistry from the University of California, Irvine and a Medical Degree from the University of California, San Francisco. After completing an Orthopaedic Surgery residency at the University of California, San Francisco, Ray received advanced fellowship training in Hand & Upper Extremity Surgery at NYC, Texas and Barcelona, Spain. Ray now serves as managing partner and CEO of Orthopaedic Surgery Specialists, one of the largest private practice orthopaedic medical groups in Los Angeles County. Ray holds several medical device patents and provides consulting services for healthcare companies. During his career as a surgeon, Ray earned an MBA from the Paul Merage School of Business at the University of California, Irvine. Ray enjoys hiking and travel and spends a lot of his free time with his German shepherd dog, Apollo.

Ralph A. Weber
Founding Member, Gass Weber Mullins LLC

Ralph A. Weber is one of the five founding members of Gass Weber Mullins, a national trial litigation law firm recognized by the National Law Journal on its national "Hot List" of boutique firms. Mr. Weber has been active as an educator and community supporter. He teaches Trial Advocacy at Marquette University Law School and created a jury research and courtroom facility, the Trial Science Institute. Mr. Weber is also a member of the Northwestern Mutual Board of Trustees and he has founded and worked with several educational, charitable and nonprofit groups, including the Board of Pius XI High School, the Marquette University National Alumni Board, the Board of the Wisconsin Conservatory of Music, the Marquette University College of Arts & Sciences Alumni Board, and the FC Milwaukee Soccer Club. Mr. Weber clerked for a federal judge after graduating from Columbia Law School (where he served as an editor on the Columbia Law Review) and from Marquette University (B.A., Summa Cum Laude, Phi Beta Kappa).
Weber is Board Chair of Rocketship Wisconsin.

Dave Kaval
President, Oakland Athletics

Dave Kaval is the seventh and current President of the Oakland Athletics of Major League Baseball. Kaval has implemented a number of initiatives to connect with fans and community stakeholders, including hosting weekly office hours, participating in town hall meetings, posting blog and Facebook Live updates and communicating via social media. Kaval previously served as president of the San

Jose Earthquakes, a Major League Soccer franchise. Kaval's efforts with the Earthquakes led to the groundbreaking on an 18,000-seat, privately financed stadium in San Jose, increase in sponsorship, ticket sales and merchandise revenue and a team that finished with the best record in Major League Soccer during the regular season. Kaval helped the Earthquakes navigate the permit approval process for the stadium and helped organize and contribute to a number of community events with the San Jose Earthquakes. The soccer club has visited more than 55 schools and interacted with more than 10,000 students through community programs. Prior to joining the Earthquakes, Kaval founded the Golden Baseball League (GBL) in 2003 with fellow Stanford Business School graduate Amit Patel. Kaval was responsible for raising the initial capital to launch the league, launching the charter teams, and building an entire League from scratch. He also negotiated a number of major corporate partnerships, including the multi-million dollar league naming rights agreement with Safeway. Kaval earned a B.A. in 1998 with honors in International Relations and an M.B.A. in 2003 from Stanford University. He is a long time resident of Menlo Park and lives there with his wife and two daughters.

June Nwabara
Regional Director, Dollar General

June is currently the Regional Director of Dollar General. June is results oriented and consistently establishes connections with others facilitating attainment of exceeding goals in a highly productive and professional work environment. She does volunteerism with numerous organizations throughout TN including but not limited to Hands on Nashville, National Civil Rights Museum, and Habitat for Humanity.

Before Dollar General, June was a nine year partner at Starbucks Coffee Company and served as the Regional Director of Operations. She led store operations within TN overseeing 92 stores. She managed a team of district managers to create and maintain the Starbucks Experience for partners and customers.

Prior to joining Starbucks, June spent thirteen years with Darden Restaurants and held numerous positions including General Manager, Divisional Training Manager and Director of Operations. She restored profitability and success to several restaurants and reduced turnover through improved consistency of caring and fairness principles in personnel practices. As GM, she was one of fourteen chosen to sit on the President's Council. June holds a Bachelor of Arts degree in Journalism from Michigan State University. She currently serves on the Executive Board of Directors with Hands on Nashville . In her spare time, she enjoys spending time with her family , friends, and chocolate lab named Lucky, traveling, food and wine pairing while exploring breathtaking locations.

Jean-Claude Brizard
Senior Fellow, Bill & Melinda Gates Foundation

Jean-Claude is a Senior Fellow at the Bill & Melinda Gates Foundation. Jean-Claude is the former Chief Executive of Chicago Public Schools, and prior to his appointment in Chicago, he was Superintendent of Schools for the Rochester, NY School District. Under Jean-Claude's leadership, both the Chicago Public Schools and the Rochester City School District saw substantial

improvements in student performance. Jean-Claude's experience also includes a 21-year career as an educator and administrator with the NYC Department of Education. There, he was a Regional Superintendent, supervising more than 100 schools in the Borough of Brooklyn, and he also served as the system's Executive Director for secondary schools. Jean-Claude is a Fellow of the Broad Center, a Fellow of the third class of the Pahara-Aspen Institute Education Fellowship, and a member of the Aspen Global Leadership Network. A commercial pilot and a native of Haiti, Jean-Claude credits his parents—both of whom were educators—with inspiring him to pursue a career in education. He is married to Dr. K. Brooke Stafford-Brizard and is the proud father of four beautiful children.

Rocketship Senior Leadership Team and Organizational Structure

Senior Leadership Team Member	Position	Rocketship Start Date
Preston Smith	Co-Founder & Chief Executive Officer	6/2007
Carolyn Davies Lynch	Vice President, Strategy & Scalability	1/2011
Keysha Bailey	Chief Financial Officer	1/2017
Lynn Liao	Chief Program Officer	6/2012
Cheye Calvo	Chief Growth and Community Engagement Officer	5/2015
Chris Murphy	Vice President, Marketing and Communications	7/2015

Preston Smith
Co-Founder & Chief Executive Officer

Preston Smith co-founded Rocketship Education in 2006. Prior to founding Rocketship, Preston was founder and Principal of L.U.C.H.A. Elementary School, part of the Alum Rock Unified School District in San Jose, CA. After its first three years of operation, L.U.C.H.A. was the fourth highest performing low-income elementary school in California. Preston began his career in education as a Teach for America Corps (TFA) member at Clyde Arbuckle Elementary School (CA). In 2003, Preston was named "Teacher of the Year" at Arbuckle and was also nominated as one of six finalists for TFA's Sue Lehmann award, given to TFA corps members with the highest classroom academic gains in the nation. Preston is also an Aspen New Schools Fellow.

Before becoming CEO of Rocketship, Preston has had numerous roles including teacher, principal,

director of schools, VP Bay Area and chief achievement officer. He has led Rocketship's professional development, leadership development, integrated special education, and student and teacher recruitment work. Preston is also a proud Rocketeer parent of Zeke and Phoenix, both Rocketeers at Fuerza Community Prep.

Keysha Bailey
Chief Financial Officer

Keysha leads Rocketship's financial and real estate activities. Keysha was born and raised in the metro New York City area. She earned her BA in Economics from Princeton University and an MBA in Finance from the Wharton School, University of Pennsylvania. Keysha's background includes two decades of diverse finance and strategic operational experience. She began her career in investment banking with J.P. Morgan in New York where she advised on capital structure and raised over $10B in the public debt markets for real estate, energy, and diversified corporate clients. She followed as Principal of a Colorado based construction enterprise, with a focus on resort based development. Upon moving to San Francisco 10 years ago, she led the strategy for over $2B in commercial real estate investments including operations, development and joint ventures with Prudential Real Estate Investors. Most recently she has acted as a Consultant, focused on advising corporations and not for profit organizations on strategic finance and real estate matters. Additionally, Keysha serves as a Board Member for Envision Education, a charter network with four Bay Area schools. She is also active in the San Francisco community as a member of the Transbay Center Redevelopment citizens advisory committee and as a leader in SF Little League baseball.

Cheye Calvo
Chief Growth & Community Engagement Officer

Cheye leads Rocketship's growth and community engagement team that partners with communities, stakeholders, parents, and families to grow and support Rocketship's network of highly successful public elementary charter schools. Cheye joins Rocketship after seven years with The SEED Foundation where, as chief expansion officer, he worked with communities across the country to explore innovative educational options for underserved students and opened and sustained urban, public college-preparatory boarding schools. Prior to SEED, Cheye worked for multiple state associations, most notably the National Conference of State Legislatures (NCSL), where he served as a policy expert and directed federal affairs on a diverse array of issues impacting states and communities. Early in his career, Cheye worked for the County Council in his native Prince George's County, Maryland. From 2004 to 2015, Cheye served as the six-time elected mayor of the town of Berwyn Heights, Maryland, just outside of Washington, D.C.

In addition to successfully guiding the diverse, vibrant community through tough times, Cheye has been a strong advocate for law enforcement accountability, successfully advancing reform at the state and county levels.

Christopher Murphy
VP of Marketing and Communications

Chris leads Rocketship's marketing and communication efforts both internally and externally. Chris spent the first decade of his career as a Strategic Planner for the world's top creative advertising agencies (Fallon, Wieden + Kennedy, Ogilvy) building marketing strategies for blue-chip brands (Citibank), national non-profits (PBS), and global foundations (The Bill & Melinda Gates Foundation). His work was recognized with five EFFIEs - the industry's top honor for marketing effectiveness.

While working on a voter advocacy campaign for the Gates Foundation, Chris caught the global health bug. He left the advertising world, moved to Kenya, and built a strategic communications capacity for Sub-Saharan Africa's largest HIV control program. In 2010, he moved to the Bay Area but kept one foot in East Africa as he headed up marketing and development for the pioneering social enterprise Living Goods. Chris went on to lead marketing at Common Sense Media, where he spearheaded a national campaign with Univision to help close the broadband internet access gap and directed a $30M national PSA campaign.

Lynn Liao
Chief Program Officer

Lynn Liao is responsible for talent management, leadership development, analytics, and strategy and scalability. Lynn joins Rocketship from The Broad Center for the Management of School Systems where she co-founded and led the growth of The Broad Residency, a national program to attract and support emerging business leaders to join urban school systems. Under her leadership, the program graduated over 200 Residents, 90% who remain in K-12 education. She most recently served as managing director of network services. The goal of network services is to strengthen and leverage the power of the Broad Center's network of participants and graduates through career services and connecting network members to facilitate knowledge sharing and advance reforms.

Prior to joining The Broad Center, Lynn served as a director at The Broad Foundation and was responsible for the Foundation's portfolio of investments in district and national principal leadership programs. She also served as the Foundation's liaison with districts including New York City, San Diego and Philadelphia supporting their work on district redesign and restructuring.

Carolyn Davies Lynch
VP of Operations

As VP of Operations, Carolyn leads Rocketship's work in optimizing processes and operations in our schools and across our network. She previously ran our Strategy and Scalability function. Carolyn came to Rocketship from The Boston Consulting Group, where she led strategic work for organizations ranging from school districts to multinational corporations. Her family drives her passion for education reform, as her mother comes from a long line of educators and her father was first in his family to attend college.

CONFLICT OF INTEREST CODE FOR
ROCKETSHIP EDUCATION

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, it may be amended by the FPPC to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the FPPC are hereby incorporated by reference. This regulation and the attached Appendices, designating officials and employees and establishing disclosure categories, shall constitute the conflict of interest code of **Rocketship Education.**

Individuals holding designated positions shall file their statements of economic interest with **Rocketship Education**, which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) All statements will be retained by **Rocketship Education.**

- 1 -

CONFLICT OF INTEREST CODE FOR
ROCKETSHIP EDUCATION

APPENDIX A
DESIGNATED POSITIONS

Designated Position	Assigned Disclosure Category
Board Members	1, 4
Chief Executive Officer	1, 2
Chief Business Officer	1, 2
Chief Program Officer	1, 2
Chief Growth & Community Engagement Officer	1, 2
Vice President of Schools	1, 2
Vice President, Facilities and Treasury	1, 2
Vice President, Strategy and Scalability	1, 2
Vice President, Human Resources	3
Vice President, of Personalized Learning and Achievement	3
Controller	2
Senior Director, Operations	3
Senior Director, Integrated Special Education	3
Legal Counsel	1, 2
School Principal	3
Consultants/New Positions	*

* The Chief Executive Officer may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Gov. Code Sec. 81008.)

APPENDIX B

DISCLOSURE CATEGORIES

Category 1. Designated positions assigned co this category must report:

Interests in real property of the type and legal designation that can be utilized for public school use within the jurisdiction.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by Rocketship Education.

Category 3. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the designated position's department. For the purposes of this category, a principal's department is his or her entire school.

Category 4. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that provide financial accounting auditing services.

-3-

This is the last page of the conflict of interest code of the **Rocketship Education**.

CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the **Rocketship Education** was approved on _3/23/_2017. This code will become effective on _4/22/_ 2017.

Brian G. Lau
Senior Commission Counsel
Fair Political Practices Commission

THIRD AMENDED AND RESTATED BYLAWS
OF
ROCKETSHIP EDUCATION

DBA ROCKETSHIP PUBLIC SCHOOLS

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1.   NAME.   The name of this corporation is Rocketship Education (the "Corporation") doing business as Rocketship Public Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1.   PRINCIPAL OFFICE OF THE CORPORATION.   The principal office for the transaction of the activities and affairs of the Corporation is 350 Twin Dolphin Drive, Suite 109, Redwood City, State of California. The Corporation's Board of Directors (the "Board of Directors") may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2.   OTHER OFFICES OF THE CORPORATION.   The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1.   GENERAL AND SPECIFIC PURPOSES.   The purpose of the Corporation is to manage, operate, guide, direct and promote one or more public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1.   CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Public Benefit Corporation Law, Cal Corp. Code Section 5110 (2001) (the "CNPBCL") shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1.   DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or association that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3) or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1.   CORPORATIONS WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the CNPBCL. The Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1.   GENERAL POWERS. Subject to the provisions and limitations of the CNPBCL and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board of Directors may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors.

Section 2.   SPECIFIC POWERS. Without prejudice to the general powers set forth in Article VII, Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of the Board of Directors.

c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; and alter the forms of the seal and certificates.

Section 3.   DESIGNATED DIRECTORS AND TERMS. The authorized number of directors of the Corporation shall be no fewer than three (3) and no more than twenty-five (25), unless changed by amendments to these bylaws. The exact authorized number of directors shall be fixed, within the limits set forth in these bylaws, by the Board of Directors. All directors shall be designated and elected by the existing Board of Directors. All directors are to be designated and elected at a meeting of the Board of Directors.

Section 4.   RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board of Directors may adopt other policies circumscribing potential conflicts of interest.

Section 5.   DIRECTORS' TERM. Each director shall hold office for a term of two (2) years and until a successor director has been designated and qualified, unless such director is otherwise removed from office in accordance with these bylaws.

Section 6.   NOMINATIONS BY COMMITTEE. The Board of Directors may, as it deems appropriate, create a Nominating Committee to assist the Board of Directors in the recruitment, review and nomination of potential new Directors, and to designate qualified candidates for election by the Board of Directors. The Nominating Committee shall be made up of at least two members of the Executive Committee and any additional Directors as the Board of Directors deems appropriate. The Nominating Committee shall work with the Chief Executive Officer and his/her staff to develop criteria for board membership, identify potential candidates for outreach efforts, and develop a recruiting plan for potential candidates. The Nominating

Committee shall make a formal recommendation to the full Board of Directors to elect a potential candidate, and the full Board of Directors shall vote on such appointment.

Section 7.   USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.   If more people have been nominated for director than can be elected, no Corporation funds may be expended to support a nominee for director without the authorization of the Board of Directors.

Section 8.   EVENTS CAUSING VACANCIES ON BOARD.   A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under Chapter 2, Article 3 of the CNPBCL; (c) the increase of the authorized number of directors; or (d) the failure of the Board of Directors, at any meeting of the Board of Directors at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9.   RESIGNATION OF DIRECTORS.   Except as provided below, any director may resign by giving written notice to the Chairman of the Board of Directors, or to the Chief Executive Officer, or the Secretary of the Board of Directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10.   DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11.   REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) (as amended, the "Brown Act").[1] Any vacancy caused by the removal of a director shall be filled as provided in Section 11 of this Article VII.

Section 12.   VACANCIES FILLED BY BOARD.   Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with CNPBCL Section 5211, or (c) a sole remaining director.

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[1] Rocketship Education Inc. shall operate under the terms of the Brown Act whenever it is considered to be a public agency by virtue of operating one or more California public charter schools.

Section 13.　NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires unless the reduction also explicitly provides for the removal of that specified director in accordance with these bylaws and the CNPBCL.

Section 14.　PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws.. The Board of Directors may designate that a meeting be held at any place within California that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15.　MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the applicable provisions of the Brown Act and the Tennessee Open Meetings Law. All approved Board meeting minutes shall be posted on the Corporation's website.

The Board of Directors shall meet no less than annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified by resolution of the Board of Directors.

Section 16.　REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda shall also be posted on the Corporation's Internet Web site.

Section 17.　SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Chief Executive Officer is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18.　NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hour notice of the special meeting. The Board of Directors shall also adhere to any additional notice requirements pursuant to California open meeting laws applicable to the Corporation.

Section 19.　QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of directors shall participate in the teleconference meeting from locations within the boundaries of the State of California in which the Corporation operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a director participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, and may only receive such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION OF POWERS OF COMMITTEES. The Board of Directors, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors, and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the CNPBCL, also requires approval of a majority of all directors then in office;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Amend or repeal these bylaws or adopt new bylaws;

d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

g. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

Section 24.   MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are not inconsistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25.   NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26.   COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. Rocketship Education, Inc. and its Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 27.   COMPLIANCE WITH CONFLICT OF INTEREST LAWS. The Corporation shall comply with Government Code Section 1090 and the Political Reform Act (Govt. Code § 8100 *et seq.*)

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1.   OFFICES HELD. The officers of this Corporation shall be a Chairperson of the Board of Directors ("Chairman of the Board" or "Chairman"), a Chief Executive Officer, a Secretary of the Board of Directors ("Secretary"), and a Treasurer of the Board of Directors ("Treasurer"). The Corporation, at the Board's direction, may also appoint one or more Presidents, Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers,

and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2.   DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the Chief Executive Officer or the Chairman of the Board.

Section 3.   ELECTION OF OFFICERS. The Board of Directors shall elect from its own members, a Chairman of the Board, a Secretary, and a Treasurer, who shall serve terms concurrent with their term on the Board of Directors.

Section 4.   APPOINTMENT OF OTHER OFFICERS. The Board of Directors may by resolution appoint and authorize the Chairman of the Board, the Chief Executive Officer, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5.   REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6.   RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board of Directors. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7.   VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8.   CHAIRMAN OF THE BOARD. The Chairman of the Board shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no Chief Executive Officer, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the Chief Executive Officer of the Corporation set forth in these bylaws.

Section 9.   CHIEF EXECUTIVE OFFICER. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, and subject to the control of the Board of Directors, and subject to Chief Executive Officer's contract of employment, the Chief Executive Officer shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification.

The Chief Executive Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Executive Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board of Directors. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Executive Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the Chairman of the Board, and the Board of Directors, when requested, an account of all transactions and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

Section 10.   SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, the minutes of all meetings, proceedings, and actions of the Board of Directors, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11.   TREASURER. The Treasurer's duties shall include overseeing or causing to be completed (a) audits; (b) federal and state annual information return filings; and (c) corporate filings. The Treasurer shall also exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 12.   PRESIDENTS AND VICE-PRESIDENTS. If the Chief Executive Officer is absent or disabled, the Presidents or Vice-Presidents, if any, in order of their rank as fixed by the Board of Directors, or, if not ranked, a President or Vice-President designated by the Board of Directors, shall perform all duties of the Chief Executive Officer. When so acting, a President or Vice-President shall have all powers of and be subject to all restrictions on the Chief Executive Officer. The Presidents or Vice- Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

ARTICLE IX
CONTRACTS WITH DIRECTORS

ARTICLE XSECTION 1. CONTRACTS WITH DIRECTORS. THE CORPORATION SHALL NOT ENTER INTO A CONTRACT OR TRANSACTION IN WHICH A DIRECTOR DIRECTLY OR INDIRECTLY HAS A MATERIAL FINANCIAL INTEREST (OR ANY OTHER CORPORATION, FIRM, ASSOCIATION, OR OTHER ENTITY IN WHICH ONE OR MORE OF THE CORPORATION'S DIRECTORS ARE DIRECTORS AND HAVE A MATERIAL FINANCIAL INTEREST). CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1.   CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Rocketship Education, Inc. Conflict of Interest Code have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1.   LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII
INDEMNIFICATION

Section 1.   INDEMNIFICATION.   To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in CNPBCL Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the CNPBCL.

On written request to the Board of Directors by any person seeking indemnification under CNPBCL Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under CNPBCL Section 5238 (e) whether the applicable standard of conduct set forth in CNPBCL Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1.   INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors,

employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1.   MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:

a.   Adequate and correct books and records of account;

b.   Written minutes of the proceedings of the Board of Directors and committees of the Board of Directors; and

c.   Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1.   DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2.   ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3.   MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the Corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI
REQUIRED REPORTS

Section 1.   ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors (i.e., itself) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a.   The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

b.   The principal changes in assets and liabilities, including trust funds;

c.   The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d.   The Corporation's expenses or disbursement for both general and restricted purposes;

e.   Any information required under these bylaws; and

f.   An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2.   ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with Corporations Code section 6322.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1.   BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter(s) of the California public charter school(s) operated by Rocketship Education, Inc., or make any provisions of these bylaws inconsistent with that/those Charter(s), the Corporation's articles of incorporation, or any laws.

The Charter School shall provide written notice to the Santa Clara County Superintendent of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the Corporation's Board. Should the County Superintendent or designee indicate that the SCCOE considers the proposed revision(s) to be a material revision to the Corporation's governance structure or Charter(s), the Corporation may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should the Corporation adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the Santa Clara County Office of Education within three (3) business days of the adoption of such revision(s).

ARTICLE XVIII
FISCAL YEAR

Section 1.   FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF BOARD PRESIDENT

I certify that I am the duly elected and acting President of the Board of Directors of Rocketship Education, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this Corporation as adopted by the Board of Directors on August 23, 2017_____; and that these bylaws have not been amended or modified since that date.

_____*aug. 23, 2017*_____
Date

Frederick Ferrer
President

State of California
Secretary of State

I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of ___2___ page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB 1 6 2006

BRUCE McPHERSON
Secretary of State

ARTICLES OF INCORPORATION
OF
ROCKETSHIP EDUCATION
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Rocketship Education.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

John Danner
550 Kingsley Avenue
Palo Alto, CA 94301

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 2/6/05

John Danner, Incorporator

2853527   MP

State of California
Secretary of State

STATEMENT OF INFORMATION
(Domestic Nonprofit Corporation)

N

Filing Fee $20.00. If amendment, see Instructions.

IMPORTANT — READ INSTRUCTIONS BEFORE COMPLETING THIS FORM

1. **CORPORATE NAME** (Please do not alter if name is preprinted.)

ROCKETSHIP EDUCATION

This Space For Filing Use Only

DUE DATE:	MAY 16, 2006

COMPLETE PRINCIPAL OFFICE ADDRESS (Do not abbreviate the name of the city. Item 2 cannot be a P.O. Box.)

2.	STREET ADDRESS OF PRINCIPAL OFFICE IN CALIFORNIA, IF ANY.	CITY	STATE	ZIP CODE
			CA	

NAMES AND COMPLETE ADDRESSES OF THE FOLLOWING OFFICERS (The corporation must have these three officers. A comparable title for the specific officer may be added; however, the preprinted titles on this form must not be altered.)

3.	CHIEF EXECUTIVE OFFICER/	ADDRESS	CITY AND STATE	ZIP CODE
4.	SECRETARY/	ADDRESS	CITY AND STATE	ZIP CODE
5.	CHIEF FINANCIAL OFFICER/	ADDRESS	CITY AND STATE	ZIP CODE

AGENT FOR SERVICE OF PROCESS (If the agent is an individual, the agent must reside in California and Item 7 must be completed with a California address. If the agent is another corporation, the agent must have on file with the California Secretary of State a certificate pursuant to Corporations Code section 1505 and Item 7 must be left blank.)

6.	NAME OF AGENT FOR SERVICE OF PROCESS

7.	ADDRESS OF AGENT FOR SERVICE OF PROCESS IN CALIFORNIA, IF AN INDIVIDUAL	CITY	STATE	ZIP CODE
			CA	

DAVIS-STIRLING COMMON INTEREST DEVELOPMENT ACT (California Civil Code section 1350, et seq.)

8.	☐	Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act and proceed to Items 9, 10 and 11.

NOTE: Corporations formed to manage a common interest development must also file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code section 1363.6. Please see instructions on the reverse side of this form.

9.	ADDRESS OF BUSINESS OR CORPORATE OFFICE OF THE ASSOCIATION, IF ANY	CITY	STATE	ZIP CODE

10.	FRONT STREET AND NEAREST CROSS STREET FOR THE PHYSICAL LOCATION OF THE COMMON INTEREST DEVELOPMENT (Complete if the business or corporate office is not on the site of the common interest development.)	9-DIGIT ZIP CODE

11.	NAME AND ADDRESS OF ASSOCIATION'S MANAGING AGENT, IF ANY	CITY	STATE	ZIP CODE

12. THE INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT.

TYPE OR PRINT NAME OF PERSON COMPLETING THE FORM	SIGNATURE	TITLE	DATE

SI-100 (REV 05/2005)   APPROVED BY SECRETARY OF STATE

Employee Sexual Harassment Policy
All Regions

Rocketship Public Schools ("Rocketship") is committed to maintaining a working environment that is free from harassment. Rocketship prohibits sexual harassment of Rocketship employees by anyone, in any manner, and shall not tolerate retaliatory behavior or action against a Rocketship employee or other person who complains, testifies, assist or otherwise participates in the complaint process established pursuant to this policy. For the purposes of this policy, Rocketship employees shall include applicants for employment at Rocketship. This policy was written in accordance with California Board Policy and Administrative Regulation 4119.11.

I.   **Definition**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite gender in the work or educational setting when:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment.
- Submission to or rejection of the conduct by an individual is used as the basis for employment decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment, or adversely affecting the individual's evaluation, advancement, assigned duties, or any other condition of education, employment, or career development.
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available or through Rocketship.

Examples of conduct that is prohibited and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations, or propositions
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual's body or overly personal conversation
- Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Massaging, grabbing, fondling, stroking, or brushing the body
- Touching an individual's body or clothes in a sexual way

- Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
- Displaying sexually suggestive objects
- Sexual assault, sexual battery, or sexual coercion

II.   Reporting Process and Complaint Investigation and Resolutions

Any employee who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her manager or Rocketship's Director of Human Resources. Within one school day of receiving such a report, the manager shall forward the report to the Director of Human Resources. In addition, any employee who observes an incident of sexual harassment involving an employee shall, within one school day, report his/her observation to the Director of Human Resources. The employee shall take these actions, whether or not the alleged victim files a complaint. In any case of sexual harassment involving the Director of Human Resources or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to Rocketship's Chief Executive Officer or designee.

When a report of sexual harassment is submitted, the Director of Human Resources shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Rocketship's uniform complaint procedures.

III.   Investigation of Complaints at School Site Level

The Director of Human Resources or designee shall promptly (within 24 hours) investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
- The employee who is complaining
- The person accused of harassment
- Anyone who saw the harassment take place
- Anyone mentioned as having related information

The employee who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.

The Director of Human Resources shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the Director of Human Resources also may discuss the complaint with the following persons:
- The Superintendent or designee
- An employee whose knowledge of the parties involved may help in determining who is telling the truth
- Rocketship legal counsel

When the employee who complained and the alleged harasser so agree, the Director of Human Resources may arrange for them to resolve the complaint informally with the help of a counselor,

teacher, administrator or trained mediator. The employee who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.

In reaching a decision about the complaint, the Director of Human Resources may take into account:
- Statements made by the persons identified above
- The details and consistency of each person's account
- Evidence of how the complaining student reacted to the incident
- Evidence of past instances of harassment by the alleged harasser
- Evidence of past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Director of Human Resources may take into consideration:

- How the misconduct affected one or more employees' work
- The type, frequency and duration of the misconduct
- The number of persons involved
- The age and sex of the person accused of harassment
- The subject(s) of harassment
- The place and situation where the incident occurred
- Other incidents in the workplace, including incidents of harassment that were not related to gender.

The Director of Human Resources shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.

IV.   Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

However, when a complainant or victim of sexual harassment notifies Rocketship of the harassment but requests confidentiality, the Director of Human Resources shall inform him/her that the request may limit Rocketship's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, Rocketship will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies Rocketship of the harassment but requests that Rocketship not pursue an investigation, Rocketship will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

V.   Response Pending Investigation

When an incident of sexual harassment is reported, the Director of Human Resources shall determine whether interim measures are necessary pending the results of the investigation. The Director of Human

Resources shall take immediate measures necessary to stop the harassment and protect employees and/or ensure their access to a safe working environment. Rocketship should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to adjust workplace arrangements as appropriate. Rocketship should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when an employee chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

VI.   Notifications

A copy of Rocketship's sexual harassment policy shall:
- Be displayed in a prominent location in the main administrative building or other area of the school
- Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the school year, or whenever a new employee is hired
- Appear in any Rocketship publication that sets forth the school's comprehensive rules, regulations, procedures, and standards of conduct

VII.   Disciplinary Actions

Any Rocketship employee who permits, engages or participates in sexual harassment or sexual violence of another Rocketship employee or student shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal. An employee shall be deemed to have permitted secual harassment if he/she observes such harassment and fails to report to the appropriate authorities, whether or not the victim makes a complaint.

VIII. Prevention

The Director of Human Resources shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:
- Providing periodic training to all staff regarding Rocketship's sexual harassment policy, particularly the procedures for registering complaints.
- Publicizing and disseminating Rocketship's sexual harassment policy
- Ensuring prompt, thorough investigation of complaints in a way that respects the privacy of all parties concerned, to the extent necessary
- Taking timely and appropriate corrective/remedial actions after completion of investigation.

IX.   Record Keeping

The Director of Human Resources or designee shall maintain a record of all reported cases of sexual harassment to enable Rocketship to monitor, address, and prevent repetitive harassing behavior in the schools.

This policy is adopted by the Board of Directors of Rocketship Education, Inc.

Date: _____11/16/17_____   Signed _____

Frederick Ferrer, Board President

Rocketship Education

IMMUNIZATION POLICY
California

To promote the health and well-being of all students, and to comply with California laws and regulations, Rocketship requires all students to present proof of certain immunizations prior to beginning school at a Rocketship campus.

I. Immunization Requirements

No student shall be admitted to a Rocketship school unless the school has certification of immunization for that student, or unless the student is exempted pursuant to this policy.

Under CA Health and Safety Code §120325 and 17 C.C.R. § 6020, the California Department of Health requires that all students receive the following immunizations:

- Polio
- Diptheria, Tetanus, and Pertussis (DTaP, DTP, or DT)
- Measles, Mumps, and Rubella (MMR)
- Hepatitis B
- Varicella (chicken pox)

Vaccinations must be administered according to the schedules and doses required by Department of Health guidelines.

II. Conditional Admission

In accordance with 17 C.C.R. § 6035, a student who lacks documentation of having received all required vaccine doses may be admitted conditionally if he/she has commenced receiving doses, is not currently due for any doses at the time of admission, and the parent/guardian is notified of the date by which the student must complete all the required immunizations. A student may also be granted conditional admission if he/she has obtained a temporary medical exemption in accordance with 17 C.C.R. § 6050 and the parent/guardian is notified of the date by which the student must complete all the required immunizations once the temporary medical exemption terminates.

III. Certification

As required by 17 C.C.R. § 6065, the physician or agency performing the immunization must provide the student's parent/guardian with a written record containing the following information:

- Name of the student;
- Birthdate;
- Type of vaccine administered;
- Month, day, and year of each immunization;
- Name of the physician or agency administering the vaccine.

When such a written record is not available, the parent/guardian will be referred to a physician or nurse for review of the student's immunization history and provision of immunizations as needed. The student will not be admitted until satisfactory proof can be shown.

Rocketship will record each student's immunizations on the California School Immunization Record, which will become part of the mandatory student record as defined in 5 C.C.R. § 430.

For students transferring between school campuses in California or from a school in another state to a school in California, if the mandatory permanent student record has not been received at the time of entry to the new school, Rocketship may admit the student for up to 30 days in accordance with 17 C.C.R. § 6070(e). If the mandatory record is not received at the end of the 30-day period, Rocketship will require the parent/guardian to present a written immunization record as described in this policy. If the record is not presented, the student will be excluded from further attendance until he/she comes into compliance with the immunization requirements.

IV. Exemptions

Medical Exemption

Pursuant to Health and Safety Code § 120370(a), students will be exempt from the immunization requirements if the parent/guardian files a written statement by a licensed physician stating that the child's physical condition renders immunization unsafe. The statement will indicate the specific nature and probable duration of the medical condition or circumstances for which the physician does not recommend immunization.

Under Health and Safety Code § 120370(b), Rocketship may temporarily exclude a student from school if there is good cause to believe that the child has been exposed to a disease for which he/she has no proof of immunization until a local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

Personal Belief Exemption

Pursuant to SB 277, Rocketship will no longer accept exemptions related to personal beliefs against immunization. Students who have a letter or affidavit on file as of January 1, 2016, stating beliefs against immunization, will be allowed to remain enrolled until the student enrolls in the next grade span. For the purposes of this policy, "grade spans" are as follows: (1) birth to preschool; (2) kindergarten and grades 1-6, inclusive, including TK; (3) grades 7-12, inclusive.

Rocketship Public Schools

Health and Safety Plan

Revised March 2018

Statement of Purpose

Rocketship Public Schools ("Rocketship" or "RPS") is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, we have led a thorough review and revision of Rocketship emergency mitigation/prevention, health, preparedness, response, and recovery procedures relevant to natural and human-caused disasters.

The Health/Safety Plan herein is the official policy of Rocketship Public Schools. It is a result of a comprehensive review and update of school policies in the context of its locations. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current and tailor recommendations to new regions as Rocketship expands. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community and clear communication with emergency management officials.

This handbook was written in compliance with this school's charter and developed in cooperation with Federal and State guidelines.

This plan is to be reviewed annually.

This plan includes specific courses of action to be taken in case an emergency situation develops. Every employee of Rocketship Public Schools is expected to be familiar with this plan in order to carry out his/her responsibilities in an emergency.

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster. This plan was developed with this in mind.

A master table of contents appears on the following page.

Table of Contents

Mission

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

Safe School Vision

1. Rocketship will provide a safe, orderly, and secure environment conducive to learning.
2. Rocketship will create a school in which students will be safe from both physical and social-psychological harm.
3. Rocketship will develop a plan to work cooperatively and collaboratively with the national office and School Board to identify, establish and use strategies and programs to comply with local school safety laws.
4. Rocketship will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide safe and orderly schools and neighborhoods.
5. Rocketship will create a learning and working environment where parents can be confident that their students are safe and secure.
6. Rocketship will develop an academic program that will focus on high expectations of pupil performance and behavior in various aspects of the school experience.
7. Rocketship will identify clear procedures for emergencies.

8. Rocketship is aware of very few conditions on campus that could potentially cause accidental injury to students or staff and the school staff is working hard on preventing accidental injury to those present on campus (students, staff, parents, etc.).
9. Rocketship will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

What does Rocketship do to promote school safety?

Rocketship schools use the following training, exercises, tools, and resources to promote school safety:

- **Health/Safety Plan (this document):** Every school is equipped with a copy of this Health/Safety Plan, which should be kept in the Front Office. This plan is also accessible online. This plan is reviewed/updated every year by Rocketship Network staff. Principals, Assistant Principals, Office Managers, and Business Operations Managers (BOM) are expected to review this manual every summer.
- **Training:** School staff receive training annually on a variety of topics, including basic first aid, CPR, and emergency procedures.
- **Safety Drills:** Schools run regular safety drills (earthquake, tornado, fire, 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 Rocketship Facilities team maintains extinguishers and alarms (and keeps building up to code).
- **Emergency Cards:** Emergency cards for students are collected at the beginning of the school year and kept in the Front Office. The Office Manager uses these cards to contact student parent/guardians in case of an emergency at the school
- **Safety Clipboards:** Every Rocketship classroom is equipped with a safety clipboard with an evacuation map and information to be used in case of emergency.
- **Safety Binder:** The school Business Operations Managers is responsible for maintaining an up-to-date Safety Binder that contains the school's drill logs and other documentation related to school safety.
- **Safety Audit:** Schools are periodically audited by regional/national staff to ensure compliance with internal and external safety rules and regulations.

- **Crisis Response Plan:** Rocketship also has an established Crisis Response Plan for school leaders to access with plans to stabilize a school community and deal with public communications. *This plan is kept confidential to Rocketship school leaders.*
- **Accident/Incident Binder:** When there is a major accident or behavioral incident on campus, school employees fill out an Accident/Incident binder to keep a record of what happened. These are kept in a distinct "Accident/Incident Report" binder.

Safe Facilities

In accordance with Board policy and regional statutes, both students and staff of the school campus have the right to be safe and secure in their schools. This includes having a safe physical environment.

School Buildings

All Rocketship schools will be housed in a facility that meets local building code requirements, as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located.

- **Hazardous Materials:** Surveys and management plans will be maintained and updated for hazardous building materials (lead, asbestos, etc.) and hazardous materials used and stored in and around the School will be handled and disposed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided.
- **Indoor Air Quality:** A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained. This will include activities described in the Safety Checklists.
- **Maintenance/Inspection of School Buildings:** Inspections will be performed to ensure that daily operations do not compromise facility safety and health. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.
- **Visitors/Campus Access Policies:** Rocketship schools adhere to established visitor and volunteer policies. These policies are shared with schools via the company's online file storage site.
- **Arrival/Dismissal:** In addition, Rocketship maintains a school map established by school staff at each school indicating safe entrance and exit areas for pupils, parents and school employees on its file storage site and in hard copy at each school site.

Expectations for Campus Safety and Appearance

Rocketship expects School Leaders and national/regional staff to ensure that our school campuses reflect the pride we take in our learning environments. (See also: Safety Checklists) The following are explicit expectations for campus appearance and upkeep:

- Rocketship school buildings are well-maintained and appear neat and clean.
- Pupils take pride in the appearance of their school and may contribute to campus beautification efforts (e.g. providing artwork for the walls, planting a vegetable garden outside).
- If the school is enclosed by a fence, the gate should be kept locked and/or monitored during school hours.
- During the school day, staff members share responsibility for campus supervision and do not hesitate to question visitors or communicate safety concerns to the Principal and BOM.
- If school staff identify locations on the campus that pose safety concerns, those areas receive increased supervision as determined by the Principal and BOM.
- Graffiti and other acts of vandalism are removed ASAP. It is the goal of staff to make sure that schools are restored before pupils arrive each day.
- School leaders have an accountability and maintenance system in place for most equipment (e.g., printers, copiers, laptops), which includes inventorying equipment annually.
- School leaders will institute and abide by additional security procedures that are established regionally or by the Principal and BOM, such as the use of security systems.

Framework for Emergency Preparedness

There are four stages of Emergency Management:

1. Mitigation/Prevention
2. Preparedness
3. Response
4. Recovery

(1) Mitigation/Prevention

To prepare schools and staff for emergency management, Rocketship will emphasize mitigation/prevention of potential hazards or vulnerabilities at the school site.

