Thursday, August 6, 2020
Rocketship Public Schools Achievement Committee (2020-21 Q1)

Meeting Time: 1:00pm - 3:00pm
Webinar link: https://rocketshipschools.zoom.us/j/91056211044
Public Comment: Members of the public can make comment on off-agenda items at the start of the meeting, and on agenda items immediately preceding the board's discussion of each item. Please use the webinar's "raise hand" feature to indicate you would like to make a comment. You will be recognized once the public comment time begins, and will be unmuted by the host and permitted to make comment for a duration of up to 3 minutes.

1. Opening Items (1:00pm-1:05pm)

A. Call to order

B. Public comment on off-agenda items

2. Consent Items (1:05pm-1:10pm)

A. Approve minutes from May 7, 2020 Achievement Committee meeting

3. Agenda Items (1:10pm-3:00pm)

A. 2020-21 School Model Review

4. Adjourn (3:00pm)

THE ORDER OF BUSINESS AND TIMINGS MAY BE CHANGED WITHOUT NOTICE: Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice, provided that the Board takes action to effectuate such change. Timings listed on the agenda are estimates only and may change depending on the duration of public comment and discussion around prior items.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting Apoorva Katikaneni at akatikaneni@rsed.org.

Minutes -- Rocketship Public Schools Achievement Committee (2019-20 Q4) (Thursday, May 7, 2020)

1. Opening Items
    A. Call to Order
At 1:03pm, Ms. Stiglitz took roll call. With a quorum of committee members present, Ms. Stiglitz called the meeting to order.
Present: Jean-Claude Brizard, Julia Stiglitz, Deborah McGriff and Daniel Velasco
Advisors: Maya Martin, Melissa Martin and Kate Coxon

    B. Public comment on off-agenda items
At 1:05pm, Ms. Stiglitz called for public comment on off-agenda items. No comment was made.

2. Consent Items
    A. Approve minutes from February 6, 2020 Achievement Committee meeting
At 1:07pm, Ms. Stiglitz called for a motion to approve the consent items. A motion was made Mr. Velasco, seconded by Ms. McGriff, and carried unanimously by roll call vote.
Y: Jean-Claude Brizard, Julia Stiglitz, Deborah McGriff, Daniel Velasco
N: --
Abstain: --

3. Agenda Items
    A. 2019-20 Distance Learning Update
At 1:09pm, the committee discussed agenda item 3(A).

    B. 2020-21 Scenario and Budget Planning
At 2:12pm, the committee discussed agenda item 3(B).

4. Adjourn
At 2:40pm, Ms. Stiglitz called for a motion to adjourn the meeting. A motion was made Ms. McGriff, seconded by Mr. Brizard, and carried unanimously by roll call vote.
Y: Jean-Claude Brizard, Julia Stiglitz, Deborah McGriff, Daniel Velasco
N: --
Abstain: --

Respectfully Submitted,

Apoorva Katikaneni
Senior Compliance Associate
Rocketship Public Schools

ROCKETSHIP
PUBLIC SCHOOLS

SY21 Reopening

Achievement Committee

August 2020

Agenda for Today

- **Regional Reopenings**
- **Distance Learning Plus Model**
- **New Challenges**

Regional Reopening Plans

Guiding Principles

Health & Safety

The health and safety of our staff and students is critical.

Care

Our students, families, and staff may have endured greater trauma, job, food, and housing insecurity and continued instability when we return. We need to adjust our plans to best meet these needs.

Continuity of Learning

Our students may be further behind than ever before. We must adjust our model to meet these increased academic needs and provide continuity of learning across in-person and virtual environments.

Relationships

The model still matters, and at its core are relationships. We must refine and when necessary rethink how to cultivate these critical relationships in this new environment.

How do we think about reducing risk?

We cannot eliminate all risk. COVID will come into our schools at some point.

However, we can **greatly reduce risk** for our staff and students.

We are putting in place **layers of protection** that **work together to reduce our risk**.

We should follow our protocols closely to get the most out of these layers...but any one layer **does not "make or break"** the whole system.

It's really the social distancing <u>plus</u> the entry screening <u>plus</u> the masks <u>plus</u> the hand washing <u>plus</u> the hand sanitizing <u>plus</u> the disinfecting <u>plus</u> the hundred other smaller precautions we are taking that form **the safety net that reduces our risk of transmitting COVID**.

It will be critical to find ways to help our staff & families understand this. We all need to take our protocols seriously, but not live in fear or "freak out" if we see something not being done perfectly.

Everyone needs to feel confident about the overall system, and committed to doing their part to help reduce risk. And everyone needs to feel comfortable being honest about their symptoms and exposure. By working together, we can reduce the risk for everyone.

How can we best convey this message to staff and families? The goal is to help everyone be diligent but calm -- following our protocols but not "policing" each other in a negative way.

ROCKETSHIP

We have many health and safety protocols in place

We have built an extensive playbook of health and safety protocols, incorporating guidance from local, county, state, and national education and public health agencies. Our protocols include:

- **Health screening** with temperature check for every person entering the building.

- **Clear protocols for what to do** if someone on campus has been exposed, is exhibiting symptoms, or has been diagnosed.

- **Requirement for students to wear masks.**

- **Requirement for teachers to wear masks** in nearly all situations.

