



Wednesday, February 23, 2022
Rocketship Public Schools National Board of Directors Meeting (2021-22 Q3)

Meeting Time: 3:00pm

Webinar link: <https://rocketshipschools.zoom.us/j/85159095263>

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

- A. Call to order
- B. Public comment on off-agenda items

2. Closed Session

- A. Conference with Legal Counsel — Anticipated Litigation: Significant exposure to litigation pursuant to California Government Code § 54956.9. Number of cases: 1

3. Open Session (Immediately following Closed Session -- Approximately 3:30pm or thereafter)

- A. Public report on actions taken in closed session

4. Consent Items

- A. Approve minutes from December 8, 2021 board meeting
- B. Renew appointment of June Nwabara to the Rocketship Education Board of Directors for a two-year term through the end of February 2024
- C. Renew appointment of Yolanda Bernal Samano to the Rocketship Public Schools Board of Directors for a two-year term through the end of February 2024
- D. Renew appointment of Peter Philpott as Advisor to the Rocketship Public Schools Board of Directors for a two-year term through the end of February 2024
- E. Approve resolution extending emergency Brown Act procedures under AB 361
- F. Approve updated bond financing for Rocketship Brilliant Minds, Rocketship Si Se Puede and Rocketship Fuerza Prep as recommended by the Business Committee
- G. Approve updated leases for Rocketship Brilliant Minds, Rocketship Si Se Puede and Rocketship Fuerza Prep as recommended by the Business Committee
- H. Approve lease agreement for Rocketship NSH3 as recommended by the Business Committee
- I. Approve 2022 School Safety Plan for all Rocketship schools
- J. Delegate to the Rocketship Public Schools Audit Committee the full authority to approve and engage auditors to complete Rocketship's 2021-22 financial audits
- K. Approve Second Interim Financial Reports for Rocketship Futuro Academy, Rocketship Delta Prep, Rocketship Redwood City Prep

L. Approve revised Articles of Incorporation for Rocketship Public Schools contingent on Santa Clara County Office of Education not considering this update to be a material revision

M. Approve resolution regarding organizational affiliation with Rocketship Public Schools-Texas

N. Approve revised CA Attendance and Truancy Policy

O. Approve revised CA Early Admittance to TK/Kindergarten Policy

5. Agenda Items

A. Create Ad Hoc Annual Planning Committee, to report back to the Board of Directors in June 2022

B. Board updates: CEO, Regional, Board Chair, Committee Chair, Development, COVID

C. Update on the Local Control Accountability Plans (LCAPs) for all California Rocketship schools: Rocketship Mateo Sheedy, Rocketship Si Se Puede, Rocketship Los Suenos, Rocketship Mosaic, Rocketship Discovery Prep, Rocketship Brilliant Minds, Rocketship Alma, Rocketship Spark, Rocketship Fuerza, Rocketship Rising Stars, Rocketship Redwood City Prep, Rocketship Futuro, and Rocketship Delta Prep

D. Mid Year NWEA Results and Staff Experience/DEI Survey Results

E. Greenlighting of new school in Tarrant County, Texas in 2023-24

6. Break

7. Agenda Items (Contd.)

A. Meet with Rocketship Parent Leaders

8. Adjourn

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.

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 us at compliance@rsed.org.

SPANISH & VIETNAMESE TRANSLATION: If you need Spanish or Vietnamese audio translation in order to access the Rocketship Board meeting, please send a request to compliance@rsed.org at least 24 hours before the start of the meeting. If you would like to make a public comment in Spanish or Vietnamese and would like us to translate to English for the Board, please send a request to compliance@rsed.org at least 24 hours before the start of the meeting.

Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Rocketship, envíe una solicitud a compliance@rsed.org por lo menos 24 horas antes del inicio de la reunión.

Si desea hacer un comentario público en español y desea que lo traduzcamos al inglés para la Mesa Directiva, envíe una solicitud a compliance@rsed.org por lo menos 24 horas antes del inicio de la reunión.

To: Board Members
From: Preston Smith, Co-Founder & CEO
Date: February 23, 2022
Re: CEO's Update

This memo is an update on the successes and challenges we've had at Rocketship since our last board meeting in December.

QUALITY—Great schools...

All schools in the top 10% among low-income districts (**top 25% among all students)

I am excited to share that **US News & World Report** has named nine Rocketship schools as among the **Best Elementary Schools in the nation!** US News has been the authority in ranking universities and high schools for many years, and this year is the first they've started ranking elementary and middle schools. These rankings are based solely on test scores - meaning that our schools are among the top in the nation, even compared to schools in wealthier zip codes. We are so proud of all that our Rocketeers, parents, and teachers have accomplished together!