Mitigation/prevention activities occur outside of an active emergency - they are actions that eliminate or reduce a potential threat beforehand.

Mitigation/prevention activities included in Rocketship's approach to emergency management include:

    A. Hazard analysis
    B. Identifying hazards
    C. Recording hazards
    D. Analyzing hazards
    E. Mitigating/preventing hazards

F. Monitoring hazards
G. Safety Audit

(2) Preparedness

Preparedness activities help prepare school sites and school staff for an emergency response. Preparedness activities included in Rocketship's approach to emergency management include:

A. Providing emergency equipment and facilities.
B. Emergency planning, including maintaining this plan and its appendices.
C. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
D. Conducting periodic drills and exercises to test emergency plans and training.
E. Reviewing drill, exercises and actual emergencies after they have occurring.
F. Revising safety plans as necessary.

(3) Response

Rocketship will prepare school staff to respond to emergency situations effectively and efficiently. This document contains carefully-devised Emergency Response Plans (See Part: 2) for several common emergencies. The goal of these plans is to guide staff to resolve an emergency situation quickly, while minimizing casualties and property damage.

(4) Recovery

If a disaster occurs, Rocketship will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state.

The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process may include assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

Note on Emergencies Occurring During Summer or Other School Breaks:

If a school administrator or other emergency response team member is notified of an emergency during the summer (or when students are not in attendance for other reasons, depending on the school schedule), the response usually will be one of limited school involvement. In that case, the following steps should be taken:
• Disseminate information to Emergency Response Team members and request a meeting of available members.

- Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
- Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
- Notify general faculty/staff by letter or telephone with appropriate information.
- Schedule faculty meeting for an update the week before students return to school.
- Be alert for repercussions among students and staff.
- When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Principles for Emergency Response

The previous section discussed the four phases of emergency management (Mitigation/Prevention, Preparedness, Response, and Recovery). This section focuses on the second phase (Response) and provides a framework for responding to a school emergency.

1. **While the Principal and BOM are ultimately responsible for leading school-wide emergency responses, all/any staff members should feel prepared to take charge in an emergency response situation.**
   a. School personnel are usually first on the scene of an emergency situation in or near the school. School leaders may not be the first responder in an emergency situation – it could be a teacher, support staff member, or the school psychologist. Staff members present during an emergency situation will be expected to take charge and remain in charge of an emergency response situation until it is resolved or until he/she can transfer command to the Principal or to an emergency responder agency with legal authority to assume responsibility. It is important that Rocketship employees understand this expectation when committing to work at a Rocketship school.
2. **Staff members should seek help from other agencies, but may NOT transfer responsibility for student care outside Rocketship.**
   a. When responding to an emergency, school staff should seek and take direction from local officials and seek technical assistance from state, federal, and other agencies (e.g., industry) as appropriate. At no time, however, should school officials transfer responsibility for managing students to another agency – accounting for students is the responsibility of the school.
3. **Deciding what to do first in an emergency is a two-step process.**
   a. When an emergency situation occurs, school personnel must quickly determine which initial response action is appropriate for the situation. Evacuate or duck and cover? Lock the doors or go to a safe space? There are two quick steps to determining what to do when faced with an emergency: 1) identify the type of emergency; and 2) determine immediate action(s) that are required.

Step #1: Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency is occurring. Is it a fire or an earthquake? Is it a fire in the neighborhood of the school or a fire in the classroom? Identifying the type of emergency will inform the appropriate response. Emergency procedures for a range of man-made and natural emergencies are provided in the "Emergency Response Plan" of this document. As this list cannot be exhaustive to all emergencies and situations, school staff are expected to exercise their judgment determining which type of emergency most applies to the current situation.

Step #2: Determine, Execute and Communicate Immediate Response Actions

Alerting others of an emergency situation on campus can save lives and minimize damage to the school site. School staff should understand the following:

4. In a life-threatening emergency, follow the "Window of Life" approach of Protecting Yourself, then Protecting Others, then Protecting the Place and then Notifying Public Safety/911.

While it is important to quickly notify the authorities in an emergency, the priority of all staff should be to take personal protective action first before warning others in the immediate area and in the building. Once these immediate life-saving steps are taken, the 911 call for help should be placed.

If for example, an intruder with a weapon enters the front office, the Office Manager should:

1. Secure her/himself in a locked office
2. Make the lockdown call over the intercom / walkie talkies, if Principal or BOM has not already done so.
3. Call 911
4. After calling 911, the flow of information at a school site should go from the first responder to the Principal to the Rocketship regional office.

5: In case of fire, activate the alarm

In the event of a fire, *anyone* discovering the fire should activate the building fire alarm system and the building should evacuate immediately. In the event that a lock down or shelter-in-place incident is simultaneously in progress, the evacuation would be limited to the area immediately in danger from the fire – such a situation would occur under direction of the Principal or BOM.

6. All Rocketship employees are responsible for notifying school leaders of emergencies

In the event the Rocketship main office or school staff receives information of an emergency on or near a school campus, the information shall be provided immediately to the school Principal. Once the type of emergency has been identified and the initial Window of Life steps have been taken, school personnel can determine the appropriate *emergency response action* to take:

9

Emergency Response Actions- Summary

Duck and Cover (and Hold) *Earthquake*	1. Take action immediately in case of an earthquake, even without announcement by the Principal. 2. If possible, the Principal or BOM should make an announcement over the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 3. If *inside*, teachers will instruct students to duck under their desks, cover their heads with arms and hands, and hold onto furniture until the shaking stops or otherwise notified. Students and staff should move away from windows. 4. If *outside*, teachers will instruct students to place their heads between their knees and cover their heads with their arms and hands. Students and staff should stay in the open, away from buildings, trees, and power lines.
Shelter-in-Place *Airborne Contaminants, Hazardous Materials*	1. The Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. If *inside*, teachers will keep students in the classroom until further instructions are given. 3. If *outside*, students will proceed inside and into their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. 4. The Utilities & Hazards Team will assist in turning off the HVAC systems, turning off local fans, making sure windows and doors are shut, etc.
Lockdown *Criminal Activity in Area, Intruder on campus, Shooting*	1. If possible, the Principal or BOM should make an announcement over the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. If *outside*, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. 3. If *inside*, teachers will instruct students to drop to the floor, lock the doors, and close shades or blinds if it appears safe to do so. 4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. 5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

Evacuate Building (Primary Evacuation Site) *Fire*	1. The Principal or BOM will make the following announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. The School Leader will initiate a fire alarm. 3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*. 4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location (e.g., Primary Evacuation Site). 5. Once assembled, teachers and students will stay in place until further instructions are given
Off-Site Evacuation (Secondary Evacuation Site)	1. The Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication, i.e., sending messengers to deliver instructions. 2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas (Secondary Evacuation Site) are indicated on the Evacuation Map. 3. Teachers will grab the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location. 4. Once assembled off-site, teachers and students will stay in place until further instructions are given. 5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.
Go to Safe Site *Tornado*	1. A siren will sound, or the Principal or BOM will make an announcement on the PA system. If the PA system is not available, the School Leader will use other means of communication. 2. Upon hearing the announcement or siren, teachers will grab their safety clipboard and walk-talkies, count their students, and lead them to the designated indoor safe site. 3. At the safe site, teachers will instruct students to face the wall and hold their hands behind their head. Teachers will take roll, if safe. 4. The Principal will announce to staff when it is safe to leave the safe site.
All Clear *Emergency is Over*	1. The Principal or BOM will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 2. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns

Safety Drills Required by State

California:[1]

1. **Fire drills:** Monthly while school is in session, with one occurring within the first 15 days of school starting.
2. **Lock down drills:** twice yearly, once within first 30 days of school starting.
3. **Earthquake drill:** once per quarter.

Tennessee:[2]

1. **Fire drill:** Monthly while school is in sessions, with one additional fire drill during the first full month of the school year.
2. **Lockdown drill:** One armed intruder drill annually in coordination with local law enforcement.
3. **One CPR/AED** drill annually
4. **Three (3) additional safety drills** during the school year, which may include inclement weather, earthquake, intruder, or other emergency drills not requiring full evacuation.

Wisconsin:[3]

1. **Fire drill:** Monthly when school is in session.
2. **Tornado drill:** twice annually.
3. **Lockdown drill:** twice annually.

Washington, D.C.:[4]

1. **Fire drills:** at least two fire drills must be conducted during the first two weeks of the school year, and one a month thereafter.
2. **Lockdown drills:** twice per year.
3. **Emergency Evacuation drills:** twice per year.
4. **Severe Weather Safe Area:** at least one in March

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[1] http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB634
[2] https://www.tn.gov/content/dam/tn/stateboardofeducationschools/documents/procedures/Safety%20Drill%20Procedures_Accessible.pdf
[3] https://docs.legis.wisconsin.gov/statutes/statutes/118/075
[4] https://esa.dc.gov/sites/default/files/dc/sites/esa/publication/attachments/school_emergency_response_plan-1-5-10.pdf

Accounting for Students During/After and Emergency

1. The **Principal will direct teachers** to take attendance using their paper rosters and report back to School Leaders by email (during a lockdown) or in person (at an evacuation site). Teachers should report three pieces of information:
2. Number of students present in their classroom at that time (headcount – Police may want this information);
    a. Names of any students on the roster who aren't currently in the classroom;
    b. Names of any students who are not on the roster but are in the classroom
        i. *Note: If for some reason the teacher doesn't have a paper roster, one can be generated in Powerschool by pulling the Weekly Attendance Summary (Meeting) Report and navigating to the page for that cohort.*
3. A school leader will access the online attendance system and and pull a Summary Report to generate daily attendance by grade. (If the school is unable to access the report, a school leader will contact a Rocketship national/regional staff member to pull this report remotely).
4. The Office Manager will give the other school leaders the student **sign-in/out sheets**. If the OM can't leave the Front Office, the OM can scan the sheet and email it around.
5. As teachers report in, **school leaders** (AP, BOM, Principal) should compile the information from teachers, PowerSchool, and the sign-out sheet to account for every student on the roster who isn't currently in their teacher's classroom. These students may be absent that day, they may have left school early, or they may be in another teacher's classroom.
6. If a student is still missing, the **Principal** should contact the child's family to confirm that the child was at school that day and did not leave early. If the child is still unaccounted for, the Principal should search for the child or notify the police.

Fire

Fire in the School Building

When the fire is discovered:
1. Activate the nearest fire alarm .
2. Call 911.
3. Notify the Principal or other school leader ASAP
4. The Principal and BOM should make all teachers aware of the fire and facilitate evacuation of students. If the fire alarm is not working, the Principal and designees should alert teachers by other means (e.g. Walkie-Talkies, go door to door, shout)
5. In case of a fire, the Principal is the designated responsible official
6. Fight the fire ONLY if:
    a. The fire extinguisher is in working condition
    b. The fire is small (the size of a wastebasket or smaller) and is not spreading to other areas

    c. Escaping the area is possible by backing up to the nearest exit

Upon hearing of a fire:
1. The Principal should make sure 911 has been called. Multiple 911 calls are OK.
    a. Important! The Fire Department is to be notified of fires larger in size than a wastebasket. The Fire Department will need the following information: School name and phone number, building address including cross streets, location of the fire within the building, information on the layout of the building/how to quickly reach the fire.
2. The Principal and BOM should direct students and staff to evacuate the building. Teachers should know that the fire alarm means EVACUATE.
3. Teachers should evacuate their students:
    a. Grab the class roster and safety clipboard.
    b. Students should line up in single file and count student quickly.
    c. Shut the door upon leaving
    d. Take students to the primary assembly site, following the route on the map.
    e. At the assembly site, take attendance and report any missing children to the Principal.
4. The Office Manager should grab the Emergency Cards, Sign in/Out Sheets, and First Aid Kit before evacuating. As the Assistant to the Physically-Challenged, the Office Manager needs to make sure that students and staff with medical conditions are safely evacuated. The Office Manager will also render first aid if necessary.
5. If safe, the Principal should direct the Business Operations Manager (head of the Hazards/Utilities Team) to disconnect utilities & equipment before evacuating. This will mitigate damage caused by a fire.
6. All other staff members or visitors in the building should also evacuate.
7. The Principal and Assistant Principals should sweep the hall for students.
8. After evacuating (at the assembly site):
    a. The Principal should make sure that teachers take attendance. If students are missing, they should report to the Principal or Assistant Principals. The Principal will decide if a search/rescue mission is appropriate.
    b. The Principal should wait for the fire department and be prepared to assist them.
    c. Students and staff should wait together at the assembly site until they are dismissed.
9. If an emergency release is necessary:
    a. The Principal will work with the Office Manager (head of the Student Release/ Communications Team) to contact parents (e.g. using OneCall) with instructions for the emergency release.
    b. Important! The Principal or Office Manager are the only individuals authorized to sign out a child in the case of an emergency.
    c. The Traffic and Security Team (led by the Business Operations Manager) should help direct traffic during student release.

10. Wait until the fire department says it is OK to return to the building. If major damage occurred, the Principal should contact the Director of Schools to initiate a Crisis Response and bring in Facilities experts to make sure the building is safe for students.

Fire in the Surrounding Area

This procedure addresses the situation where a fire is discovered in an area near the school.

1. If a fire is discovered near a school, the Principal should **notify 911.** If someone learns of a fire near the school, he or she should notify the Principal immediately.
2. **The Principal/designee** will initiate the appropriate emergency response action based on the nature of the threat. The Principal should consult with the Fire Department about whether or not the school should be evacuated and where it students and staff should go.
3. In the event of an evacuation, follow the protocol described above.
4. If an emergency release is necessary, follow the protocol described above. The Principal/designee should consult with the Fire Department to determine how the emergency release should occur.

Earthquake

What to Expect During an Earthquake

Rocketship staff members who've never experienced an earthquake or didn't grow up in an area where earthquake safety training was necessary may be especially anxious about what to expect when an earthquake hits. Knowing what to expect will help school staff make quick decisions about where to stand and which potential hazards (such as bookshelves or items mounted on walls) to avoid.

When an earthquake hits, the first indication of a damaging earthquake may be a gentle shaking, the swaying of hanging objects or the sound of objects wobbling on shelves. For a small earthquake, the gentle shaking, swaying, and wobbling for a few seconds may be the only impact. You may not have time to register that an earthquake is occurring and enact an emergency response.

In a violent earthquake, the signal to begin the emergency procedure is the sensation of severe quaking. You may be jarred by a violent jolt after the shaking, swaying, and wobbling. You may hear a low, loud, rumbling noise and then feel shaking, making it very difficult to move from one place to another. The following may occur:

- Freestanding bookshelves may topple
- Wall-mounted objects may loosen and fall
- Suspended ceiling components may fall, causing others to come down with them

- Door frames may be bent by moving walls and may jam doors shut
- Moving walls may bend window frames, causing glass to shatter, sending dangerous shards into the room
- The accompanying noise may cause considerable stress

Emergency response procedures for earthquakes included in this Plan include:
1. During/Immediately After an Earthquake
2. After an Earthquake: Evacuation
3. Special Circumstances: Earthquakes when Outside

During/Immediately After an Earthquake: Drop and Cover

1. Instruct students to **DROP** and **COVER**.
   a. Drop to the floor.
   b. Take cover under a structure that can protect you from falling objects. The safest places in a classroom are under a sturdy desk or table, in a doorway, or against an inside wall (a wall that separates inside spaces). Keep your back to the windows to shield against broken glass.
   c. Cover your head and neck with your arms.
2. Everyone else in the building should drop and cover as well.
3. Stay in this position until the shaking stops. Talk to students to keep them in the drop/cover position until the shaking stops.
4. If you have access to a walkie-talkie, make sure it is turned on.
5. After the shaking stops, check for injuries and render first aid.
6. Wait for further instruction from the Principal or designee (e.g. evacuation).

After an Earthquake: Evacuation

Evacuation after a major earthquake is necessary because of the threat of secondary disasters (fire, explosions, etc) caused by the earthquake.

Communications between and within the school may also be interrupted during an earthquake, so principals and teachers may need to use their own judgment deciding whether or not to evacuate a school or their classroom. These are the steps to follow after the initial response to an earthquake described above:
1. The Principal (or designee) is responsible for initiating the fire alarm to signal the evacuation of the building after an earthquake. Always evacuate after an earthquake to check the school grounds before bringing students back inside.
2. If an evacuation is initiated (i.e. fire alarm goes off), everyone in the building should evacuate and leave the door open as they leave:
3. Teachers should evacuate their students:
   a. Grab the class roster and safety clipboard.
   b. Students should line up in single file and count student quickly.

16

     c. LEAVE THE DOOR OPEN upon leaving (this is the opposite of a fire drill
     d. Take students to the primary assembly site, following the route on the map.
     e. At the assembly site, take attendance and report missing children to the Principal.

4. The Office Manager should grab the Emergency Cards, Sign-in/Out Sheets, and First Aid Kit before evacuating. As the Assistant to the Physically-Challenged, the Office Manager needs to make sure that students and staff with medical conditions are safely evacuated.
5. If safe, the Principal should direct the BOM to disconnect utilities & equipment before evacuating. This will mitigate damage caused by a fire, if one results.
6. After initiating the fire alarm, the Principal should:
     a. Sweep the hallways (with APs or the Business Operations Manager).
     b. Make sure 911 has been called (if not already called).
     c. Evacuate the building with students and staff.
7. As the Head of the First Aid Team, the Office Manager should be sure to grab a First Aid Kit, Emergency Cards, and Sign in/Out sheets.
8. After evacuating (at the assembly site):
9. Teachers should take attendance and notify the Site Communications Team (Principal, APs, BOM) of missing students or staff.
     a. If students or staff are missing, the Principal should lead a search and rescue mission
10. If first aid is needed, the Office Manager and the First Aid Team should set up a First Aid Kit and render aid as needed.
11. The BOM should turn off the gas and electricity, if it is safe to do so. (This will minimize risk of fire or explosion after an earthquake).
12. Rocketship schools are equipped with earthquake/survival buckets with tools, food, and drinking water that can be used in case of an emergency.

Principals will observe the following:
Re-entry into Classrooms: The Principal/designee will determine if it is safe to re-enter the classroom. Students and staff should stay out of the building until the Principal has given the OK.
Release of Staff: Once the student body is as safe and secure as possible, teachers will remain with students until the Principal or designee releases staff to attend to personal situations, families and home.

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:
   a. Grab your safety clipboard and walkie-talkies
   b. Make sure your walkie-talkie is on.
   c. COUNT your students before you leave the room.
   d. Lead your students to the designated INDOOR SAFE SITE, following the path on your map.
   e. If severe weather is imminent, instruct students to face the interior wall and get down on their knees, holding their hands behind their head.
   f. As possible, take attendance at the safe site.
   g. If you need assistance or student(s) is (are) missing notify the **Site Communications Team (Principal and APs).**
5. The **Office Manager** should grab the Emergency Cards, Sign-in/Sign-Out sheet, and First Aid Kit before heading to the Safe Site. As the assistant to the physically-challenged, the OM needs to make sure that students and staff with physical challenges are evacuated. (Consult the List of Staff/Students with Medical Conditions if there are any questions).
6. The Principal and BOM should continue listening to the weather radio and determine when it is safe to return to the classrooms.
7. Staff and students should wait for the "All Clear" signal from the Principal to return.

Note: *If you are unable to get to the school's designated safe site, consider the following safety tips:*
Small interior rooms on the lowest floor and without windows
- Hallways on the lowest floor away from doors and windows
- Rooms constructed with reinforced concrete, brick or no windows
- Stay away from outside walls & windows
- Use arms & protect head & neck

- Remain sheltered until the tornado threat is announced to be over

Flood

In case of a flood, the Principal will generally have sufficient warning to make arrangements to close the campus.

If a flood threatens the school without sufficient warning (e.g. flash flooding), the following procedure applies:

1. The **Principal** is responsible for monitoring severe weather situations and initiating an emergency response. If a staff or community member learns of an impending flood, he or she should notify the Principal ASAP. In case a flood watch/warning, a siren may also sound. The Principal should have a battery-powered weather radio handy and should keep it on when severe weather, such as a flood, is impending.
2. The Principal should get information from the local emergency management agency and determine whether a SHELTER-IN-PLACE (with emergency release, if there is enough time), EVACUATE, or OFF-SITE EVACUATION procedure is appropriate.
3. In case of an evacuation, the Principal should direct staff and students to evacuate the affected buildings per the regular procedure (grab clipboard + roster, count students, lead them out in single file by the established evacuation route). If conditions change, the Principal may turn an Evacuation into an Off-Site Evacuation.
4. The **Office Manager** should contact families with information on emergency release plans/to reassure them that students have been evacuated (OneCall or other).
5. The Principal should continue monitoring the situation using the weather radio and remain in contact with emergency response officials to inform next steps.
6. In case of sustained emergency situation, Rocketship schools have earthquake/survival buckets with tools, drinking water, and food that can be used in case of emergency.

Flood Special Circumstance– Flood off site

If a flood occurs when students/teachers are unable to evacuate with the rest of the school, the following guidelines should be observed:

- Climb to high ground and stay there
- Avoid walking or driving through flood water
- If car/bus/van stalls, abandon it immediately and climb to a higher ground

Air Pollution / Smog

It is recommended that protective measures be taken by sensitive persons in case of air pollution/smog. These are persons with chronic lung disease or asthma, the elderly, the chronically ill and exercising children and adults.

Protective Actions

- Avoid strenuous outdoor physical activity during an episode.
- Avoid exertion or excitement, which will increase breathing rate.

- Plan indoor activities for students.
- Outdoor activities should be restricted beginning at stage two or when the media announces a bad air day.
- Remain indoors until the episode ends. Keep doors and windows closed, as indoor concentrations of ozone are about one-half that of outdoor levels.
- Use the air conditioner to recirculate indoor air and keep cool. High temperatures may add stress to the pollutant effects.
- Avoid aerosols, dust, fumes, and other irritants. Reduce activities such as cooking or cleaning, which produce irritants to the nose, eyes, and lungs.
- Avoid traffic-congested areas where pollutants are being generated, if you must go outside.
- During air pollution seasons, use the cooler morning hours for outdoor activities.
- Expect severity of symptoms to increase as ozone levels increase (coughing, wheezing, shortness of breath, headaches, chest discomfort and pain, etc.).
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Important! If notified, via the health department that it is unhealthful for students to be outside, the school (Office Manager/Principal) will be notified, via the all-call system. In this case, recesses should be cancelled and schools should follow the "rainy day" schedule for lunch.

Stage 1: Advisory/Alert

- MODIFY WORK PROGRAM to reduce activities that increase your respiration rate.
- REDUCE VEHICLE USE. Curtail work-related driving and carpool to and from work. Encourage students to bike, walk or carpool to school.

Stage 2: Warning

- IF AT HOME, REMAIN HOME. Sites will be closed until the Principal is notified that the warning is terminated. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the Principal

Stage 3: Declared Emergency
- IF AT HOME, REMAIN HOME. Sites will be closed until the Principal is notified that the emergency is over. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the Principal/designee

Power Loss

If the power goes off (either as an isolated event or as part of another emergency), it may quickly return. In the event of extended power loss to a facility, these precautionary measures should be taken to keep the facilities safe:

- Unnecessary electrical equipment and appliances should be turned off. Power restoration could result in a surge causing damage to electronics and affecting sensitive equipment.
- *If the facility is located in an environment with freezing temperatures:*
- Turn off and drain the following the fire sprinkler system, standpipes, potable water lines, and toilets in the event of a long term power loss.
- Equipment that contains fluids that could freeze without heat should be moved to heated areas or drained of liquids.

Upon Restoration of Heat & Power:
- Electronic equipment should be brought up to room temperature before energizing to prevent condensate from forming in the circuitry.
- *In freezing environments:* Fire and potable (drinking) water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

Criminal Activity Nearby (Police Chase, Search in Neighborhood)

When someone learns of a threat near the school campus (ex. violence or criminal activity in the neighborhood), he/she should initiate a 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 other means (i.e. walkie talkies). For example:
"We have an emergency situation and teachers need to implement a lockdown. Teachers, bring students into classrooms and lock and/or barricade your doors. Do not open your door unless a school leader asks you to. We will be sending an email asking teachers to confirm that they are OK and all students are accounted for – please respond to this ASAP."
4. For updates on the situation, a school leader should call the local police department.
5. The Office Manager should be prepared to share the sign-in/out sheet with School Leaders.
6. The Principal (or an AP, if the Principal is absent) should try to make sure all students in the building are accounted for by having teachers take attendance and report the # of students in their room, the names of students on their rosters who aren't physically in their rooms, and the names of students who aren't on their rosters but are physically in their rooms. (**See also: Accounting for Students During/After an Emergency**).
7. Communicate with parents using our automated calling system another means. Parents should stay away from the school if there is an active situation at the school – they could get in the way of law enforcement responding to the crisis. Consider the following message:

"There is a situation at Rocketship XY and the school is in lockdown. Everyone is safe, and the police have been contacted. For your safety and the safety of our staff and students, please do not call the school and do not come to the school. We will notify you with an update as soon as possible."

8. Notify the **Director of Schools** (when safe to do so) to initiate a crisis response (See also: Crisis Response Plan).

9. Wait until you hear from law enforcement to end the lockdown. When the lockdown ends, get contact families and let them know what your plan is for emergency dismissal and if you will use additional safety measures during dismissal (e.g. checking walker rider cards at two locations and/or asking for photo IDs).

Upon hearing the Lockdown order, teachers should:

1. Bring all students inside (even if they don't belong in your class)
2. Lock the door if you can. If not, barricade with furniture.
3. Turn off the lights.
4. Close the curtains/blinds.
5. If there is shooting, have students hide behind internal barricades away from windows and wait silently.
6. Turn on your walkie and check your email. Wait for instructions from school leaders.
7. Do not allow students to exit the classroom. No bathroom breaks!
8. When asked by your school leaders, use the paper roster in your classroom to take attendance and then send an email to your school leaders (Principal, APs, BOM, and OM) with three pieces of information:
   a. # of students currently in your classroom;
   b. Names of students on your roster who aren't currently in your classroom;
   c. Names of student who isn't on your roster but is in your classroom at that time (See also: ACCOUNTING FOR STUDENT DURING/AFTER AN EMERGENCY)
9. There is no way to predict how long a lockdown will last. Keep kids quiet and comfortable. Consider handing out hard candies to help kids cope with the stress. If a lockdown lasts for an hour or more, consider handing out small bottles of water (no bathroom breaks!) and/or granola bars.
10. Kids will have questions – be prepared. All Rocketeers should understand what it means to go into "lockdown" and that we go into lockdown to stay safe when there's a threat (burglar, wild animal, or violence) near our school.
11. **Remember to....Turn on your Walkie-Talkie, Keep it Quiet:** Teachers and YMCA/City Year/Field Crew & After School staff must have a charged & functioning Walkie Talkie in their classroom or on their body, if outside. Walkie Talkies are charged/stored in the Staff Room at night.

Intruder With a Weapon

Note on Students With Weapons:

When a student is discovered on campus with a deadly weapon:

- The Principal (or other school leader) shall be notified ASAP
- If the student poses an active threat to the school (e.g. student will not give up the weapon), the Principal or designee shall implement a school-wide emergency response, initiating a Lockdown and calling 911.

- If no imminent threat is posed (e.g. a knife was discovered in a student's backpack and immediately confiscated), the Principal shall take the student to the school's front office and deal with the situation using standard Rocketship disciplinary procedures.

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:
3. License plate number
   a. Type of vehicle
   b. Occupants
   c. Weapons

Immediately after the vehicle is gone:

1. Alert the Principal
2. Call 911.
3. **Principal/Designee** will order a **Lockdown** for staff and students (See **Lockdown Procedure** above). This order will stay in place until law enforcement arrives and gives the all clear.
4. Do not move those seriously injured unless imminent danger exists. If the injured are ambulatory, move them to a safe shelter.
5. Immediately notify the Principal of any injuries and report the extent of the injuries.
6. Stay with the injured until emergency services arrive.
7. The Principal/Designee should contact his/her supervisory Director of Schools to initiate a crisis response (See also: Crisis Response Plan).
8. If the media arrives, they should be directed to the Principal/Designee.

REMEMBER- Students will model their emotional reaction after yours. STAY CALM.

Hostage Situation

If a hostage situation arises at a school, do the following:

1. Notify the **Principal** or another school leader ASAP.
2. Stay calm and keep students as calm as possible.
3. Do NOT be a hero; Follow the captor's instructions.
4. Cooperate and be friendly. Don't argue with or antagonize the captor.
5. Inform captors of medical or other needs.
6. Be prepared to wait – elapsed time is a good sign.
7. Don't try to escape and don't try to resolve situation by force.
8. Be observant and remember everything that is seen or heard, including details about the captor's appearance (gender, ethnicity, height/weight, clothing, tattoos, etc.).
9. If a rescue takes place, lie on the floor and await instructions from rescuers.

Upon hearing of a hostage situation at the school site, the Principal or BOM should:
1. Call the police ASAP.
2. Move other students and teachers away from the hostage situation, if safe. Avoid making announcements over the loudspeaker if this could antagonize the captor.
3. Keep everyone as calm as possible.

Shelter-in-Place (or "Soft" Lockdown)

A Shelter-In-Place order means that a situation has occurred that requires students and staff to remain inside with limited exposure to outside air (turn off the air conditioning). An example of a Shelter-in-Place emergency would be a fire in a nearby factory that is releasing toxic fumes into the air.

1. The Principal or BOM will make an announcement to signal a shelter-in-place, such as "we have received information about a fire at a manufacturing plant nearby that is releasing toxic fumes. Students and staff should get inside. Teachers, close the windows to your classrooms. We will be turning off the air conditioning. Please stay inside and continue teaching with the windows shut. I will be sending out an email that you should all respond to once you have taken attendance."
2. The Business Operations Manager should turn off the HVAC system.
3. When the announcement has been given, Teachers should lead all students indoors and into their classrooms and shut the doors and windows. It is a good idea to stuff a towel or sweatshirt under the door, if available. Once inside, teachers should take roll.

4. The Principal or BOM will send out an email to teachers asking teachers to confirm that they are OK and that all students are accounted for.
5. If safe to do so, the BOM should walk through the campus to make sure that all windows are shut and doors are closed.
6. Teachers should respond to the email confirming they are OK or alerting the Principal that students are missing. If students are missing, the Principal will decide if a search and rescue mission is safe.
7. If necessary, BOM should shut off the gas and power systems for the building.
8. The Principal or BOM should contact the authorities (local Fire department) to find out when it is safe to release students/end the Shelter-in-Place drill.

Car/ Bus Accident

In case of a car or bus accident on/near the school premises, the Bus Driver or First Responder to the Scene should take charge of emergency response actions.
1. Remain calm and call 911 immediately. Report any and all details, including if another vehicle was involved the make/license plate number, and details about the driver.
2. Contact the school Principal. The Principal or designee should call the Head of the Region immediately and also contact the bus owner/contractor.
3. The driver or First Responder should care for the immediate needs of his passengers to the extent possible and also to the non-passengers involved in the accident, if possible.
4. The driver and First Responder(s) should wait for the emergency responder personnel (fire, ambulance, etc.) to arrive. Even if an ambulance is not needed, the First Responder should also and driver should wait on the premises while the driver(s) and principal report the accident
5. Afterward, preserve the accident to the extent possible – don't move things except in the service of helping victims.
6. The driver may not authorize any passenger to leave or be taken from the accident scene. If there are children on the bus, a staff member must supervise dismissal.

Threat to School

If a school is threatened over the phone (e.g. bomb threat, terrorism), the caller needs to keep cool and try to remember as much information as possible from the caller.
Person Receiving the Threat
The person who receives the threat has the best information for police to follow-up on.
- Try to keep the caller on the line – don't hang up!
- Get as much information as possible from the caller and write down what you're hearing:
  o Is the caller a male or a female? Adult or child?

- What did the caller's voice sound like? High? Soft? Whispery? Deep? Raspy? Intoxicated?
- Did the caller have an accent?
- Did you hear anything in the background? Cars/street noise? Dog barking? Music? Voices?
- What specifics did the caller give about the threat (e.g. a bomb will explode in the servery tomorrow at noon)?
- After the caller hangs up, report immediately to the Principal or nearest school leader.
- Call 911 and report these details.

Upon hearing of a threat to the school, the Principal:
- Makes sure 911 is called immediately, and that the person receiving the threat has either called or is available to provide first-hand information to the 911 receiver.
- Assumes command of the emergency until replaced by the fire department/Sheriff's Department.

Specific Situation: Bomb Threat

- BOM or designee leads an evacuation of the building. "Your attention please. Your attention please. Evacuate the building – Evacuate the building."
- The principal and BOM should conduct a sweep of the school grounds after the evacuation to make sure everyone is out.
- Teachers should: visually scan their room – is there anything out of place? Any students missing?
- Count students quickly before leaving and grab the safety clipboard.
- Leave doors unlocked and turn off lights when leaving.

Specific Situation: Shooting Threat

- The BOM shall implement a hard lockdown order until police arrive.
- School Leaders should check all restrooms and the perimeter of the building and lock the gate to keep the area is secure.
- Contact the Director of Schools to initiate a crisis response plan.
- If school buildings are deemed unsafe, School Leaders should arrange for transportation to another site.
- With the Office Manager, the Principal and BOM will contact parents so that they know where to go for an emergency pickup and so that they are not rushing to a dangerous site (i.e. by using OneCall)

Explosion

This section addresses four possible scenarios involving an **Explosion/Risk of Explosion.** (Note: this plan addresses the emergency response to a terrorist attack resulting in an explosion).

Scenario 1: Explosion on School Property

1. In the event of an explosion, everyone should initiate DUCK AND COVER. Teachers should instruct students to DUCK and COVER.
2. The Principal or BOM will call "911."
3. The Principal/BOM will consider the possibility of another imminent explosion and initiate emergency response actions based on their assessment of the situation. These emergency response actions could include SHELTER-IN-PLACE (low threat of another explosion), EVACUATE BUILDING or OFF-SITE EVACUATION.
   a. In the event of an evacuation, the Principal will direct the Office Manager or designees to make an announcement of the evacuation and give instructions to teachers and other staff, including which assembly site to use.
   b. The Office Manager will take the Emergency Cards, Sign In/Sign Out Sheets, and the First Aid Kit with him/her to the assembly point. The Office Manager must make sure all Physically-Challenged Students and staff are assisted out of the buildings.
   c. In the event of an evacuation, Teachers should follow standard evacuation procedures. They should grab their safety clipboard and attendance roster, count their students before leaving, shut the door, and lead their students in an orderly fashion on the established route to the assembly site.
4. At the assembly site, teachers will take attendance to account for students. Teachers will notify the Site Communications Team (Principal, APs, or BOM) of missing students.
5. If students or staff are injured, the Office Manager will direct the First Aid Team to set up a station and tend to the injured.
6. The BOM will notify the appropriate utility company of damages to water lines, sewers, power lines and other utilities.
7. The Principal/BOM will notify the Head of the Region to initiate a Crisis Response Plan (See also: Crisis Response Plan).
8. Members of the Traffic and Security Team, under direction of the BOM, will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
9. The Student Release/Communications Team will notify parents of emergency release plans and procedures (e.g. using OneCall).
10. An area affected by an explosion will not be reopened until an appropriate agency provides clearance and the **Principal/designee** gives authorization to do so and a qualified fire suppression and hazmat team has inspected the building.

Scenario 2: Risk of Explosion on School Property
1. The Principal and BOM will initiate the appropriate emergency response based on available information. This may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. In the event of an evacuation, the BOM will make an announcement of the evacuation and give instructions to teachers and other staff, including which assembly site to use.
3. The Office Manager will take the Emergency Cards, Sign-in/Out sheets, and First Aid Kit with him/her to the assembly point.

4. In the event of an evacuation, Teachers should follow standard evacuation procedures. They should grab their safety clipboard and attendance roster, count their students (if safe to do so) before leaving, and proceed to the assembly site.
5. At the assembly site, teachers will take attendance to account for students. Teachers will notify the Site Communications Team (Principal, APs, or BOM) of missing students.
6. The Principal or other school leader will call "911."
7. The BOM, will notify the appropriate utility company of damages to water lines, sewers, power lines and other utilities.
8. The Principal/designee will notify the Head of the Region and initiate a crisis response (see also: Crisis Response Plan).
9. All affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee issues authorization to do so.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area
1. The Principal or BOM will initiate a SHELTER-IN-PLACE emergency response.
2. The Principal or BOM will notify "911."
3. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the Principal/designee issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials
1. The **Principal or BOM** will initiate the SHELTER-IN-PLACE emergency response. The Office Manager or designee will communicate this order to teachers, and teachers will make sure students follow this order
   a. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
   b. The **Principal/designee** will notify "911."
2. After the initial blast, the **Site Communications Team** (Principal, APs, BOM) should lead an effort to remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
3. Under direction of the BOM, the Utilities and Hazards Team will turn off the school's main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
4. The Principal or designee will monitor radio or television announcements and initiate further actions as appropriate.
5. At the Principal/designee's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
6. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance.

28

Radiation Threat

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

- If you are OUTSIDE, cover your nose and mouth and quickly go inside a building that has not been damaged.
- If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems. (Shelter-in-Place)
- Steps for self-decontamination:
- REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
- WASH SKIN as thoroughly as possible with lukewarm water

Chemical Spills and Hazardous Substances

When a large chemical spill has occurred:
- Immediately notify the BOM and Principal
- Contain the spill with available equipment (See "Location of Safety Equipment" list in the safety clipboard)
- Secure the area & alert other site personnel
- Do not attempt to clean the spill unless trained to do so
- Attend to injured personnel & call the medical emergency number if required
- Call a local spill cleanup company or the Fire Department to perform a large chemical spill cleanup (See the Emergency Contact list in your safety clipboard)
- Evacuate building as necessary

When a small chemical spill has occurred:
- Notify the designated official (Principal)
- If toxic fumes are present, secure the area to prevent other personnel/students from entering
- Small spills must be handled in a safe manner, while wearing the proper PPE
- Review general spill cleanup procedures
- The name/number to call for chemical spill cleanup in included in the Emergency Contact List in in your safety clipboards.

Hazardous Substances:
Hazardous Substances include, but are not limited to, the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner

Kerosene	Stain
Anti-Freeze	Brake Fluid
Airborne Gases/Fumes	

If you encounter a spill, always call for assistance (See the Emergency Contacts on your Safety Clipboard) and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

Biological / Chemical Incident

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: (1) Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

Scenario 1: Substance Released Inside a Room or Building

1. The Principal/designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.

2. The Principal/designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.

3. The Principal/designee will notify the Regional Team of the situation.

4. The Principal/designee will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.

5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.

6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance.

The Assembly Area Team will provide the list to the Principal/designee and the emergency response personnel.

8. Any affected areas will not be reopened until the Santa Clara County HazMat or appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The Principal/designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Principal/designee will, if necessary, initiate the EVACUATE BUILDING action.

2. The Traffic and Security Team (under direction of the Business Operations Manager) will establish a safe perimeter around the affected area and keep personnel from entering the area.

3. The Principal/designee will call "911" and the local emergency management agency (see Emergency Contacts List in your safety clipboard) and will provide the exact location and nature of emergency.

4. The Principal/designee will notify the Head of the Region of the situation to initiate a crisis response.

5. The Utilities/Hazards Team (under direction of the Business Operations Manager) will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.

6. Persons who come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid Team (led by the OM) should assess the need for medical attention.

7. The Site Communications Team (Principal, APs, BOM) should compile a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Site Communications Team will provide this list to emergency response personnel.