- Emphasizing **hand washing and hand sanitizer use**, especially when entering/leaving rooms, and before/after touching masks.

- **Disinfecting the building** each evening, and key spots throughout the day.

- Closing **water fountains**.

- Adding **signage, floor stickers** for spacing, etc.

- Providing **specific guidance for School Leaders** on how to set up and run arrival, dismissal, lunch, recess, and physical space systems.

We have already placed large orders for PPE, cleaning supplies (including electrostatic sprayers), hand sanitizer, and other key items that are likely to see shortages as we head into the school year.

We are pivoting from hybrid to distance learning in all regions

	CA	MKE	NSH	DC
MODEL	**Distance Learning Plus** (100% virtual start, applying for waiver with the hope of doing some activities in-person)	**Distance Learning Plus** (start 100% virtual, phase in)	**Distance Learning Plus** (start 100% virtual, phase in)	**Distance Learning Plus** (start 100% virtual, phase in)
TIMELINE	Start Date: 8/12 Reassess: Oct	Start Date: 8/13 Reassess: Early Sept (Labor Day)	Start Date: 7/27 Reassess: Early Sept (Labor Day)	Start Date: 8/24 Reassess: Nov 6th
COVID-19 STATUS	*Phase 2* <u>Daily new cases per 100k (avg) / Test Positivity Rate:</u> Santa Clara*: 9.7 / 3.7% San Mateo*: 9.8 / 5.2% Contra Costa*: 17.0 / 8.8% *On <u>CA Monitoring List</u>	*Phase 4* <u>Daily new cases per 100k (avg) / Test Positivity Rate:</u> Milwaukee: 29.6 / 9%	*Phase 2* <u>Daily new cases per 100k (avg) / Test Positivity Rate:</u> Davidson: 37.7 / 12.9%	*Phase 2* <u>Daily new cases per 100k (avg) / Test Positivity Rate:</u> Washington DC: 11.6 / 4%
LOCAL DISTRICTS	*SJUSD*: Distance Learning *ARUSD*: Distance Learning *FMSD*: Distance Learning *RCSD*: Distance Learning *AUSD*: Distance Learning *MDUSD*: Distance Learning	*MPS*: Distance Learning	*MNPS*: Distance Learning *Charter Collaborative*: Distance Learning	*DCPS*: Distance Learning until 11/6 *PCSB*: <u>List</u> of all charter schools' reopening plans.
	****<u>7/17 Guidance: schools located in counties on the COVID-19 monitoring list are not permitted to reopen until local health conditions improve, except elementary schools which may obtain a waiver from their local health office</u>****	****<u>Per Milwaukee Health Department guidelines, schools are not permitted to open in person until a safety plan for up to 50% capacity is submitted and approved (guidance to be issued by Aug. 7)</u>****	****<u>Per Nashville's Framework for a Safe, Efficient, and Equitable Return to School, schools are not permitted to open until there is zero to moderate spread of COVID-19 in Nashville (phases 3 and 4 of the Nashville roadmap).</u>****	****<u>7/30 update from DC Mayor Bowser indicates an all-virtual opening for DCPS, but does not ban schools from providing in-person instruction as long as it follows local health guidance</u>****

WI: Rationale, implications, and next steps

Recommendation: Distance Learning Plus (100% virtual start, applying for waiver with the hope of doing some activities in-person)

Rationale

- Milwaukee Health Department guidelines do not currently permit schools to reopen in person until a safety plan is submitted and approved (up to 50% in-person capacity). The city is preparing guidelines for what schools will need to provide in these plans (to be issued by Aug. 7).
- MPS announced that its schools will reopen 100% virtually at least for the first 30-45 days.
- COVID-19 positive test rates remain high in Milwaukee (7.69% as of 7/30). Highest case count in the city is in RSCP's zip code (up to 35% at Sixteenth Street Community Health Centers, which serves our RSCP families)
- Our approach aligns with **local guidelines** as well as our guiding principle of putting **health and safety first**, and mitigating the risk of exposing staff and families to COVID-19.

Key implications / next steps

- **Continue strong family engagement**
  - Multiple modes
  - Communicate the strengths of our distance learning program
- **Prepare families for distance learning**
  - Tech/materials distribution
  - Distance Learning Academy (replacing Kinder Kamp)
- **Prepare staff for distance learning**
- **Explore continued services for families during distance learning**
  - Continue meal programs at schools
  - Provide childcare partnership with YMCA
- **Monitor city guidance for phased reopening**

CA: Rationale, implications, and next steps

Recommendation: Distance Learning Plus (100% virtual start, applying for waiver with the hope of doing some activities in-person)

Rationale

- We pivoted to a Distance Learning Plus model based on our guiding principle around putting **health and safety first**--recognizing recent COVID-19 spikes in CA and feedback from our staff around their discomfort with returning in-person.
- Now, under updated CA guidelines, schools located in counties on the COVID-19 monitoring list are not permitted to reopen until local health conditions improve (this currently applies to _all_ RPS schools).
- Elementary schools are able to apply for a waiver to do in-person instruction. We are seeking waivers to have the option to bring up to 25% of students on campus for select activities grounded in our guiding principles:
  - **Care:** Serving our most vulnerable students and students of essential workers; providing trauma-informed social-emotional support
  - **Continuity of learning:** Helping students access technology and distance learning; beginning of year benchmark assessments, personalized learning to meet student needs
  - **Relationships:** Building relationships both between staff and students and students themselves