8. Any affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the Principal/designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the Principal/designee will initiate SHELTER-IN-PLACE.

2. Upon receiving the SHELTER-IN-PLACE notification, the Utilities/Hazards Team (under direction of the BOM) will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should

communicate their locations to the Principal/designee, using walkie-talkies or other means without leaving the building.

4. The Principal/designee will call "911", and the local emergency management warning agency.

5. The Principal/designee will notify the Head of the Region of the situation.

6. The Principal/designee will turn on a radio or television station to monitor information concerning the incident.

7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the Principal/designee.

Fire Drill

1. The **Principal or designee** should sound the fire alarm or otherwise announce the beginning of the fire drill.
2. Teachers should grab their safety clipboards, quickly count students, and lead students outside to the assembly site. Teachers should SHUT THE DOOR when leaving.
3. At the assembly site, teachers should take attendance.
4. The **Principal or designee** should time the drill. Evacuation of the building should be complete within 5 minutes of the alarm sounding.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone shut their door? Did they take their safety clipboards with them?
6. Remember to record the drill in the Rocketship Drill Log.

Lockdown Drill

1. Students, staff, and families should be prepared for the lockdown drill prior to the announcement. Teachers could discuss the lockdown drill with students as "learning what to do in case a burglar comes into the school."
2. The **Principal or designee (e.g. OM)** will make an announcement over the loudspeaker indicating that the lockdown drill has begun: "Staff and Students: This is the beginning of our lockdown drill. Teachers, please barricade your doors and count your students."
3. **Teachers** should follow the lockdown procedure: Bring all students into the classroom, lock the classroom door (as possible), barricade the door, turn off the lights, build interior barricades, and keep students calm and quiet (sheltering behind interior barricades until the drill is over). Teachers should also take roll, using the roster from their safety clapboard.
4. The **Principal** and other administrators (e.g. AP, Deans) should come door to door to check on classrooms and ensure all teachers have followed the proper procedure.

5. After the drill has been completed, the **Principal or designee** should give the "All Clear" notice over the loudspeaker.
6. The Principal and staff should debrief after the drill has been conducted. Teachers and students may also want to discuss the drill after it is done.

Shelter-in-Place Drill

To run a shelter in place drill, staff should do the following:
1. The **Principal** should make an announcement for a Shelter-in-Place drill and clarify what staff and students are expected to do: "We are beginning our Shelter-in-Place drill. Teachers, shut and lock your classroom door and have your class gather in a part of the classroom away from the windows and doors. Lower the blinds in your classroom to cover the windows, if possible."
2. **Teachers** should lock the door (if they can) and direct students to remain indoors in the safest part of the classroom (away from windows and doors). Windows should be shut and covered.
3. The **Business Operations Manager** should confirm that he/she understands how to turn off the gas, power, and HVAC systems.
4. The Principal should time 5 minutes total from the start of the drill to the end of the drill and should then announce that the "Shelter-in-Place" drill is over.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember what to do? Was it scary?
6. Remember to record the drill in the Rocketship Drill Log.

Earthquake Drills

1. The **Principal or designee** (e.g. Office Manager) will make an announcement over the loudspeaker to indicate the start of the drill.
2. Teachers should instruct their students to **DUCK, COVER, and HOLD**.
3. Students and staff members should duck or drop to the floor, take cover under a sturdy desk or table (keeping their backs to the windows), cover their heads with their hands, and hold onto the furniture for stability.
4. The Principal should wait for four minutes and then announce: "The Earthquake is over."
5. If desired, classes can also practice evacuating after an earthquake. The Principal (or designee) should announce: "We are now evacuating to our primary assembly site."
6. Staff and students can get out of the ducking position and prepare to evacuate:
7. Teachers should grab their safety clipboards, make sure their walkie-talkies are on, and count their students before leaving the room.
8. When leaving the room, the door should be left OPEN.
9. Students and staff should proceed to the assembly site using their predetermined evacuation route. At the assembly site, teachers should take attendance.

10. The Principal (or designee) should conduct a walkthrough of the building to make sure that all students and staff have evacuated and that doors have been left open.
11. At the assembly site, the Principal (or designee) should make sure that teachers have taken attendance.
12. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone leave their door open? Did they take their safety clipboards with them?
13. Remember to record the drill in the Rocketship Drill Log.

Severe Weather/Tornado Drill

1. The **Principal** or designee should announce the beginning of the drill over the intercom.
2. **Teachers** should quickly count their students, grab the safety clipboard, and lead students in an orderly fashion to the designated indoor safe site. Students should then be directed to assume a ducking position, facing the interior wall, and cover their heads with their hands. The teacher should take attendance if the count of students doesn't match the number in their students.
3. The **Principal or designee** should conduct a hall sweep to make sure all students and staff have followed directions to evacuate.
4. Once all students are assembled, the **Principal** or designee should wait for three minutes and then announce that the drill is over.
5. While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did they take their safety clipboards with them?
6. Remember to record the drill in the Rocketship Drill Log.

Administering Medications to Students (Policy)

Parents/guardians need to notify the school (Office Manager and Principal) when their child is diagnosed with a chronic or acute medical condition. Parents and guardians should understand what school staff can and cannot do to help manage their child's condition. Please ask your school for the Rocketship Student/Staff Medication Policy.

With the Principal and Business Operations Manager, the Office Manager will manage the process for identifying students with medical conditions, documenting this condition and any medications that need to be administered, and administering the medication.

Medical Emergency Reporting Procedures

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial **911**.

1. Medical emergencies involving students or employees must be reported to the School Principal or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information:
   a. School name and phone number
   b. Building address including nearest cross street(s)
   c. Exact location within the building
   d. Your name and phone number
   e. Nature of the emergency
3. Do not hang up until advised to do so by dispatcher
4. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
5. Ask someone to dispatch a first aid/CPR trained employee to the victim.
6. Stay calm. Keep victim warm with a coat or blanket. Do not leave person unattended.
7. Do not move the victim unless there is danger of further injury.
8. Do not give the victim anything to eat or drink.
9. Draft a written incident report and submit it to School Principal, or his/her designee, before the end of the next workday. **Whenever 911 is called, you must submit and file an approved incident report (i.e. with Principal signature) within 24 hrs. of the incident.**

First Aid (Illness/Injury)

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship expects parents/guardians to provide emergency contact information to the school and keep such information current in case of an incident at the school.

Schools shall be stocked with multiple First Aid Kits containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

School leaders (including Business Operations Managers and Office Managers) should be certified in CPR. Teachers are to have the opportunity to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to teachers, support staff, and volunteers. As possible/safe, students will be referred to the **Office Manager** for minor accidents and incidents.

Minor Accidents: For minor accidents, use the First Aid Kit located in the Front Office.

Poisoning: If a student ingested a poisonous substance:
1. Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures based on their instructions.
2. Call 911.
3. Notify the Principal.
4. Call the child's parents.

Illness: If child complains of illness, question him/her to determine severity.
For minor illness, the teacher should have child rest head on desk for 10 to 15 minutes. If he/she still complains, send him/her with note to the Office Manager (or call office for escort).
If student is too ill to walk to office, call the Office Manager for immediate help and explain severity of situation. If the child feels sick after fifteen minutes, the child may be sent home.
Convulsions: If a child has convulsions:
1. Keep calm. Attempt to ease him/her to the floor so he/she will not fall and injure him/herself
2. Turn his/her head to one side so his/her tongue will not block his/her airway
3. Do not attempt to insert anything in his/her mouth
4. Send someone to the office or call the office for assistance

Chemical Burns:
1. Chemical burns, especially those of the skin or eyes, should be flushed with large quantities of water at the nearest source.
2. After flushing the burn, the child can be escorted to the Front Office.
3 If a burn is severe, call 911.

Insect Bites:
1. Remove stinger if possible.
2. Apply cold, wet towel
3 Call 911 if systemic symptoms occur (labored breathing, swelling of entire body, etc.).

Bio-Waste:
When a student has an accident or vomits, clean carpets within the first few minutes— the more untreated exposure the carpet has to the bio-waste, the more likely that there will be a permanent and deep stain. Disposable gloves are available in the Front Office; Office Managers should also stock carpet/floor cleaner.
A bio bag, if necessary, should be disposed of in one of the larger cafeteria garbage bins at the earliest possible moment (may send a student if necessary). Place your bio waste placard on the site of the incident before leaving for the day. This will indicate to the custodial crew the need for a more thorough carpet cleaning treatment on that

Tooth

If a Tooth is displaced by traumatic injury, wrap tooth in moist gauze. Send tooth with injured child to office. Office Manager should call parents immediately.

Playground Accidents:
1. Render first aid on playground if necessary
2. If child is mobile, take to the Office Manager
3. If the child is immobile, call 911.

Rescue Breathing
1. Tap and shout
2. Open airway
3. Look, listen, and feel for breathing.
4. Give 2 full breaths.
5. Check circulation
6. Rescue breathing count: (1) ADULT: 1 breath every 5 seconds; (2) CHILD: 1 breath every 3 seconds, (3) INFANT: 1 breath every 3 seconds

Nose Bleed:
- Have the child sit down and lean forward.
- Stop bleeding with a cloth

Wounds:
1. Wash the wound and apply bandage and ice, if desired.
2. If the wound is severe:
a. Have victim sit or lie down
b. Apply direct pressure to the wound
c. Treat for shock (keep them calm)
d. Do NOT move the victim unless absolutely necessary
e. Call 911

Choking
If the child is unable to breath, cough, speak, then:
1. Give thrusts (below rib cage)
2. Repeat until clear
3. Do not leave a child who is choking or having breathing problems alone

Electric Shock: If a child has suffered an electric shock, do NOT touch them. Call 911.

Major Incident
- Office Managers are trained in First Aid and can provide assistance until emergency personnel arrive
- School leaders are trained in CPR

If personnel trained in First Aid are not available, at a minimum, attempt to provide the following assistance:

- Stop wounds from bleeding with firm pressure on the wound (avoid contact with blood or other bodily fluids)
- In case of choking, clear the air passages using the Heimlich Maneuver

In case of rendering assistance to personnel exposed to hazardous materials, wear the appropriate personal protective equipment. <u>Attempt First Aid ONLY if trained & qualified</u>

Resuscitation Orders
School employees are trained and expected to respond to emergency situations without discrimination. If a student needs resuscitation, staff shall make every effort to resuscitate him/her.
Staff members are prohibited from accepting or following parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall inform parents/guardians of this policy.

Head Lice Policy

Consistent with the Rocketship Education Head Lice Policy, in order to prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the Office Manager as soon as possible. The Office Manager shall examine the student and siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in a class, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students. Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.
Excluded students may return to school when reexamination by Office Manager shows that all nits and lice have been removed.
See also:
Rocketship Head Lice Policy

First Aid, CPR, and Health Screening Policy

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end,

Rocketship expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

First Aid Kits: Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

CPR: Administrators (Principals and Assistant Principals) and School Office Personnel (Business Operations Managers and Office Managers) are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. The Business Operations Manager will be responsible for maintaining these records.

Opportunities for adult and pediatric CPR and First Aid training will be offered to teachers and teachers will be strongly encouraged to become certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Adult and pediatric CPR and First Aid training will also be offered to all support staff and volunteers.

Severe Allergic Reactions (Anaphylaxis)

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen to which they are sensitive. The most common allergens or trigger substances that may cause anaphylaxis in school-aged children are: Peanuts, tree nuts, fish, shellfish, egg, cow's milk, sesame, soy, insect stings, latex, and certain medications.

Anaphylaxis is potentially life threatening and always requires an emergency response. It is therefore critical that school staff, parents and caregivers are confident about the management and treatment of students who have been diagnosed by a medical practitioner as being anaphylactic or potentially anaphylactic.

Symptoms and Signs:
The symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but in some cases can be delayed up to 2 hours or more. Rapid onset and development of potentially life-threatening clinical effects are characteristic markers of anaphylaxis.

Symptoms and signs of anaphylaxis (a severe allergic reaction) may include one or more of the following:
- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Dizzy/light-headed
- Loss of consciousness and/or collapse
- Pale and floppy (young child)

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:
- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

Students with Severe Allergies:

If a student is known to have a severe allergy, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Safety Binder.

Students with Physician Plan - Emergency Treatment for Anaphylaxis

1. Follow emergency response procedures as outlined in the instructions from the physician (found in the baggie, along with the student's medication, in the Front Office).
2. If the instructions indicate the use of an adrenaline auto injector (EpiPen), staff (e.g. Office Manager) should administer the EpiPen **(See Following Page for Detailed Instructions)**
3. Seek urgent medical assistance – call 911 and tell the dispatcher that the medical condition is anaphylaxis or a severe allergy.
4. If unconscious and no pulse is evident, commence Cardio Pulmonary Resuscitation (CPR) and continue until ambulance arrives. (School leaders are trained in CPR, including OMs and BOMs)
5. Maintain close observation for possible relapse while waiting for ambulance or medical assistance.
6. Maintain airway, breathing and circulation at all times
7. Contact parents/caregivers.

Students WITHOUT a Physician Plan – Emergency Response to Anaphylaxis

Severe allergic reactions or anaphylaxis can occur rarely when there is no history of known allergies. This situation should be treated as an emergency. Under these circumstances there will be no Action Plan. Recognition of the symptoms and/or signs as being anaphylactic may also be a problem. The following steps should be followed:

1. Seek urgent medical assistance – call 911. (If suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
2. Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
3. Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness – if oxygen is available give at a high flow rate.

Using an Epinephrine Auto-Injector (EpiPen)

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.
2. If anaphylaxis symptoms occur, call 911). Stay with the victim. Have others notify the parents and Principal/designee immediately.
3. Have the victim sit down. Reassure the victim and avoid moving him or her. Calming reduces the distribution of the allergen in the body.
4. Prepare to administer EpiPen.
   a. For students in second grade or below, or if less than 66 lbs, use White label EpiPen Jr (0.15 mg)
   b. For adults and students in third grade or above, or if more than 66 lbs, use Yellow label EpiPen (0.3 mg)
   c. The EpiPen acts immediately; however the effects last only 10 -15 minutes. *Make sure someone has called 911 for continued care.*
5. EpiPen Administration Procedure:
   a. Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.
   b. Hold the black tip near the outer thigh. Never put thumb, fingers, or hand over the black tip. (If an accidental injection occurs, go immediately to the nearest hospital emergency room.)
   c. Swing and jab the black tip firmly into the OUTER BARE THIGH so that the auto-injector is perpendicular (at a 90° angle) to the thigh. You will hear a click. (The EpiPen can be injected through the victim's clothing, if necessary.)
   d. Hold the EpiPen firmly in place for 10 seconds, and then remove it from the thigh. (After the injection, the victim may feel his or her heart pounding. This is a normal reaction.)
   e. Remove the EpiPen and massage the injection area for several seconds.
   f. Check the black tip:
      i. If the needle is exposed, the dose has been delivered
      ii. If the needle is not exposed, repeat steps b through e
   g. Dispose of the EpiPen in a "sharps" container or give the expended EpiPen to the paramedics.
   h. Call 911, if not previously called.
6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.
7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.
8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.

9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharps container, give the expended EpiPen to the paramedics.
10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.
11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.
12. Document the incident and complete the accident/incident report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information.

DO NOT HESITATE to administer Epipen and to call 911, even if the parents cannot be reached.

- Call 911 immediately. 911 must be called if Epipen is administered.
- Advise 911 dispatch that the student is having a severe allergic reaction and Epipen is being administered.
- Student should remain quiet with a staff member at the location where the symptoms began until EMS arrives.
- Provide a copy of the Severe Allergy Plan to EMS upon arrival.
- Notify the administrator and parent/guardian.

Please also see Rocketship Education Medication Administration Policy.

Asthma Attack

Asthma is a chronic inflammatory disease that causes the airways of the lungs to tighten, leading the wheezing, breathlessness, chest constriction, and coughing. Schools can be full of environmental triggers for student asthma. Students with uncontrolled asthma may miss school more often and have poorer academic performance than healthy students; supporting a strong asthma management program is crucial to ensuring a child's asthma is controlled and that student is ready to learn.
Students with Asthma:
If a student is known to have asthma, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician and Medication Administration Record for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Nurse's Binder.
Emergency Response Procedures for Severe Asthma Episode

NEVER leave a student with breathing problems alone, whether or not asthma has been diagnosed. Stay with the student and do not send the student with breathing problems anywhere.

Signs/Symptoms of an Asthma Attack:
1. Very fast or hard breathing.
2. Skin sucking in over child's stomach or ribs with breathing.
3. Breathing so hard they cannot walk or speak.
4. Lips or fingernail beds turn blue.

Emergency Response:
1. Stay with student, call for help, and have someone call 9-1-1.
2. Keep student sitting upright.
3. Ask student if their quick-relief medication (Albuterol) is with them, or have quick-relief medication brought to student from the Front Office (by Office Manager) and assist in immediate administration (inhaler or nebulizer), in accordance with their Asthma Action Plan.
4. Repeat quick-relief medication every 20 min or as authorized in student's Asthma Action Plan.
5. Watch breathing and be prepared to administer CPR until paramedics arrive.
6. Have someone notify the student's parents/caregivers.

Communicable and Contagious Disease/Illness

Schools, like other workplaces, can spread communicable diseases. When faced with an outbreak of a communicable or contagious disease, the Principal of an Rocketship school will consult closely with the State Department of Health for accurate medical/outbreak management advice.

The following are among the most common communicable diseases in school/childcare settings:

- **Chickenpox:** Chickenpox is a highly contagious disease caused by the varicella virus, a member of the herpes virus family. It is the most commonly reported childhood disease; about 75% of the population has had chickenpox by age 15 and 90% by young adulthood. Chickenpox is most common winter and early spring. Symptoms of chickenpox commonly appear 13-17 days after infection and include the sudden onset of a low grade fever and tiredness/weakness. This is followed by an itchy blister-like rash.
- **Common Cold:** The common cold (also called viral rhinitis) is a viral infection, characterized by nasal congestion, a clear, runny nose, sneezing, scratchy throat and general malaise.
- **Fifth Disease:** Fifth disease, a mild, usually non febrile rash illness is caused by a human parvovirus (B19). While considered a mild disease Fifth disease is of concern for persons with the following conditions: pregnant, immunocompromised, undergoing chemotherapy

treatment and sickle cell. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak of Fifth disease.*

- **Hepatitis B:** Hepatitis B (formerly known as serum hepatitis) is an infection of the liver caused by a blood borne virus. The disease is fairly common. Hepatitis B causes fatigue, poor appetite, fever, nausea, vomiting, diarrhea, joint pain, hives, and rash. Urine may appear dark in color and jaundice (yellowing of the skin) may result. Symptoms appear 3-6 months after exposure.

- **Influenza (Flu):** Influenza is a viral infection of the nose, throat, bronchial tubes and lungs. There are two main types of virus: influenza A and influenza B. Each type includes many different strains, which tend to change each year.

- **Measles:** Measles is a highly contagious viral disease that causes fever and a rash. Measles is more common in winter and spring. Epidemics of measles can occur. Measles can cause a very high fever, cough, runny nose, and red watery eyes. Roughly 2-4 days after initial symptoms, a rash of red spots develops on the face and spreads over the body. Little white spots (Koplik spots) may appear on the gums and inside the cheeks. A person is contagious 4 days before to 4 days after the appearance of the measles rash. Infection with measles provides lifelong immunity.

- **Meningitis (Bacterial):** Meningitis (bacterial) is a severe bacterial infection of the meninges (a thin lining covering the brain and spinal cord) caused by the bacteria called Neisseria meningitidis. Meningococcemia is the term for infections involving the bloodstream. Most people exposed to meningococcus bacteria do not become seriously ill, but some develop fever, headache, vomiting, stiff neck, and rash. This disease can be fatal. Symptoms may occur 2-10 days after exposure. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*

- **Meningitis (Viral):** Viral meningitis is a viral infection of the lining (meninges) covering the brain and spinal cord. There are many types of viruses that can cause this disease. Some kinds of viral meningitis and others are not. Symptoms include fever, headache, stiff neck, and fatigue. Rash, sore throat, and intestinal symptoms may also occur. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*

- **(MRSA) Methicillin-Resistant Staphylococcus Aureus:** _MRSA stands for methicillin-resistant Staphylococcus aureus, but is shorthand for any strain of Staphylococcus bacteria which is resistant to one or more conventional antibiotics. Symptoms depend on the part of the body affected but often include redness, swelling, and tenderness at the site of the infection.

- **Mumps:** Mumps is a viral illness that causes fever and swelling of one or more glands near the jaw. Mumps is more common during winter and spring. Symptoms of mumps include fever, body aches, headaches, and the swelling of one or more of the salivary glands. The parotid gland (just below the ear) is often most affected. Complications can include pain/swelling of the testicles, deafness, arthritis, and problems of the brain and nervous system. People with mumps are contagious form 3 days before to 4 days after symptoms appear. Symptoms usually occur 16-18 days after infection.
- **Tuberculosis:** TB is spread when a person who has active, untreated TB germs in their lungs or throat coughs, sneezes, laughs, or speaks, spreading their germs into the air. A person who breathes in TB germs usually has had very close, day-to-day contact with someone who has active TB disease.
- **Whooping Cough (Pertussis):** Pertussis, also known as whooping cough, is a highly contagious bacterial illness that causes a cough lasting several weeks. Early symptoms of pertussis include a runny nose, sneezing, fever, and cough. About 1-2 weeks later, the cough worsens and patients develop bursts or rapid coughing following by a "whoop." A person is contagious from 7 days after exposure to 3 weeks after the appearance of the coughing fits. (Adapted from: http://www.uft.org/our-rights/meningitis-viral)

Principles for Dealing with an Outbreak or Incident of Communicable/Contagious Disease on School Grounds

School staff and parents should notify the Principal ASAP of any confirmed cases of common contagious diseases (ex. influenza, pertussis, mumps, measles, chickenpox) or a single incident or a severe contagious disease (ex. TB, meningitis)

In case of an outbreak **(3 or more confirmed cases)** of a common contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (see also: Crisis Response Plan).

In case of an incident of a severe contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (See Crisis Response Plan).

Guidelines for Dealing with an Outbreak of a Communicable Disease:

1. The Principal reports incident to the Director of Schools.
2. The Director of Schools and Principal report to the State Department of Health to seek guidance on managing the outbreak and to create public communications materials for families with up-to-date medical information
3. If requested, the Principal may share student vaccination information with the State Department of Health (in student cum. files)
4. The Principal will notify families of exposure to this disease by sending home a letter with information on next steps (For example, if a student at a schools is found to have TB, TB tests may be provided at the school site free of charge)

5. The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
6. The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
7. The Principal may also, per Department of Health guidance, exclude infants, *immunocompromised persons (including pregnant women) and non-compliant (unvaccinated) children* or those with *religious exemptions* to vaccination

Bloodborne Pathogens Safety Procedures

Rocketship Policy on Bloodborne Pathogens Safety

The blood borne pathogens safety procedure has been developed by Rocketship Education to promote safe work practices for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens.

The following are several principles that should be followed by Rocketship employees when working with, or if exposed to, bloodborne pathogens:
- Being prudent and wise in their work to minimize exposure to bloodborne pathogens
- Never underestimate the risk of exposure to bloodborne pathogens
- Rocketship shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to bloodborne pathogens.

To keep this policy current, it will be reviewed and updated as follows:
- At least annually
- Whenever new or modified work tasks or procedures are implemented which may affect occupational exposure to employees.
- Whenever an employee is exposed to a blood borne pathogen.

Methods of Compliance

To effectively eliminate or minimize exposure to bloodborne pathogens, Rocketship has implemented the following methods of compliance.
- Universal Precautions: Rocketship observes the practice of "Universal Precautions" to prevent contact with blood and other potentially infectious materials. As a result, Rocketship employees treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV and other blood borne pathogens.
- Engineering Controls: When necessary, Rocketship shall use available engineering controls to eliminate or minimize employee exposure to bloodborne pathogens including

- Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to employees who have potential for exposure.
- Containers for contaminated sharps have the following characteristics:
    - Puncture-resistant
    - Color coded or labeled with a biohazard warning label
    - Leak-proof on the sides and bottom
    - Specimen and Secondary Containers which are:
        - Red in color
        - Puncture-resistant, when necessary
        - Color coded or labeled with a biohazard warning label
        - Leak-proof on the sides and bottom
- Workplace Controls: Work practice controls are those that have been implemented to prevent the spread of infectious diseases. Universal precautions include hand washing, gloving (and other personal protective equipment - *PPE*), clean-up and housekeeping techniques
- *Hand washing*: Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.
- Gloving (and other personal protective equipment - PPE): Gloves and other PPE should be worn at a minimum under the following conditions:
    - At all times when contact is anticipated with blood or other bodily fluids.
    - When the wearer has an open sore or cut and handling bodily fluids or blood.
    - When rendering first-aid.
    - When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva
- Clean-Up of Spills: The following safe practices should be followed when cleaning up spills:
    - Always wear gloves and other PPE as necessary to prevent exposure
    - Use towels or other absorbents in conjunction with soap and water.
    - Use approved disinfectants as necessary.
    - Discard absorbents and other materials in appropriate plastic bag labeled for such items
    - Remove gloves after completing clean-up procedure and discard them into the same plastic bag as other contaminated items.
- *Housekeeping:* The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.
    - Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
    - If equipment or PPE become contaminated, immediately remove and replace them
    - Inspect and decontaminate bins, pails or other similar receptacles which may become contaminated

- Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dust pan, tong, etc. Do not pick up broken glassware directly with your hands.
- Discard regulated waste in manner consistent with law.
- Discard sharps immediately in containers provided for such.
- Always close containers. If a container is leaking place one container in a second container. Containers for regulated waste other than sharps are red in color and labeled biohazard.
- The CEO or his/her designee is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. Written records of regulated waste disposal off site shall be kept by the school.

Information and Training

Employees shall be retrained annually to keep their knowledge of this area current. New employees or those who may be assigned a new task will receive this training as necessary. The CEO or his/her designee is responsible for ensuring that employees who have a potential for exposure to bloodborne pathogens receive this training. Records of the training shall be maintained by the CEO or his/her designee and include names and job titles of attendees, date of training, contents of training provided, and the names and qualifications of instructor(s). The training program shall cover at a minimum:

- Blood borne Pathogens Standard
- The location of this policy and that it is available for review
- Appropriate methods for recognizing tasks and activities that may involve exposure to blood and other potentially infectious materials.
- Review of limitations and methods that will prevent or reduce exposure including: engineering controls, workplace practices, PPE.
- Visual warnings of biohazards including signs, labels, and color coded containers
- Information on Hepatitis B Vaccinations including efficacy, safety, method of administration, benefits of the vaccination and the District free vaccination program
- Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. Including follow up reporting if an exposure incident occurs and post exposure evaluation including medical consultation to be provided.

Labels and Signs

The biohazard labeling system is used. These labels, which are red in color, are used in conjunction with the approved red color-coded containers to warn employees of possible exposures. The following items at the school are labeled: Containers of regulated waste, shaRocketship disposal containers, other containers used to store contaminated material.

Hepatitis B Vaccinations, Post Exposure and Follow up

The Principal, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with ROPS' "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.
The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Employees not identified as having occupational exposure in ROPS' exposure determination may petition to be included in ROPS' employee in-service training and hepatitis B vaccination program. Such a petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Vaccination Program

The vaccination program has been implemented for those employees who may be exposed to bloodborne pathogens during their routine work tasks. There is no cost to employees for the vaccinations. The vaccination program consists of a series of three inoculations over a six month period.

Vaccinations shall be performed under the supervision of a licensed physician or other health care professional. A list of Employees interested in taking part in the vaccination program shall be created and kept. A list of employees who decline to take part in the vaccination program shall be created and kept as well and will have signed a "vaccination declination form". The Principal or a designated employee shall notify interested employees of the time and date of the vaccination, at least 2 weeks prior to the vaccination date.

Post Exposure and Follow-Up

If an employee is accidentally exposed to bloodborne pathogens during the performance of their work, the following shall be immediately conducted:
- Employees shall receive medical consultation and if necessary, treatment.
- An investigation of the circumstance surrounding the exposure incident shall be conducted and a written report prepared within 24 hours of its occurrence. The investigation shall obtain as much information as possible including:
  - Date and time of exposure

- Location of exposure
  - The type of potentially infectious materials (blood, urine, etc.)
  - Source of infectious materials
  - Circumstances of the exposure (type of work being conducted)
  - Cause of exposure if known (accident, equipment malfunction, etc.)
  - Was PPE being worn
  - Actions taken as a result of the exposure (clean up activities, notifications, medical attention sought, etc.)
- After the investigation, a written summary of the incident, its apparent causes and recommendations to avoid similar incidents in the future.
  - A post-exposure checklist shall be used.
  - Follow-up shall provide exposed employee with the following confidential info:
    - Documentation regarding the routes of exposures and circumstance
    - Identification, if possible, of the source individual (unless infeasible or prohibited by law).
    - If possible, source individual's blood shall be tested to determine if HBV or HIV infectivity. The information obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and regulations concerning disclosure of the identity and infectious status of a source individual conducted. In addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.
  - The process is to remain confidential.
  - The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

Written Opinion: The healthcare professional shall provide Rocketship with a written opinion evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following:
- Whether Hepatitis B Vaccinations is indicated for the employee.
- Whether the employee has received the Hepatitis B Vaccination
- Confirmation that the employee has been informed of the result of the evaluation
- Confirmation that the employee has been told about medical conditions resulting from the exposure incident which require further evaluation or treatment.

A copy of this opinion shall be forwarded to the employee. After completion of these procedures, the exposed employee shall meet with the qualified healthcare professional to discuss the employee's medical status. This includes the evaluation of any reported illnesses, as well as recommended treatment. Other findings and diagnoses will remain confidential and will not be included in the written report.

Medical records concerning employees are kept confidential and will not be disclosed to another party without the written consent of that employee (except as required by law).

Self-Harm/Suicide Threat

Rocketship Policy on Self-Harm/Suicide Threats

It is Rocketship policy to take threats of suicide or self-harm seriously, whether witnessed directly or heard second-hand. School staff are expected to err on the side of caution, to exercise sound professional judgment, and to practice extreme sensitivity in such situations. School personnel should be informed of the signs of youth depression/suicide.

1. A staff member who is originally made aware of a threat or witnesses any attempt towards self-harm, that is written, drawn, spoken or threatened, will immediately notify the Principal.
2. A threat in any form must be treated as real and dealt with immediately.
3. No student should be left alone, nor confidences promised to the student in case of a suicide threat. In cases of life threatening situations, a student's confidentiality will be waived.
4. Along with school leaders, school psychologists are all thoroughly trained in crisis response. Principals should use school psychologists as a resource in case of a possible threat of self-harm.
5. The law requires that you do only what is reasonable under the circumstances; for example, you do not need to try to remove a gun or other weapon from the person.
6. Principals should refer to the Rocketship Crisis Response Plan – Serious Injury or Death (Grief) protocol for actions to take to stabilize the school community after a traumatic incident (e.g. a suicide threat that is public or an act that is witnessed by other students). The Crisis Response Plan appendix also contains resources around suicide/self-harm that can be shared with parents/guardians.

Emergency Response to a Self-Harm/Suicide Threat

1. Take all threats seriously.
2. If the situation is volatile (i.e. the person has attempted or could attempt self-harm at any moment), call 911.
3. Do not leave a potentially suicidal person unattended – send a runner to notify the Principal ASAP.
4. If other students are in the room with a student who has attempted or is threatening to attempt suicide, they should be escorted to another space.

Important! If a suicide threat is public or traumatic to other students, the Principal should refer to the Rocketship Crisis Response Plan for steps to stabilize the greater school environment.

- The Principal will then contact the child's parent/guardian and tell them of the situation by phone.
- The Principal will then contact the School Psychologist to inform them of the situation and arrange for a risk assessment to be performed with the child ASAP.

- Within 24 hrs, the Principal will provide the child's parents/guardians with written recommendations for treatment and follow-up. These recommendations should include the following:
  - Contact information for the national suicide lifeline: **1-800-SUICIDE** or **1-800-273-TALK**
  - Findings from the school psychologist's risk assessment
  - Recommendations from the school psychologist for follow-up/treatment
  - Written resources on suicide prevention/youth depression
- If a student is known to be in counseling, the Principal/designee will attempt to inform the child's treatment provider of what occurred.
- If the parent refuses to cooperate, the Principal should talk to the School Psychologists about options for an involuntary mental health assessment.

Under no circumstances should school staff drive the suicidal student in in personal vehicles. Do not leave the student alone at any time.

Note: If a threat is made during an after-school program, and no school personnel is available, call **1-800-SUICIDE** or **1-800-273-TALK** for help. Inform the Principal of the incident and actions taken.

Serious Injury or Death at the School

The death of a student or staff member is traumatic to school communities, whether the death was the result of a long illness or an act of violence. Principals should refer to the Rocketship Crisis Response Plan – Serious Injury or Death (Grief) protocol for actions to take following a serious injury or death at the school. The Crisis Response Plan appendix contains resources around suicide/self-harm.

Staff members should know the following:
1. In case of serious injury or death, do not move the victim unless absolutely necessary. Do not leave an injured student alone. Send a runner to notify the Principal and Office Manager ASAP.
2. A School Leader will call 911.
3. The Office Manager should administer First Aid (See Part Four: First Aid and Medical Conditions in this Health/Safety Plan).
4. If students are in the same space as a student who is seriously injured, they should be escorted elsewhere.
5. Do not make announcements about an accident or incident over the intercom.
6. The Principal should refer to the Rocketship Crisis Response Plan for next steps to stabilize the situation and support the school community.

Policy Appendix

STUDENT DRESS CODE
All Regions

Student uniforms help minimize disruption during the school day, promote respect for oneself and others, and foster school/community spirit. This policy addresses Rocketship's dress code requirements; dress code violations; and consequences for students who do not abide by the dress code.

I. Dress Code Requirements

All students are expected to wear the Rocketship uniform to school every day. The Rocketship uniform consists of a khaki bottom (pants, shorts, dress, skirt, or skorts) and a white, green, or dark purple collared shirt. Students may also wear a Rocketship polo shirt, which can be obtained from a designated vendor. . Each school Principal has the discretion to set more detailed dress codes on his/her campus that align with this policy. Shirts must be tucked in at all times, which Rocketship considers being "dressed for success."

Students should also wear closed toe shoes. Sandals are not considered to be safe or appropriate for school.

II. Dress Code Violations

The following are considered to be dress code violations and are NOT permitted on any Rocketship campus:

- Dresses and shorts which are shorter than mid-thigh
- Spaghetti straps (smaller than two inches, or the width of a credit card)
- Tank tops (including white, ribbed undershirts)
- Clothing or accessories that are sexually provocative
- Clothing or accessories that identify a student with non-school clubs, profanity, obscenity, references to drugs, alcohol, tobacco, gangs (red or blue color) or prison culture name insignia
- Attire with writing that degrades individuals or groups Body piercings that create a safety hazard are not acceptable; moderate sized earrings are acceptable
- Platform shoes or high heels over 2.5 inches high
- Underwear or undergarments that are visible
- Tops that show the midriff area
- Pants that sag around the waist
- Intentionally torn pants or jeans
- Untied shoelaces

- Bandanas, hairnets, headbands, doo rags, and non-Marshall hats (also includes beanies, baseball caps, etc.)
- Sunglasses or Marshall hats may not be worn in the building, but may be worn outside to protect from the sun

III. Consequences of Dress Code Violations

Students who repeatedly do not come to school in uniform may lose privileges in accordance with Rocketship's Student Discipline Policy. In addition, Rocketship may contact the student's parent/guardian to discuss the dress code violation.

DISCRIMINATION, HARASSMENT, INTIMIDATION, AND BULLYING POLICY
California

Rocketship desires to provide a safe school environment that allows all students equal access and opportunities in our schools' academic and other educational programs, services, and activities. Rocketship prohibits, at any Rocketship school or activity, discrimination, harassment, intimidation, or bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. School personnel must take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation or bullying ("DHIB"). This policy shall apply to all acts related to school activity or to school attendance occurring within a Rocketship school. It covers definitions; prohibitions against discrimination, harassment, intimidation, and bullying; free speech protection; duties of school personnel; reporting and investigating complaints; discipline; notification; and bullying prevention efforts.

I.   Definitions

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience substantial interference with his or her ability to

participate in or benefit from the services, activities, or privileges provided by a school.

"Cyberbullying" includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

"Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer or pager.

"Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

II.   Prohibitions Against Discrimination, Harassment, Intimidation, and Bullying

Rocketship prohibits discrimination, harassment, intimidation, and bullying as defined in this policy. This includes discrimination, harassment, intimidation, or bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Additionally, in accordance with state and federal law, Rocketship will not exclude or deny any student from any educational program or activity because of pregnancy, childbirth, false pregnancy, termination or pregnancy, or recovery therefrom. Rocketship will, as necessary, make reasonable accommodations to a lactating pupil on a school campus.

Additionally, Rocketship will adopt curriculum and instructional methods and materials, and electronic communication policies that promote a safe environment free of discrimination and harassment.

III.   Free Speech Protection
This policy shall not be construed to limit pupil rights to free speech as protected by the United States Constitution, the California Constitution, EC §§ 48907 and 48950, and other applicable law.

IV.   Duties and Responsibilities of School Employees

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. (EC § 234.1(b)(1))

V.   Reporting and Investigating Complaints
Students, parents or other stakeholders have the option of filing a formal complaint of DHIB through Rocketship's Uniform Complaint Process or General Complaint Policy. If an individual wishes to file a formal complaint, the school will assist the individual in determining the appropriate type of complaint and accessing the appropriate materials. If a formal complaint is filed, Rocketship will investigate in accordance with the procedures set forth in the applicable complaint policy.

The Principal may also become aware of an alleged incident of DHIB through means other than a formal complaint. Any employee who has knowledge of DHIB must inform the Principal of the concern as soon

as possible. If the Principal becomes aware of a complaint of DHIB through means other than a formal complaint, the Principal shall investigate in accordance with this section:

Prior to the investigation of a complaint of DHIB, the Principal will take steps to ensure the safety of the alleged victim referenced in reported DHIB incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of DHIB or retaliation.

Once a report of DHIB has been received by the school, the following groups will be notified as needed by the Principal so long as, in the absence of legal imperative, the parent or guardian's written consent is obtained prior to notification.

- **Parents and guardians:** Rocketship will notify the parents or guardians of victims, bullies, and if appropriate, witnesses to an incident of DHIB behavior about the nature of the incident and the procedures and steps in place for responding to it. The school Principal will determine if parents or guardians should be informed prior to or after the investigation of an incident.

- **Law enforcement agencies:** If Rocketship determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination, the Principal may wish to consult with either a law enforcement officer or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.

Rocketship will notify these groups of incidents of DHIB only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. Rocketship will make every effort to protect the confidentiality of those who report bullying incidents.

The school Principal is responsible for investigating reports of DHIB. An investigation of an incident will be initiated no more than one day after the Principal receives a report of DHIB and will conclude no later than 30 days after the receipt of such a report. As part of the investigation, the Principal will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

The school Principal will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of DHIB are prohibited. Written records of the investigation process should be maintained. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of DHIB, the Principal will seek to ensure that the reported incident is one of victimization, a sign of DHIB, rather than of conflict. Thus when investigating a reported incident the Principal will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported

incident was an incident of DHIB.

The Principal is charged with making determinations as to whether a reported incident constitutes a case of DHIB. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the Principal determines that an incident of DHIB has occurred, they should take response steps to prevent the recurrence of an incident and restore the safety of a victim.