Key implications / next steps

- Finalize and submit **waiver applications** to local health offices (Santa Clara, Contra Costa, and San Mateo) to give us the option to provide in-person activities on our campuses
- **Survey school leaders and staff** to align on top priority areas and goals for on-campus activities as well as willingness to work in-person
- **Campus-level planning** to determine offerings, pace of implementation, etc. based on student needs and staff willingness to work in-person

TN: Rationale, implications, and next steps

Recommendation: Distance Learning Plus (start 100% virtual, phase in)

Rationale

- COVID-19 cases have continued to rise in Nashville over the summer, increasing the health risks to families if we return in person.
- Nashville Mayor rolled the city back into Phase 2 of its Reopening Plan given the deteriorating health climate; Tennessee Governor also extended the State of Emergency until August 29.
- MNPS announced that they will begin the year virtually; Nashville Charter Collaborative announced that their member schools will open virtually for at least the first month of the 20.21 school year.
- Our approach exposes our staff and families to the **least amount of COVID-19 risk, mirrors the approach of MPNS and other charter schools in Nashville, and is consistent with the city's current health guidelines.**

Key implications / next steps

- **Continue strong family engagement**
  - Multiple modes
  - Communicate the strengths of our distance learning program
- **Prepare families for distance learning**
  - Tech/materials distribution
  - Distance Learning Orientation (replacing Kinder Kamp)
- **Prepare staff for distance learning**
- **Explore continued services for families during distance learning**
  - Potential childcare arrangement with aftercare provider
- **Monitor city guidance for phased reopening**

DC: Rationale, implications, and next steps

Recommendation: Distance Learning Plus (start 100% virtual, phase in)

Rationale

- In DC, Mayor Bowser announced yesterday that all DCPS schools will open in 100% distance learning through at least November 6th.
- The vast majority of charter and non-charter public schools in the city, including KIPP DC, are moving forward with 100% distance learning.
- We will align with Mayor Bowser's timeline. We will inform staff by **October 15th** if they will need to report back to campus for a potential **November 6th** phase-in to hybrid learning.
- DCPS schools will start their year on August 31st; we will start our year on **August 24th** to align with our AppleTree partners.
- Although we are exploring the possibility of providing limited childcare, this will be heavily dependent on guidance from the Office of the State Superintendent of Education and health officials, and will only proceed if we are able to do so in a way that aligns closely with local health guidance.

Key implications / next steps

- **Continue implementing plans for 100% distance learning,** including:
  - *Orientation:* We will develop teacher, family, and student familiarity with distance learning technology in order to facilitate a strong start to the school year.
  - *Content:* We will offer high-quality content to all students each day, including at least 3 hours of live teaching four days a week, plus time for socio-emotional learning, Launch, Landing, small-group instruction, and virtual clubs/activities
- **Continue planning for a possible hybrid phase-in,** paying close attention to local guidance on when this phase-in might be safely implemented.

Distance Learning Plus

Guiding Principles

Health & Safety

The health and safety of our staff and students is critical.

Care

Our students, families, and staff may have endured greater trauma, job, food, and housing insecurity and continued instability when we return. We need to adjust our plans to best meet these needs.

Continuity of Learning

Our students may be further behind than ever before. We must adjust our model to meet these increased academic needs and provide continuity of learning across in-person and virtual environments.

Relationships

The model still matters, and at its core are relationships. We must refine and when necessary rethink how to cultivate these critical relationships in this new environment.

Instructional Approach - priorities, key changes

	Feedback on Distance Learning 1.0	**Distance Learning Plus**
Students	• Access to appropriate platforms, esp TK-G2 (FB not the best ed-tech tool) • Campuses that piloted live teach had strong completion on OLPs and other online activities • Did not have 1:1 devices for all students	• Purchase 1:1s for all students • Invest in SeeSaw for all GLs • Live teaching provided on every campus, M-Th (Bay Area; varies in other regions)). • Focus Beginning of Year is on relationship building (had this advantage in the Spring; not the case in the Fall); suggesting opt-in face:face interactions
Staff	• Appreciated the embedded self-care • No model lessons or resources around best practices for virtual teaching • Resources, resources, resources • *Learning from induction: Our new Ts have gaps around institutional knowledge; need to find ways to build up this knowledge*	• Current schedules account for self-care and PD; SLs can work w/ Ts to flex the schedule as needed • Releasing virtual model lessons for each part of the block + PLI leading PD on how to use SeeSaw

Any feedback? Other suggestions?

HUM & STEM - priorities, key changes

	Feedback on Distance Learning 1.0	**Distance Learning Plus**
HUM	- Guided Reading instruction is how we get kids reading on/above GL - Talk time, feedback, discourse - Core blocks all taught as modules - Initial roll out did not allow for enough flex/ innovation *but* some of the *best* teaching/learning happened as a result of these innovations	- Anti-racist curricula - Focus of instruction -> Thematic Unit, Close Reading/Phonics, Guided Reading (live lessons now), Designated ELD instruction 300 Series Ts creating bank of GR + Phonics lessons as a "starter pack" - Opportunities: Master/ local Ts, discourse, feedback - Innovation from our Ts and SLs
STEM	Students need access to more of the tools and materials at home, and more creative tech solutions to show their thinking in order to develop conceptual understanding through distance learning -> i.e. everything can't be just multiple choice problems.	- Live teaching of core lesson in all grades - Use of Seesaw to allow students to use models and drawings more clearly to show their thinking - Creation of math manipulative kits for students to work with being sent home during chromebook distribution

Any feedback? Other suggestions?
Still solving for BoY Assessments in early-childhood grades

ISE & SEL - priorities, key changes

	Feedback on Distance Learning 1.0	**Distance Learning Plus**
Integrated Special Education (ISE)	• In reviewing end of year student data, we saw a range of outcomes and encouragingly did not see widespread significant regression among our students with disabilities	• Use of Seesaw will enable more effective co-teaching between general education and special education teachers • Amira to provide ongoing foundational literacy data on student performance • More complete BoY data to determine student instructional needs
Social Emotional Learning (SEL)	• Students will return having experienced greater trauma • Need to build relationships virtually at the start of this coming school year • Need to address the events of the last three months--not just COVID but also the push for racial justice	• Extended blocks for SEL--both in 100% virtual as well as hybrid model • Increased focus in SEL block on building community and use of student voice • Reviewing lessons with a DEI lens to ensure they speak to the current moment

Any feedback? Other suggestions?

Culture & Relationships

	Feedback on Distance Learning 1.0	**Distance Learning Plus**
Culture	• Strong sense of community through continuity of daily rituals: Launch and addition of daily landing (celebrating students) and live lunches	• Continue with Live Launch and Landing. • Enrichment Clubs: Afternoon time is dedicated for students to engage in virtual choice clubs, where they can select from an array of enrichment opportunities. This is an important part of a student's day to support socialization and language development.
Relation-ships	• Daily check-ins with families via CareCorps and connection to resources had overwhelming positive feedback from families • Weekly Cafecitos and virtual community celebrations • Opportunity remained for more intentionality around student to student relationship/community building	• Cafecitos & Home Visits: Conducting virtual cafecitos, providing optional office hours, and scheduling virtual home visits. • SEL: Every student will participate in daily, live SEL instruction for ~30-45 min. • 1:1 coaching calls: Time is allocated in the afternoon for teachers to follow up with individual students and families to provide additional support and/or resources.

Any feedback? Other suggestions?

What does the school day look like for students?

Student Schedule	Student Schedule
Juan	Juan with an IEP
Live Launch	Live Launch
SEL - 30 minutes	SEL - 30 minutes
transition	
Read Aloud Live	Read Aloud Co-Taught Live
Log into Phonics	
Phonics 7	Phonics Co-Taught 7
Movement Break	Movement Break
Practice Letter Writing (LB)	LLI with Specialist
Snack Break	Snack Break
IR (Epic)	VMath with Specialist
Break	Break
STEM Content (Active)	STEM Co -Taught Content (Active)
Break	Break
Lexia	Math Small Group with Specialist

All

Emotional Health: 10 min Live Launch and 30 mins of live SEL instruction; focused on cohort and community building.

Afternoon Clubs: Enrichment and intervention taking place post lunch

Guided Reading: Post lunch, every student receives GR 2-3x/week

Accessibility: Heard and incorporated the feedback and have invested in SeeSaw

Materials: Heard and incorporated the feedback around additional materials; In addition to 1:1 chromebooks, sending home more tactile items such as manipulatives, playdoh, poster paper, sight word lists, decodables, letter cards, white boards, markers, CR readers, etc.

TK-K

HUM: Daily Live Thematic Unit (reading and/or writing instruction). Opportunity for students to see themselves in the literature and learn our core values (first set of books kids will read are all around core values). Daily Live Phonics instruction, focused on ensuring kids know *how* to read.

STEM: Live core lesson & math meeting - focused on learning about numbers and counting.

Movement Breaks: Accounted for more movement and snack breaks.

G1-G2

HUM: Live Thematic Unit (reading and/or writing instruction). Live Phonics instruction - slightly larger group sizes than TK/K *and* longer duration - picking up SSM from Jan of 2020.

STEM: Live core lesson & number story - focused on learning about priority grade-level content with daily word problem practice. Addition of time in SSM for a Unit 0 - review of previous grades' priority content.

Movement Breaks: Movements and snack breaks accounted for; less than TK-K

G3-G5

HUM: Daily Live Thematic Unit (reading and/or writing instruction) and Daily Live CR instruction.

STEM: Live core lesson & number story - focused on learning priority grade-level content with daily word problem practice. Addition of time in SSM for a Unit 0 - review of previous grades' priority content.

Movement Breaks: Movement and snack breaks accounted for; less than G1-G2

What does the school day look like for staff?