If the Principal determines that additional support is needed to conduct a thorough and equitable investigation, he/she may contact Rocketship's Legal team.
 If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Principal or designee also may file a complaint with the Internet site or service to have the material removed.
Rocketship prohibits retaliation against anyone who makes a complaint.

VI.   Discipline

Any student who engages in DHIB on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with school policies and regulations.

VII.   Notifications

The policy shall be publicized, including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board and the general public. The information shall be translated pursuant to Education Code § 48985. This policy shall be posted in all schools and offices, including staff lounges and pupil meeting rooms. (Education Code §§ 234.1(c) and (d))

VIII.   DHIB Prevention

To the extent possible, school strategies shall focus on prevention of DHIB by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of school rules related to DHIB, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of DHIB.

The school may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

SECLUSION AND RESTRAINT POLICY
All Regions

Rocketship is dedicated to using the Positive Behavior Intervention and Supports framework to proactively teach and reinforce positive behaviors. Additionally, Rocketship has Student Discipline and Suspension and Expulsion policies to address a spectrum of behavioral infractions. However, Rocketship recognizes the possibility that emergency situations may arise where it becomes necessary for staff to use a seclusion or restraint to protect the safety of students. This policy addresses definitions of seclusion and restraint; requirements that staff must meet when using seclusion and restraint; recordkeeping requirements; and guidelines for staff to consider when using seclusion or restraint.

I.   Definitions

"Seclusion" is defined as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. The following are *not* considered "seclusion" for the purposes of this policy:

- *Time-out from reinforcement as a form of strategic behavior modification.* Staff members may limit a student's access to reinforcement in an effort to extinguish an inappropriate behavior. When this is a part of an approved behavior modification program, the student is monitored in a non-locked setting, and as long as the student is not physically prevented from leaving the alternative space, this is not considered seclusion.

- *Students voluntarily accessing a separate space as to facilitate de-escalation or problem-solving.* Again, as long as students are monitored and not being physically prevented from leaving, this is not considered "seclusion."

"Restraint" is defined personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The following are *not* considered "restraint" for the purposes of this policy

- *Physical escort.* Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location

- *Behavioral interventions as a means of calming or comforting.* For example, proximity control, verbal soothing, or sensory inputs (such as a "squeeze") might be used as a component of an approved behavior modification program and are not considered "restraint."

"Emergency circumstance" is defined as a circumstance that meets both of the following criteria:

- Intervention is necessary to protect the student or another person from imminent, serious physical harm; and
- Other less intrusive, non-physical interventions have failed or have been determined inappropriate.

II.   Requirements for Use of Seclusion and Restraint

Rocketship prohibits the use of restraint or seclusion except in an emergency circumstance. Any restraint or seclusion shall be applied only by school personnel who are trained in the appropriate use of specific authorized techniques.

In accordance with state law,Rocketship personnel may not use or authorize any seclusion or restraint intervention that does any of the following:

- Is designed to, or likely to, cause physical pain, including electric shock;
- Involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the student;
- Denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
- Is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
- Employs a device, material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
- Is a locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
- Precludes adequate supervision of the student;
- Deprives the student of one or more of his/her senses.

A space used for seclusion shall, at a minimum, be free of objects and fixtures with which a student could self-inflict bodily harm, shall provide school personnel an adequate view of the student from an adjacent area, and shall provide adequate lighting and ventilation. If the room does not include a window that allows school personnel to see the student at all times, then a staff member must remain in the seclusion area with the student.

The use of physical restraint shall include a degree of force and duration that do not exceed the degree and duration that are reasonable and necessary to resolve the clear, present, and imminent risk to the physical safety of the student or others. Physical restraint should not be used if there are any medical contraindications to its use.

If school staff are unable to resolve the matter with the use of seclusion or restraint in accordance with this Policy, the student shall be allowed to remain in place until local law enforcement officers can be summoned to relocate the student or take the student into custody.

III.   Recordkeeping

Rocketship shall maintain written incident reports for each incident involving a restraint or seclusion. The reports shall be placed in the student's permanent file and maintained as part of his/her education record. Rocketship will promptly contact a student's parent/guardian plan if a seclusion or restraint is used on that student during the school day and will provide the parent/guardian with a copy of the incident report within one school day.

A Behavior Emergency Report Form must also be completed following the use of a physical restraint with a child with a disability. This form must be provided to the student's parent/guardian within one school day and a copy must be filed in the student's special education records.

The incident report and, when relevant, Behavior Emergency Report form will include the following information:

- Location of the incident leading to restraint/seclusion
- A description of the incident, including the names of any persons involved and details of any injuries sustained as a result of the incident
- Time and duration of restraint/seclusion
- Staff members involved
- Interventions attempted prior to restraint/seclusion
- Whether the student is currently engaged in any systematic behavioral intervention plan
- Description of attempts to de-escalate prior to restraint/seclusion
- Description of the student's behavior that promoted the need for restraint/seclusion
- Description of any injuries sustained by the student or staff during the restraint/seclusion

Rocketship will retain all reports prepared under this policy and will track the number of incidents of seclusion and restraint used during the school year, including the total number of students with disabilities who were involved in the incidents.

IV.   Training

All School Leaders and ISE personnel are trained in the Nonviolent Crisis Intervention program annually. Previously-certified staff members participate in a shorter "refresher" course annually. The Nonviolent Crisis Intervention program is the worldwide standard in crisis prevention and intervention, and the program is aligned with each of the aforementioned guiding principles for the use of restraint and seclusion.

V.   Guiding Principles

In addition to following the requirements and procedures for using a seclusion or restraint outlined in Sections I-IV of this policy, Rocketship staff will abide by the following 15 principles from the U.S. Department of Education to guide the use of seclusion and restraint at all Rocketship schools.

- Every effort should be made to prevent the need for the use of restraint and for the use of seclusion.

- Schools should never use mechanical restraints to restrict a child's freedom of movement, and schools should never use a chemical, drug or medication to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health professional).

- Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective and should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated. (See Sections I-II above.)

- Policies restricting the use of restraint and seclusion should apply to all children, not just children with disabilities.

- Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse.

- Restraint or seclusion should never be used as punishment or discipline (i.e. placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience.

- Restraint or seclusion should never be used in a manner that restricts a child's breathing or harms the child.

- The use of restraint or seclusion, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, should trigger a review and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should consider developing them.

- Behavioral strategies to address dangerous behavior that results in the use of restraint or seclusion should address the underlying cause or purpose of the dangerous behavior.

- Teachers and other personnel should be trained regularly on the appropriate use of effective alternatives to physical restraint and seclusion, such as positive behavioral interventions and supports and, only for cases involving imminent danger of serious physical harm, on the safe use of physical restraint and seclusion.

- Every instance in which restraint or seclusion is used should be carefully and continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel. (See Section III above.)

- Parents should be informed of the policies on restraint and seclusion at their child's school or other educational setting, as well as applicable Federal, State, or local laws.

- Parents should be notified as soon as possible following each instance in which restraint or seclusion is used with their child. (See Section III above.)

- Policies regarding the use of restraint and seclusion should be reviewed regularly and updated as appropriate.

- Policies regarding the use of restraint and seclusion should provide that each incident involving the use of restraint or seclusion should be documented in writing and provide for the collection of specific data that would enable teachers, staff, and other personnel to understand and implement the preceding principles. (See Section V above.)

VI.   **Students Receiving Special Education Services**

Different states have different laws that govern the use of seclusion and restraint on students receiving special education services. The legal requirements for each state in which Rocketship schools are located are addressed in turn below. *Each school is required to follow the law for the state in which it is located.*

California

Under EC § 56521.1, if a behavioral intervention report is written for a student with special needs who does not have a behavioral intervention plan, the designated administrator responsible for the student's

IEP must, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for a functional behavioral assessment, and determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a behavioral emergency report is written for a student with special needs who has a positive behavioral intervention plan, the IEP team will review the incident if it involves a previously unseen serious behavior problem or if a previously designated intervention is ineffective. The IEP team will determine whether the incident constitutes a need to modify the positive behavioral intervention plan. D.C.For students with disabilities, restraint and seclusion may be used only when it is included in the student's IEP, Section 504 Plan, and/or Behavior Intervention Plan. The restraint must be used to address specific behaviors under defined circumstances and must be implemented by appropriate staff.

Tennessee

Physical Holding Restraints Not Prohibited

Under T.C.A. § 49-10-1305(e)(3), the use of a physical holding restraint on a student receiving special education services is *not* prohibited in the following circumstances:

- The brief holding by an adult in order to calm or comfort;
- The minimum contact necessary to physically escort a student from one area to another;
- Assisting a student in completing a task or response if the student does not resist, or if resistance is minimal in intensity or duration; or
- Holding a student for a brief time in order to prevent any impulsive behavior that threatens the student's immediate safety.

In any of the above circumstances, Rocketship is not legally required to notify the student's parent/guardian.

Isolation Room Guidelines

Under T.C.A. § 49-10-1305(g), any space used as an isolation room for a student receiving special education services must meet the following conditions:

- Unlocked and incapable of being locked;
- Free of any condition that could be a danger to the student;
- Well-ventilated and temperature controlled;
- Sufficiently lighted;
- Where school personnel are in continuous direct visual contact with the student at all times;
- At least 40 square feet; and
- In compliance with all applicable state and local fire, health, and safety codes.

IEP

Under T.C.A. § 49-10-1304(d), individualized education programs (IEPs) that provide for the use of isolation or restraint in emergency situations shall also contain a data driven functional behavioral assessment and a plan for modification of the behavior developed and implemented by a qualified team of professionals.

If the student's IEP does not provide for the use of isolation or restraint for the behavior precipitating such action or if school personnel are required to use isolation or restraint over an extended period of time, then an IEP meeting shall be convened within 10 days following the use of the isolation or restraint. If the behavior precipitating the action also warrants a change of placement, the child will have all rights provided under applicable federal and state law.

Wisconsin

Under Wis State. § 118.305(5), the first time that seclusion or physical restraint is used on a student with a disability, the student's IEP team must convene as soon as possible after the incident. The IEP team must review the student's IEP to ensure that it contains appropriate positive behavioral interventions and supports and other strategies to address the behavior of concern. The IEP should be revised if necessary.

SUSPENSION AND EXPULSION POLICY
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:

(a) 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.

(b) 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.

(c) 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.

(d) 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.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) 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.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.

(k) 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.

(l) Knowingly received stolen school property or private property.

(m) 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.

(n) 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.

(o) 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.

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

(q) 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.

(r) Engaged in an act of bullying. For the purpose of this subdivision, the following terms have the following meanings:

- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
  - Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
  - Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - A message, text, sound, video, or image.
  - A post on a social network Internet Web site, including, but not limited to: Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1); Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - An act of cyber sexual bullying. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. For purposes of this clause, "cyber sexual bullying" does not

65

include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- (2) (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Pursuant to Ed Code 48900(v), for a pupil subject to discipline under this section, a principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior

In accordance with Ed Code 48900(w), 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

In accordance with Ed Code 47605(b)(5)(J)(i), suspensions of less than 10 days will be preceded by a conference conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference in an emergency situation, both the parent/guardian and student shall be given the opportunity to conference within two school days.

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

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

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

Notice to Parents/Guardians

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

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

<u>Suspension Time Limits/Recommendation for Expulsion</u>

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.

In accordance with Ed Code 47605(b)(5)(J)(iii), no student will be involuntarily disenrolled, dismissed, or transferred by the charter school for any reason, unless the parent or guardian has been provided written notice at least five school days before the effective date of the removal. For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parent or guardian initiates the hearing procedures, the student must remain enrolled until the charter school issues a final decision.

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

In accordance with Ed Code 47605(b)(5)(J)(ii), for expulsions and suspensions in excess of 10 days, the Charter School shall provide timely written notice of the charges against the student and an explanation of the student's basic rights.

Hearing

In accordance with Ed Code 47605(b)(5)(J)(ii), 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 who has been expelled from a Rocketship school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Rocketship's capacity at the time the student seeks readmission.

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil's previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon Rocketship's capacity at the time the student seeks admission.

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.

Revised 12/11/17

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; prohibitions against loitering; procedures for visitor registration; procedures to follow when arranging for a campus visit; and barring an individual from campus.

I. Front Entrance

At all times during the school day, the front office to each Rocketship campus will be supervised by a Rocketship staff member.

Ensuring that the front office is manned at all times is a primary responsibility of the school's Office Manager. If the Office Manager is unable to be at the front desk for some reason, he/she is responsible for finding another Rocketship staff member to be present. Individuals who are not Rocketship staff members should NOT be asked to cover the front desk.

II. Loitering

Parents/guardians and other visitors, including children who are not students at the school, shall not loiter on the school premises, including in the parking lot and outside school buildings. The parking lot shall be used for picking up and dropping off students, and while conducting business.

Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit the school to view the educational program, the visitor must adhere to the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program..

III. Visitor Registration and Passes/Badges

- All visitors (including Rocketship Education regional and national staff members) are required to register with the front office immediately upon entering any school building or grounds during school hours.
- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substance.
- Visitors in disguise or costume will not be allowed entrance onto campus without prior agreement with the school administration.
- After registering in the front office, visitors who are not Rocketship employees will be issued a

73

Visitor's Pass that they must display at all times while on campus. Rocketship regional/national staff ("Network Support") will receive personal identification badges from the Rocketship Human Resources department. Network Support staff must display their badge on their persons at all time while at a school site. If a Network Support staff member forgets his/her badge, he/she will need to obtain a Visitor's Pass from the front office.

- All visitors must also sign out when leaving the campus.
- Any visitor may be asked to provide personal identification at any time.
- The Principal or designee may withdraw consent for an individual to be on campus, even if the visitor has a right to be on campus, whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

IV. Arranging for a Campus Visit

Visits during school hours by non-Network Support or other Rocketship staff members should be arranged with the teacher and Principal (or designee) in advance. Teacher conferences should be arranged by appointment in advance and must be scheduled to take place during non-instructional time.

Parent/guardians who want to visit a classroom during school hours must first obtain written approval from the classroom teacher and the Principal or designee.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission.

V. Barring Individuals From Campus

Rocketship recognizes that situations could arise where it may become necessary for the Principal and/or the Principal's supervisor to prohibit an individual from entering or remaining on a Rocketship campus. Such situations may include an individual engaging in violence, threats of violence, harassment, or any other behavior that the Principal deems to be disruptive of the learning environment. Such actions will comply with any relevant state law requirements.

Barring is specific to each individual Rocketship campus and its related activities. Principals generally have the authority to bar a disruptive individual, but they must follow Rocketship's internal protocol and comply with all applicable state laws. Principals may not bar an individual beyond his/her particular campus, unless specific authorization is granted by the Director of Schools or the legal department.

It is the responsibility of the Business Operations Manager, Office Manager, and school security to:

- Enforce photo identification verification 100% of the time to ensure no barred individuals enter the building.
- Document and maintain procedures for pick-up, drop-off and any documentation related to the barring notice at the front desk.
- Determine, at the time of the incident and in collaboration with the Principals, whether the local

police must be contacted.
- Maintain an accurate and current list of individuals who have been issued a barring notice.
- Enforce the barring notice by escorting individuals out of the building and off school grounds in a peaceful, quiet, and orderly fashion.
- Not engage any barred individual off school grounds using combative language, tone, or action.
- Contact the local police department in the event that an individual becomes physically confrontational or refuses to comply with the barring notice.

VI. Refusal to Leave Campus

Anyone who refuses to leave after being asked by the Principal, or who enters a campus without proper authorization in accordance with this policy, may become subject to the local criminal laws regarding trespass and unlawful entry.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a statutorily prescribed period..

The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

HEAD LICE POLICY
All Regions

Head lice are parasitic insects that are found on the head, eyebrows, and eyelashes of affected people. Head lice are spread through direct contact with the hair of an infected person and are often spread in elementary schools. This policy was created to minimize the potential for head lice outbreaks at Rocketship schools. The policy addresses examination protocols; notices to families; and the process for a student who has been infested to return to school.

I. Examination

If student is suspected of having head lice (i.e. constant itching or tickling feeling in the hair), the school nurse or other trained school employee may examine the hair of the suspected student for lice or nits (lice eggs). In certain circumstances, the employee may also examine other members of that student's household.

II. Sending a Student Home

If a student is positive for live head lice, the student is to be promptly sent home with information to the parents regarding treatment and control measures. Any absences related to head lice will be documented and counted as an excused absence in accordance with Rocketship's Attendance and Truancy Policy.

III. Exposure Notice

If there are two or more students affected in any class, Rocketship will send home an exposure notice

with information about head lice to all parents/guardians in that class. Rocketship will maintain the privacy of students identified as having head lice and excluded from attendance.

IV. Returning to School

Rocketship will provide parents/guardians of affected students with instructions on how to conduct post-treatment examinations on their children. Parents/guardians may send their child back to school when they believe that the child's hair is no longer infested with head lice. Parents should not withhold the child from school for any days longer than necessary; typically, no more than three days. Any absences longer than three days require a doctor's note. If the family is unable to obtain a doctor's note, the family should arrange to have a meeting with the school to discuss the length of absence. The school has the discretion to excuse additional days if school staff determine this is necessary. The school nurse or other trained staff members may reexamine the student's hair upon return. If the student shows no trace of lice or nits, the student may return to school.

MEDICATION ADMINISTRATION POLICY

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 mediation; student self-administration of medication; the use of epinephrine and asthma inhalers; emergency situations; and documentation and training requirements.

I. Medication Authorization Form

Before medication can be kept or administered at Rocketship, a student's parent/guardian must complete and submit a Medication Authorization Form. In accordance with EC § 49423 and 5 C.C.R. § 601(a), the Medication Authorization Form must include:

- Student's name and date of birth;
- Name of the medication to be administered and the reason for administration;
- Amount or dose of the medication;
- Method of administration;
- The time the medication is to be administered at school;
- Possible side effects;
- For medication prescribed on an as-needed basis, the specific symptoms that necessitate administration of medications, the allowable frequency for administration, and indications for referral for medical evaluation;
- For medication that is to be self-administered by the student, a statement that, in the authorized health care provider's opinion, the student is competent to safely self-administer the medication according to the conditions in the provider's written statement;

- Name, address, telephone number, and signature of the California authorized health care provider.

The student's parent/guardian must also provide Rocketship with a written statement indicating their desire that the school assist the student with medication administration as set forth in the Medication Authorization Form.

Immediately following any changes regarding the health or treatment of the student, the parent/guardian must submit an amended Medication Authorization Form to Rocketship. All Medication Authorization Forms must be updated at least annually.

II. Staff Administration of Medication

Pursuant to 5 C.C.R. § 604, medication may be administered to students by Rocketship personnel designated by the Principal who are legally able and has consented to administer or assist in administering medication to students..

Parents/guardians may come to Rocketship to administer medication to their child if the parent/guardian signs an agreement identifying who will administer the medication, stating the conditions under which the medication will be administered, and releasing Rocketship from the responsibility of administering the medication.

School staff should NOT provide any over-the-counter medications or therapeutic/homeopathic remedies (i.e. cough drops, herbal teas) to students unless the student has
- a note from an authorized health care provider that prescribes the use of the remedy, including the amount or dose to be given, and the method and timing of the administration; AND
- a written statement from a parent/guardian permitting the use of the remedy at the school.

III. Self-Administration of Medication

Under Ed Code § 49423.6 and 5 C.C.R. § 605, Rocketship may allow a student to carry and self-administer medication in accordance with this policy. This includes prescription inhaled asthma medication and auto-injectable epinephrine, which are each further described below in this policy. Any self-administration of medication must be done in accordance with the Medication Authorization Form as described above.

Prior to allowing self-administration, Rocketship personnel must observe the student self-administering the medication and determine that the student is capable to adhere to standard precautions and appropriate handling of the medication.

IV. Storage of Medication

In accordance with Ed Code § 49423, Rocketship may receive medication from a student's parent/guardian to store for use in accordance with a valid Medication Authorization Form. The medication will be stored with Rocketship's school nurse or Office Manager in a location that is easily

accessible during an emergency.

The medication must be labeled with the following information:
- Name of the student;
- Name of the medication;
- Dosage;
- Time of administration; and
- Duration of medication.

All medications must be in original manufacturer packaging. The labeling must be consistent with the written statement from the authorized health care provider in the Medication Authorization Form.

Rocketship will return any unused, discontinued, or outdated medication to a student's parent/guardian as soon as possible after the course of treatment is completed or the medication reaches its expiration. Any medication that cannot be returned to the student's parent/guardian will be disposed of at the end of the school year in accordance with all applicable laws.

V. Documentation Maintenance of Records

Rocketship will create and maintain a list of students with valid Medication Authorization Forms, including the emergency contact information for each student. Students who are allowed to carry and self-administer medication will be specified in this list. The Principal may distribute the list among appropriate employees or agents.

Rocketship will maintain accurate records of all its employees and agents who are certified to administer medication. Rocketship will also maintain accurate records of all incidents where medication was administered to a student at school. The log will include at least the name of the student; the name of the medication; the medication dose and route; and the time the medication was administered.

If a material or significant deviation from the authorized health care provider's written statement is discovered by Rocketship, notification of the deviation shall be given as quickly as possible to the Director of Schools, the student's parent/guardian, and the student's authorized health care provider.

VI. Emergency Situations

Designated Rocketship personnel will be possess valid, up-to-date certifications in first aid and CPR. First aid will be administered whenever possible by trained staff members,

Rocketship personnel who provide life-sustaining emergency medication must receive documented training and maintain current certification in CPR from a recognized source (i.e. American Red Cross or American Heart Association).

School employees with proper training and certification are expected to respond to emergency situations without discrimination. If any student or staff member needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such advance directives shall not be

communicated to staff.

VII. Epinephrine Auto-Injectors

Pursuant to Ed Code § 49414, Rocketship schools in California will stock emergency epinephrine auto-injectors to be used by the school nurse or trained personnel on persons suffering or reasonably believed to be suffering from an anaphylactic reaction. A school nurse or, if the school does not have a nurse, a volunteer trained in accordance with this policy, may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms or anaphylaxis at school or at a school activity when a physician is not immediately available. The training provided to school personnel shall be in compliance with the requirements of Ed Code § 49414 and any regulations promulgated thereunder.

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

VIII.   Asthma Inhalers

Pursuant to Ed Code § 49423.1, students who are required to take, during the regular school day, inhaled asthma medication may be permitted to carry and self-administer the inhaled asthma medication or otherwise be assisted by designated school personnel, provided that Rocketship receives the appropriate written documentation, specified below:
- In order for a student to be assisted by a school nurse or other designated school personnel, Rocketship shall obtain both (1) a written statement from a physician detailing the name of the medication, method, amount, and the time schedules by which the medication is to be taken AND (2) a written statement from the parent/guardian requesting that Rocketship assist the student with the medication.
- In order for a student to carry and self-administer prescription inhaled asthma medication, Rocketship shall obtain both (1) a written statement from a physician detailing the name of the medication, method, amount, the time schedules by which the medication is to be taken, and confirming that the student is able to self-administer inhaled asthma medication AND (2) a written statement from the parent/guardian consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing Rocketship Education and school personnel from civil liability if the self-administering student suffers an adverse reaction by taking the medication pursuant to this policy.

These written statements must be provided at least annually, and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

IX. Misuse

A student who self-administers medication while at school, at a school-sponsored activity, or while on school-sponsored transportation for a purpose other than his or her own treatment will be subject to disciplinary action in accordance with Rocketship's Student Discipline Policy. Such disciplinary action shall not limit or restrict the access of a student to his or her prescribed medication. Rocketship will promptly notify the student's parent/guardian of any disciplinary action imposed.

This Policy is adopted by the Board of Directors of Rocketship Education.

Date: _____3/2/18_____   Signed _~~Ferdrill Ofer~~_
                                              Frederick Ferrer, Board Chair
                                              Rocketship Education

This Policy is adopted by the Board of Directors of Rocketship Education, D.C, Public Charter School, Inc.

Date: _____   Signed _____
                                              Jolene Sloter, Board Chair
                                              Rocketship Education D.C., Public Charter School, Inc.

This Policy is adopted by the Board of Directors of Rocketship Education Wisconsin, Inc.

Date: _____   Signed _____
                                              Ralph Weber, Board Chair
                                              Rocketship Education Wisconsin, Inc.

This Policy is adopted by the Board of Directors of Rocketship Education.

Date: ___3/2/18___   Signed _____
                             Frederick Ferrer, Board Chair
                             Rocketship Education

This Policy is adopted by the Board of Directors of Rocketship Education, D.C, Public Charter School, Inc.

Date: **3/5/18**   Signed _____
                             Jolene Sloter, Board Chair
                             Rocketship Education D.C., Public Charter School, Inc.

This Policy is adopted by the Board of Directors of Rocketship Education Wisconsin, Inc.

Date: ___3.5.18___   Signed _____
                             Ralph Weber, Board Chair
                             Rocketship Education Wisconsin, Inc.

provided.

Student Related Policies

Mandated Reporter (CA) (Policy #631.1)

In California, certain professionals are required to report known or suspected child abuse. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are legally mandated reporters. **As an employee of a Rocketship school, or an employee of the Rocketship National office who has regular contact with children, you are a Mandated Reporter. A mandated reporter must make a report to the Department of Family and Children's Services whenever, in his/her professional capacity or within the scope of employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been a victim of child abuse.**

This "Mandated Reporter Policy" is intended to educate Rocketship school employees of their responsibilities and rights under the Child Abuse and Neglect Reporting Act ("Act"), as well as the procedures for complying with the Act.

When Must You Report?

The Act requires a report to be made when a mandated reporter has a "**reasonable suspicion**" of abuse. According to CA Penal Code § 11166(a)(1) "**reasonable suspicion**" means that it is "**objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect**."

The language chosen in the statute was deliberate and was drafted to ensure that a maximum number of abused children are identified and protected. As an educator, your role is not to serve as an investigator. If you feel that an ordinary person in your position would have any reason to suspect abuse, you are required to immediately report your suspicions.

What Types of Abuse Must Be Reported?

Under applicable law, when the victim is a child (ordinarily a person under the age of 18), the following types of abuse must be reported by all legally mandated reporters.

The perpetrator can be any adult or child, with the exception of a "mutual affray between minors" (i.e., a school yard fight).

Physical Abuse

Physical Abuse means non--accidental bodily injury that has been or is being willfully inflicted on a child. It includes willful harming or injuring of a child or endangering of the person or health of a

child defined as a situation where any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation such that his or her person or health is endangered.

Severe Physical Abuse

Severe Physical Abuse includes any single act of abuse which causes physical trauma of sufficient severity that, if left untreated, would cause permanent physical disfigurement, permanent physical disability, or death; any single act of sexual abuse which causes significant bleeding, deep bruising, or significant external or internal swelling; or repeated acts of physical abuse, each of which causes bleeding, deep bruising, significant external or internal swelling, bone fracture, or unconsciousness.

Neglect

Neglect means the negligent treatment or maltreatment of a child by acts or omissions by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, including physical and/or psychological endangerment. The term includes both severe and general neglect.

Severe Neglect

Severe Neglect includes the negligent failure to protect a child from severe malnutrition or medically diagnosed non--organic failure to thrive and/or to permit the child or the child's health to be endangered by intentional failure to provide adequate food, clothing, shelter or medical care.

General Neglect

General Neglect includes the failure to provide adequate food, shelter, clothing, and/or medical care, supervision when no physical injury to the child occurs.

NOTE: A child receiving treatment by spiritual means or not receiving specified medical treatment for religious reasons, shall not for that reason alone be considered a neglected child. An informed and appropriate medical decision made by a parent or guardian after consultation with a physician or physicians who have examined the child does not constitute neglect. See Assessment of Medical Neglect.

Sexual Abuse

Sexual Abuse is the victimization of a child by sexual activities including, but not limited to sexual assault, rape (statutory rape and rape in concert), incest, sodomy, lewd and lascivious acts upon a child under fourteen (14) years of age, oral copulation, penetration of a genital or anal opening

by a foreign object, child molestation and unlawful sexual intercourse. Also, please be aware that it is sexual abuse if the parent or guardian has failed to adequately protect the child from sexual abuse when the parent or guardian knew or reasonably should have known that the child was in danger of sexual abuse.

Sexual Exploitation

Sexual Exploitation involves any person or person who is responsible for a child's welfare who knowingly promotes, aids or assists, employs, uses, persuades, induces or coerces a child, or knowingly permits or encourages a child to engage in, or assists others to engage in, prostitution or live performance involving obscene sexual conduct or to either pose or model alone or with others for the purpose of preparing a film, photograph, negative, slide, drawing, painting or other pictorial depiction involving obscene sexual conduct.

NOTE: Unlawful sexual intercourse is defined as an adult who engages in an act of sexual intercourse with a minor or any person who engages in an act of unlawful sexual intercourse with a minor who is more than three (3) years younger, or a person twenty-one (21) years or older with a minor who is under sixteen (16) years old.

Non--Sexual Exploitation

Non--Sexual Exploitation involves forcing or coercing a child into performing acts which are beyond his/her capabilities, such as being employed for long hours and/or in a job which is dangerous or beyond his/her capabilities or forcing or coercing the child into illegal or degrading acts such as stealing, panhandling, and/or drug sales. Generally, these acts benefit the perpetrator in some way.

Emotional Abuse

Emotional Abuse is nonphysical mistreatment, the results of which may be characterized by disturbed behavior on the part of the child, such as severe withdrawal, regression, bizarre behavior, hyperactivity, or dangerous acting--out behavior. Such disturbed behavior is not deemed, in and of itself, to be evidence of emotional abuse. Exposure to repeated violent, brutal or intimidating acts among household members (domestic violence) is emotional abuse.

Caretaker Absence

Caretaker Absence is specific to the caregiver's situation rather than to the child's and may be used in addition to general neglect or substantial risk of harm allegations. This allegation type shall be used in either of the following circumstances:

- Caretaker Absence: The child's parent has been incarcerated, hospitalized or institutionalized and cannot arrange for the care of the child; parent's whereabouts are unknown or the custodian with whom the child has been left is unable or unwilling to

provide care and support for the child.

- Caretaker Incapacity: The child's parent or guardian is unable to provide adequate care for the child due to the parent or guardian's mental illness, developmental disability or substance abuse.

Procedures for Reporting

1. The moment you have a reasonable suspicion of abuse, reports must be made immediately or as soon practically possible by phone.

2. Reports must be made to a county welfare department, probation department (if designated by the county to receive mandated reports), or to a police or sheriff's department.

   a. In the San Jose Area, you can contact the Santa Clara County Department of Family and Children's Services twenty-four (**24) hours a day** by calling the:

      Child Abuse and Neglect Center (408) 299---2071

   b. If you are unable to make your report at the number listed above, or you are informed that the incident is one which they will not investigate, please contact the police station closest to your school site.

3. Within thirty-six (36) hours of the initial phone call, you must mail a written report to the same agency. The written report must be submitted on a Department of Justice Form SS 8572.

   a. Form SS 8572 (State of CA Suspected Child Abuse Form):
      http://oag.ca.gov/sites/all/files/pdfs/childabuse/ss_8572.pdf?

   b. Instructions for Form SS8572:
      http://oag.ca.gov/sites/all/files/pdfs/childabuse/8572_instruct.pdf?

   c. If you contact the Santa Clara County Department of Family and Children's Services, mail your written report to:

      Santa Clara County Department of Family and
      Children's Services Child Abuse and Neglect Center
      373 West Julian St. --- Second Floor San Jose CA 95110

4. Joint Knowledge

   a. It is the policy of Rocketship that a mandated reporter who is making a report, as required, is also to inform the Principal of the school of the suspected abuse,

unless the Principal is the subject of the suspicion. You are not required to identify yourself to the Principal when you so inform him/her. **REMEMBER, reporting the information to the Principal or any other person shall <u>not</u> be a substitute for your making a mandated report to one of the agencies specified above.**

b. However, when two (2) or more persons who are mandated reporters jointly have knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report and written report may be made by a single member of the team. Any member of a team who has knowledge that the member designated to report failed to do so must thereafter make the report himself/herself.

c. Knowledge that a report has already been made by an outside party is not a substitute for making a mandated report.

5. After the report is made, Child Protection workers and/or law enforcement officers may contact you to gather additional information to aid in their investigation. You may have knowledge about the child and/or family which can aid the investigators in making accurate assessments and providing appropriate services. After the investigation has been completed or the matter reaches a final disposition, the investigating agency shall inform the mandated reporter of the results of the investigation and any action the agency is taking.

Immunity from Liability

- Mandated reporters have immunity from criminal or civil liability for reporting as required, unless the report is proven to be false <u>and</u> the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident. Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and disseminating the photograph with the report.

- No supervisor or administrator may impede or inhibit a report or subject the reporting person to any sanction.

- The identity of the reporting party and the contents of the child abuse report are confidential and may only be disclosed to specified persons and agencies.

- In the event a civil action is brought against a mandated reporter as a result of a required or authorized report, he or she may present a claim to the State Board of Control for reasonable attorney's fees incurred in the action if he or she prevails in the action or the court dismisses the action.

Failure to Report

Failure to report suspected abuse is a misdemeanor punishable by imprisonment or fine or both.

Training

RSED will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code § 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Mandated Reporter (TN) (Policy #631.3)

In Tennessee, certain professionals are required to report known or suspected child abuse and neglect. School teachers, administrators, counselors and staff are legally mandated reporters. **As an employee of a Rocketship Education school, or an employee of the Rocketship Network Support office who has regular contact with children, you are a Mandated Reporter.**

This "Mandated Reporter Policy" is intended to inform Rocketship Education employees of their responsibilities and rights under Tennessee Code Annotated, Title 37, Chapter 1, Part 4, as well as the procedures for complying with the statute.

What Types of Abuse Must Be Reported?

Under state law, child abuse is defined as any wound, injury, disability, or physical or mental condition that is of such nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the basis of available information, reasonable appears to have been caused by such. For practical purposes, the descriptions of abuse under the California section of this handbook also apply in Tennessee.

Possible indicators of abuse or neglect may include:

● The child has repeated injuries that are not properly treated or adequately explained.

● The child begins acting in unusual ways ranging from disruptive and aggressive behaviors to passive and withdrawn behaviors.

● The child acts in the role of parent toward their brothers and sisters or even toward their own parents.

● The child may have disturbed sleep (nightmares, bed wetting, fear of sleeping alone, needing a nightlight, etc.).

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.

Note that no student shall be involuntarily removed by a Rocketship school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

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:

A. 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.

B. 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.

C. 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.

D. 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.

E. Committed or attempted to commit robbery or extortion.

F. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

G. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

H. 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.

I. Committed an obscene act or engaged in habitual profanity or vulgarity.

J. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code § 11014.5.

K. 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.

L. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

M. 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.

N. 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.

O. 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.

P. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Q. 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.

R. 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.

S. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of $1000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

T. 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.

U. 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.

V. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. Under EC § 48900.4, this does not apply to students in grades K-3.

W. 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. In such instances when the School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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

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

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. As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

The full authority of the Rocketship governing Board of Directors ("the Board") to hear and conduct expulsions shall be granted to the 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 a neutral and impartial administrative panel of three or more persons, none of whom is a member of the Board or employed on the staff of the school in which the student is enrolled. The Academic Affairs Committee will pre-appoint a panel of at least five certificated Rocketship staff members, each from different Rocketship school sites. Should any of the persons appointed to the panel be employed by the staff of the school in which the student is enrolled, he/she will recuse him/herself from the proceedings.

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 and at least five school days before the hearing or any effective date of any expulsion or involuntary removal.   No student shall be involuntarily removed unless the parent or guardian of the student has received this notice of intent at least five days before the hearing or any effective date of expulsion or involuntary removal. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:
- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based, along with a summary of the evidence against the student;
- A copy of Rocketship's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the

student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
- The written notice shall be in the native language of the pupil or the pupil's parent or guardian, and shall inform him or her of the right to initiate the procedures specified above, before the effective date of the involuntary removal.
- The student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this policy, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspension.

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

The decision to admit a pupil who has previously been expelled from another school, school district or charter school shall be in the discretion of the Principal following a meeting with the pupil and guardian or representative to determine whether the pupil poses a threat to others or will be disruptive to the school environment. Where applicable, the Principal may also consider whether the pupil has completed any rehabilitation plan or other improvement measures prescribed by the pupil's previous school. The Principal shall make a recommendation following the meeting regarding his or her determination. The pupil's admission is also contingent upon RSED's capacity at the time the student seeks admission.

IX. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Services During Suspension

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

Procedural Safeguards/Manifestation Determination

Within 10 school days of 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.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

- Rocketship personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student: a) carries or possesses a weapon, as defined in 18 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 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.

Revised 3/15/18

ROCKETSHIP
PUBLIC SCHOOLS

Vallejo City Unified School District

Consideration of Rocketship Vallejo Charter

May 16, 2018

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

We are a collective of parents, teachers, leaders, and students working together to transform the future for low-income communities. At Rocketship Public Schools, we are unleashing potential.

2017 CA State Assessment Results

Rocketeers are Beating the Odds

6,024 Bay Area Rocketeers
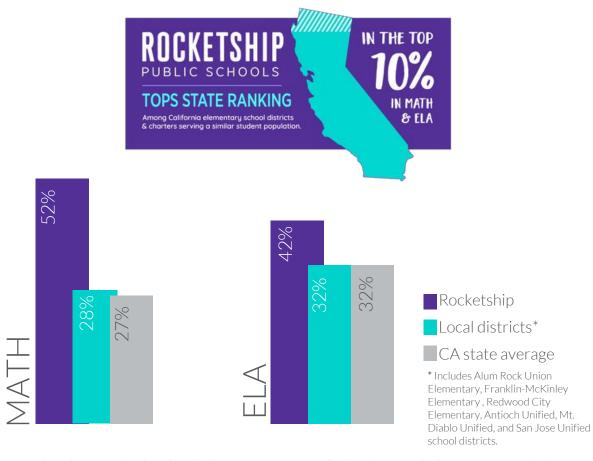
12 Bay Area Schools

84% Low-income

55% English Learners

ROCKETSHIP PUBLIC SCHOOLS

TOPS STATE RANKING
Among California elementary school districts & charters serving a similar student population.

IN THE TOP **10%** IN MATH & ELA

MATH
- 52% Rocketship
- 28% Local districts*
- 27% CA state average

ELA
- 42% Rocketship
- 32% Local districts*
- 32% CA state average

- ■ Rocketship
- ■ Local districts*
- ■ CA state average

* Includes Alum Rock Union Elementary, Franklin-McKinley Elementary , Redwood City Elementary, Antioch Unified, Mt. Diablo Unified, and San Jose Unified school districts.

Percent of students grades 3-5 classified as socio-economically disadvantaged who met or exceeded state standards. Percentages calculated by Rocketship Public Schools from grade-level data in research files downloaded from the California Department of Education website.

ROCKETSHIP

3

Transformational Public Schools Built on Three Pillars

Personalized Learning

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

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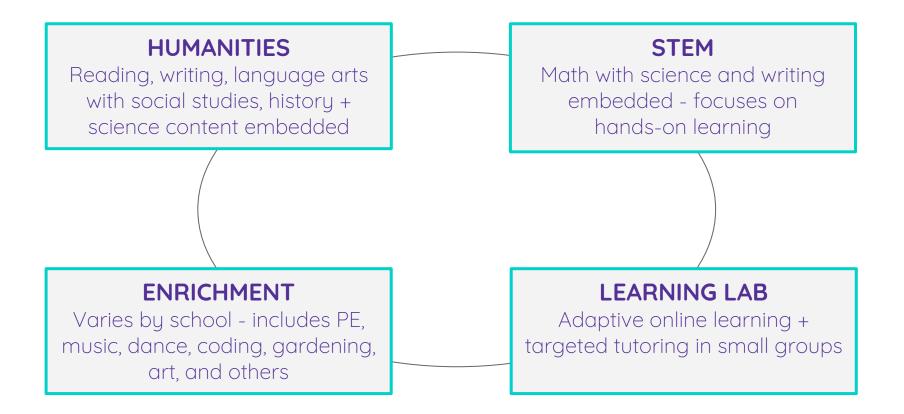
Investing in the growth and
development of every team
member to unleash their full
potential in the classroom and
beyond.