All

One Day per Week: Planning and PD day for teachers (Launch and SEL still taking place, Landing optional by campus)

Flex Day: 3 hours prioritized for staff to take care of personal needs (similar to Flex Th); 4x

CPT: Planning time and/or time to meet w/ coach, GL Team Meetings, IEPs, SSTs

Launch/Landing: 10 min @ BoD and 10 min @ EoD

SEL: 30 min of live SEL teaching every day (including Friday)

PM: Club, SGI, GR time for students; opportunities to extend language development, structured play

TK-K

Live teaching for 3hr 45min; 2hr 15 min of breaks, planning time from 3:10-5pm

G1-G2

Live teaching for 3hr 55min; 2hr of breaks, planning time from 3:10-5pm (campuses/teachers can also make this block live teaching if more appropriate and better for their personal needs/schedule)

G3-G5

Live teaching for 4hr 15min; 1hr 50 min of breaks, planning time from 3:10-5pm.
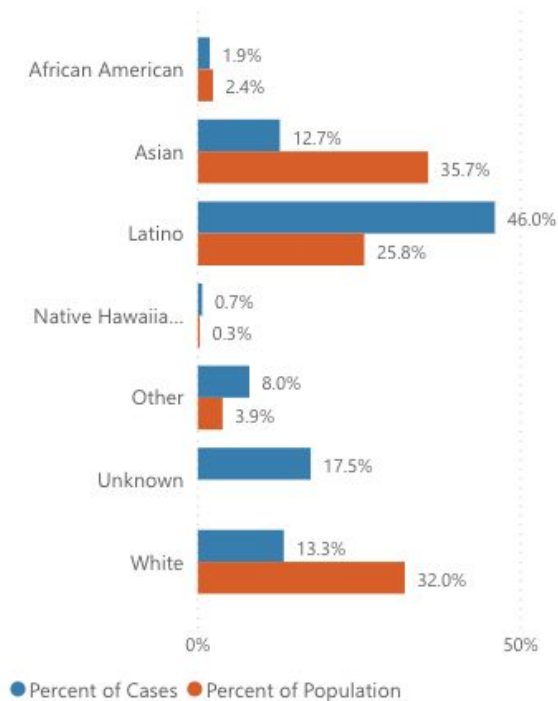
TK-G2 Device Access

Our nation is struggling with equity in distance learning

COVID-19 is affecting Black, Indigenous, Latinx, and other people of color the most

Santa Clara County

Cases by Race/Ethnicity

Race/Ethnicity	Percent of Cases	Percent of Population
African American	1.9%	2.4%
Asian	12.7%	35.7%
Latino	46.0%	25.8%
Native Hawaiia...	0.7%	0.3%
Other	8.0%	3.9%
Unknown	17.5%	
White	13.3%	32.0%

● Percent of Cases ● Percent of Population

At the same time, there is evidence that school closures are having a disproportionate impact on low-income students and families, students with disabilities students of color, and EL students

Health & Wellbeing

Physical Health: ""Prolonged school closure and home confinement may cause social isolation, lengthened screen time, frustration and boredom, weight gain, and disrupted sleep cycles.[6]" - JAMA

Emotional Health: "Children quarantined or in isolation during disease outbreaks have more posttraumatic stress symptoms than those not quarantined,[7] and early findings suggest higher depressive symptoms among home-restricted students in Wuhan, China.[8]" - JAMA

Safety: "Our findings suggest that a vulnerable population—children at risk of maltreatment—are separated from a valuable resource when schools close, and this separation manifests as a reduction in maltreatment allegations. " - SSRN

Achievement Gap

"The average loss in our middle epidemiological scenario is seven months. But black students may fall behind by 10.3 months, Hispanic students by 9.2 months, and low-income students by more than a year. We estimate that this would exacerbate existing achievement gaps by 15 to 20 percent." - McKinsey

Economic Security

"Low-income parents are more likely to be essential workers and are less likely to have jobs that can be performed remotely [xxxi]. [...] Closed schools put additional strain on already struggling families, and students who are learning remotely may have less parental supervision to help facilitate lessons." - JHU

How have you seen other networks address these equity considerations in their reopening plan?

Our hope is to augment our distance learning model with some in-person activities

Serving our most vulnerable students and students of essential workers

Helping students access technology and distance learning

Providing trauma-informed social-emotional support

Personalized learning to meet student needs

Beginning of year benchmark assessments

How can we best address any in-person needs of our Rocketeers?

|	**Near term (Distance Learning PLUS)**	**Long term (50/50 or 100%)**
Staff	- Increase **ownership** of staff in on-campus plans - Prioritize **high-value interactions** - Relationship building - Assessments for better data, ease of implement. - Identify **opt-in staff** who want to engage in these activities **Communicate often** re: staff health protocols, status; **highlight benefits/success** of in-person	**Gradually phase-in**, building routines and testing protocols with the increasing number of people in the building if conditions allow and campus/staff are successfully executing w/ fidelity all safety/health protocols - Conduct regular info sessions to **hear/address staff concerns and needs**
Students	- Narrow ongoing interactions to **smaller pool of high-need students** (ISE, homeless, etc) - Offer families **high-value but 1:1 or very small group** interactions or **quick access** (e.g., tours) **Communicate consistently** re: health protocols, benefits/success of in-person	**Gradually increase** student counts on campus and types of interactions to build routines and test protocols if safe & campus executing protocols well - Create opportunities for **slightly larger group interactions**, e.g., culture building - Provide **frequent communications** on health and safety status, benefits