Parent Power

Unleashing the power of parents
to champion their children's
education, demand political
attention, hold leaders
accountable, and enable
high-quality public schools to
thrive in their community.

An Extended School Day Guided by Content Experts

HUMANITIES
Reading, writing, language arts with social studies, history + science content embedded

STEM
Math with science and writing embedded - focuses on hands-on learning

ENRICHMENT
Varies by school - includes PE, music, dance, coding, gardening, art, and others

LEARNING LAB
Adaptive online learning + targeted tutoring in small groups

Meeting the Unique Needs of Every Student

Whole Group Instruction

Differentiated Instruction

Independent Learning

Online Learning Programs

Rocketship East Bay School Leaders

Jason Colón, Founding Principal - Futuro Academy

- 13+ years as an educator
- Former Assistant Principal at Rocketship Mateo Sheedy
- Bilingual teacher with emphasis in special education, children affected by trauma, and coaching other teachers.

Aisha Ford, Founding Assistant Principal - Futuro Academy

- Lead in Early Childhood Education and Title 1 public schools in Washington, D.C.
- Johns Hopkins Masters in Education, intern at the U.S House of Representatives

Omar Currie, Founding Principal - Rocketship Antioch

- Award-winning educator for anti-bullying programs
- Founding Assistant Principal at Rocketship Rising Stars
- Service and leadership in North Carolina, Washington, D.C. and Virginia

Rocketship Schools Keep Kids in Class

ZERO EXPULSIONS
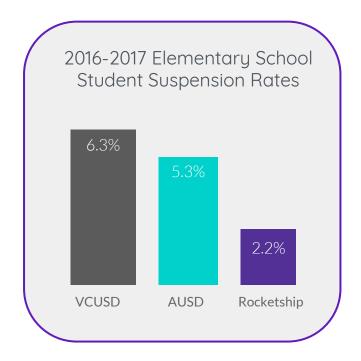
- Rocketship has never expelled a student.

POSITIVE BEHAVIOR SUPPORT

- Use Positive Behavioral Interventions & Supports (PBIS) to establish school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

SOCIAL & EMOTIONAL LEARNING

- School psychologists use comprehensive mental health services with students to prevent behavioral problems.
- Social-emotional program uses research-based curricula (i.e., Kimochis, Ruler) to create a safe space for students.
- Core values of respect, responsibility, empathy, and persistence are woven into curricula.

2016-2017 Elementary School Student Suspension Rates

VCUSD	AUSD	Rocketship
6.3%	5.3%	2.2%

Elevating Transformational Teachers

PROFESSIONAL DEVELOPMENT

- Weekly 1:1 coaching.
- Low 6:1 teacher to school leader ratio.
- 400+ hours professional development per year.

PERFORMANCE-BASED COMPENSATION

- Student growth weighted.
- High performers reach top of pay scale in less than 10 years.

DIVERSITY, EQUITY, AND INCLUSION

- 71% of teachers, administrators, and staff are educators of color.
- Multiple pathways to teaching and beyond attracts diverse talent from our communities.

Ms. Del Rio is a DACA recipient who started on support staff and worked to become a credentialed teacher.

Great Schools Build Deep Partnerships with Parents

FOUNDING PARTNERS

- Parents name our schools.
- Parents help to select school's unique core value.
- Parents help to choose enrichment offerings .

FIRST TEACHERS

- Annual home visits when teachers visit the home of every student they serve to better understand their unique needs and interests.
- Parent-run Los Dichos program brings parents and cultural heritage into the classroom.

COMMUNITY LEADERS

- Parents learn to become community advocates through our Parent Leadership Program.
- Parents organized a mayoral candidate forum attended by over 1,000 people in 2014, and a similar event for the Santa Clara County Office of Education election in 2016.

STUDENT ACHIEVEMENT RESULTS

Rocketship Schools Reflect the Districts They Serve

Hispanic student population

Rocketship Spark Academy	59%
Franklin-McKinley School District	60%

African American student population

Rocketship Rise Academy	96%
DC Public Schools: Ward 8	92%

Hispanic student population

Rocketship Los Suenos Academy	88%
Alum Rock School District	79%

We Serve Similar Students and Get Strong Results

ROCKETSHIP SPARK ACADEMY

#1 ranked school
in its district for math and ELA
performance among all students

ROCKETSHIP RISE ACADEMY

Tier 1 school
highest performance ranking for
Washington DC Public Charter Schools

ROCKETSHIP LOS SUENOS ACADEMY

#1 ranked school
in its district for math performance
among disadvantaged students
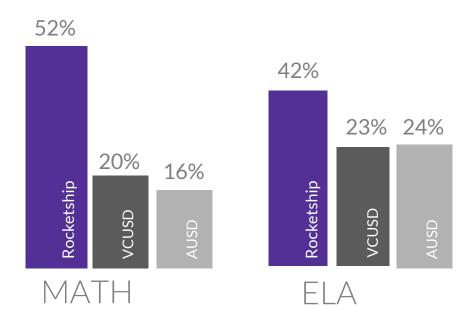
In 2016, Rocketship hosted John B. King, Jr., US Secretary of Education.

Comparative Achievement
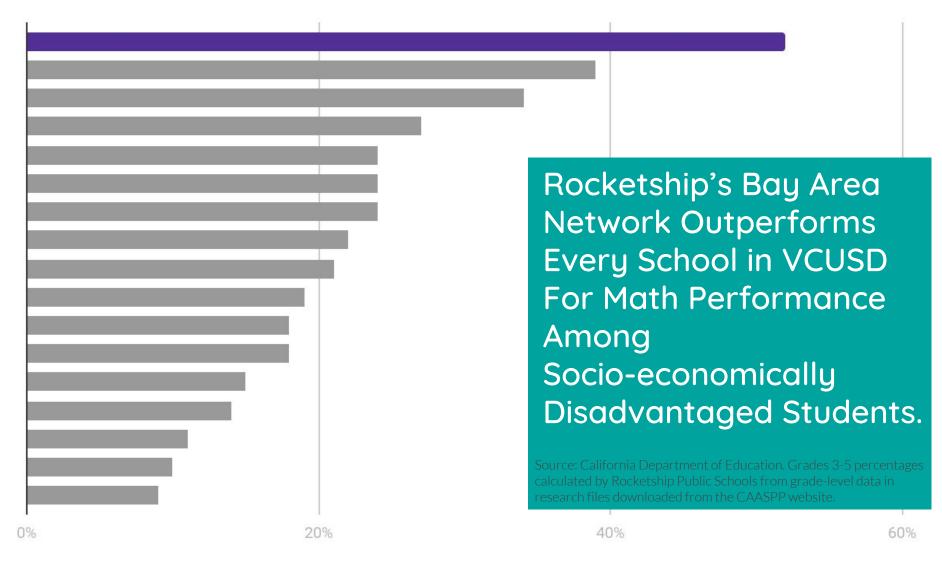
All Families in VCUSD Deserve Great Schools

2016-17 CA State Assessment Results
percent of students grades 3-5 classified as socioeconomically disadvantaged who met or exceeded state standards

MATH
- Rocketship: 52%
- VCUSD: 20%
- AUSD: 16%

ELA
- Rocketship: 42%
- VCUSD: 23%
- AUSD: 24%

Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in research files downloaded from the CAASPP website.

Rocketship's Bay Area Network Outperforms Every School in VCUSD For Math Performance Among Socio-economically Disadvantaged Students.

Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in research files downloaded from the CAASPP website.

% of SED students who met or exceeded state standards.

- Rocketship Bay Area network
- VCUSD elementary schools

15

Rocketship's Bay Area Network Outperforms Every School in VCUSD For ELA Performance Among Socio-economically Disadvantaged Students.

Source: California Department of Education. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in research files downloaded from the CAASPP website.

% of SED students who met or exceeded state standards.

- Rocketship Bay Area network
- VCUSD elementary schools

Building a Path to Language Proficiency

Rocketship - CELDT PERFORMANCE

2013	27%	40%	33%
2014	12%	31%	38%	19%
2015	12%	33%	30%	26%
2016	12%	26%	19%	43%

995
ROCKETEERS

CELDT PROFICIENCY

- Beginning & Early Intermediate
- Intermediate
- Early Advanced & Advanced
- Reclassified

17

Rocketship Schools Top in Bay for Underserved Students

8 Rocketship schools have low-income Latino or African American students beating the state average for *all* students, according to independent nonprofit Innovate Public Schools;
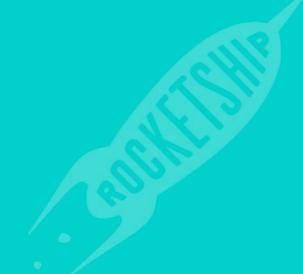
Rocketship has the most schools of any district or charter out of 1,275 schools in the Bay area and the only 52 that made the list;

Rocketship Mateo Sheedy is only elementary school named as gap-closing for low-income African American students in ELA, and Rocketship Redwood City Prep is one of only six getting results in both math and ELA for low-income Latino students.

AWARDED
TOP SCHOOL
by
Innovate
Public Schools

Appendix

Our Classrooms Serve All Students

MEANINGFUL INCLUSION

- Most students spend 80%+ of day in general education. Coupled with pull-out services for individual support when appropriate.
- Continuum of service offered- including Specialized Inclusion Program for those with moderate/severe disabilities.

HIGH EXPECTATIONS & GROWTH

- Similar growth expectations as our typically developing students.
- Students with IEPs achieved **1.34 years growth in math** and **1.25 years growth in ELA** (2017 NWEA MAP).

RESEARCH BASED, TEAM APPROACH

- Focused on co-teaching and Universal Design for Learning (UDL) approach to instructional planning.
- All IEP goals are aligned to grade level Common Core state standard.

VALLEJO CITY UNIFIED SCHOOL DISTRICT

Resolution #2819

**RESOLUTION OF THE GOVERNING BOARD OF THE
VALLEJO CITY UNIFIED SCHOOL DISTRICT
DENYING THE CHARTER PETITION FOR THE ESTABLISHMENT OF THE
ROCKETSHIP VALLEJO ELEMENTARY SCHOOL
AND WRITTEN FINDINGS IN SUPPORT THEREOF**

WHEREAS, the Charter Schools Act of 1992, as subsequently amended, Education Code sections 47600 *et seq.* and implementing Title 5 of the California Code of Regulations govern the establishment of Charter Schools;

WHEREAS, the Vallejo City Unified School District ("District") received a charter Petition ("Petition") proposing the establishment of the Rocketship Vallejo Elementary School ("Charter School") on April 20, 2018;

WHEREAS, on May 16, 2018, the District's Governing Board ("Board") held a public hearing on the Petition, consistent with Education Code section 47605 subdivision (b), at a duly noticed public meeting, at which time the Board considered the level of support for the Petition by teachers employed by the District, other employees of the District, and parents/guardians;

WHEREAS, the Board convened on June 20, 2018, to consider the Petition;

WHEREAS, the standards and criteria set forth in Education Code section 47605 and implementing regulations set forth in Title 5 of the California Code of Regulations govern the approval of charter Petitions;

WHEREAS, pursuant to Education Code section 47605 subdivision (b), the Board may not deny a charter Petition unless it makes written factual findings, specific to the particular charter school, setting forth facts to support one or more of the following findings:

1. The Petition does not contain the number of signatures required by Education Code section 47605 subdivision (a);

2. The Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition;

3. The charter school presents an unsound educational program for the students to be enrolled in the charter school;

4. The Petition does not contain an affirmation of each of the conditions described in Education Code section 47605 subdivision (d); or

5. The Petition does not contain reasonably comprehensive descriptions of all 16 elements required in Education Code section 47605 subdivision (b)(5); and

WHEREAS, the District's administration and legal counsel have reviewed the Petition, supporting documents, and information provided during the public hearing, and have identified numerous legal deficiencies in the Petition;

WHEREAS, the District's administration therefore recommends that the Board adopt the Findings of Fact, attached hereto as Exhibit 1 and incorporated herein by this reference, and deny the Petition.

NOW, THEREFORE BE IT RESOLVED, that the Board hereby adopts the Findings of Fact, attached hereto as Exhibit 1, as its own and denies the Petition.

PASSED AND ADOPTED at the regular meeting of the Governing Board of the Vallejo City Unified School District on June 20, 2018 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
President, Board of Education

I hereby certify that the foregoing is a true and correct copy of a Resolution of the Governing Board of the Vallejo City Unified School District of Contra Costa County, California, adopted by said Governing Board at its meeting on June 20, 2018.

_____
Secretary, Board of Education

EXHIBIT 1

FINDINGS OF FACT

These Findings identify those areas in which the Petition is most lacking, rather than addressing in detail all areas of concern, in light of the Petition's substantial and numerous deficiencies.

I. **THE PETITION IS NOT CONSISTENT WITH SOUND EDUCATIONAL PRACTICE AND INSTEAD PRESENTS AN UNSOUND EDUCATIONAL PROGRAM. (EDUC. CODE § 47605(b).)**

   A. The Petition appears to present an unsound educational program for transitional kindergarten. Although it states that the school intends to enroll 50 transitional kindergarten students per year, and the section of the Petition that deals with curriculum and instruction generally describes the proposed transitional kindergarten curriculum, it does not explain how and when this curriculum would be administered to transitional kindergarteners, and transitional kindergarten is not included in the proposed schedule at Appendix 5.

   B. The curricula for several subjects is cursory and not fully developed. For science and social studies, the Petition does not describe what students would learn or when they would learn it. (Pet. at 35-37.) Similarly, although the Petition states that students would receive instruction in physical education and enrichment (i.e., art, dance, engineering), it does not describe the instruction or curricula in any detail. (Pet. at 37.)

   C. The Petition proposes extremely long school and work days, with very little free time or recess for students. The proposed schedule would require students (including early elementary students) to attend school from 7:45 a.m. to 4:20 p.m., and teachers to work from 7:45 a.m. to 5:00 p.m. (Pet., App'x 5.) Students have only one 20-minute lunch period and one 20-minute recess scheduled per day, even for students in TK and Kindergarten. (*Ibid.*) The Petition does not cite any evidence supporting the soundness of such an intensive educational program.

   D. Petitioner's proposed schedule contains approximately 1.5 hours per day of "Learning Lab" time (including for early elementary students), during which students are seated in front of computers and supervised by noncertified "instructional lab specialists." (Pet. at 120 & App'x 5.) This is a large percentage of the day in such a setting, and the Petition does not cite any evidence supporting the soundness of such a program.

   E. Components of Petitioner's proposed special education and English Language Learner ("ELL") programs are unlawful.

      1. Certain aspects of the proposed special education program are unlawful.

1. First, Petitioner's special education procedures would result in an unlawful delay assessing students for special education eligibility in violation of the Individuals with Disabilities Education Act ("IDEA"). The IDEA requires that, when a parent requests an assessment to determine a student's eligibility for special education, the Local Educational Agency ("LEA") must provide the parent with an assessment plan within 15 days of that request, and must complete the assessment and convene an Individualized Education Plan ("IEP") meeting within 60 days of receiving parental consent. (Educ. Code §§ 56043; 56321.) However, the Petition includes several "pre-referral" steps and appears to ignore the statutory timelines in cases where parents specifically request assessment. Specifically, after a parent requests that the Petitioner assess a student to determine his/her eligibility for special education, Petitioner requires (1) a "student huddle" meeting be convened, and then (2) convene a Student Study Team ("SST") meeting. (Pet. at 55-56 & App'x 8.) Provision of an assessment plan would be delayed and timelines would not start to run until after such pre-referral steps are taken. (Pet. at 56.) If strictly applied, this delay would violate the requirements of the IDEA.

2. Relatedly, Petitioner would require parents to sign and return assessment plans within 15 days of receipt (Pet. at 56), although the IDEA contains no such requirement. Depending upon how this deadline is implemented, the practice could also violate applicable law regarding assessment for special education eligibility.

3. The Petition states that the Charter School will not consider special education status in making admissions decisions, but also states that admission will be based solely on the availability of student enrollment space in a *general education* classroom; it is thus unclear whether the Charter School will admit students who require placement in a non-general education setting, and how it would provide them with such a placement if they will.

4. According to the Petition, if a dispute arises between Petitioner and parents regarding special education, parents would be able to file with Petitioner itself or the California Department of Education ("CDE"). These procedures do not track state and federal law regarding resolution of disputes regarding special education eligibility and/or services. Further, the Petition does not acknowledge that parents have the right to file claims for due process directly with the Office of Administrative Hearings (Pet. at 63).

2. The Petition is not clear that the Charter School would provide the requisite number of instructional hours to English Language Learners

("ELLs"). It states that the Charter School would provide "designated instruction . . . during the regular school day where teachers use the California ELD standards to develop critical language skills that ELLs need for content learning in English," which is described as "protected time" (Pet. at 66); however, this designated time does not appear in the bell schedule provided at Appendix 5.

II. THE PETITION FAILS TO SPECIFY WHERE THE CHARTER SCHOOL INTENDS TO LOCATE (EDUCATION CODE § 47605(g)).

A. The law requires that Petitioners "specify where the charter school intends to locate." (Education Code § 47605(g).) However, the Petition fails to provide any information regarding location or desired facilities. Petitioners do not identify any potential location or locations where the school intends to locate, stating merely that it's proposed location will be in Vallejo, California. The Petition describes an intent to lease facilities until a permanent location can be secured but again, does not provide any detail regarding the size of the desired facilities or location. Given that the Petition provides no detail whatsoever regarding facilities, the Petition is legally deficient.

III. THE PETITIONERS ARE DEMONSTRABLY UNLIKELY TO SUCCESSFULLY IMPLEMENT THE PROGRAM SET FORTH IN THE PETITION. (EDUC. CODE § 47605(b)(2).)

A. The District has learned that, on the same date that Petitioner submitted the instant Petition, she submitted a substantially similar petition to establish a charter school in another nearby Bay Area school district. The District is wary of Petitioner's ability to open and successfully operate multiple charter schools at the same time. Moreover, the submission of nearly identical petitions to more than one neighboring district undermines Petitioner's claim that its proposed educational program is intended to serve a distinct community or provide a unique educational program to students within the District.

B. The Petition does not identify any specific facilities in which it may operate in Year 1, nor does it include any proposed rental or lease agreements on which the District can evaluate projected facilities costs, including rent, utilities, insurance, and other related operating costs. Given the program design described in the Petition, including significant technology-based instruction, enrichment opportunities during the instructional day, and requirements regarding physical education instruction, not to mention space needed for food service, the Charter School's projected costs cannot be reasonably evaluated and do not appear to be based on grounded assumptions.

C. The Petition attempts to sidestep the Education Code Section 49011 prohibition on requiring parents to commit volunteer hours as a condition of their children's admission or continued enrollment to a charter school. Although the Petition does not *require* parents to complete volunteer hours, it strongly encourages them to

complete at least 20 hours per year. (Pet. at 113.) Moreover, the Petition states that teachers would be evaluated based on whether the parents of their students complete these hours (Pet. at 70). This may lead to discrimination against students and families within protected classifications by discouraging single mothers, parents working two jobs, etc. (who would be unable to find time to volunteer), from seeking admission or continued enrollment at the Charter School.

D. Petitioner has not been consistently successful in its attempts to expand the Rocketship network of charter schools. For example, although the Santa Clara Office of Education authorized Petitioner to establish a charter school to open in August 2013, two charter schools to open in August 2014, and another charter school to open in August 2015, Petitioner abandoned each of these charters and none of the schools ever opened. Similarly, the District of Columbia Public Schools authorized Petitioner to establish a charter school to open in August 2018 but Petitioner again abandoned the charter and the school never opened. (*See link to news article.*)

E. Petitioner has not demonstrated that members of the community meaningfully support the proposed Charter School, or believe that it will meet an existing community need, as evidenced by the comments made at the public hearing held on May 16, 2018.

IV. THE PETITION DOES NOT CONTAIN REASONABLY COMPREHENSIVE DESCRIPTIONS OF THE ELEMENTS REQUIRED IN EDUCATION CODE SECTION 47605(b)(5).

A. The Petition does not contain a reasonably comprehensive description of the Educational Program (Element A).

1. As mentioned in Section I above, the Petition does not adequately describe (i) the proposed transitional kindergarten program; (ii) the proposed science and social studies curricula; or (iii) the proposed physical education and enrichment curricula. In addition, components of the proposed special education program and ELL program are not legally compliant.

B. The Petition does not contain a reasonably comprehensive description of the Charter School's governance structure (Element D).

1. According to the Charter School's bylaws, if amended, those bylaws would be resubmitted to the Santa Clara County Superintendent. (Pet., App'x 10.) However, should the Petition be approved, the District, not the Santa Clara County Office of Education, would in fact be the Charter authorizer; thus, revised bylaws would need to be submitted to the District, not the Santa Clara County Superintendent. The Petition's erroneous reference indicates that Petitioner either (i) is ignorant of the fact that the District would serve as the authorizing entity, or (ii) included

bylaws in the Petition that were recycled from a petition previously submitted to another authorizer and not relevant to the current Petition.

2.   The Petition states that the meetings of the Charter School's Board would take place during normal business hours (e.g., between 1:00 and 5:00 p.m.) in San Jose (*i.e.*, outside of the District's boundaries), which would discourage meaningful community participation, particularly given the high EL and socio-economically disadvantaged population residing within the District that the Charter School intends to target for enrollment. (Pet., App'x 10.)

C.   The Petition does not contain a reasonably comprehensive description of employee qualifications (Element E).

1.   None of the job descriptions require proficiency in Spanish, even though the Charter School proposes to serve a community that includes large numbers of families that speak only Spanish. In addition, although Spanish proficiency is preferred for certain positions (e.g., Office Manager), the Petition does not explain how individuals will demonstrate their Spanish proficiency.

2.   Neither the principal nor the assistant principal are required to hold an administrative credential, nor are they required to have prior administrative experience of any kind. (Pet. at 115-117.)

3.   Job descriptions for key personnel, including psychologist, speech therapist, speech and language pathologist assistants, and occupational therapist, are not included in the Petition. The Petition charges these individuals with critical tasks; for example, the psychologist is responsible for teacher consultation, student huddles, SSTs, tiered social emotional supports, ERMHS, and individual counseling. Thus, the Petition should explain the requisite qualifications.

4.   The instructional lab specialists who supervise Learning Labs are not required to have any particular educational experience whatsoever (no high school diploma, no college degree, no teaching credential or certificate). (Pet. at 120.)

D.   The Petition does not contain a reasonably comprehensive description of means for achieving racial and ethnic balance (Element G).

1.   The Petition states that the means for achieving racial and ethnic balance include such generic strategies as: printing and distributing materials in several languages, cultivating partnerships with community organizations, holding focus groups, etc. (Pet. at 130-131.) These vague strategies are not tailored to the particular community that the Charter School would serve and in fact do not mention or otherwise acknowledge the unique and

highly diverse communities within the City of Vallejo and the jurisdictional boundaries of the District.

E. The Petition does not contain a reasonably comprehensive description of suspension and expulsion procedures (Element J).

1. Although Appendix 12 states that "students who are suspended shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension," it does not describe how and where the Charter School will provide students with meaningful access to education during the term of an out-of school suspension.

2. In addition, Appendix 12 suggests that students may be expelled or suspended due to attendance issues, which the Education Code prohibits. According to Appendix 12, "Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absence," whereas Education Code Section 48900(w) states, "It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent." The Education Code does not allow suspensions or expulsions for attendance issues in any circumstance, whereas Appendix 12 would allow suspensions or expulsions for attendance issues so long as some alternative has been attempted first.

3. The Petition does not contain a reasonably comprehensive description of the Charter School's student expulsion appeal procedures as required by Education Code section 47605, as amended by AB 1360 (2017). Although the Petition states that the appeal "shall be heard by the Academic Affairs Committee or Executive Committee within 15 days of receipt of the appeal," there is no description of hearing or appeal procedures.

F. The Petition does not contain a reasonably comprehensive description of dispute resolution procedures (Element N).

1. The dispute resolution process is unnecessarily long, would delay the process of resolving issues, and is inconsistent with existing dispute resolution procedures in the District, creating the need for staff to distinguish and then apply a variety of different procedures depending on the charter school involved. First, Petitioner and the District must submit the dispute to their Principal and Superintendent (respectively), who must meet and confer. Then the Principal and Superintendent must identify two members from their respective boards to meet with them. Thereafter, Petitioner and the District must identify a neutral, third party mediator to mediate the dispute. Only at that point may they pursue alternative legal options. (Pet. at 139.)

2. The Petition's dispute resolution process would also impose additional requirements on the District (*e.g.*, requiring it to refrain from public commentary regarding any disputes). (Pet. at 139.) This restriction is an unacceptable attempt to suppress District speech and public discourse on matters of public interest.

3. The Petition is vague as to which disputes trigger formal dispute resolution procedures.

G. The Petition does not contain a reasonably comprehensive description of closure procedures (Element O).

1. Charter petitions are legally required to "[d]esignat[e] . . . a responsible entity to conduct closure-related activities." (5 C.C.R. § 11962.) However, the Petition simply states that an official closure action "will also identify an entity and person or persons responsible for closure-related activities." This is legally insufficient.

2. Upon dissolution, Petitioner's assets "shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public, or charitable purposes . . . or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction." (Pet., App'x 10.) This description is vague and ambiguous, and does not meet the requirements of law.

ROCKETSHIP PUBLIC SCHOOLS
RESPONSE TO VALLEJO CITY UNIFIED SCHOOL DISTRICT
STAFF REPORT AND PROPOSED FINDINGS OF FACT REGARDING
ROCKETSHIP VALLEJO CHARTER SCHOOL

I.   **Introduction**

   A. **Background**

Rocketship Education, d/b/a Rocketship Public Schools ("Rocketship Public Schools" or "Rocketship") is a non-profit network of public elementary charter schools that has exclusive responsibility for charter schools in California and does not function as a Charter Management Organization. Ten years ago, we opened our first school in San Jose with 160 students. Today, we operate 12 Bay Area schools, with our 13th opening in Antioch in Fall 2018, and we humbly serve over 6,000 Rocketeers in California.

At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. It is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Rocketship operates great schools in diverse communities in partnership with our parents. That is what we want to bring to the City of Vallejo.

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

At Rocketship Public Schools we are driven by our vision to eliminate the achievement gap in our lifetime and we operate through a strong adherence to our values.
   ● **Authenticity:** We deliver transparency in our work – assessing how we are growing and learning with honesty and humility.
   ● **Community:** We seek a diverse set of perspectives to build understanding as we work toward our greater purpose.
   ● **Tenacity:** We pursue our goals relentlessly and take courageous steps to reach ambitious outcomes.
   ● **Innovation:** We challenge the status quo and take responsible risks in pursuit of meaningful impact.
   ● **Excellence:** We believe all children can succeed and are committed to unleashing the potential inside every Rocketeer.
Our public elementary charter schools propel student achievement, develop exceptional educators, and partner with parents who enable high-quality public schools to thrive in their community. Our collective community of parents, teachers, leaders, and students are united and working together to transform the future of the City of Vallejo.

B. **Academic Achievement**

CHART 1: Rocketship Public Schools outperforms Vallejo in grades 3-5 on CAASPP in both subjects; 31 percentage points higher in Math and 16 percentage points higher in ELA. Rocketship has more than twice as many students meeting/exceeding the standard in Math as Vallejo. Rocketship also outperforms the state by 14 percentage points in Math.
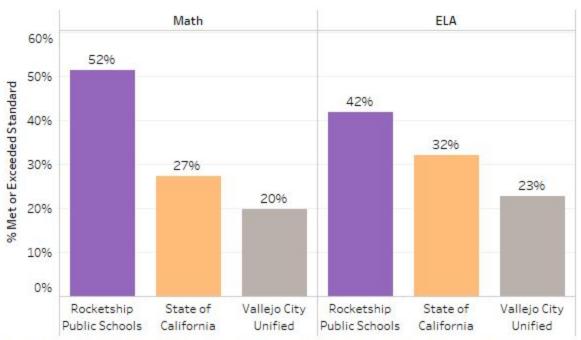
2016-17 CAASPP: Percent of Students Who Met or Exceeded Standard
All Students, Grades 3-5

Source: California Department of Education, September 2017. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in reseach files downloaded from the CAASPP website (https://caaspp.cde.ca.gov/).

CHART 2: Rocketship Public Schools outperforms Vallejo's 3rd-5th grade SED students on CAASPP in both subjects; 32 percentage points higher in Math and 19 percentage points higher in ELA (2.5x more SED students meeting/exceeding the standard at Rocketship compared to Vallejo).
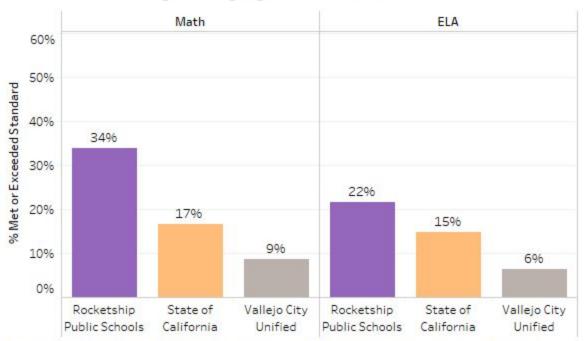
2016-17 CAASPP: Percent of Students Who Met or Exceeded Standard Socioeconomically Disadvantaged Students, Grades 3-5

	Math			ELA		
Rocketship Public Schools	52%			42%		
State of California		27%			32%	
Vallejo City Unified			20%			23%

Source: California Department of Education, September 2017. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in reseach files downloaded from the CAASPP website (https://caaspp.cde.ca.gov/).

CHART 3: Rocketship Public Schools outperforms Vallejo's 3rd-5th grade ELL students on CAASPP in both subjects; 25 percentage points higher in Math and 16 percentage points higher in ELA (2.5x more ELL students meeting/exceeding the standards at Rocketship compared to Vallejo).

2016-17 CAASPP: Percent of Students Who Met or Exceeded Standard
English Language Learners, Grades 3-5

Source: California Department of Education, September 2017. Grades 3-5 percentages calculated by Rocketship Public Schools from grade-level data in reseach files downloaded from the CAASPP website (https://caaspp.cde.ca.gov/).

TABLE 1: Rocketship Public Schools outperforms all elementary schools in the Vallejo City Unified School District in both ELA and Math.

	CAASPP 16-17 - % Met or Exceeded Standards						Enrollment	English Learners	Free or Reduced Price Meals
	ELA			Math					
Elementary School	All	SED*	Gap	All	SED*	Gap			
Annie Pennycook Elementary	38%	33%	-5%	27%	22%	-5%	588	13.9 %	65.0%
Beverly Hills Elementary	20%	22%	2%	17%	18%	1%	273	28.9 %	89.7%
Caliber: Changemakers Academy	47%	47%	-1%	31%	26%	-5%	306	19.0 %	77.8%
Cave Language Academy	38%	30%	-8%	39%	37%	-2%	304	36.5 %	62.5%
Dan Mini Elementary	26%	21%	-5%	25%	24%	-1%	566	39.8 %	77.6%
Elsa Widenmann Elementary	26%	27%	1%	23%	24%	1%	427	39.6 %	79.2%
Federal Terrace Elementary	29%	26%	-3%	26%	24%	-2%	391	26.6 %	80.3%
Glen Cove Elementary	25%	21%	-5%	20%	14%	-5%	475	13.5 %	60.6%
Grace Patterson Elementary	28%	28%	0%	27%	27%	0%	422	27.5 %	83.9%
Highland Elementary	21%	19%	-2%	17%	16%	-1%	640	33.4 %	85.6%
Johnston Cooper Elementary	20%	19%	-1%	11%	10%	-1%	510	19.8 %	80.2%
Joseph H. Wardlaw Elementary	44%	34%	-10%	40%	34%	-6%	774	13.2 %	50.4%
Lincoln Elementary	13%	10%	-2%	20%	18%	-2%	204	18.1 %	97.1%
Loma Vista Environmental Science Academy	20%	18%	-2%	15%	16%	1%	531	28.4 %	74.8%
Mare Island Health And Fitness Academy	22%	18%	-4%	14%	11%	-4%	457	21.2 %	76.1%
Steffan Manor Elementary	20%	18%	-2%	12%	11%	0%	590	26.3 %	83.7%
Vallejo Charter	45%	35%	-10%	34%	23%	-11%	516	10.3 %	45.5%

C. Timeline for Board Action

As of January 2018, parent leaders and community partners mobilized in Solano County to bring their voice to the forefront of organizing for a Rocketship Public School in Vallejo. After hundreds of conversations with parents, it was readily apparent that families in the City of Vallejo were actively looking for public school alternatives and even seeking out private school options for a high quality, elementary school education, even if it meant traveling to other areas of the county. To advocate for access to high-quality school choice in their own community, a series of parent-led efforts culminated in the filing of a charter petition for Rocketship Vallejo, a public charter elementary school, to open in Vallejo in 2020-2021.

On May 16, 2018, the District held a public hearing in response to the new charter school petition for Rocketship Vallejo. The Public Hearing was placed at the far end of the agenda making it very difficult for our families with school-aged children to participate late into the evening. Open Session of the VCUSD Board meeting began at 6:00pm and the Public Hearing did not begin until nearly 3 hours afterwards.

However, several parents and community members were present to speak in support of the charter petition, butwere told by President Worel, during the break, that they were not welcome and should reconsider speaking in support. Parents felt intimidated and decided to give their written testimonies to Trustee Kerney-Brown. They did not approach the microphone during public comment; however, portions of their letters were read to the public. Despite the intimidation tactics of the Board President, the overflow room was filled with dozens of families who attended the meeting in hopes of having an opportunity to participate in public comment and express their support for the Petition. Parents are the first teachers of their kids. Parents understand what their child needs, both at school and at home to succeed.

D. Legal Standard for Petition Review

It is 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 encourage the use of different and innovative teaching methods.

A charter petition must be signed by a number of parents or legal guardians of pupils 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; or the petition is 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. <u>The Petitioner has met this requirement.</u>

Pursuant to Education Code 47605(b), "the governing board of the school district **shall not deny** a petition for the establishment of a charter school **unless** it makes written factual findings, specific to the particular petition, setting forth **specific facts** to support one or more of the following findings:

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 47605(a).
4. The petition does not contain an affirmation of each of the conditions described in 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of all of the [elements required in 47605(b)(5)(A) - (O)]
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. (emphasis added).

Importantly, it is not the charter petitioner's burden to prove that we meet all six (6) criteria. The legal assumption is that a charter petition does meet all those requirements, and denial is only appropriate if the district produces specific facts to show why it believes the charter petition does not meet one of those criteria.

Furthermore, the California Education Code encourages the growth of charter schools as long as the District authorizing the charter school believes the educational program offered to be sound.

"In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice." Cal. Ed. Code 47605(b).

II.   Summary

Rocketship believes that denial of the Vallejo petition would be inappropriate because Rocketship has met all six (6) criteria delineated in Cal. Ed. Code Section 47605(b). The Staff Report lacks sufficient evidence to show that Rocketship cannot successfully implement the program that is described in the charter petition, and Rocketship has provided a reasonably comprehensive description of all of the elements required in Cal. Ed. Code 47605(b)(5)(A) - (O)].

III.   Petitioner's Current Operation of Charter Schools

A three-year study by SRI Education, a division of SRI International, an independent nonprofit research center shows that alumni from Rocketship Public Schools outperform their non-Rocketship peers in both math and reading. Rocketship alumni are ahead of their peers in their first and second years of middle school, being a full year ahead in math and nearly a year ahead in reading.

Furthermore, each year Innovate Public Schools recognizes the Bay Area public schools achieving excellent results for low-income Latino and low-income African American students. For the second year in a row, Rocketship has the most schools of any district or charter network featured on the list. The report, called Top Bay Area Public Schools for Underserved Students Report, examines 2016-17 results to identify schools that are closing the achievement gap. Since Innovate's first report in 2014, few Bay Area schools have achieved this honor. Out of 1,275 schools in the Bay Area, only 52 schools made the list in 2016-17. We are proud to report that eight of those schools are Rocketship schools. Rocketship Mateo Sheedy Elementary is the only elementary school across the entire Bay Area named as gap-closing for low-income African American students in English Language Arts, and Rocketship Redwood City Prep is one of just six elementary schools in the Bay Area named on as a Top School in both math and English Language Arts for low-income Latino students.

IV.   **Summary of Findings refuting VCUSD staff's recommendation that the Petition be denied, as set forth in proposed Resolution #2819.**

> A. **The Petition is not consistent with sound educational practice; to the contrary, it presents an unsound educational program. (Educ. Code § 47605(b).)**

District staff concern: The Petition appears to present an unsound educational program for transitional kindergarten. Although it states that the school intends to enroll 50 transitional kindergarten students per year, and the section of the Petition that deals with curriculum and instruction generally describes the proposed transitional kindergarten curriculum, it does not explain how and when this curriculum would be administered to transitional kindergarteners, and transitional kindergarten is not included in the proposed schedule at Appendix 5.

Rocketship Response #1:

Per California Department of Education policy, a child is eligible for TK if the child will have his or her fifth birthday between September 2 and December 2. Students will submit their birthday on their application and provide a birth certificate during the enrollment process in order to verify their age. Rocketship Public Schools will identify eligible students through targeted recruitment of siblings and other family members of current and/or prospective Rocketship families.

Similar to other grade levels, our TK program is supported by curricular materials developed internally at Rocketship and pulling from a variety of research-based curriculum providers. In accordance with Cal. Ed. Code Section 48000(f), we used the California Preschool Learning Foundations in the development of our TK curriculum to help determine what key knowledge and skills our TK students are expected to learn. Attachment A is an internal document we used to map those skills and knowledge across our TK and Kindergarten grade levels. In addition, our TK teachers use the same assessments as we utilize in Kindergarten and First Grade to identify current ability levels for students to further customize their instructional pathways.

TK students spend their entire instructional day with a certificated teacher and, as a result, significantly exceed instructional minute requirements with their extended day schedule.

District staff concern: The curricula for several subjects is cursory and not fully developed. For science and social studies, the Petition does not describe what students would learn or when they would learn it. (Pet. at 35-37.) Similarly, although the Petition states that students would receive instruction in physical education and enrichment (i.e. art, dance, engineering), it does not describe the instruction or curricula in any detail. (Pet. at 37.)

Rocketship Response #2:

Rocketship school offers enrichment curriculum to all students every day. In the 18-19 school year, students will receive:
- ➢ 30 minutes daily of physical education created using the national SHAPE standards.
- ➢ 30 minutes of science enrichment using an NGSS-based curriculum.
- ➢ Both social students and science are integrated into our scope and sequence maps for Humanities and Math. In 18-19, students will complete non-fiction reading units aligned with Project Based Learning (PBL).
- ➢ Depending on enrollment, schools also have an option of a third enrichment that is chosen by and for the school community. Choices in the past have included art, gardening, music, Folklorico dance, Spanish, theater, and engineering.

District staff concern: The Petition proposes extremely long school and work days, with very little free time or recess for students. The proposed schedule would require students (including early elementary students) to attend school from 7:45 a.m. to 4:20 p.m., and teachers to work from 7:45 a.m. to 5:00 p.m. (Pet., App'x 5.) Students have only one 20-minute lunch period and one 20-minute recess scheduled per day, even for students in TK and Kindergarten. (Ibid.) The Petition does not cite any evidence supporting the soundness of such an intensive educational program.

Rocketship Response #3:

Our school day is longer than those in surrounding districts, but it also incorporates many opportunities for fun, free play, and movement. Our days start with 'Launch' where each school comes together to sing, dance, and set goals for the day. Our kids love getting energy out and

dancing with their teachers. Then throughout the day, each student participates in enrichment, which includes Physical Education, among other classes such as gardening, Spanish dance, art, music, and other options. Furthermore, in each day is time in our Learning Lab, which functions similar to a high-quality afterschool program that is woven into the school day but does not count for instructional minutes. So Rocketship's instructional minutes largely match those of district schools.

The evidence supporting the soundness of this intensive education program is clear from our exceptional academic results, as seen in charts on pages 2, 3, and 4 of this response.

District staff concern: Petitioner's proposed schedule contains approximately 1.5 hours per day of "Learning Lab" time (including for early elementary students), during which students are seated in front of computers and supervised by noncertified "instructional lab specialists." (Pet. at 120 & App'x 5.) This is a large percentage of the day in such a setting, and the Petition does not cite any evidence supporting the soundness of such a program.

Rocketship Response #4:

The Learning Lab is a mix of activities that include, but are not limited to, online learning programs (OLPs) and targeted tutoring. It is important to understand that the 60-90 minutes of Learning Lab time is over and above the state mandated minutes of instructional time for ELA and Math. You can think of Learning Lab like an afterschool program that is integrated into a student's school day and tightly tailored to their unique learning process and needs. Because we work with young kids, students will not spend more than 20 minutes in the learning lab on one activity before moving to another subject, program, or small group tutoring.

Furthermore, it's important to keep in mind that all screen time is not created equal. We think about both the CONTENT and the CONTEXT of our student's screen time, as well as the importance of ACCESS for our students

When it comes to CONTENT, there is some great, educational content for kids. Take Sesame Street, for example. We all understand the research that underlies that programming and some studies have shown it to be as effective in improving school readiness and Head Start. Of course, there is an abundance of poor content on the market for kids that claims to be educational. At Rocketship, we diligently seek out the best content for our kids.

When it comes to CONTEXT, that's about how kids are using their screen time. Is it a passive or active experience? Are they engaged in the subject matter or is it just washing over them? Is there an adult that is co-viewing or co-engaging with them to help them make deeper meaning of the content on screen. Screen time at Rocketship is an actively engaged time with our ILSs directly engaging with our students 1:1 while they work on math and literacy problems on screen.

ACCESS: The other side to this question that we all need to acknowledge is the massive digital divide in our community and our country. Many of our students do not have access to computers

or high speed internet at home. Having access to and knowing how to effectively use technology is a critical skill in the 21st century. Even the CA state assessment is administered online. If kids do not know how to use devices, they will not be able to keep pace with their affluent peers in middle school, high school, college, and in their careers.

Importantly, our approach is grounded in rigorous research. In 2014, Rocketship, along with the Howard County Public School System (HCPSS), participated in a study with the Center for Education Policy Research (CEPR) at Harvard University to measure the impact of the use of DreamBox Learning software on student achievement. In their key findings report entitled DreamBox Learning Achievement Growth, CEPR finds a positive association between the amount of DreamBox usage and the magnitude of student achievement gains on state assessments. Rocketeers who started at the 50th percentile on the fall California Standards Test and used DreamBox for 6.3 hours (the average) gained, on average, 4 percentile points by the end of the year. CEPR goes a step further to assess the causal impact by controlling for variation in both student and teacher traits and the positive relationship remains. Classrooms that use DreamBox outperformed matched classrooms that do not and individual students see larger gains during semesters that they used DreamBox more frequently.

District staff concern: Components of Petitioner's proposed special education and English Language Learner ("ELL") programs are unlawful.

1. First, Petitioner's special education procedures would result in an unlawful delay assessing students for special education eligibility in violation of the Individuals with Disabilities Education Act ("IDEA"). The IDEA requires that, when a parent requests an assessment to determine a student's eligibility for special education, the Local Educational Agency ("LEA") must provide the parent with an assessment plan within 15 days of that request, and must complete the assessment and convene an Individualized Education Plan ("IEP") meeting within 60 days of receiving parental consent. (Educ. Code §§ 56043; 56321.) However, the Petition includes several "pre-referral" steps and appears to ignore the statutory timelines in cases where parents specifically request assessment. Specifically, after a parent requests that the Petitioner assess a student to determine his/her eligibility for special education, Petitioner requires (1) a "student huddle" meeting be convened, and then (2) convene a Student Study Team ("SST") meeting. (Pet. at 55-56 & App'x 8.) Provision of an assessment plan would be delayed and timelines would not start to run until after such pre-referral steps are taken. (Pet. at 56.) If strictly applied, this delay would violate the requirements of the IDEA.

Rocketship Response #5:

Rocketship abides by all timelines and laws under IDEA. Parents do have the right right to request assessment (as does any member of the child's support team), and the 15-day timeline does guide our practices. From there, an assessment plan is offered, and we do conduct all assessments and hold an IEP within the 60-day timeline, as outlined in Educ. Code §§ 56043; 56321. That said, we

do have pre-referral strategies that are utilized school and network-wide to ensure all students have the appropriate amount of support in the school setting whether they are in the SPED referral process or not. This is an essential component of our Multi-Tiered System of Support on all of our campuses. Pre-referral interventions and supports are not a replacement for SPED referral processes and timelines. Rather, pre-referral supports are an integral part of our model, which allows our schools to support all students.

District staff concern: Components of Petitioner's proposed special education and English Language Learner ("ELL") programs are unlawful.
   2. Relatedly, Petitioner would require parents to sign and return assessment plans within 15 days of receipt (Pet. at 56), although the IDEA contains no such requirement. Depending upon how this deadline is implemented, the practice could also violate applicable law regarding assessment for special education eligibility.

Rocketship Response #6:

This 15-day timeline is written in strict accordance with Education Code 56043, in furtherance of the assurances we make in our petition to comply with all applicable federal and state law. Ed Code 56403(a) reads: "A proposed assessment plan shall be developed within 15 calendar days of referral for assessment, not counting calendar days between the pupil's regular school sessions or terms or calendar days of school vacation in excess of five schooldays, from the date of receipt of the referral, unless the parent or guardian agrees in writing to an extension, pursuant to subdivision (a) of Section 56321." And Ed Code 56403(b) reads: "A parent or guardian shall have at least 15 calendar days from the receipt of the proposed assessment plan to arrive at a decision …"

Rocketship Response #7 below contains numerous examples of how the petition demonstrates our assurances to comply with all federal and state law. The VCUSD staff report has failed to describe how we are at risk of violating federal (or other "applicable") law, and we firmly believe that our assessment plan practices are fully legally compliant.

District staff concern: Components of Petitioner's proposed special education and English Language Learner ("ELL") programs are unlawful.
   3. The Petition states that the Charter School will not consider special education status in making admissions decisions, but also states that admission will be based solely on the availability of student enrollment space in a general education classroom; it is thus unclear whether the Charter School will admit students who require placement in a non-general education setting, and how it would provide them with such a placement if they will.

Rocketship Response #7:

Our petition thoroughly addresses how we serve students who require placement in a non-general education setting. For example, on page 53, our petition states: "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." Additionally, on page 59, our petition states: "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." Furthermore, on page 54, our petition states: "In some exceptional cases, when a student may require a placement in a more restrictive setting, the IEP team may consider a referral to a non-public school(NPS). If a parent places students at a non-public school, private school or residential facility, Rocketship will immediately inform the SELPA. We currently have one Rocketship student enrolled in a NPS."

District staff concern: <u>Components of Petitioner's proposed special education and English Language Learner ("ELL") programs are unlawful.</u>
4. <u>According to the Petition, if a dispute arises between Petitioner and parents regarding special education, parents would be able to file with Petitioner itself or the California Department of Education ("CDE"). These procedures do not track state and federal law regarding resolution of disputes regarding special education eligibility and/or services. Further, the Petition does not acknowledge that parents have the right to file claims for due process directly with the Office of Administrative Hearings (Pet. at 63).</u>

Rocketship Response #8:

We believe that our petition is complaint with all state and federal laws regarding regarding resolution of disputes regarding special education. Furthermore, our petition makes repeated assurances that we will comply with all required federal and state laws (See, e.g., Pet. at 63: "RPS implements systems-wide SPED protocols and conducts regular monitoring in an effort to maintain compliance with state and federal mandated laws to protect the rights of students and parents"; Pet. at 10: "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.")

VCUSD staff has failed to provide any further details on how it believes the petition is out of compliance with federal and/or state law. However, in light of our commitment to comply with all relevant laws, we are open to providing further details on our special education dispute resolution process in a MOU.

District staff concern: <u>The Petition is not clear that the Charter School would provide the requisite number of instructional hours to English Language Learners ("ELLs"). It states that the Charter School would provide "designated instruction . . . during the regular school day where teachers use the California ELD standards to develop critical language skills that ELLs need for</u>

content learning in English," which is described as "protected time" (Pet. at 66); however, this designated time does not appear in the bell schedule provided at Appendix 5.

Rocketship Response #9:

Rocketship's designated instruction for our ELLs occurs during a 30 minute block within our 180 minute Humanities block.

B. The petition fails to specify where the charter school intends to locate. (Education Code § 47605(g)).

District staff concern: The law requires that Petitioners "specify where the charter school intends to locate." (Education Code § 47605(g).) However, the Petition fails to provide any information regarding location or desired facilities. Petitioners do not identify any potential location or locations where the school intends to locate, stating merely that it's proposed location will be in Vallejo, California. The Petition describes an intent to lease facilities until a permanent location can be secured but again, does not provide any detail regarding the size of the desired facilities or location. Given that the Petition provides no detail whatsoever regarding facilities, the Petition is legally deficient.

Rocketship Response #10:

Ed Code 47605(g) requires petitioners to provide "information regarding...the facilities to be used by the charter school," including a requirement that the petitioners "shall specify where the charter school intends to locate." There is no further requirement under the Ed Code as to what types of information this description needs to include. Nor does the Ed Code contain a definition of what constitutes an "adequate" description. Furthermore, the Ed Code does not require petitioners to definitively state whether they plan to request facilities under Proposition 39.

As we indicated in the petition, we anticipate that Rocketship Vallejo will be located in close proximity to public transportation and central to serve the families of Vallejo. 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 campuses, known as a "home-grown model." Currently, we have identified a proposed location and have a site in escrow, pending the acquisition of the charter. We are working through the design process and due diligence investigations to see if the site purchase can be completed. Rocketship has been in constant communication with the City of Vallejo on this site.

In the event that Launchpad is unable to acquire and build a campus , Rocketship reserves the right to use short-term space until we secure our own facility, and/or apply for and use Proposition 39 facility space, which we have already done in the Contra Costa and San Mateo counties with Rocketship Futuro and Rocketship Redwood City Prep.

We maintain that the information we included in the petition on our proposed facility and location is sufficient to comply with Ed Code 47605(g).

C. Petitioner is demonstrably unlikely to successfully implement the program set forth in the Petition. (Educ. Code § 47605(b)(2).)

District staff concern: The District has learned that, on the same date that Petitioner submitted the instant Petition, she submitted a substantially similar petition to establish a charter school in another nearby Bay Area school district. The District is wary of Petitioner's ability to open and successfully operate multiple charter schools at the same time. Moreover, the submission of nearly identical petitions to more than one neighboring district undermines Petitioner's claim that its proposed educational program is intended to serve a distinct community or provide a unique educational program to students within the District.

Rocketship Response #11:

We understand the District's concern but know that we will open multiple schools at a time with excellence as we've done it multiple times in the past. For example, in 2011 we opened both Rocketship Mosaic Elementary and Rocketship Discovery Prep at the same time, both in San Jose. These schools both opened at full enrollment and have been high-achieving ever since, with both schools recognized by Innovate Public Schools in their annual Top Bay Area Public Schools for Underserved Students Report.

On the 2016-2017 CAASPP, Rocketship Mosaic Elementary was the #2 school for ALL students in math in elementary schools in the Franklin-McKinley School District, second only to another Rocketship school. The same year, Rocketship Discovery Prep was in the top 5 schools in math performance among similar students in all elementary schools of the San Jose Unified School District.

Furthermore, we know we can open multiple schools at once and have them succeed due to our centralized network support model. Our central network office provides a full range of school services, including accounting, human resources, legal, teacher recruiting, talent management, student recruiting, data analysis, IT, facilities management, governance, compliance, and more, to each Rocketship school. In addition, our School Leadership and Achievement Team is part of Rocketship's centralized Network Support Team. This team is charged with developing the instructional vision, supports, mentoring, and professional development of our school leaders and teacher across all schools.

This centralized network support model is also why our petitions contain similar information about our core educational model. Similar to a school district, Rocketship schools follow the same model and use the same supports from our central network support, making many aspects of our educational program (and thus petition) the same across cities.

Our centralized model is one of the keys to our success, as year-after-year our schools rank in the top 10% of schools for similar students in California. Our network School Leadership and Achievement team provides over 400 hours of professional development to our teachers, carefully curated curricula, and many, many other supports that propels incredible student achievement.

District staff concern: The Petition does not identify any specific facilities in which it may operate in Year 1, nor does it include any proposed rental or lease agreements on which the District can evaluate projected facilities costs, including rent, utilities, insurance, and other related operating costs. Given the program design described in the Petition, including significant technology-based instruction, enrichment opportunities during the instructional day, and requirements regarding physical education instruction, not to mention space needed for food service, the Charter School's projected costs cannot be reasonably evaluated and do not appear to be based on grounded assumptions.

Rocketship Response #12:

Ed Code 47605(g) requires petitioners to provide "information regarding...the facilities to be used by the charter school," including a requirement that the petitioners "shall specify where the charter school intends to locate." There is no further requirement under the Ed Code as to what types of information this description needs to include. Nor does the Ed Code contain a definition of what constitutes an "adequate" description. Furthermore, the Ed Code does not require petitioners to definitively state whether they plan to request facilities under Proposition 39.

Currently, we anticipate that Rocketship Vallejo will be in a permanent school site location in Year 1 of operations.

We maintain that the information we included in the petition on our proposed facility and location is sufficient to comply with Ed Code 47605(g).

District staff concern: The Petition attempts to sidestep the Education Code Section 49011 prohibition on requiring parents to commit volunteer hours as a condition of their children's admission or continued enrollment to a charter school. Although the Petition does not require parents to complete volunteer hours, it strongly encourages them to complete at least 20 hours per year. (Pet. at 113.) Moreover, the Petition states that teachers would be evaluated based on whether the parents of their students complete these hours (Pet. at 70). This may lead to discrimination against students and families within protected classifications by discouraging single mothers, parents working two jobs, etc. (who would be unable to find time to volunteer), from seeking admission or continued enrollment at the Charter School.

Rocketship Response #13:

As repeatedly stated in our petition, Rocketship does NOT require parents to volunteer in any capacity, nor do we require our parents to complete a certain number of volunteer hours. Rocketship does provide a lot of opportunities for parents to be engaged in their children's education, with volunteering being one option. Over the past decade of operation, we have found that many parents thoroughly enjoy the opportunity to volunteer as a way to connect with their children, their children's teachers, the school community, and other parents. We provide a recommended number of hours simply as a guideline for parents.

Rocketship does not require that teachers be evaluated based on whether parents complete volunteer hours. Rather, teacher evaluations are comprised of many different components, one of which is parent engagement. Parent engagement can be measured in many different ways, with parent volunteer hours being just one possible component that could serve as evidence of parent participation. Rocketship would never penalize a teacher for not having parents complete a certain number of parent volunteer hours.

As stated above, our priority is family engagement. Rocketship works with families and teachers to ensure that anything included on the evaluation feels fair. When families are not able to volunteer or a home visit cannot occur, we work with the teacher and staff to determine other ways to engage families.

District staff concern: Petitioner has not been consistently successful in its attempts to expand the Rocketship network of charter schools. For example, although the Santa Clara Office of Education authorized Petitioner to establish a charter school to open in August 2013, two charter schools to open in August 2014, and another charter school to open in August 2015, Petitioner abandoned each of these charters and none of the schools ever opened. Similarly, the District of Columbia Public Schools authorized Petitioner to establish a charter school to open in August 2018 but Petitioner again abandoned the charter and the school never opened. (See link to news article.)

Rocketship Response #14:

Rocketship Public Schools was founded in 2006 and opened our first school in 2007. The network has continued to open eleven additional schools in the Bay Area over the next decade with a thirteenth scheduled to open in Antioch in 2018. During this time, there have been instances when Rocketship received authorization to open a school that did not open as originally planned, but those instances are very rare and come under extraordinary circumstances.

In Washington, D.C., we are not "abandoning" plans to open a third school in DC. We are simply delaying the opening of our third DC school by one year. Our decision to delay came down to the availability of a viable school facility. Due to a scarcity of facilities in the District, we were planning

to open in a temporary facility that required renovations to ensure it was suitable for our students and staff. This meant we did not have an actual school facility that families could tour before making their enrollment decision. Consequently, enrollment lagged, but was gaining momentum in recent weeks. However, then final construction bids came in at more than double that of our original estimate. The combination of the steep increase in renovation costs and lagging enrollment made it clear that the most prudent decision for the health of our DC network, students, staff, and families was to delay the opening of our third DC school by one year.

We worked with every enrolled family to find a high-quality school for the 18-19 school year, with the vast majority choosing to enroll at one of our two other DC schools.

District staff concern: <u>Petitioner has not demonstrated that members of the community meaningfully support the proposed Charter School, or believe that it will meet an existing community need, as evidenced by the comments made at the public hearing held on May 16, 2018.</u>

Rocketship Response #15:

As stated in the Timeline for Board Action section, the Public Hearing was placed at the far end of the agenda, making it very difficult for our families with school-aged children to participate late into the evening. Open Session of the VCUSD Board meeting began at 6:00pm and the Public Hearing did not begin until nearly 3 hours afterwards.

Furthermore, several parents and community members were present to speak in support of the charter petition and were told by President Worel, during the break, that they were not welcome and should reconsider speaking in support. Parents felt intimidated and decided to give their written testimonies to Trustee Kerney-Brown. They did not approach the microphone during public comment; however, portions of their letters were read to the public. Despite the intimidation tactics of the Board President, the overflow room was filled with dozens of families who attended the meeting in hopes of having an opportunity to participate in public comment and express their support for the Petition.

> D. **The Petition does not contain reasonably comprehensive descriptions of all 16 elements required in Education Code Section 47605(b)(5).**

>> 1. **The Petition does not contain a reasonably comprehensive description of the Educational Program (Element A).**

District staff concern: <u>As mentioned in Section I above, the Petition does not adequately describe (i) the proposed transitional kindergarten program; (ii) the proposed science and social studies curricula; or (iii) the proposed physical education and enrichment curricula. In addition, components of the proposed special education program and ELL program are not legally compliant.</u>

Rocketship Response #16:

See Rocketship Response #1 and #2.

> **2. The Petition does not contain a reasonably comprehensive description of the Charter School's governance structure (Element D).**

District staff concern: According to the Charter School's bylaws, if amended, those bylaws would be resubmitted to the Santa Clara County Superintendent. (Pet.,App'x 10.) However, should the Petition be approved, the District, not the Santa Clara County Office of Education, would in fact be the Charter authorizer; thus, revised bylaws would need to be submitted to the District, not the Santa Clara County Superintendent. The Petition's erroneous reference indicates that Petitioner either (i) is ignorant of the fact that the District would serve as the authorizing entity, or (ii) included bylaws in the Petition that were recycled from a petition previously submitted to another authorizer and not relevant to the current Petition.

Rocketship Response #17:

The reference to the Santa Clara County Superintendent in the Bylaws included as Appendix 10 is in no way erroneous.

The Bylaws included in Appendix 10 are the legal bylaws of Rocketship Education, d/b/a Rocketship Public Schools. These bylaws were duly adopted by the Board of Directors on August 23, 2017, as evidenced by the Board President's signature on page 27 of Appendix 10. The language regarding the submission of revised Bylaws to the Santa Clara County Superintendent is included in the Bylaws pursuant to a requirement under the Memoranda of Understanding (MOUs) that Rocketship has entered into with the Santa Clara County Office of Education (SCCOE) for our schools that the SCCOE has authorized. Should the Vallejo Unified School District desire to pursue a similar arrangement regarding the revision of Rocketship's Bylaws, Rocketship is willing to engage in negotiations with the District to include such a provision in the MOU that we would enter into upon authorization.

Furthermore, to the extent that the bylaws included as Appendix 10 are identical to those submitted in previous petitions, this is not an example of Rocketship "recycling" materials and neglecting to change references. The bylaws of an organization are a legal document that can only be changed in accordance with the amendment procedures set forth therein (incidentally, in the very provision that the District's staff report has identified). Thus, Rocketship is legally obligated to include only its current, validly-approved Bylaws. These may indeed be the same Bylaws that were submitted as part of other petitions, but Rocketship would be violating both the provisions of its Bylaws and California corporate law if we were to remove or change any of the language prior to submission to the VCUSD.

District staff concern: <u>The Petition states that the meetings of the Charter School's Board would take place during normal business hours (e.g., between 1:00 and 5:00 p.m.) in San Jose (i.e., outside of the District's boundaries), which would discourage meaningful community participation, particularly given the high EL and socio-economically disadvantaged population residing within the District that the Charter School intends to target for enrollment. (Pet., App'x 10.)</u>

Rocketship Response #18:

The Rocketship Board meets regularly to review and act on its responsibilities in accordance with the written Bylaws. All meetings are held in accordance with the Brown Act, and thus held openly and easily accessible to the public within the jurisdictional boundaries of the district for every meeting. In order to provide a meaningful level of parent and community participation, RPS staffs multiple locations throughout the Bay Area with bilingual personnel and two-way video conferencing hubs to increase access and engagement of families in the governance of the Charter School.

The Petition states that Rocketship will ensure that the notice and agenda of each meeting will be provided for public comment from each physical and teleconference location. Board teleconferencing locations are comfortably furnished, offices or school conference rooms that are wired and equipped with highly specialized two-way video communication technology. Currently, members of the Board and the public may choose to participate at any one of the five (5) meeting sites located in the following authorizing districts: Franklin-McKinley School District, Redwood City Unified School District, Alum-Rock School District and San Jose Unified School District (Santa Clara County Office of Education), and in the Mt. Diablo Unified School District (CA Department of Education).

Rocketship will add an additional meeting location in the 2018-2019 school year to serve the Antioch Unified School District once we open Rocketship Delta Prep in Antioch in August 2018.

The Petitioner shall provide a Board meeting location in the 2019-2020 school year to serve the Vallejo City Unified School District in Solano County making it possible for parents, students and members of the Vallejo community to have access to public meetings of the Rocketship Board.

3. **The Petition does not contain a reasonably comprehensive description of employee qualifications (Element E).**

District staff concern: <u>None of the job descriptions require proficiency in Spanish, even though the Charter School proposes to serve a community that includes large numbers of families that speak only Spanish. In addition, although Spanish proficiency is preferred for certain positions (e.g., Office Manager), the Petition does not explain how individuals will demonstrate their Spanish proficiency.</u>

Rocketship Response #19:

At Rocketship, we implement a number of techniques to assess for Spanish language proficiency during the selection process of school-based team members. This may include, but is not limited to, conducting part of oral interview in Spanish and having the candidate translate a written document. In addition, final candidate interviews are held in-person with a panel of 4-6 school parents who are a mix of Spanish only and bilingual English-Spanish speakers.

We support communication in parents native language through 1) hiring staff from local community. e.g. 40% of school staff are hispanic or latino 2) engaging the support of parent volunteers to support translation 3) hiring translation services for sensitive meetings issues if a spanish speaking staff member is not available and it's not appropriate for a parent volunteer to support. From 17-18 parent survey, 82% of parents were positive about relationships and communications with school staff.

District staff concern: Neither the principal nor the assistant principal are required to hold an administrative credential, nor are they required to have prior administrative experience of any kind. (Pet. at 115-117.)

Rocketship Response #20:

At Rocketship Public Schools, we follow the requirements of the California Charter Schools Act and the Ed Code 47605(l) with regard to teacher credentialing. The Charter Schools Act is silent as to requirements regarding administrators. Our approach to job descriptions is to include minimum requirements to support hiring flexibility and openness to a diversity of candidates. We value the instructional experience and adult leadership that school administrators bring into the role. For example, our most recent group of assistant principals have an average of 5 years of teaching experience and 100% of them have past teacher coaching experience.

District staff concern: Job descriptions for key personnel, including psychologist, speech therapist, speech and language pathologist assistants, and occupational therapist, are not included in the Petition. The Petition charges these individuals with critical tasks; for example, the psychologist is responsible for teacher consultation, student huddles, SSTs, tiered social emotional supports, ERMHS, and individual counseling. Thus, the Petition should explain the requisite qualifications.

Rocketship Response #21:

Our Education Specialists ensure our students with IEPs achieve ambitious academic and social outcomes. All of our in-house related service providers are required to have valid credentials and licenses in their area of work. Our Speech and Language Pathologists directly supervise our Speech and Language Pathology Assistants. In addition to appropriate credentials and licensing,

our related services providers engage in continuous professional development to ensure they are top performers in their field and this ensures their practices are aligned with the latest research and best practices in their respective fields.

In the charter petition, we did not include job descriptions for Regional Positions including special education staff that may support multiple schools in a concentrated area or region of the Bay Area. In this response, we have attached current job descriptions for the primary regional special education staff who directly support schools including: Psychologist, Social worker, Occupational Therapist and Speech and Language Pathologist.

District staff concern: The instructional lab specialists who supervise Learning Labs are not required to have any particular educational experience whatsoever (no high school diploma, no college degree, no teaching credential or certificate). (Pet. at 120.)

Rocketship Response #22:

Our Independent Learning Specialists, or tutors, are commonly working toward their teaching credentials. This creates a valuable pipeline for future teachers at Rocketship and in the broader community we serve.

The tutor/interventionist is a full time exempt position that will work closely with a team of teachers to meet the needs of all students at that grade level. The Interventionist is responsible for managing a class of students while they work independently on online learning programs and for pulling small groups of students for additional academic support and interventions. Additionally, the Interventionist will provide substitute teaching and supplemental intervention as needed to meet needs of all students.

4. **The Petition does not contain a reasonably comprehensive description of means for achieving racial and ethnic balance (Element G).**

District staff concern: The Petition states that the means for achieving racial and ethnic balance include such generic strategies as: printing and distributing materials in several languages, cultivating partnerships with community organizations, holding focus groups, etc. (Pet. at 130-131.) These vague strategies are not tailored to the particular community that the Charter School would serve and in fact do not mention or otherwise acknowledge the unique and highly diverse communities within the City of Vallejo and the jurisdictional boundaries of the District.

Rocketship Response #23:

Rocketship Public Schools serve primarily low-income students in neighborhoods with limited access to excellent schools. We are intentional in our recruitment of families and students and look to serve those who, for no other reason than their zip code, are most at risk of falling behind. There are thousands of students in Vallejo and across Solano County who are already behind in

elementary school and we have proven recruitment strategies to inform parents of their options for an excellent public school to put them on the path to college and a bright future.

Rocketship Public Schools has a 10-year history of recruiting students and families that are reflective of the general population residing within the territorial jurisdiction of the districts we serve. More importantly, Rocketship Public Schools serves all students and has demonstrated strong performance measures across diverse populations.

It's important to note that 82% of our California students are classified as "socio-economically disadvantaged" and 50% are English learners. Rocketship actively seeks to create partnerships with organizations, schools, and local institutions that primarily serve families in the communities that we aim to teach. As a result, we work alongside Head Start preschools, churches, stores, and community centers to ensure that we are actively meeting parents and caregivers in the surrounding community who will be most interested in the results Rocketship has a track record of proving. All of Rocketship's outreach, application materials, and enrollment processes are prepared and distributed in the languages used in families' homes, which in Vallejo includes English and Spanish. In other areas we have also included Vietnamese translation and are equipped to provide additional translation in multiple languages, as needed.

Rocketship will strive to achieve a student population from Vallejo which understands and values Rocketship's mission and vision statements and is committed to our instructional and operational philosophy. Rocketship Vallejo will be an open enrollment and tuition-free public, charter school and admit all pupils who wish to attend.

The school will be nonsectarian in its programs, admission policies, employment practices, and all operations, will not charge tuition, and will 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).

Rocketship operates its lottery in compliance with applicable federal and state laws, including, but not limited to, Cal. Ed. Code Section 47605(d) and Cal. Ed. Code Section 47605.3.

> 5. **The Petition does not contain a reasonably comprehensive description of suspension and expulsion procedures (Element J).**

District staff concern: Although Appendix 12 states that "students who are suspended shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension," it does not describe how and where the Charter School will provide students with meaningful access to education during the term of an out-of-school suspension.

Rocketship Response #24:

Rocketship' Suspension and Expulsion Policy, included as Appendix 12, was written in accordance with the requirements of Education Code 48900 and Assembly Bill 1360, codified in Ed Code 47605(b)(5)(J). "Meaningful access to education" is not a term that we are legally required to address in the policy, and the primary goals of the policy, as reflected in the Ed Code, are to set forth the allowable grounds for suspension and expulsion as well as the procedures to ensure due process.

However, to the extent that we are legally required to address access to education for students under the federal IDEA (for students with qualifying disabilities or undergoing evaluation for disabilities), we have included a description of how we will meet our obligations in Section IX.

District staff concern: In addition, Appendix 12 suggests that students may be expelled or suspended due to attendance issues, which the Education Code prohibits. According to Appendix 12, "Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absence," whereas Education Code Section 48900(w) states, "It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent." The Education Code does not allow suspensions or expulsions for attendance issues in any circumstance, whereas Appendix 12 would allow suspensions or expulsions for attendance issues so long as some alternative has been attempted first.

Rocketship Response #25:

Section I of our policy states that the grounds for suspension and expulsion will be consistent with those set forth in Education Code 48000. Thus, we would not suspend or expel a student for any reason - including any reason related to attendance issues - that is not permitted by the Ed Code. Furthermore, in our 11 years of operation we have never once expelled a student.

District staff concern: The Petition does not contain a reasonably comprehensive description of the Charter School's student expulsion appeal procedures as required by Education Code section 47605, as amended by AB 1360 (2017). Although the Petition states that the appeal "shall be heard by the Academic Affairs Committee or Executive Committee within 15 days of receipt of the
appeal," there is no description of hearing or appeal procedures.

Rocketship Response #26:

Education Code 47605, as amended by AB 1360, states that charter petitions are required to include "[t]he procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school

will comply with federal and state constitutional procedural and substantive due process requirements ...."

The staff report implies that the Ed Code requires petitions to include a specific type of description surrounding the procedures for *appealing* a suspension/expulsion, but this is not true. The Ed Code does set forth a number of requirements for a policy to comport with due process, and our policy includes all such required provisions. Our language about appeals does not contradict, violate, or omit any requirements under the Ed Code.

6.   **The Petition does not contain a reasonably comprehensive description of dispute resolution procedures (Element N).**

District staff concern: The dispute resolution process is unnecessarily long, would delay the process of resolving issues, and is inconsistent with existing dispute resolution procedures in the District, creating the need for staff to distinguish and then apply a variety of different procedures depending on the charter school involved. First, Petitioner and the District must submit the dispute to their Principal and Superintendent (respectively), who must meet and confer. Then the Principal and Superintendent must identify two members from their respective boards to meet with them. Thereafter, Petitioner and the District must identify a neutral, third party mediator to mediate the dispute. Only at that point may they pursue alternative legal options. (Pet. at 139.)

Rocketship Response #27:

As stated in the second sentence of Element N in our petition, the dispute resolution process that we include is meant to be a *proposal* for us to meet the requirements of Education Code Section 47605(b)(5)(N), with the understanding that the process can be revised prior to signing an MOU with the District.

The Ed Code does not impose any sort of substantive requirement as to what the content of such procedures must include. In fact, the fact that the District's primary concerns are that Rocketship's procedures are "unnecessarily long" and "inconsistent with existing dispute resolution procedures in the District" suggests that our procedures were sufficiently comprehensive, as required by the Ed Code, but that the District just did not agree with some of their content.

However, as stated above, the District is not legally obligated to accept Rocketship's procedures included in the petition.

District staff concern: The Petition's dispute resolution process would also impose additional requirements on the District (e.g., requiring it to refrain from public commentary regarding any disputes). (Pet. at 139.) This restriction is an unacceptable attempt to suppress District speech and public discourse on matters of public interest.

Rocketship Response #28:

Please see Rocketship Response #27 above.

District staff concern: The Petition is vague as to which disputes trigger formal dispute resolution procedures.

Rocketship Response #29:

As the District notes, our petition does not enumerate the events that would trigger the formal dispute resolution procedure. We intentionally did not include such a list of specific events, or types of events, in an effort to accommodate the myriad circumstances that could lead to a dispute between parties during the course of the five year charter. However, as described above, our dispute resolution process is included as a proposal. Rocketship and the District will have the opportunity to negotiate any changes to the process, including a more specific list of triggering events, prior to signing an MOU.

7. **The Petition does not contain a reasonably comprehensive description of closure procedures (Element O).**

District staff concern: Charter petitions are legally required to "[d]esignat[e] . . . a responsible entity to conduct closure-related activities." (5 C.C.R. § 11962.) However, the Petition simply states that an official closure action "will also identify an entity and person or persons responsible for closure-related activities." This is legally insufficient.

Rocketship Response #30:

Rocketship anticipates that any MOU between the District and Rocketship will contain a fairly detailed description of closure requirements, including the designation of a specific individual or entity responsible for conducting closure-related activities. Rocketship is committed to following all applicable laws governing non-profits in California and the non-profit corporations code regarding distribution of non-profit assets.

District staff concern: Upon dissolution, Petitioner's assets "shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public, or charitable purposes . . . or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction." (Pet., App'x 10.) This description is vague and ambiguous, and does not meet the requirements of law.

Rocketship Response #31:

As described above, Rocketship is committed to following all applicable laws governing non-profits in California and the non-profit corporations code regarding distribution of non-profit

assets. We believe that, for the purposes of satisfying our requirements under Ed Code 47605(b), our description of closure activities is reasonably comprehensive. If the District wishes to revise the dissolution procedures to include more details regarding the distribution of assets, the parties can address this change in the MOU.

V.   Recommendation

Based on the information and attachments contained herein, along with the Charter Petition, Rocketship has met all six criteria for the approval of a charter petition. In particular, and in response to the District Staff Concerns, the District does not have sufficient evidence to show that Rocketship is demonstrably unlikely to successfully implement the program set forth in the Petition, nor has the District produced sufficient evidence that Rocketship has not provided a reasonably comprehensive descriptions of certain required elements set forth in Education Code section 47605, subdivisions (b)(5)(A- O).

THIRD AMENDED AND RESTATED BYLAWS
OF
ROCKETSHIP EDUCATION

DBA ROCKETSHIP PUBLIC SCHOOLS

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Rocketship Education (the "Corporation") doing business as Rocketship Public Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 350 Twin Dolphin Drive, Suite 109, Redwood City, State of California. The Corporation's Board of Directors (the "Board of Directors") may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1.   CONSTRUCTION AND DEFINITIONS.   Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Public Benefit Corporation Law, Cal Corp. Code Section 5110 (2001) (the "CNPBCL") shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1.   DEDICATION OF ASSETS.   The Corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or association that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3) or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1.   CORPORATIONS WITHOUT MEMBERS.   The Corporation shall have no voting members within the meaning of the CNPBCL. The Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1.   GENERAL POWERS.   Subject to the provisions and limitations of the CNPBCL and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board of Directors may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors.

Section 2.   SPECIFIC POWERS. Without prejudice to the general powers set forth in Article VII, Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a.   Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b.   Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of the Board of Directors.

c.   Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d.   Adopt and use a corporate seal; and alter the forms of the seal and certificates.

Section 3.   DESIGNATED DIRECTORS AND TERMS. The authorized number of directors of the Corporation shall be no fewer than three (3) and no more than twenty-five (25), unless changed by amendments to these bylaws. The exact authorized number of directors shall be fixed, within the limits set forth in these bylaws, by the Board of Directors. All directors shall be designated and elected by the existing Board of Directors. All directors are to be designated and elected at a meeting of the Board of Directors.

Section 4.   RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board of Directors may adopt other policies circumscribing potential conflicts of interest.

Section 5.   DIRECTORS' TERM. Each director shall hold office for a term of two (2) years and until a successor director has been designated and qualified, unless such director is otherwise removed from office in accordance with these bylaws.

Section 6.   NOMINATIONS BY COMMITTEE. The Board of Directors may, as it deems appropriate, create a Nominating Committee to assist the Board of Directors in the recruitment, review and nomination of potential new Directors, and to designate qualified candidates for election by the Board of Directors. The Nominating Committee shall be made up of at least two members of the Executive Committee and any additional Directors as the Board of Directors deems appropriate. The Nominating Committee shall work with the Chief Executive Officer and his/her staff to develop criteria for board membership, identify potential candidates for outreach efforts, and develop a recruiting plan for potential candidates. The Nominating

Committee shall make a formal recommendation to the full Board of Directors to elect a potential candidate, and the full Board of Directors shall vote on such appointment.

Section 7.   USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no Corporation funds may be expended to support a nominee for director without the authorization of the Board of Directors.

Section 8.   EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under Chapter 2, Article 3 of the CNPBCL; (c) the increase of the authorized number of directors; or (d) the failure of the Board of Directors, at any meeting of the Board of Directors at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9.   RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board of Directors, or to the Chief Executive Officer, or the Secretary of the Board of Directors. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10.   DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11.   REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) (as amended, the "Brown Act").[1] Any vacancy caused by the removal of a director shall be filled as provided in Section 11 of this Article VII.

Section 12.   VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with CNPBCL Section 5211, or (c) a sole remaining director.

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[1] Rocketship Education Inc. shall operate under the terms of the Brown Act whenever it is considered to be a public agency by virtue of operating one or more California public charter schools.

Section 13.   NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires unless the reduction also explicitly provides for the removal of that specified director in accordance with these bylaws and the CNPBCL.

Section 14.   PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws.. The Board of Directors may designate that a meeting be held at any place within California that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15.   MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the applicable provisions of the Brown Act and the Tennessee Open Meetings Law. All approved Board meeting minutes shall be posted on the Corporation's website.

The Board of Directors shall meet no less than annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified by resolution of the Board of Directors.

Section 16.   REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda shall also be posted on the Corporation's Internet Web site.

Section 17.   SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Chief Executive Officer is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18.   NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hour notice of the special meeting. The Board of Directors shall also adhere to any additional notice requirements pursuant to California open meeting laws applicable to the Corporation.