Any feedback? Other suggestions?
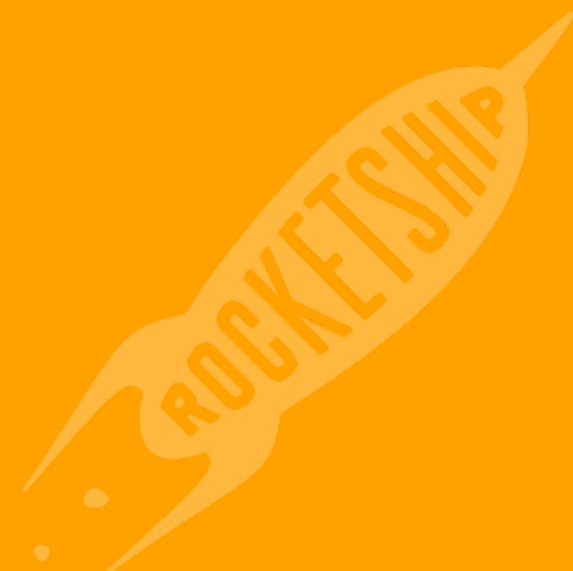
New Challenges

What are the biggest challenges to this plan?

Short term

- **Building relationships with new families and staff** and effectively helping them become part of the Rocketship community

- **Completing our Beginning of Year assessments** in order to determine student progress/regression as well as its implications for instruction and evaluation

- **Delayed technology accessibility for lower grades in CA** and **WiFi stability in TN** in the beginning of the year will make an 100% virtual model difficult

- When we begin in-person activities, overall **unprecedented nature** of implementing new health & safety guidelines and **inevitable risk of possible illness**, and subsequent impacts (i.e. waves of absence/quarantine, etc.)

Long term

- Virtual learning is expected to yield greater chance of **academic loss, especially among highest-need families**

- Inability to recruit on the ground and engage families in person may result in **enrollment decline with long-term implications** (e.g., low Kinder enrollment)

- As we begin a new school year, **more challenging to build culture virtually** with our new and youngest students and potential impact on broader school culture/community

- Ongoing health and safety **shifts from local districts or the state** may cause churn and frustration, as we change plans and redirect staff and families

Any other risks to consider?

Technology Accessibility

CHALLENGE

Likely delayed technology accessibility (our 1:1 chromebook device order placed in May is delayed currently due to outsized demand overall) for lower grades in CA and WiFi stability in TN (and beyond) in the beginning of the year will make a 100% virtual model difficult.

IMPLICATIONS

- We are exploring all additional options to acquire any appropriate Chromebooks earlier (prior to our current order's delayed arrival) and realize 1:1 device ratio by day one

- Distribution Priority for existing Chromebooks in CA:
    - **1st Priority**- Students with IEPs
    - **2nd Priority**- 3rd, 4th, then 5th grade
    - **3rd Priority**- 2nd, 1st, Kinder, then TK families with no upper-grade sibling
    - **4th Priority**- TK-2nd grade with upper-grade sibling

- We are creating other **tactile activities and materials** for distribution which will allow students to continue to engage remotely

- Teachers will follow up with students via **1:1 coaching calls.**

Health & Safety

CHALLENGE

Despite a robust health/safety plan with incredibly detailed protocols (vetted by medical professionals), this remains an **unprecedented challenge** *in implementing new health & safety guidelines and the* **inevitable risk of possible illness***, resulting in strong staff/family reactions and waves of absence/ quarantine*

PLAN FOR ADDRESSING

- **COVID Lead:** Having each campus to identify a "COVID Lead" who, among other things, will be responsible for:
  - Ensuring health and safety protocols are followed on their campus
  - Partnering with the COVID Case Review Group to respond to cases on their campus
  - Attending regular meetings to receive all relevant updates

- **COVID Case Review Group:** Partners with COVID Leads to respond to cases at our schools, lending policy expertise and thought partnership to agree on who should be quarantined and review communication to affected parties. Comprised of:
  - Network Operations leader
  - Network HR lead
  - Relevant Regional Director of Operations and HR lead

Onboarding New Staff

CHALLENGE

Starting virtually poses a challenge both to:

- *Building **community and connection to our schools**, particularly for our new staff.*
- ***Onboarding and coaching***

PLAN FOR ADDRESSING

- **Staff support in distance learning:**
  - One day per week dedicated to PD and planning
  - Instructional coaching and staff development
    - SL real time coaching in virtual classroom
    - Intellectual prep and data meetings
    - Leveraging SeeSaw for student work analysis
  - Promoting staff mental health
    - Time for self-care and breaks in the school day
    - Partnering with Mental Health Network to provide optional counseling and supports

- **Ongoing forums for staff engagement:** frequent "pulse check" surveys and opt-in information sessions

Onboarding New Families

CHALLENGE

Starting virtually poses a challenge both to:
- *Building **community and connection to our schools**, particularly for our new families.*
- *Building **fundamental skills** for our TK/Kinder students.*