Section 19.   QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20.   TELECONFERENCE MEETINGS.   Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of directors shall participate in the teleconference meeting from locations within the boundaries of the State of California in which the Corporation operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a director participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 21.   ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22.   COMPENSATION   AND   REIMBURSEMENT.   Directors may not receive compensation for their services as directors or officers, and may only receive such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23.   CREATION OF POWERS OF COMMITTEES. The Board of Directors, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors, and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the CNPBCL, also requires approval of a majority of all directors then in office;

b.   Fill vacancies on the Board of Directors or any committee of the Board;

c.   Amend or repeal these bylaws or adopt new bylaws;

d.   Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

e.   Create any other committees of the Board of Directors or appoint the members of committees of the Board;

f.   Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

g.   Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

Section 24.   MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are not inconsistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25.   NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26.   COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. Rocketship Education, Inc. and its Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 27.   COMPLIANCE WITH CONFLICT OF INTEREST LAWS. The Corporation shall comply with Government Code Section 1090 and the Political Reform Act (Govt. Code § 8100 *et seq.*)

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1.   OFFICES HELD. The officers of this Corporation shall be a Chairperson of the Board of Directors ("Chairman of the Board" or "Chairman"), a Chief Executive Officer, a Secretary of the Board of Directors ("Secretary"), and a Treasurer of the Board of Directors ("Treasurer"). The Corporation, at the Board's direction, may also appoint one or more Presidents, Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers,

and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2.   DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the Chief Executive Officer or the Chairman of the Board.

Section 3.   ELECTION OF OFFICERS. The Board of Directors shall elect from its own members, a Chairman of the Board, a Secretary, and a Treasurer, who shall serve terms concurrent with their term on the Board of Directors.

Section 4.   APPOINTMENT OF OTHER OFFICERS. The Board of Directors may by resolution appoint and authorize the Chairman of the Board, the Chief Executive Officer, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5.   REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6.   RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board of Directors. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7.   VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8.   CHAIRMAN OF THE BOARD. The Chairman of the Board shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no Chief Executive Officer, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the Chief Executive Officer of the Corporation set forth in these bylaws.

Section 9.   CHIEF EXECUTIVE OFFICER. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, and subject to the control of the Board of Directors, and subject to Chief Executive Officer's contract of employment, the Chief Executive Officer shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification.

The Chief Executive Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Executive Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board of Directors. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Executive Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the Chairman of the Board, and the Board of Directors, when requested, an account of all transactions and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

Section 10.   SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, the minutes of all meetings, proceedings, and actions of the Board of Directors, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11.   TREASURER. The Treasurer's duties shall include overseeing or causing to be completed (a) audits; (b) federal and state annual information return filings; and (c) corporate filings. The Treasurer shall also exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 12.   PRESIDENTS AND VICE-PRESIDENTS. If the Chief Executive Officer is absent or disabled, the Presidents or Vice-Presidents, if any, in order of their rank as fixed by the Board of Directors, or, if not ranked, a President or Vice-President designated by the Board of Directors, shall perform all duties of the Chief Executive Officer. When so acting, a President or Vice-President shall have all powers of and be subject to all restrictions on the Chief Executive Officer. The Presidents or Vice- Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

ARTICLE IX
CONTRACTS WITH DIRECTORS

ARTICLE XSECTION 1. CONTRACTS WITH DIRECTORS. THE CORPORATION SHALL NOT ENTER INTO A CONTRACT OR TRANSACTION IN WHICH A DIRECTOR DIRECTLY OR INDIRECTLY HAS A MATERIAL FINANCIAL INTEREST (OR ANY OTHER CORPORATION, FIRM, ASSOCIATION, OR OTHER ENTITY IN WHICH ONE OR MORE OF THE CORPORATION'S DIRECTORS ARE DIRECTORS AND HAVE A MATERIAL FINANCIAL INTEREST). CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1.   CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Rocketship Education, Inc. Conflict of Interest Code have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1.   LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII
INDEMNIFICATION

Section 1.   INDEMNIFICATION.   To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in CNPBCL Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the CNPBCL.

On written request to the Board of Directors by any person seeking indemnification under CNPBCL Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under CNPBCL Section 5238 (e) whether the applicable standard of conduct set forth in CNPBCL Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1.   INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors,

employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1.   MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:

a.   Adequate and correct books and records of account;

b.   Written minutes of the proceedings of the Board of Directors and committees of the Board of Directors; and

c.   Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1.   DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2.   ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3.   MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the Corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI
REQUIRED REPORTS

Section 1.   ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors (i.e., itself) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a.   The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

b.   The principal changes in assets and liabilities, including trust funds;

c.   The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d.   The Corporation's expenses or disbursement for both general and restricted purposes;

e.   Any information required under these bylaws; and

f.   An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2.   ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with Corporations Code section 6322.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1.   BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter(s) of the California public charter school(s) operated by Rocketship Education, Inc., or make any provisions of these bylaws inconsistent with that/those Charter(s), the Corporation's articles of incorporation, or any laws.

The Charter School shall provide written notice to the Santa Clara County Superintendent of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the Corporation's Board. Should the County Superintendent or designee indicate that the SCCOE considers the proposed revision(s) to be a material revision to the Corporation's governance structure or Charter(s), the Corporation may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should the Corporation adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the Santa Clara County Office of Education within three (3) business days of the adoption of such revision(s).

ARTICLE XVIII
FISCAL YEAR

Section 1.   FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF BOARD PRESIDENT

I certify that I am the duly elected and acting President of the Board of Directors of Rocketship Education, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this Corporation as adopted by the Board of Directors on August 23, 2017_____; and that these bylaws have not been amended or modified since that date.

_____Aug. 23, 2017_____   _Fredrich Ferro_
Date   President

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

The petitioners listed below certify that they are parents or legal guardians meaningfully interested in enrolling their student(s) at the Rocketship Vallejo Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Rocketship Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

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	NAME / Nombre	SIGNATURE / Firma	ADDRESS/ZIP CODE / Dirección/Código Postal	PHONE NUMBER / número de teléfono	STUDENT GRADE IN 20-21 SCHOOL YEAR / Grado del estudiante	NAME OF LOCAL DISTRICT SCHOOL / Distrito Local Escolar	DATE / Fecha
1.	Bernardo	Bernabey	6 Mowr Hwl Val Cal 94589 Vallejo 94589	707-712-4432	G t F	Solano	02-07-18
2.	Luz E. Plata	Luz E. Plata	1740 Broadway st #14 Vallejo 94590	707-342-9855	K	Solano	02-07-18
3.	Amy Martinez	Amy Ne	2211 Redwood #208 Vallejo 94590	707 712 0523	K	Solano	02-7-18
4.	LaToNia Murphy/Sofia Murphy	Sofia Murphy	160 Frecort Ave	510 572-5390	1st	Solano Chickens	2/7/18
5.	Ariel Jones		225 Tapestry Ln #304 American canyon 94503	(70) 656-8314	1st	Solano	2/7/18
6.	Ariel Jones		225 Tapestry Ln #304 American canyon 94503	(707) 656-8314	1st	Solano	2/7/18
7.	Ariel Jones		225 Tapestry Ln #304 American canyon 94503	(707) 656-8314	3rd	Solano	2/7/18
8.	Naomi Tucker	Naomi Tucker	55 Valle Vista Ave Apt 44 Vallejo, Ca 94590	(707) 704-8544	3rd	Solano	2/22/18
9.	Edward Outino		603 Carner St	510 560 309	Pre TK	Horizon	2/22/18
10.	Donald Benitez	Donald Benitez	2505 Tennessee St	707 342-5125	TK	Vallejo	2/22/18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
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1.			2131 Sacramento St #1 Vallejo Ca 94590	(707) 393-1888	5th grade	Vallejo	2/7/18
2.	Kim Hines		601 Sacramento St Vallejo Ca 94590	707 712 1186	K	Vallejo	2/7/18
3.	Lourdes Conading		454 Pasallt Drive Vallejo CA 94591	707-349-0506	2nd grade	Vallejo	2/7/16
4.	Mary Weary		407 Cognall St Vallejo CA 94590	707 655 3591	Pre School	Vallejo	2/7/16
5.	Gloria Orleon		349 mss vega st vallejo CA 94590	669 214 0178	Pre school	Valle	2/2/18
6.	Ramsay Frede		751 Sereno DR	707 567-0393	Pre school 1	Vallejo	2/23/18
7.	Shirley Anderson		750 Sereno Dr #105 Vallejo	407 704 5044	K-3	Vallejo	2/23/18
8.	Shirley Anderson		750 Sereno Dr Vallejo 105	407-304-5042	3	Vallejo	2/23/18
9.	Wanda Davis		140 Simonton Street Vallejo, CA 94589	510-684-7847	4	Vallejo	2/23/18
10.	Willie Davis	Willie Davis	140 Simonton Street Vallejo CA 94589	407-655-2015	2	Vallejos	2-23-18

2

3

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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	NAME *Nombre*	SIGNATURE *Firma*	ADDRESS/ZIP CODE *Dirección/Código Postal*	PHONE NUMBER *número de teléfono*	STUDENT GRADE IN 20-21 SCHOOL YEAR *Grado del estudiante*	NAME OF LOCAL DISTRICT SCHOOL *Distrito Local Escolar*	DATE *Fecha*
1.	Veronica Ortega		Vallejo CA 94540 16 Thomas Ave				
2.	Veronica Ortega		Vallejo CA 94540 18 Thomas Ave	(207)655-5256	2	Grace Patterson	1-24-18
3.			18 Thomas Ave	(207)655-5256	TK	Grace Patterson	1-24-18
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4

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
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1.	Krina Cruz		414 aran St VC 94596	510 355572			06-23-18
2.	Marcela lopez		485 Yorkst Va 9459	510 4398879	TK	lincor	01-23-18
3.	Marc da lopez		485 Yorkst Va 94540	510 4398879	Kinder	Lincos	01-23-18
4.	Rosa A Bjinam Rosa Abinam		1814 Louisiana St	707 297135	TK	Haycos	01/23/18
5.	Juan va Fonley		1053 Ochwatner	530-575-6266	Pre-School	lincon	1/23/18
6.	Catalina D.		930 monterey st	(707) 310-6003	5 grade	Highland	1/23/18
7.	Mary Servelosa		Out Ind 94590	(707) 774-2736	4th & 1st	steffan Mano	1/23/18
8.	Vetawn Mattha		38 Richardorgdue Vallejo Ca 94589	(707) 656-5284	TK & 3rd through	Cooper	2/22/18
9.	Vetann Matha		38 Richardson Drive Vallejo Ca 94589	(707) 656-5284	through	Cooper	2/22/18
10.	Karen Capeh		315 Parkview Ter. #F1 Vallejo CA 94589	(254) 413-0301	TK	Cooper	2/22/18

5

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Liliana Rubio		544 Brunswick to 94591	707-439-6643	2°	Vallejo	2/02/18
2.	Cristobal Gonzalez Cristobal		1220 Ohio St Apmc Vallejo 94590	707 404 84-15	4		2/-2/18
3.	Rina Fernandez		536 McLane CA Vallejo 94591	767 726 753	2	Vallejo	2/2/18
4.	Jessica Jacobo		1306 Coronel Ave	510 362-5231	2	Beverly Hills	2/2/18
5.	Maribel Montalvo		68 California st vallejo 94596	707 430 6711	2		2/2/18
6.	Gizela Mabuhay		636 Burrington ct. Fairfield	(707) 334-2487	K	VSVSD	2/2/18
7.	Lorenzo Mabuhay		636 Burrington ct. Fairfield	(707) 334-2487	K	VSUSD	2/2/18
8.	Maryam Caro		1015 Taylor ave Vallejo	(707) 567-8931	2nd	Steran. Manor.	2/22/18
9.	Maryam Caro		1015 Taylor ave vallejo	707 567 8931	TK	Steran Manor	2/22/18
10.							

6

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Isabel	Isabel	620 aysgoyaujo Cuvtejala	707 6587qh	1	vallejo	2/3/18
2.	Isabel	Isabel	" " "	"	K	valejo	2/3/18
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PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
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1.	MELCHOR E		LUSIANA ST 1675 94590	408629 6792	KINDER	Solano	2-1-8
2.	Carl Washington		15 Burnham St. #9	707-655-6891	4th	mare island	2-01-18
3.							
4.	Carl Washington III		475 Miller Ave.	707-406-8007	8th	mare island	2-01-18
5.	Filiberta	Fiusta	122 Mahey 94591	714 631.2774	K	Steffa	2-1-18
6.	Lerema		434 Buckskin 94591	955 712-7703	K	Solano	2-23-18
7.	Elena		434 Buckskin 94591	712-7703	2	Solano	2-23-18
8.	Leo Leonardo Camo		223 NEBRASKA ST VALLEJO 94590	(925) 354-4329		Solano	2-22-18
9.	CECILIA	Cecilia	223 NEBRASKA ST VALLEJO 94590	(925) 354-4329		Solano	2-22-18
10.	Leo	Leonardo	223 NEBRASKA St. 94590	(925) 354-4329		Solano	2-22-18

8

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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	NAME / Nombre	SIGNATURE / Firma	ADDRESS/ZIP CODE / Dirección/Código Postal	PHONE NUMBER / número de teléfono	STUDENT GRADE IN 20-21 SCHOOL YEAR / Grado del estudiante	NAME OF LOCAL DISTRICT SCHOOL / Distrito Local Escolar	DATE / Fecha
1.	Janette Chaidez Jenette Ch.		560 Winchester st Vallejo ca 94590	(707)373-2437	TK	Vusd	01/24/18
2.	Janette Chaidez Jenette ch		560 Winchester St Vallejo ca 94590	(707)373-2437	K	Vusd	01/24/18
3.			560 Winchester St	707 712 2837	TK	vusd	01/24/18
4.			560 winchester St	707 7128237	K	VUSD	01/24/18
5.	Karro Douglas		1030 Kentucky St vallejo ca 94590	707-654-7564	TK	VUSD	1/2-1/18
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Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Aimee Saavedra	Aimsein	366 Amber Ave VJo 94589	707 712 5690	2nd	Rocketship	1-24-18
2.	Aimee Saavedra	Aim Sch	366 Amber Ave VJo 94589	707 712 5690	3/4th	Federal Terr	1-24-18
3.	Aimee Saavedra	Aimee Sch	366 Amber Ave VJo 94589	707 712 5690	5th	Federal Terr	1-24-18
4.	Aimee Saavedra	Aimee Sch	366 Amber Ave VJo 94590	707 712 5690	6th	Federal Terr	1-24-18
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PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Naila Sanchez	*(signature)*	3706 Tenessee St	(707) 554-9672	15	Caliber	1/20/18
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PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Rocio Morales	Rocio Morales	1132 Warren Ave Vallejo CA 94591	(707) 720-82-86	2.K.	Vallejo CA	02-01-2018
2.	Silvia morgan	Silvia Morgan	250 14 stree 94590	707) 810-1335	3	Vallejo	2-1-2018
3.	Adam Saleh	Morgan	347-551-023		2	Vallejo	2-1-2018
4.	Rosa Quintanilla	Rosa Quintanilla	775 SpringFle Hwa 94589	(415) 686-9952	4	Mini Don	2-1-18
5.	Rosa Quintanilla	Rosa Quintanilla	Vallejo 94594 ( )	( )	1	( )	2-1-18
6.	Jesus Bucio	Jesus Bucio	506 Greenna st	(707) 655-7708	2	Vallejo	2-1-18
7.	Lorena Alvarez	Lorena Alvarez	121 louis ong st Vallejo Ca 94590	(707) 654-7080	1	vallejo	2-1-18
8.	Lorena alvarez	Lorena Alvarez	121 louis ong st Vallejo CA 94590	(707) 654-7090	2	vallejo	2-1-18
9.	Jessica Mendoza	Jessica Mendoza	133 Power Dr #A	(707) 655-6061	5	Vallejo	2-1-18
10.	Jessica Mendoza	Jessica Mendoza	133 Power Dr #A	(707) 655-6061	3	Vallejo	2-1-18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Heather Hendricks		307 Mayo Ave Vallejo, CA 94590	707-598-0795	6th	Vallejo	1-30-18
2.	Alex Hendricks		307 Mayo Ave Vallejo, CA 94590	707-651-8250	Kinder	VALLEJO	1-30-18
3.	Rodney Irvin		154 Sea Crest Cu 9450		Kinder	Solano	1-30-18
4.	Alana Fernandez Alana		94590	707-255-6512	6	Vallejo	1-30-18
5.	Alan Fleming		94590		2	Vallejo	1-30-18
6.	Raul Diaz		834 amariposa St	(707) 712 5654	2 Kinder	Highland @ Hefley	0130-18
7.	Brenda S.C. Bonador S.C		836 Mariposa St	(707)712-8468	Kinder	Highland	1-30-18
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13

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Mini Dhillon		638 Brittannia Dr (94591)	707-712-5018	KT	Annie Pennycook	02-01-2018
2.	Mini Dhillon		638 Brittannia Dr 94591	707-712-5018	1st Grade	Annie Pennycook	02-01-2018
3.	Marielena Trujillo-Rodriguez	Marielena T. Rodriguez	1934 Tuolumne St Vallejo CA 94589	801 550 7102	KG	Cooper Elem.	2.1.18
4.	Evangelina	Evangelina Ccas	1623 Lemon St 94590	707-712-7560	2nd	Patterson	2-1-18
5.	Deanna M.		257 Naranca St Napa	707 492 0376	KG	Vallejo	2-1-18
6.	Luz E Fausto	Luz E Fausto	131 Millagro St	707 649-1891	3	Vallejo	2-1-18
7.	Susana M	Susana M	632 Vervais Av	(707) 656-5495	4	Vallejo	2-01-18
8.	Susana M	Susana M	632 Vervais Ave	(707) 656-5495	K	Vallejo	2-01-18
9.	Marcos B		1319 Sonoma Bv	(707) 724-9221	TK	Vallejo	2-01-18
10.	Rocio Morales	Rocio Morales	1132 Warren Av	(707) 7208246	3	Vallejo	2-01-2018

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Tavia Stone Ramos		54 Selfridge St	415 296 1715	K	Vallejo	2/1/18
2.	Tavia Stone		54 Selfridge St.	415 296 1715	3rd	Vallejo	2/1/18
3.	Rona Vergco		1408 Serena Dr Valley of Moon	(707) 3330454	3rd	Vallejo	2/1/18
4.	Margarita Avila Morales (pm	1730 Tennese	(707) 567 4186	TK	Vallejo	2/1/18
5.	Laura Quivoz		80 Holliday st 94590	(707) 853-7254	5	Vallejo	2/1/18
6.	Angelica presencio	Angelica presencion 536 Sheridan st	(707)672-5959	TK	Vallejo	2-1-2018
7.	Angelica presencio	Angelica presencion 536 Sheridan st	707 652-5959	K	Vallejo	2-1-2018
8.	Angelica presencio	Angelica presencion 536 Sheridan st	707 652-5959	2	Vallejo	2-1-2018
9.	Sara Medina		1527 Alabama St (94590)	(510) 904 7000	2	Vallejo	2/1/2018
10.	Sara Medina		1527 Alabama St (94590)	(510) 904-7000	5	Vallejo	2/1/2018

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Fatima Mendez	Fatima Mendez	418 San gabriel Dr Vallejo, CA 94590	(707) 731-4811	3, R	Solano	2-1-18
2.	Fatima Mendez	Fatima Mendez	418 San gabriel Dr Vallejo, CA 94590	(707) 731-4811	K	Solano	2-1-18
3.	Jonnathan Heredia		116 Althambra 94504	510 209 9656	1st	Beverly	2-1-18
4.	Claudia Castillo		116 Althambra 94501	702 883 2712	3rd	Beverly Hills	2-1-18
5.	Carlos Hernandez		735 lou Signa Ct 94590	707 655 3630	K	Solano	2-1-18
6.	Evandi Serrano		Vallejo Ca, 94590	(925) 222-8961	4th	Solano	2-1-18
7.	Evandi Serrano		Vallejo Ca 94590	(925) 222-8961	2nd grade	Solano	2-1-18
8.	John Hampton	John Hampton	1371 Worley Rd. 94590	(510) 200-1014	3rd	Solano	2-1-18
9.	Ola Sawyerr		325 Lamont Ct 94591	510-809 9395	3rd	Solano	2-1-18
10.	Ola Sawyerr		325 Lamont Ct 94591	510 409 9395	2nd	Solano	2-1-18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Daniella Mendoza	Daniella Mendoza	511 Napa St Vallejo	818 4335208	2nd	Vallejo	1-30-18
2.	Daniell Mendoza	Daniell Mendoza	511 Napa St Vallejo	818 4335208	5th	Vallejo	1-30-18
3.	Aya Sanche	Aya Sanche	260 American Canyon 94503	707-419-1162	3	Vallejo	1-30-18
4.	Nina Orellana	Benicia	13 Bonicia Rd. V	703 712-06-15	2	Vallejo	1-31-18
5.	Claudia Rodriguez	Claudia Rodriguez	107 Rodgers St	707 550-2637	TK	Vallejo	1/30/18
6.	RICA BERNARDO	RICA BERNARDO	319 ARKANSAS St 94590	707 655 0103	kinder	Vallejo	1/30/18
7.	ELLICIA BERNARDO	ERICA B.	319 ARKANSAS ST. 94590	707712 2487	Kinder	Vallejo	1/30/18
8.	LEEW FILIVAA	FI	21 Chase St. Vallejo ca	707-567-9417	K-3	Vallejo	1/30/18
9.	LEEW FILIVAA	NG	21 Chase St. Vallejo ca	707-567-9417	K-3	Vallejo	1/30/19
10.	LEEW FILIVAA	NG	21 Chase St Vallejo ca	707-567-9417	K-3	Vallejo	1/30/19

17

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Rosa Jimenez		714 ohio st	707 712 0640	2	Solano	01/30/18
2.	Isabel Perez		94564	707 310 5712	2	Solano	0130/18
3.	Alma Santos	Alma R. Correa Santos	2060 Sacramento st	(707) 655367	1	Solano	01-30-18
4.	Alicia Lopez	Alma Lopez	2401 sonoma Blvd	(707) 315-1735	1	Solano	01/30/18
5.	Silvia Arollo		1013 Sheridan St	(707) 563-4759	K	Solano	01/30/18
6.	Silvia Arroyo		1015 Sheridan St	(707) 563-4759	2	Solano	1/30/18
7.	Enilda Rodriguez	Enilda Rodriguez	201 cypress ave	(707) 641-6464	K	Sdano	01/30/18
8.	Enelda Rodriguez	Enilda Rodriguez	201 cypress ave Vallejo, Ca 94590	(707) 641-6464	2	Solano	1/30/18
9.	Alicia Gonzalez	Alicia Gonzalez	102 Mobil Circle Vallejo Ca 94590	707 641-55-31	1	Solano	1/30/18
10.	Adelita Porrales	Adelita Porrales	846 Mariposa st Vallejo CA 94590	(707) 655-5120	TK	Solano	1/30/18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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	NAME / Nombre	SIGNATURE / Firma	ADDRESS/ZIP CODE / Dirección/Código Postal	PHONE NUMBER / número de teléfono	STUDENT GRADE IN 20-21 SCHOOL YEAR / Grado del estudiante	NAME OF LOCAL DISTRICT SCHOOL / Distrito Local Escolar	DATE / Fecha
1.	Brian Dunford	*(signature)*	135 Carolina St Vallejo Ca 94590	907.599.9360	4th	Solano	1/30/18
2.	Claudia Rea	*(signature)*	1355 Colus Ct Vallejo	(707)649-2893	2th	Solanos	1/30/18
3.	Jennifer Aguilar	*(signature)*	235 Notre Dame Dr	(707) 319-5382	Finley	Solano	1/30/18
4.	Azucena Gonzalez Mz	Azucena Gonzalez	18 Wilshire Avenue	(707) 305-9099	Kinder	Solano	1/30/18
5.	Blanca R Gonzalez	Blanca Rosa	18 Wilshire Aven.	707 641 6118	T. Kinder	Solano	1/30/18
6.	Sara Castro	*(signature)*	207 W. Carolyn Drive	(707) 716-7081	T.K	Solano	1/30/18
7.	Sara Castro	*(signature)*	207 W. Carolyn Dr	707 716-7081	2	Solano	1/30/18
8.	Bridgitte Acosta	Bridgitte Acosta	9054 Cambridge cir Vallejo	75C6453	2	Solano	1/30/18
9.	Francisca Córdova	Cordova	2107 Solano Ave	(510) 283 1464	K.	Solano	01/30/18
10.	Rosa Jimenez	*(signature)*	714 ohio St	707 712 0640	K.	Solano	01/30/18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Rosa Galindo		526 Virginia st Apt A Vallejo CA 94590	(510) 294-8041	5th	Lincoln	1/30/18
2.	Francisco		526 Virginia St Apt A Vallejo CA 94590	(510) 294-8041	1st.	Lincoln	1/30/18
3.	Yesenia Ramos		117 Seapurer Ct Vallejo C 94591	(817) 709.7563	1st	Glen Cove	1/30/18
4.	Yesenia Ramos		117 Seafurer Ct Vallejo C 94591	(817) 709.7563	5th	Glen Cove	1/30/18
5.	Alexandro H	Alexandro H	813 Mariposa St Vallejo	707) 731-2050	TK	Solano	1/30/18
6.	Susana Serrano	Susana Serrano	808 Mariposa st Vallejo	(707)641-3776	K	Solano	1-30-18
7.	Susana Serrano	Susana Serrano	808 Mariposa st Vallejo	(707)641-3776	2	Solano	1-30-18
8.	Victoria Peña	Victoria Peña	449 Mopsland st Vallejo	707)712-3397	4	Solano	1-30-18
9.	Maria Cruz	Maria Cruz	818 Vallejo CA 94590 Mariposa St.	562)479 1319	Kinder	Beverly Hills	1/30/18
10.	Maria Cruz	Maria Cruz	818 Mariposa St. Vallejo CA 94590	562)479 1319	TK	Beyer Solano	1/30/18

20

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Nancy Velasco		911 Rosewood Ave 94599	(707) 353 16 20	3	Solano	1/30/18
2.	Reina López		820 Modoc s/vallejo	(510) 730-6837	TK	Steffano	1/30/18
3.	Reina López		820 Modoc S/vallejo	(510) 730-6837	TK	Steffano	1/30/18
4.	Reina López		820 Modoc S vallejo	(510) 730-6837	1°	Steffano	1/30/18
5.	Reina Lopez		820 Modoc S Vallejo	(510) 730-6837	5°	Steffano	1/30/18
6.	Berta Calderon		801 alabama St vallejo 94590	(707) 655 9019	5°	Highland	1/30/18
7.	Hornelia		101 sun st VAllejo	(707) 655-9984	3	Steffen	1/30/18
8.	Migna		202 West Wood St 94340	415-684342	2	Peniciu	1/30/18
9.	Luz H. Garcia		1026 Caldwell Ave	510 866.3983	3	Steffen	1-30-18
10.	Luz H. Garcia		1026 Caldwell Ave.	510 866.3983	K	Steffen	1-30-18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Edna Chamay		140 Buss Av. 94590	(707)534-0195	K	Steffan	1/30/18
2.	Juan Chamay	Belern Chamay.	1520 Lemon St. 94590	(935)273-2441	K	Stefan	1/30/18
3.	Veronica Flero		1117 Florida St 94590	415-795-6780	7th	Highland	1/30/18
4.	Wendy Perdomo		509 Lincoln Rd 94590	323 921 9177	K	steffan	1/30/18
5.	Wendy Perdomo		509 Lincoln Rd 94590	323 921 9177	2do	steffan	1/30/18
6.	Anabel Salinas	Anabel Salinas	3009 Sonoma Blvd	(707) 561 1952	TK	Mare Island	1/30/18
7.	Anabel Salinas	Anabel Salinas	3009 Sonoma Blvd	(707) 561 1952	2nd	Mare Island	1/30/18
8.	John Labatage		1925 Sonoma Blvd	(415)242-7505	TK	Highland	1/30/18
9.	Mercedes		1333 North camino alto	(510) 383-6390	TK	Cooper	1/30/18
10.	Maria E Chavez	Maria E Chavez	880 Louisiana	(707) 655-7516	2 ndo	Highland	1/30/18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Carolina Duge		148 Spencer St 94589	707-331-7037	4 grad	Don mini	01/30/18
2.	Carolina Duge		148 Spencer st 94589	707-331-7037	2 grad	Don mini	01/30/18
3.	Garcia Alexander		94590	707-704-4806	1st grade	Solano	1/3/18
4.	Garcia Alexander		94590	707-704-4806	2nd grade	Solano	1/3/18
5.	Garcia Alexander		94590	707 704 4806	4th grade	Solano	1/3/18
6.	Veronica Gonzalez		94591	707 712 3376	1st grade	Solano	1/30/18
7.	Veronica Gonzalez		94591	707 712 3376	Kinder	Solano	1/30/18
8.	Rogelynn Reyes		94590	(707)705-0074	TK	Solano	1/30/18
9.	Nancy Velasco		911 Rosewood Ave	(707)333 1626	TK	Solano	1/30/18
10.	Nancy Velasco		911 Rosewood Ave	(707)333 16 20	1	Solano	1/30/18

23

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	LEZLO FULMAR		31 Chase St Vallejo Ca. 94580	7075171417	K-3	Vallejo	1/30/19
2.	LEZLO FULMAR		31 Chase St. Ca 94590	7075171417	K-3	Vallejo	1/30/19
3.	Donte Hayes		58 Valle Vista ave Vallejo, Ca 94590	415 728-1114	T-K	Vallejo	1/20/18
4.	Iris Morales Duran		804 Mariposa st. 94590	707 333 15-35	T-k	Vallejo	1/30/18
5.	Abikenia Morales O.		848 Mariposa st. 94596	707 712 00 45	4°	Vallejo	1/30/18
6.	Abikenia Morales D.		848 Mariposa st. 94590	707 712 00 45	K	Vallejo	1/30/18
7.							
8.							
9.							
10.							

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Magali Hernandez		960 Bonita Rd Vallejo 94591	(925) 453-5181	4th	Napa Co.	02-07-18
2.	Luz maria B.		1400 Jackson Dr. Vallejo 94590	(707) 655-5049	1	Vallejo	02-07-18
3.	Luz maria B.		1400 Jacklondo Dr. Vallejo Cal. 94589	(707) 655-5049	2	Vallejo	02-07-18
4.	Maily Ochoa		Vallejo Ca. 94589 423 Fordham Circle	(510) 689-5783	1	Vallejo	02-07-18
5.	Anna Messina		2915 Hausman Ave Vallejo CA 94591	(415) 408-3580	2	Vallejo	2/7/18
6.	Anna Messina		1915 Hausman Vallejo CA 94591	(415) 408-3580	5	Valejo	2/7/18
7.	Abraham Price		1219 Solano Ave Vallejo	(510) 945-4503	1	Vallejo	2/7/18
8.	Ela moroko		1030 Georgia Vallejo 94590	707-731-4061	1	Vallejo	2-7-18
9.	Violet Joslyn		80 Longwood St Ca 94590 Vallejo	925-231-1768	1	Vallejo	2/7/18
10.	Robert Runninghawk		138 Farragut Ave Vallejo	707 290-8023	1	Vallejo	2-7-18

25

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Araceli Valencia Aca-Var		Vallejo 94591 916 Miller Ave	925-732-8048	1	Steffan Maney	2-7-18
2.	Araceli Valencia Aca-Var		916 Miller Ave Vallejo CA 94591	925-732-8048	2	Steffan Maney	2-7-18
3.	Maria Rosa		Vallejo CA 94596 101 Maine st #412	707 572-6347	2	Federal	2-7-18
4.	Jovanie Diaz	Jovanie Diaz	10 dove sp Bio 95590 Vallejo	707 712-2918	TK	Farre Vallejo	2-7-18
5.	Karen Vega		136 sabr st. vallejo 94589	707-556-5689	Per-K	irmery	2-7-18
6.	Teresa Esquivel	Teresa Esquivel	251 Sandstone Dr. Vallejo 94589	(707) 492-0224	1	Elsa Widmer	2-7-18
7.	Teresa Esquivel	Teresa Esquivel	251 Sandstone Dr. Vallejo 94589	707 492-0224	TK.	Elsa Widmer	2-7-18
8.	Florencia Gonzalez Hernandez		104 Gary Cir- Vallejo CA Vallejo 94590	(707)315-9104	TK.	Vallejo	2-7-18
9.	Nubia Rodriguez Hernandez		526 Cypress Ave Vallejo 94590	(510) 685-5216	3	Vallejo	2-7-18
10.	Nubia Rodriguez		526 Cypress Ave Vallejo 94590	(510) 685-5216	9	Vallejo	2-7-18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Rosalia Hernandez	Rosalia Hernandez	Vallejo Ca 94589 12 Sharon St	(707) 689-0646		Vallejo	02-07-18
2.	Rosalia Hernandez	Rosalia Hernandez	12 Sharon st Vallejo 9458a	(707) 689-0646	TK	Vallejo	02-07-18
3.	Victoria Romo	Victoria Romo	142 susan ste Vallejo 94589	(707) 655-1849	TK	Vallejo	0207-18
4.	Victoria Romo	Victoria Romo	142 susan St. Vallejo 94589	(707) 655-1849	K	Vallejo	02-07-18
5.	Ana Gallegos		447 Gonzaga Ave Vallejo 94589	707-644-1913	K	Vallejo	02-07-18
6.	Maria Pantoja		127 Marquette DR Vallejo ca 94589	415-526-3250	K	Vallejo	2-07-18
7.	Maria Pantoja		127 Marquette Ave Vallejo Ca 94589	(415) 264-3250	4	Vallejo	2-07-18
8.	Victor Vazques		127 Marquette Ave Vallejo Ca 94589	(415) 847-4922	1	Vallejo	2-07-18
9.	Cristina Ram	Cristina	720 Florence Ave Vallejo 94589	707-712-3731	1	Vallejo	2-07-18
10.	Evelyn Cahuaya		724 Tennessee St 94589 Vallejo CA	707-561-2294		Vallejo	2-7-18

27

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Edith Mendoza	Edith mendoza	110 Lenzi St 94591 Vallejo CA 94590	707 712-1571	TK	Vallejo	2-2-18
2.	Lisbet Herrera	L.bet Herrera	219 phelan Ave Vallejo 94590	20765s1483	2nd	Vallejo	2-7-18
3.	Roxana Velazquez		509 Lincoln RD Vallejo 94590	(707)515-9485	Km	Vallejo	2-7-12
4.	Roxana Velazquez		509 Lincoln RD Vallejo 94590	(707)515-9485	kinder	Vallejo	2/7/18
5.	Marisol Soto	Marisol Soto	318 Meadows dr. 94589	(707)304-3465	K	Vallejo	02/07/18
6.	Marisol Soto	Marisol Soto	318 Meadows dr. 94589	(707)304-3465	K	Vallejo	02/07/18
7.	Marisol Soto	Marisol Soto	318 Meadows dr. 94589 Vallejo 94590	(707)304-3465(3)	K	Vallejo	02/07/18
8.	Maria Sauno		955 Porter st #105	(707)704-2729	1°	Vallejo	02/07/18
9.	Maria Sauno		955 Porter st #105	(707)704-2729	1°	Vallejo	02/07/18
10.	Elsa Hernandez		300 Hilary way #57 Vallejo, CA 94591	707-655 0763	K	Vallejo	2/7/18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

The petitioners listed below certify that they are parents or legal guardians meaningfully interested in enrolling their student(s) at the Rocketship Vallejo Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Rocketship Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

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	NAME / Nombre	SIGNATURE / Firma	ADDRESS/ZIP CODE / Dirección/Código Postal	PHONE NUMBER / número de teléfono	STUDENT GRADE IN 20-21 SCHOOL YEAR / Grado del estudiante	NAME OF LOCAL DISTRICT SCHOOL / Distrito Local Escolar	DATE / Fecha
1.	Xaycia Dominguez		119 Rainbow ct 94591	650-389-4060	TK	Vallejo	01-07-18
2.	Angela Villafranco	englishvillanco	109 Evan ct 94569	707 980 9362	K	Vallejo	02-07-18
3.	Miriam Telluadt	M Mae	3525 Hope Dwood st 94591	707-332-5126	K	Vallejo	02-27-18
4.	Magdalena Alcantar		520 grant st	(707)2804373	3	Vallejo	02/07/18
5.	Berenice Martinez	Berenice M	125 georgia st 94590 vallejo	(510)575-3885	K	Vallejo	02/07/18
6.	Berenice Martinez	Berenice M	125 georgia st 94590 vallejo	(510)575-38-85	3	Vallejo	02/07/18
7.	Maria Dolores Alvarez	Maria Dolores Alvarez	145 Manhattan drive 94591	(707)655 9693	2	Vallejo	09/07/18
8.	Monica Alvarez	Monica Alvarez	145 Manhattan drive 94591	(510)672 7731	K	Vallejo	02/07/18
9.							
10.	SANDRA BARBERA		34 Monterey 4 Valejo CA 91591	415 0760093	1	Vallejo	8/14

28

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Liliana Anguiano	Jesusa	Vallejo CA 94589 2700 Tolomhe St.	707 656 3972	2	Vallejo	2-07-18
2.	Beatriz Lopez	Beatriz Lopez	2525 Flosden rd 71 American Canyon CA 94503	307-651-4125	K	Vallejo	2-7-18
3.	Elizabeth Toay Elizabeth T.	Elizabeth Toay Elizabeth T.	337 Idora Ave. Vallejo	(50)203-3682	K	Vallejo	2/7/18
4.	Ana BarBa	Ana BarBa	505 Tennessee Ave Vallejo 94591	707 596 2591	K	Vallejo	2/7/18
5.	Adela Martinez	Adela Martinez	Vallejo 94589 119 Nugent Dr.	(510)754-5897	2	Vallejo	2/7/18
6.	Lucia Vega	Lucia Vega	825 Cabrillo Ave Vallejo 94591	(801) 712-4797	K	Vallejo	2/6/18
7.	Cintia Aguilar	Cintia Aguilar	615 Nebraska st Vallejo 94590 ART	510-565-9300	K	Vallejo	2-6-18
8.	Irma Hernandez	Irma Hernandez-1163 Fulton Au Vallejo 94591-	707 563 2314	K	Vallejo	2-7-18
9.	Guillermo P.	Guillermo P.	100 Boysen St. Vallejo 94591	707 384-7246	K	Vallejo	2-7
10.	Evelia Lopez	Evelia Lopez	806 Bennion Vallejo	(707) 384-6972	3	Vallejo	2-7-18

09

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Alesia Vasquez	Alex Alany	1220 York St Vallejo CA 94590	323 245-1893	5	Highland	2/7/18
2.	Alesia Vasquez	Alesia Vasquez	1220 York St Vallejo CA 94590	323 245-1893	2	Highland	2/7/18
3.	Alesia Vasquez	Alesia Vasquez	1220 York St Vallejo	323 245-1893	Tk	Highland	2/7/18
4.	Dulce Valenzuela	Dulce Valenzuela	1618 Ohio St Vallejo 94590	707 704-7851	3	Highland	2/7/18
5.	Jesus Rox Reyes	Jesus Reyes	1728 Louisiana St Vallejo 94590	(707)3 9661 CC	2 T	Highland	2/7/18
6.	Dulce Valenzuela	Dulce Valenzuela	1618 Ohio St Vallejo 94590	707 704-7851	1	Highland	2/7/18
7.	Obiridia Ruiz	Obiridia Ruiz	1815 Louisiana St Vallejo 107	342 752C	2 T	Highland	2/7/18
8.	Olener Grcrish	Olener Grcrish	20 contsa costa st vallejo 94590	415-240-6578	1	Highland	2/7/18
9.	Olener Grcrish	Olener Grcrish	20 contsa costa st vallejo CA 94590	415-240-6578	K	Highland	2/7/18
10.	Lorena Zumudo	Lorena Zumudo	100 la Benton ct vallejo CA 94501	(707) 3 8630X8		Cooper	2/7/18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Dalene Vasquez		225 Mangue Ct Vallejo	(707) 657-8198	1	Solano	2/7/18
2.	Dalene Vasquez		225 Mayo Ave Vallejo	(707) 657-8198	3	Solano	2/7/18
3.	Karla Espinoza	Karla Espinoza	721 State St Vallejo Ca 94590	(707)656-7019	K	Solano	2/7/18
4.	Karla Espinoza	Karla Espinoza	721 State St Vallejo Ca 94590	707656-7019	5	Solano	2/7/18
5.	Patricia R.	Patty P	251 San Marino Dr vallejo CA 94589	(707)333-25-13	K	Cooper	2/7/18
6.	Patricia R.	Patty P	251 San Marino Dr Vallejo CA 94589	(707) 332-25-13	4	cooper	2/7-18
7.	Jaquelin V		725 Louisiana St Louisiana	707-342-131	2	Patterson Elemen	2/7/18
8.	Laura Jimena		1606 Mini Dr 94589 Vallejo	707 721522	8	Dau mini	2/7/18
9.	Laura Jimenez		1606 Mini Dr 94589 Vallejo	707 7215282	8	Dau mini	2/7/18
10.	Susan Afra		Newcastle Dr vallejo 94591	(707) 340-2434	K	Solano	2/7/18

32

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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	NAME / Nombre	SIGNATURE / Firma	ADDRESS/ZIP CODE / Dirección/Código Postal	PHONE NUMBER / número de teléfono	STUDENT GRADE IN 20-21 SCHOOL YEAR / Grado del estudiante	NAME OF LOCAL DISTRICT SCHOOL / Distrito Local Escolar	DATE / Fecha
1.	Maria Ochoa	Maria Ochoa	Vallejo ca 9459 223 Brennan St	(707)7122365	K	Vallejo	02/06/18
2.	katy Flores	Katy Flores	Vallejo ca 94591 232 westwood st	(707) 655-8188	3°	manuc stefan	02-07-18
3.	Katy Flores	Katy Flores	232 Westwood st Vallejo ca 94591	(707) 655-888	Kinder	stefan manuel	02-02-18
4.	Ariana Ochoa Kelly	Ariana Ochoa Kelly	420 Valencia st Vallejo	70770345 Kinder		stefan	2/1/18
5.	Georgina Gutierrez	Georgina Gutierrez	323 Texas st Vallejo 94590	707-980-5760	Kind	Solano	2/7/18
6.	leticia Mañana leticia Mejia	leticia Mañana leticia Mejia	1516 Valle Vista Vallejo 94590	707-712-0610	1	ESPefanx	2/7/18
7.	letici amaṣaña letici a maṣaña	letici amaṣaña letici a maṣaña	1516 Valle vista vallejo 94590	767-712-06-10	K	ESfefanx	2/7/18
8.	Ashley Ochoa	Ashley Ochoa	Bo Hollywood Ave Vallejo 94590	707.641.6922	K	Elber	2/1/18
9.	Adriana Ruiz	Adriana Ruiz	15 Burham Vallejo 94590	818 587 1636	3	Federal	2/7/18
10.	Adriana Ruiz	Adriana Ruiz	15 Burham Vallejo 94590	818 587 1036	K	Fedon	2/7/18

33

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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	NAME / Nombre	SIGNATURE / Firma	ADDRESS/ZIP CODE / Dirección/Código Postal	PHONE NUMBER / número de teléfono	STUDENT GRADE IN 20-21 SCHOOL YEAR / Grado del estudiante	NAME OF LOCAL DISTRICT SCHOOL / Distrito Local Escolar	DATE / Fecha
1.	Mirna Molina		Vallejo 94589	5			
			345 Fordham ct.	(510) 910 3818	1ᵗ	Vallejo	2-7-18
2.	Marcela Reys		157 caelroni Ln vallejo ca 94591	510 517 6300	2nd	Vallejo	2-7-18
3.	Claudio Salas		153 spencr st vallejo 94589		3	dan man	2-7-18
4.	Claudia Salas		153 Spencer St vallejo 94589		K	danman	2-7-18
5.	Juanita Blake		237 Cabrillo Ave.	7076441047 94591	3rd.	Beverly Hills	2-7-18
6.	Perla Madrid		165 oddstad Dr Vallejo 94564	707-731-9857	3rd	Vallejo	2-7-18
7.	Perla Madrid		165 oddstad Dr Vallejo 94564	707-731-9857	P.K	Vallejo	2-7-18
8.	Sarah Pastor		377 Rockyshore Dr. vallejo 94591	408-598-0431	TK	Vallejo	2-7-18
9.	Sarah Pastor		377 Rockyshore Dr Vallejo ca 94591	408-598-0431	1st	Vallejo	2-7-18
10.	Mercedita Delong Mandaong		c Shivon Street Val. California 94589	707-712-4932	K	Federal	02-07-18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Esperanza Ch. Esperanza ch.		149 Gronville Ave 94591	707 246-9051	4	Steffan	2/1/18
2.	Karolina V.	Karolina V	94590	707 515-9928	2	Patterson	2/1/18
3.	Susana R	Susana Baker	361 Pueblo Way 94591	707 567-8051	K	ElmerCave	2/01/18
4.	Maritsa valles		360 San Marcus	(707) 704-7966	2	Cave	2/1/18
5.	Maritsa valles		360 SanMarcus	(707) 704-7966	1	Cave	2/1/18
6.	Samuel		136 24529018	707) 2647-09	3	M.A	2/1/18
7.	Foren Curel	Foren Curel	318 Wallace Ave	(707) 294-5123	2	Seffan	2/1/18
8.	Eduardo Mejia		94590	(707) 651-5076		Seffan	2/1/18
9.	K. Brezzilla		94591	707 653 8229	4th	Highland	2/1/18
10.					4th		2/1/18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	LaDiamond Clayne		10 Kentucky st Vallejo	707 347 7290	5th grade	Patterson	2/01/2017
2.	Brooke Hayes		304 Thomas Ave	415 678 9316	5th grade	Glen Cove	2/01/2017
3.	Sonia Zambrano		304 Phelan Ave	(510)685-7507	4th grade	Jr Orono minor	2/1/2018
4.	Sun Wu un		2000 Ascot Pkwy	(510) 275 8801	6th	Richmon	2-1-18
5.	Kaiya Brown Rocha		211 Hampshire Ave	(707)334-0539	1st	Beverly Hills Elementary	2/1/18
6.	Kennisha Johnson		314 Shasta St	(510) 712-7393	4th	Mare Island	2.1.18
7.	Roy Brown II		94590 211 Arkansas	707 738 8442	2		2-1-18
8.	Tammy Balderas		94590 st Vallejo 211 Arkansas	707 758 2842	2	mae island	2/1/18
9.	Manuela Ornelas		1728 Martin St	(707) 712-7175	1	Mare island	2/1/2018
10.	Carm Villareal		1711 Sonoma Blvd	707 552 0624	1		2/1/2018

50

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Angela Bosmark	Angela Bosmark	2160 Sacramento	209-923-9962	1st	Vallejo	Feb/1/20
2.	Nadia Plancarte	Nadia Plancarte	632 Newport wy	925-278 9692	4	vallejo	2/1/2018
3.	Nadia Plancarte	Nadia Plancarte	632 Newport wy casa	925 278 9692	Kinder	vallejo	2/1/2018
4.	Cala mimi	Milia Pat	349 Steff 12h Street		4	Vallejo	2/11 18/18
5.	Noyemi Gutierrez	Noyemi G.	1042 Alabama st.	707 208-1660	K	Vallejo	12/01/2019
6.	Heidi Araiza		132 San Miguel 94590	707 515 9980	K	Steffan Manor	2/11/8
7.	Heidi Araiza		132 San Miguel Rd 94590	707 515 9980	4	Steffan Manor	2/1/18
8.	Rima Rodriguez		425 Reis Ave 94591	(707) 975-4295	Pk, 1st, 2nd, 3-6	Steffan	2/1/18
9.	Rima Rodriguez		425 Reis Ave 94591	(707) 975-4295	2nd	Steffan	2-1-18
10.	Ivan Bosslanza		42 5 Reis Ave	707 656391 7	3rd	Steffan	2/1/19

51

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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	NAME / Nombre	SIGNATURE / Firma	ADDRESS/ZIP CODE / Dirección/Código Postal	PHONE NUMBER / número de teléfono	STUDENT GRADE IN 20-21 SCHOOL YEAR / Grado del estudiante	NAME OF LOCAL DISTRICT SCHOOL / Distrito Local Escolar	DATE / Fecha
1.	Rosa Maldonado Rojo M.		94590	707-764-0947	3	Stefan Manor	1-23-17
2.	VICTORIA HARRIS		94590	707641800D	7 TH	PATTERSON	1-23-17
3.	Rosa Alonso		570 Jennings Ave Vallejo CA 94591	510 439-7930	8 th	Verde	1-23-17
4.	Frances A Garcia		429 Greenan St.	(707)655:2671	2nd	Stefan Manor	1-23-18
5.	Frances A Garcia		429 Greenan St	(707) 655-2671	4 th	Steffan Manor	1-23-18
6.	Kwamesha mosley		102 Greenmont Dr	(707)654-0107	Pre-K	Cave	1-23-18
7.	Eli Whitmore		141 Westwood St.	(510)938-4138	5	Steffan	1-23-18
8.	Marquish Tatem		417 Kent dr	(510)7105407	5	Springstown	1-23-18
9.	Antonio Alcade AA		121 Mather Ct	AA	2	HIGHLAN	1-23-18
10.			VALLEJO 94591	7075637360			

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
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38.

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1.	Billy Land	Billy Lands	866 Stella Vega 94589	(707) 655-6562	TK	Elsa Wideman	1-24-18
2.	Monica agra	Mon EAB	420 Phelan Av. 94589	707 5637917	1		1-24-18
3.	Monica Agra	Mon EAB	420 Phelan Av.	707 6637917	K		1-24-18
4.	Jose Luis Garcia	Cofoot	606 Almeda St	(510) 759 3980	1	Solano	1/29/18
5.	Jose Luis Garcia	Cofoot	616 Almeda St	(510) 759 3980	1	Solano	1/24/18
6.	Susana Silva Sasonal Silva	Sasonal Silva	771 Falcon dr. 94589	707-527-2995 6	#6	MIT	1-24-18
7.	Veronica Guerra		261 Diano Ci 94589	707-6551200 PK	PK	Highland	1/24/18
8.	Veronica Guerra		261 Diano Ci 94589	707 6551200 Pre-K	Pre-K	Highland	1/24/18
9.	Mario Batres	PBL	213 Stone B 94545	415 378053	1	Brusilla	1/24/18
10.	Irene Murillo	Irene Murillo	111 14th St Vallejo Ca	(707)710-62-45	2	charter	1/24/18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Saylon Thomas		750 Sereno Vjo 94590		1st	Vallejo Chart	1-24-18
2.	Anah Norman	Anah Norman	138 El Campo Ct Va 94589	(707) 712-1433	TK	Calibear Change Makers	1-24-18
3.	Ana Castanon		133 San Miguel Rd Vallejo 94590	408 207 5578	TK.	Vallejo	Ⓞ-24-18
4.	Wilier Mendez		Vallejo CA 94590 717 B tiorida st	707 332 8670	TK		1-24-18
5.	Wilier Mendez		Vallejo CA 94590 717 Florida st	707 332 8670	1		1-24-18
6.	Carmen Maravillas Galvan		967 580 2395-7	San Miguel 121	51	Elethan Manor Vallejo	1.24 18
7.	Blanco Tevalan	Blanco Tevalan	415 525 7584	Princenion vallejo	K	Wildemmon 1/24/18	
8.	Germaine Tutuc		201 Main St vb 94591	(562) 251-7363	K	Lincoln 1/24/18	
9.	Jose Lavin		1620 Lorenzo Dr Vallejo	707 395 5550	1	Federal Terrance 1/24/28	
10.							

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
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1.	Esbelda Garcia	Esbelda Garcia	1163 Bush Ave Vallejo 94591	707 712 2093	K	Vallejo	2-2-18
2.	Jennifer Arredo		101 dura Ave. Vallejo 94591	(707) 641-3000	K	Vallejo	2-2-18
3.	Maria Dias		302 del Sur ST Vallejo 94591	(415) 532-6027	1	Vallejo	2-2-18
4.	Maria Dias		302 del Sur ST Vallejo 94591	(415) 532-6027	4	Vallejo	2-2-18
5.	Maria Arteaga	Maria Arteaga	638 Maine St. Vallejo CA 94590	(707) 712-3541	4	Vallejo	2-2-18
6.	Maria Marin		1925 Marin St Vallejo CA 94590	(707) 712-2388	TK	Vallejo	2-2-18
7.	Ana Chavez	Ana Chavez	167 Serpentine Ct 94589	415-328-78-65	TK	Vallejo	2-2-18
8.							
9.							
10.							

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1.	Michelle Smith		1127B Kentucky St	707 701-1713	Kinder	VUSD	1-26-18
2.	Heather Blvin		913 Edwards Cir Vallejo	415 730 9606	1st grade Pregnol	VUSD	1-26-18
3.	Heather Blvin		913 Edwards Cr Vallejo	415 730 9606	Kinder	VUSD	1-26-18
4.	Lourdes Sanchez		12-136 Georgia Vallejo	707-819-09-91	TK	VUSD	1-26-18
5.	Lorena Perez		2127 Georgia	707-333-1520	Kinder	VUSD	1-26-18
6.	Xochitl Casavez		1900 Ascot Parkway Apt.128 Vallejo	760)502-7513	Kinder	Vallejo	2-22-18
7.	Xochitl Casavez		1900 Ascot Parkway 128 Vallejo	760)502-7513	T-K	Vallejo	2-22-18
8.	Yolanda Gómez		1020 Georgia St. Vallejo	707-656-7988	1	Vallejo	2-22-18
9.	Yolanda Gómez		1020 Georgia St Vallejo	707-656 7988	K	Vallejo	2-22-18
10.							

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1.	Angela Angela		830 Gregou. 94590.	510 712-2641	TK	Vallejo	02-07-18
2.	Emma Lobatos	Emma Lobatos	830 Gregorio 94590 2700 Florida ST 94591	510-712-2641 510-942-11-65	2	Vallejo	2 2 18
3.	Maria Vega	Maria Vega	754 Jennes 94591 Tinyo Cap	516-927-2156	2	Vallejo	2-2-18
4.	Evera Esvada	Eva Esvada	19 Thomas Ave Vallejo	415 465 4688	2	Vallejo	2-2-18
5.	Evera Evada	Evera Evada	19 Thomas Ave Vallejo	415 4654688	2	Vallejo	2-2-18
6.	Nincy R.Chacon	Nincy R. Chacon	116 Bidwell way Vallejo		3	Vallejo	2-2-18
7.	Nincy B Chacon	Nincy B. Chacon	116 Bidwell way Vallejo		TK	Vallejo	2-2-18
8.	Nincy B. Chacon	Nincy B. Chacon	116 Bidwell way Vallejo		2TK	Vallejo	2-2-18
9.	Raquel Hernandez	Raquel Hernandez	841 Pennsylvani Vallejo	707-258435	TK 1st	Vallejo	2-2-18
10.	Raquel Hernandez	Raquel Hernandez	841 Pennsylvania Vallejo	707-252-8435	TK 1st	Vallejo	2-2-18

418

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
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1.	Yolanda Valdivia	Yolanda Valdivia	255 Tapestry ln. American Canyon ca.94503	(510) 672-1816	1	Vallejo	02/02/18
2.	Virginia Ramirez	Virginia Ramirez	225 Flosden Rd. American Canyon ca.9458	(707) 280-0553	1	Vallejo	02-02/18
3.	Cristina Gomez	Cristina Gómez	961 Elliott ave. Vallejo, Ca.	(707) 280-8915	K	Vallejo	02/02-18
4.	Cristina Gomez	Cristina Gómez	961 Elliott ave Vallejo, Ca	(707) 280 8915	K	Vallejo	02/02/18
5.	Cristina Gomez	Cristina Gómez	961 Elliott ave Vallejo Ca	(707) 280-8915	3	Vallejo	02/02/18
6.	Angelica Argumedo	Angelica Argumedo	7 Short St Vallejo 94590	(707) 649-8648	4	Vallejo	02/02/18
7.	Victoria		600 Gateway Dr.	(415) 505 7569	7	Vallejo	02/02/18
8.	Victoria		600 Gateway Dr.	415 505 7585	5	Vallejo	2/2/18
9.	Victoria		600 Gateway Dr	916-505-7585	K	Vallejo	2/2/18
10.	Esbeldi Garcia	Esbeldi Garcia	1163 Bush Ave vallejo ca 94591	707 712 2693	2	Vallejo	2-2-18

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1.	Maynalda A.		Vallejo Ca. 94590 10 Idora Ave spc 1	(707) 655 2613	TK.	Vallejo	2/2/18
2.	Maynalda A.		10 Idora Ave. Ca. Vallejo Ca 94590	(707) 655 2613	4	Steffan Menov	2/2/18
3.	Alfonso ocona		0/ Vallejo 94590	707 326-7687	K	vallejo	2/2/18
4.	Rosa Cervantes		485 Elliott Dr Vallejo Ca 94589	(707) 501-7811	TK	Vallejo	2-2-18
5.	Rosa Cervantes		485 Elliott Dr Vallejo Ca 94589	(707) 501-7811	3	Pennini Vallejo	2-2-11
6.	Berenice Barragan Yuritzia Barragan		804 Fondeet Vallejo Ca 94590	(707) 76-4453	TK	Vallejo	2-2-18
7.	Raul Cn		115 Nevent Dr. Vallejo 94589	415-205-8287	TK	Vallejo	2-2-18
8.	Hortencia Barrag		713 Springs Rd Vallejo Ca 94590	(707) 655-5148	1	vallejo	2-2-18
9.	Hortencia Barragan		713 Springs Rd Vallejo Ca 94590	(707) 655-5148	4	vallejo	2-2-18
10.	Jasmin Benito		509 Lincoln Rd West #32 vallejo 94590	707 501 3824	TK	Vallejo	2-2-18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
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1.	Margarita Ascencio	Margarita Ascencio	369 pueblo way CA Vallejo 94591	(707)365-5278	4	E Core Cre	2/13/18
2.	Veronica Padilla	Veronica Padilla	162 Marqueten Vallejo 94591	408 991 1462	K	Vallejo	09-13-18
3.	Hugh Jimna	Calix Un'ing	117 Phelan ave chy Vallejo 94590	707 337 836	TK	Vallejo	2-13-18
4.	Jair Williams		1175 Alabama st. T Vallejo CA 94589	510-710-7086	K	Vallejo	2/13/18
5.	Fabiola Gutierrez	Fabiola Gutierrez	155 Daisy Ct	(707)333-7114	K	Vallejo	2/13/2018
6.	Nena Gonzales		1119 Sawyer St Vallejo	707-645-5034	1	Vallejo	2/13-18
7.	Micaela Segura	Micaela Segura	567 Cedar St	707 712-1438	K	Vallejo	2/13/18
8.	Micaela Segura	Micaela Segura	567 Cedar St	707 712-1438	1	Vallejo	2/13/18
9.	Micaela Segura	Micaela Segura	567 Cedar St	707 712-1438	TK	Vallejo	2/13/18
10.	Isabel	Isabel	620 Vallejo 94590	707 658 8423	3	Vallejo	2/13/18

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1.	Roxanne	Roxanne	944 Virginia St Vallejo	(707) 310-4460	K	National	02-13-18
2.	Enika Perez O.		126 Mele d Vallejo Ca 94591	707-805-6008	K	Dan mini	02/13/18
3.	Beatriz Garcia		132 12th St Vallejo 94590	(707)396-2893	K	Wardlaw	02/13/18
4.	Beatriz Garcia		132 12th St Vallejo 94590	(707)396-2893	5	Wardlaw	02/13/18
5.	Lisa Onorato		761 Solano ave Vallejo 94590	707 330 249	TK	Cave	02/13/18
6.	Maria Moore		104 Maranna Vallejo	(707)052905	K	Vallejo	2/12/18
7.	Marilyn Carranza	Marilyn Carranza	1195 Leguas Chut Vallejo	707 633-2065	K	Vallejo	2/13/18
8.	Shahzad Ahmed	Not mine	2070 Solano Ave Vallejo 94590	415-610-535	K	Vallejo	2/13/18
9.	Marcella Sanderson	Marcella Sanderson	714 D14 St Vallejo 94590 94590	707 720-4441	4TH	Elsa Wideman	2/13/18
10.	Karla H		154 Denio St Vallejo 94590	707-871-96-89	TK	Vallejo	2/13/18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

The petitioners listed below certify that they are parents or legal guardians meaningfully interested in enrolling their student(s) at the Rocketship Vallejo Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Rocketship Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

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	NAME *Nombre*	SIGNATURE *Firma*	ADDRESS/ZIP CODE *Dirección/Código Postal*	PHONE NUMBER *número de teléfono*	STUDENT GRADE IN 20-21 SCHOOL YEAR *Grado del estudiante*	NAME OF LOCAL DISTRICT SCHOOL *Distrito Local Escolar*	DATE *Fecha*
1.	ROSALBA MUNRAD		44 HANAND AV 94509 Vallejo	767/645 430	TK	VALLEJO	09/13/18
2.	Emma Deleon	Emma Deleon	371 Moorland St Vallejo 945950	707 333-27-00	TK	Vall oco	2/13/15
3.	Felicia Trevino		116 Taylor ave Vallejo 94591	707 235-8073	5th	Vallejo	2·13·18
4.	Stephanie Frak		915 Alabama St vallejo	707 334 6901	TK	Vallejo	2-13-18
5.	Adan Villaseñor	Adan Villaseñor	915 Alabama St vallejo	707 334 6922	TK	Vallejo	2-13-18
6.	Tortiana Davenport		416 Benson Rd Vallejo CA 94590	707/553-3977	2G	Vallene	2-13-18
7.	Mirian Maldonado		821 Moorland St vallejo 94590	707 6413437	3	Vallep	2.13.18
8.	Elaine Louno Elva Den		149 Zircon Ct 94599	415-691-0917	7	Vallejo	2.13.18
9.	Sefo Toano	Sefo Toano	148 Zircon ct 94599	415·691·930	7	valleyo	2.13.18
10.	Fuasami Jackson Toakai Joh		148 Zircon ct 94599	703·293·0177	4	vallijo	2.13.18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Kelly Lopez	Kelly	532- York St	415-414715	2	Vallelo	2-7-18
2.	Alina Padilla		846 Brentwoodtve	707342-3005	K, 3	''	''
3.	Alina Padilla		Vallejo Ca 94591	''	K	''	''
4.	Alina Padilla		''	''	1	Pennycook	2/13/18
5.	Alina Padilla		846 Brentwoodtve 94590	707 342 3003	2	Pennycook	2/13/18
6.	Dovila Montijo		215 Thoma Al Vallejo 94589	(707) 656188	2	Cbius	2/13/18
7.	Rosa Maria Ramos		1116 Donner Pass Rd Vallejo 94589	(707) 712-7574	1-2	Don Mua	2/13/18
8.	Rosa Maria Ramos		''	''	2	''	''
9.	Amara Reno		501 Grennon st Vallejo 94591	415-794-1655	T-K	valle16	2-13-18
10.	Amida Carter		148 Simonton St	(510) 692-6191	1	San Jern Miri	2-13-18

44

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Brenda Campos	Brenda C	103 @ Fairplex Fairfield 94533	707-438-0466	K	Vallejo	2-13-18
2.	Duvilia Perez		378 Sawyer St. Vallejo 94589	415- 301-0272	K	Vallejo	2-13-18
3.			Vallejo Ct 94590 2550 Jennyses St	(707) 561-1532	3	Vallejo	2-13-18
4.			11 11	11	8	Vallejos	2-13-18
5.	Fizzy Rozes	Fizzy Rozes	1306 Arkansas Vallejo	559-354-7760	4	Vallejo	2-13-18
6.	Madelyn Aleman		553 Benicia Rd. Vallejo 94590	707-655-3393	K	Vallejo	2-13-18
7.	Madelyn Aleman		553 Benicia Rd. Vallejo 94590	707-655-3392	2	Vallejo	2-13-18
8.	Madelyn Aleman		553 Benicia Rd. Vallejo 94590	707-655-3393	TK	Vallejo	2-13-18
9.	Belen Maldonado	Belen Maldonado	1000 Oakwood Ave. Vallejo 94590	510-883-4365	1	Vallejo	2-13-18
10.	Margarita Villegas		100 Hermosa ave Vallejo 94589	(510)837-0371	1	Vallejo	2/13/18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Maria Padilla		915 colusa st vallejo 94590	909 1589450	Kinder	Donhoey	1/26/18
2.							
3.							
4.	Leno Linda	Jose Anthony Salazar	220 Castle Castle	(707) 712-5045 / 2056864	Kinder	Lincoln	1/26/18
5.	Angela Elliot		39 Sonoma Blvd	(567) 932-2185 / 707 515 9807	Kinder	Lincoln / Patterson	1/26/18 / 1/26/2018
6.	Cristian	Cristina Soto	2740 Tuolumne St	(707) 812-9876	2	Elsa	1/26/18
7.	Diana Abrego	Diana Abrego	150 Sandstone Dr Vallejo CA 94589	(707) 552-2087	K	Loma Vista	1/26/18
8.	Kenneth A. Hazar		1901 Belkins CT Vallejo 94591	714-488-8328	Kinder	Vallejo	1/26/18
9.	Lillian Hazar / Lillian Hazar		196 / Bethune	714-488-8305	Kinder	Vallejo	1/26/18
10.	Liz Carmona Luis Cruz		1551 Valle Vista Avenue	(707) 712-8084	2nd.	Cooper / Vallejo	1/24/18

51

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	EUFEMIO REGINA	R Zm Zunio	2851 Redwood Pkwy #1167 Vallejo, CA 94591	(707) 246-3970	4	Vallejo	1/24/19
2.	MARISOL H PELAYO		100 Boysen St Vallejo CA 94590	(707) 333-1708	TK	VALLEJO	1/26/18
3.	MARISOL H PELAYO		100 Boysen St Vallejo CA 94590	" "	1st	VALLEJO	1/26/18
4.	Maria A Hedina	Maria Medina	384 Giant St 83 Vallejo CA 94696		PK	Vallejo	1/26/18
5.	Maria Perez	Maria Perez	105 Arden ot 94597	(707) 333-2718	PK-1-8	Vallejo et	1/26/18
6.	Maria Perez	Maria Perez	105 Arden ot 94597	(707) 333-1714	PK-1-8	Vallejo	1/26/18
7.	Rosa Arreola	Rosa A.	929 Lassen St Vallejo CA 94591	(510) 499-4251	TK	Vallejo	1/26/18
8.	Ana Perez	A P	16 Wilshire	(707) 712254e	TK	Vallejo	1/26/18
9.	Gabriela Flores		813 Fahoy Ct Vallejo Ca	(707) 742-84-17	Kg	Vallejo	1-26-18
10.	Angbella Aguilar	Anabella A.	921 Colusa St A Vallejo CA 94590	510-940-6632	TK	Vallejo	1-26-18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
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1.	Patricia Carbajo	Patricia Carbajo	752 Beechwood 94591	415 816-98-90	TK	Steffan	1/26/18
2.	Ariee Oee Guerrero		545 Hastings Drive Benicia	(707) 041-6293	15t-Gd	Mary Farm	
3.	Rosado Guerrero		545 Hastings Dr. Benicia CA	(707) 041-6293	PA	Robert Semple	1/30/18
4.	Marla Hanson	Marla Hanson	70 Via Orchard Ave 94591	808 938 7165	K		1/26/18
5.	Maria Salinas	Maria Salinas	654 Military 94510	707-430-8979	K	Robertsemple	1-26-18
6.	Maria Salinas	Maria Salinas	654 Military 94510	707-436-8979	3	Robet scmple	1-26-18
7.	Margarita Avela	Margarita Avela Ocon	7301 Tennese	707567496	K	Hiiram	1-26-18
8.	Yoselin perez		117 sunset cir Benicia 94510	(510)688-7597	K		1-26-18
9.	Petra Duck		1518 Caroline st 94590	707-738-3989	3	Steffan	1-26-18
10.	Petra Duck		1518 Caroline st	767-738-3988	S	Stefan	1-26-18

53

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
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1.	Karen Contreras	B Tab	94590	(707)712-7789	K	Lincon	01-26-18
2.	Karen Contreras	Bullid	94590	(707)712-7789	5	Lincon	01-26-18
3.	VALEMA Elara	Wpert	123 MAIN ct 94589	707-555-5582	K		01-26-18
4.	Pedro CRUZ	Atz	529 Independ St	702 287-5650	3	Feeler Lee	01-26-18
5.	Maria Dulora Andaloza		329 Indiana St 94590	707 656 7263	4	DAVINUI	01/26 18
6.	Carlos DeLaO		112 Ross St. 94591	707-712-1925	2	Steffan Manor	01-26-18
7.	Karla Garcia Ayala Garcia		1566 PAGON X	(707 655-5846	1		01-26-17
8.	Karla Garcia Ayala Garcia		1506 Phony DR	(707)655-5846	K		01-2-18
9.	Johalia Lipez		236 Mare Ave 94590	(35)948-2458	K	lincoln	01/26/18
10.	Jesus Arroyo	W Jesus AR	1416 Lousiana St 94590	408-625-0659	3	Highland	01/26/18

54

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
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1.	Maria Moreno		960 Benicia Rd Vallejo	707-710-5059	6°	Franklin	26/01/18
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

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1.	Elizabeth		55 Valle Vista Ave	(415)2401765	2	Cave	02/01/18
2.	Anna Michelle S.		180 Viewmont Ave	4154109019	K-	Cave	02/01/18
3.	Michelle 2		180 Viewmont Ave	(415)409019	4	highlands	02/01/18
4.	Alejandra C.		320 Alhambra.	5106910543	TK	Beverly hills	02/1/18
5.	Rocio Unba Abrafa M.		1009 Porter St	(707)655-9969	TK	Beverly hills	02/1/18
6.	Lucia Vega		825 cabrillo Ave	4077212-497	TK	Cave	02.01.18
7.	Joaquin Vega		136 Pecan Ct.	707 732-6829	1	St. Vicea	02/01/18
8.	Maria Rangel.		805 Hodoes St. Vallejo CA	707 625-3719	3		02/11/18
9.	Fabiola Aponce		1001 Hoas Ave	7075161106	TK	Vallejo	02/11/18
10.	Blanca Zavala Blanca Zavala		142 Linois St Vallejo 94590	707 921 6460	3.	Mercalor	02 11 18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
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1.	Ana Menendez	Ana Menul	543 Springs Rd Vallejo ca 94590	616 972 7216		Solano	2/1/13
2.	Ana Menendez	Ana Menul	543 Springs Rd Vallejo Ca 94590	610 972 7216	3	caliber	2/1/17
3.	Rosa Ceja	Rosa Ceja	54 Beverly Dr Vallejo 94591	610 972 7216	5	caliber	2/1/18
4.	Rosa Ceja	Rosa Ceja	54 Beverly Dr Vallejo 94591	707-567-9164	TK	Solano	2/1/18
5.	Michael Handsome		330 Evans Vallejo ca 94591	707-567-4164	4	Beverly Hills Solano	2/1/18
6.	Claudia de Lapoute		336 Evans St Vallejo 94590	707 667 2453	K	Solano	2/1/18
7.	Viviana Sanchi		206 B St Vallejo 94590	510-228-2091	K	Vallejo	2/1/18
8.	Roberto Sierra		206 B St Vallejo 94590	(628)273-5464	3	Vallejo	2/1/18
9.	Susana		221 Glen St Vallejo Ca 94590	(510)228-5454	2	Vallejo	2/1/18
10.				(707) 853-7693	1	Vallejo	2/1/18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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Las personas que aquí dan su firma certifican que son padres de familia o guardianes legales con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Charter de Rocketship en Vallejo. Por lo tanto, los suscritos a esta petición afirman que ésta merece consideración y piden que la Junta Directiva Escolar del Distrito de Vallejo apruebe esta petición charter, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Fundador de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firmó.

	NAME / Nombre	SIGNATURE / Firma	ADDRESS/ZIP CODE / Dirección/Código Postal	PHONE NUMBER / número de teléfono	STUDENT GRADE IN 20-21 SCHOOL YEAR / Grado del estudiante	NAME OF LOCAL DISTRICT SCHOOL / Distrito Local Escolar	DATE / Fecha
1.	Silvia ABREGO	Silvia ABREGO	138 DARTMOUTH AVE	(707) 853 08 27	TK	Vallejo	2/1/18
2.	Silvia ABREGO	Silvia ABREGO	138 DARTMOUTH AVE	(707) 853 08 27	3	VALLEJO	2/1/18
3.	Venancia Padilla	Padilla	325 AVE N1-94590	(209) 230-4412 3	3	Vallejo	2/1/18
4.	Venancia Padilla	Padilla	325 AVEN EVANS	(209) 230-4412	4	Vallejo	2/1/18
5.	Nancy	Nancy	1120 louisian st.	707) 654-7133	3	Vallejo	2/1/18
6.	Emely Hinojoza		16 Burnham st #1	707 653869	2/5	Vallejo	2/1/18
7.	Candy Alvarez	Candy Alvarez	331 San Marcos Dr	707-721-9913	K	Vallejo	2/1/18
8.	Hestela	hela	620 Sheldon Ave	707 299-0865	1	vallejo	2/1/18
9.	Hestela	hela	620 Sheldon Ave	209 0865	K	vallejo	2/1/18
10.	Veronica Eusebio	Veronica Eusebio	908 San Gabriel Dr Vallejo	707 21-8604	K	Vallejo	2/1/18

(58)

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	veronica Eusebio	Veronica Eusebio	408 Sn Gabriel Dr Vallejo	(707)812-4004	TK	Vallejo	2-1-18
2.	vronica Eusebio	Veronica Eusebio	408 San Gabriel Dr Vallejo	(707)812-4004	2	Vallejo	2-1-18
3.							
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PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Maria trinidad Garcia	Alan Sen	Vallejo, Ca. 94590 325 Evans ave.	707-655-2458	4	Vallejo	02/01/18
2.	Maria trinidad Garcia	Alan Sen	Vallejo, Ca. 94590 325 Evans ave	707-655-2458	4	Vallejo	02/04/18
3.	Monica Ramirez	Monica Ramirez	617 Sheldon AV	707 6551763	1	vallejo	02-01-8
4.	Jose Presiado	Jose presiado	617 Sheldon AV	7076551763	1	Vallejo	02.01.18
5.	Marta Diaz	Marta Diaz	250 wilsoo AVE	707 654 5026	1	Vallejo	02-01-18
6.	Marta Diaz	Marta Diaz	94590		K	vallejo	02-01-18
7.	Marta DIAZ	Marta Diaz	94590		TK	Vallejo	02-01-18
8.	Elizabeth Gonzalez	Elizabeth G	104 Newell Lane Vallejo Ca 94590	707-717-7281	3	Vallejo	2-1-18
9.	Elizabeth Gonzalez	Elizabeth G.	104 Mediell Lane Vallejo Ca 94589	707-717-7811	TK	Vallejo	2-1-18
10.	maria Gonzalez	maria Gonzalez	21 Woodwood	707 643-5501	2	Vallejo	2-1-18

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	Clara Zavala	Clara Zavala	142 iLinois Street 94590	707 9216460		Vallejo	2-1-18
2.	ERika Zavala	ERika Zavala	142 iLinois St Vallejo 94590	707 9216460	2	Vallejo	2-1-18
3.	Daisy Panduro	Daisy Panduro	34 Beverly Dr Vallejo 94591	707-419-2726	1	Vallejo Mexco	2-1-18
3.	Dasy Panduro	Dasy Panduro	34 Beverly Dr Vallejo 94591	707-419-2726	2	Vallejo Mexico	2-1-18
4.	Marcela Roquero Marcela P.	Marcela Roquero Marcela P.	305 Bancroft Vallejo 94591	925 4705765	Kinder	Vallejo	2-1-18
5.	Suheiry Valdovin-Suheiry Valdovinos	Suheiry Valdovinos	94591	(707) 642-2468	2	Vallejo	2-1-18
6.	Lizeth Brock		17 Avon Dr. Vallejo 94591	707-614-5388	8-4-6-3	Vallejo	7-1-18
7.	Estefany Melendaz		1661 NAPA St 94590	707-862-4729	1	Vallejo	2-1-18
8.	Felipa Morales		226 HampShire 94595	415-335-2204	Kinder	Vallejo	2-1-18
9.	Estela Salinas	Estela Salinas	1157 Maple Av. 94591	(707) 563-7067	K	Vallejo	2-1-18
10.							

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
Petición para establecer la Escuela Charter Rocketship de Vallejo

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1.	MARIA HERRERA	MHerst	1919 Louis Dr 94590	(707) 557-3433	K	VCUSD	2-01-18
2.	Marina Bolaños		20 Indiana St Vallejo Ca, 94590	(707) 704-9339	2	Mare Island	2-1-18
3.	Sandra Pérez	Sandra Pérez	1617 Havana St Vallejo 94590	(707) 718-1726	1	Wallace	2-1-18
4.	Nubia Lara	Nubia Lara	824 Lassen St Vallejo Ca, 94591	(415) 524-5282	2	Patterson Mare Island	2-01-18
5.	Nubia Lara	Nubia Lara	827 Lassen St Vallejo Ca 94591	(415) 524-5282	1	Patterson	2-01-18
6.	Wilson Rodriguez		138 Sage St	(707) 561-1152	Kinder	Beverly Hills	2-01-18
7.	Wilson Rodriguez		138 Sage St	(707) 561-1152	Kinder	Vallejo	2-1-18
8.	Guadalupe Macias	Guadalupe Macias	110 Evans Av.	707-235-1867	3	Vallejo	2-1-18
9.	DOLORES ESTRella		381 Idora Ave	(707) 712-6514	K	VCUSD	2/1/18
10.	Dolores Estrella		381 Idora Ave	(707) 712-6814	2	VCUSD	2/1/18

(62)

PETITION FOR THE ESTABLISHMENT OF ROCKETSHIP VALLEJO CHARTER SCHOOL
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1.	Monterius Gray		1201 Glen Cove Prkwy #906 Vallejo, Ca, 94590	707·208·1098	KG	Vallejo	2/23/18
2.	Monterius Gray		1201 Glen Cove Prkwy #906 Vallejo, CA, 94590	707·208·1068	TK	Vallejo	2/23/18
3.	Jessica Rivas	Rivas	545 Grant St Vallejo, CA 94590	4557a-7a21	KG	Vallejo	2/23/18
4.	Kel Baker	Baker, Kel		707-655-5135	TK	Vallejo	2/23/17
5.	Baker, Kel	Kel Baker		707-655-5135	KG	Vallejo	2/23/17
6.	Luis Signor		161 Lofas Pl. Vallejo	(415) 847-2993	03	Vallejo	2/23/17
7.	Kimbert Marshall		550 Almond Dr. Vallejo	(707) 554-778	TK	Vallejo	2/23/17
8.	Greg Broussard		124 Fieldstone Woods Vallejo, CA 94589	(510)939-8293	Pre-school	Vallejo	2/25/18
9.	Greg Broussard		124 Fieldstone Way Vallejo, CA 94589	(510)939-8293	3rd Grade	Vallejo	2/25/18
10.	Greg Broussard		124 Fieldstone Way Vallejo, CA 94589	(510)939-8293	5th Grade	Vallejo	2/25/18