FIRST 30 PLAN

- *Home Visits: (*60% by 9/1 - prioritizing new students)
  - Virtual HVs via FaceTime or Zoom
- *Orientations:* (90% completion)
  - Virtual sessions to highlight DL programming, key operation systems
- *TK/Kinder Kamp:* (95% attendance)
  - Network aligned SEL and scripted lesson
- *Parent Camp (*90% attendance)
  - NEW initiative to support families in preparing for DL and basic tech care and troubleshooting
- *BOY Survey*: (80% response rate)
  - Satisfaction survey sent at end of Week 1. Results sent to SLs to discuss with families at Parent Coffee Week 3
- *Back to School Night* (75% families)
  - Parent update on SL and school operations. Highlights of student achievement and understanding of assessments
- *Parent/Teacher Night*
  - Optional relationship-building opportunity for SL/SChool community
- *CareCorps*
  - Wellness check-in sent 2x/week. Focus is on connection of families to resources rather than completion

Mission Moment
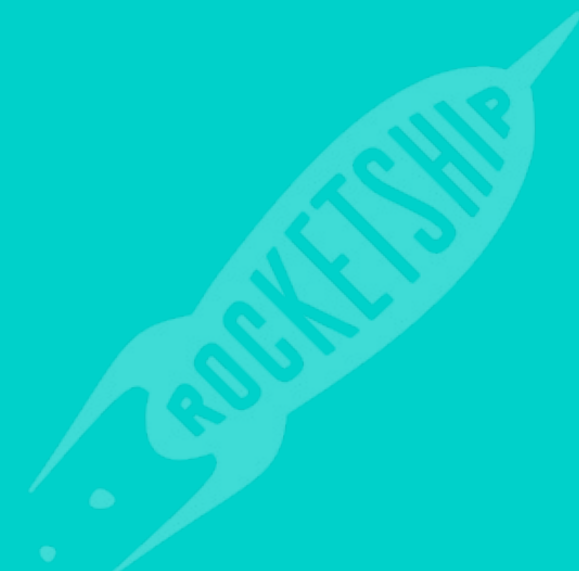
Our students see themselves differently because of this pandemic. It's time the world sees it, too.

Ronald Enoel Perez dressed up as dad 😎

My mommy is my hero because she is still required to work and get contracts done to bring extra help during this time of need. She is brave to go into work and not get sick. She comes home and still finds times to help me with my homework.

I love her ❤️

-Heavenly

Super Hero Day: Esteban's super hero is his Godfather / Uncle

{Mon 30Mar20} #RFZ Spirit Week "Super Hero Day" ~ Jiana honors her daddy who works in the lab at BD Bioscience, a company on the frontlines involved with expanding access to COVID-19 (Coronavirus) testing and test development. Thank you to all of our our essential personel who are helping us every day!!

👷 ❣️ 🙌 💯 #jianarayne #grateful

Our students see themselves differently because of this pandemic. It's time the world sees it, too.

Next Steps

Next Steps

- **Continue to elevate and refine instructional plans for Distance Learning Plus**

- **Campus-level planning for in-person activities**

- **Start the 2020-21 School Year Strong**

- **Ongoing family & stakeholder communications**

Appendix

CDC Decision Tree

SCHOOLS DURING THE COVID-19 PANDEMIC

The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?
- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ALL YES →

ANY NO ↓

DO NOT OPEN

Are recommended health and safety actions in place?
- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ALL YES →

ANY NO ↓

MEET SAFEGUARDS FIRST

Is ongoing monitoring in place?
- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ALL YES →

OPEN AND MONITOR

ANY NO ↓

MEET SAFEGUARDS FIRST

CDC

cdc.gov/coronavirus

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K-12 School Relative Risk Index

K-12 School Relative Risk Index

COVID-19 RECoVERY CONSULTING — www.covid19reopen.com

Requirements
For all students and adults

- Low community spread
- 6 feet — Physical distance
- Mask wearing
- Hand hygiene and disinfection
- HEPA air filtration indoors or outdoor activities

Transportation to and from school
- Low: Walk or ride a bicycle
- Low: Automobile — Household members only
- Medium: Automobile — Carpool/non-household members
- High: School bus
- High: Public transportation (Subway, bus)

Routine classwork
- Low: Desk-based instruction
- Low/Medium: Shop/Vocational-technical
- Low/Medium: Going to the restroom
- Medium: Unmonitored study hall
- Medium/High: Lockers/Changing rooms between classes

Lunchtime
Assuming 6 feet of distancing at all times
- Low/Medium: Picking up prepackaged meals
- Low/Medium: Outdoor eating
- Medium: Cafeteria lunch line
- Medium: Indoor eating — Classroom
- Medium/High: Indoor seating — Cafeteria

Arts & Humanities
- Low/Medium: Art — Indoor
- Low/Medium: Supervised clubs/Organizations
- High: Band/Orchestra
- High: Choir
- High: Drama performances

Recess & Athletics
- Low/Medium: Outdoor playground
- Low/Medium: Outdoor non-contact sports
- Medium: Indoor non-contact sports
- High: All contact sports, indoor or outdoor
- High: Locker rooms

Risk Reducing Actions

1. Classes outdoors (e.g., using tents)
2. Maximum class size of 10–15 students
3. Open classroom windows
4. Stagger drop-off and pick-up times
5. Pod students in groups
6. Switch teachers between classes, not students
7. Limit shared items
8. Make unused spaces classrooms (e.g., gyms and band rooms)

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James P. Phillips, MD George Washington University School of Medicine and Health Sciences
Saskia Popescu, PhD, MPH University of Arizona/George Mason University

SOURCES:
CDC (https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html)
NASEM (https://www.nationalacademies.org/our-work/guidance-for-k-12-education-on-responding-to-covid-19)

Snapshot of Rocketship Schools by Region

SAN JOSE		EAST BAY & PENINSULA	MILWAUKEE	NASHVILLE	DC
VP of Schools: Maricela Guerrero **Directors of Schools (DOS)**: Kylie Alsoform, Danny Etchverry, Sam Turner, Juan Mateos **Regional Director (RD), South Bay**: Janine Ramirez **Regional Director (RD), East Bay and Peninsula**: Marie Alvarado-Gil			**Milwaukee Regional Director:** Brittany Kinser	**Nashville Director of Schools:** James Robinson	**DOS:** Joshua Pacos **RD:** Joyanna Smith
Rocketship Mateo Sheedy Elementary (RMS) 2007; TK-5th	Rocketship Si Se Puede Academy (RSSP) 2009; TK-5th	Rocketship Redwood City Prep (RRWC) 2015; TK-5th	Rocketship Southside Comm. Prep (RCSP) 2013; K4-5th	Rocketship Nashville Northeast Elementary (RNNE) 2014; K5-4th	Rocketship Rise Academy (RISE) 2018; PreK3-4th
Rocketship Los Suenos Academy (RLS) 2010; TK-5th	Rocketship Mosaic Elementary (ROMO) 2011; K-5th	Rocketship Futuro Academy (RFA) 2016; TK-5th	Rocketship Transformation Prep (RTP) 2018; K4-4th	Rocketship United Academy (RUA) 2015; K5-4th	Rocketship Legacy Prep (RLP) 2016; PreK3-5th
Rocketship Discovery Prep (RDP) 2011; TK-5th	Rocketship Brilliant Minds (RBM) 2012; TK-5th	Rocketship Delta Prep (RDL) 2018; TK-5th			Rocketship Infinity Community Prep (RIC) 2020; PreK3-2nd
Rocketship Alma Academy (RSA) 2012; TK-5th	Rocketship Spark Academy (RSK) 2013; TK-5th				
Rocketship Fuerza Community Prep (RFZ) 2014; TK-5th	Rocketship Rising Stars Academy (RRS) 2016; TK-4th				

Acronyms & Commonly used terms (Page 1)

AP	Assistant Principal
ARUSD	Alum Rock Union Elementary School District
AUSD	Antioch Unified School District (Authorizer for RDL)
BET	Budgeted Enrollment Target
BOM	Business Operations Manager
BOY	Beginning of Year
CAASPP	California Assessment of Student Performance and Progress
CALPADS	This is the California state student information system. We use this to get state student numbers for our student state demographic reporting.
CDE	California Department of Education
DOS	Director of Schools
ECC	Enrichment Center Coordinator
ELA	English Language
ELL	English Language Learner, a student who is still learning English and therefore guaranteed legally-mandated supports in the academic setting
ELPAC	English Language Proficiencies for California
EOY	End of Year

Acronyms & Commonly used terms (Page 2)

FMSD	Franklin McKinley School District (Authorizer for ROMO and RSK)
HUM	Humanities Block
IEP	Individualized Education Program: A written plan created for a student with disabilities by the student's teachers, parents or guardians, the school administrator, and other interested parties.
ILS	Individualized Learning Specialist (tutors in our learning labs)
ISE	Integrated Special Education
LL	Learning Lab
LLI	Leveled Literacy Intervention (guided reading intervention curricula used by our ILS)
MAP (NWEA)	Measures of Academic Progress; The online, norm referenced assessment that measures student growth throughout the year made by Northwest Evaluation Association. An assessment with grade level content that measures students proficiency level within the grade level
MDUSD	Mt. Diablo Unified School District
MKE Forward	Wisconsin State Assessment

Acronyms & Commonly used terms (Page 3)

MNPS	Metro Nashville Public Schools (Rocketship School Nashville School's Authorizer)
MPS	Milwaukee Public Schools
MTSS	Multi-Tiered Systems of Support; the process by which academic and behavioral interventions for students in need of support are documented and implemented
NWEA (MAP)	Northwest Evaluation Association; The organization that creates MAP (an online, norm referenced assessment that measures student growth throughout the year)
OLP	Online Learning Program
OM	Office Manager
P	Principal
PARCC	DC State Assessment
PBIS	Positive Behavioural Interventions and Support
PBL	Project Based Learning
PCSB	DC Public School Charter Board
RCSD	Redwood City School District

Acronyms & Commonly used terms (Page 4)

RD	Regional Director
SBAC	Smart Balanced Assessment Consortium
SCCOE	Santa Clara County of Education
SED	Socioeconomically Disadvantaged
SEL	Social Emotional Learning Disadvantage
SJUSD	San Jose Unified School District
SL	School Leader
STEM	STEM Block
STEP	An assessment used to monitor student reading levels; stands for Strategic Teaching and Evaluation of Progress.
T	Teacher
TFA	Teach for America
TN Ready	Tennessee State Assessment
TVASS	Tennessee Value-Added Assessment System; This measures the student progress measures student growth year over year
UVW	University of Wisconsin Milwaukee (Rocketship Milwaukee Schools Authorizer)