Washington, DC: **Rocketship Legacy Prep** is in the top 30% of all elementary schools across Washington, DC. Achievement at this level shows that we can eliminate the achievement gap, as 70% of our Rocketeers are classified as at-risk and 15% are classified as homeless.

Tennessee: **Rocketship United Academy** is ranked as the #4 charter elementary school in the entire state! Rocketship United is a richly diverse school, with students coming from more than 50 different countries. Our Rocketeers are showing what is possible for all students.

California: There are 7 Rocketship California schools named best in the state by US News and World Report! [Our schools all rank in the top 30%](#) of elementary schools in California while serving majority low-income (76%) and English Learner (59%) student populations. As the most populous state in the country, we are competing against an enormous number of schools - yet we come out ahead.

US News ranks all schools by test scores, regardless of income levels of the students. This year's rankings are based on 2018/2019 and 2019/2020 (if available) state test performance data. Students who meet or exceed state standards are considered to be on track for college. Rocketship serves mostly low-income students (76% of our families across our network are low-income), yet we rank higher than many affluent schools.

Of course, we know that state assessment data does not fully capture the richness and impact of our Rocketship model and school communities; not everything that matters can be measured. At



Rocketship, our teachers are constantly gathering rich, qualitative information from regular, meaningful interactions and deep relationships with students and their families. And our supportive learning environment and community school model creates a critical foundation for our Rocketeers' success in school and beyond.

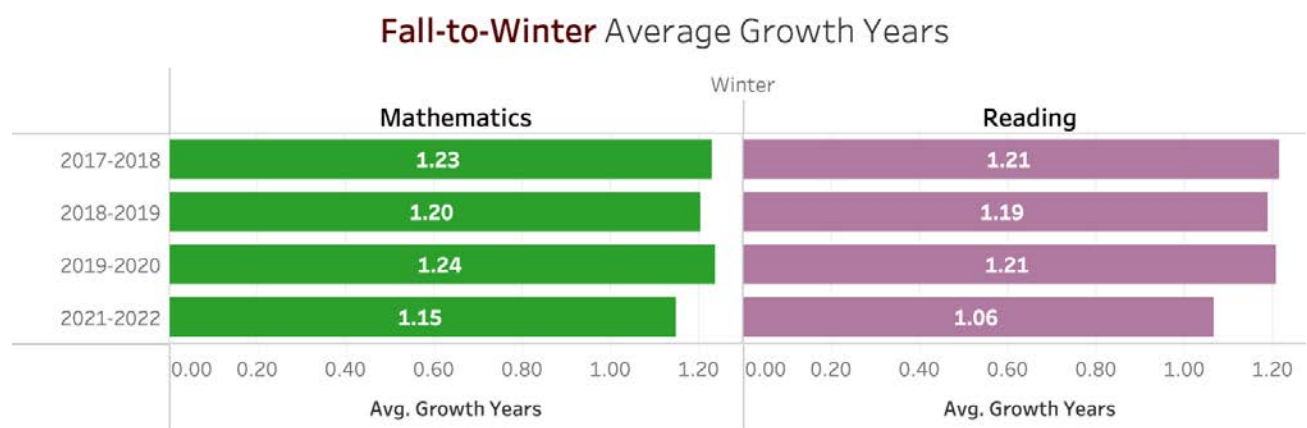
As we look to our current school year, our Rocketeers recently took the NWEA MAP, a nationally normed test, to gauge our growth and compare our performance across all regions. We administer this assessment three times a year (fall, winter, spring) and our mid-year results provide an important indicator of progress and areas requiring additional focus.



Overall, our Rocketeers and team have been incredibly tenacious in navigating one of the most challenging semesters of instruction and school we have ever navigated. With the surge of Delta as well as navigating various policies and protocols (which vary by location) our overall achievement and student growth has definitely been impacted. A significant challenge this first semester was the increase in the amount of time our Rocketeers were not able to be in their physical classroom with their teacher. This past fall, daily staff absences from the classroom increased due to COVID and quarantines. As a result, we lost a total of 1,142 days of teacher instruction in the classroom--this is 4.3x the prior fall's total number of days. This number is even higher once we include the days when full cohorts were quarantined and teachers were working from home. Moreover, in the first semester, our Rocketeer's that qualified as 'chronically absent' increased from traditionally below 10% to over 30% and in some regions nearly 40%. These factors led to chronically absent students realizing an average of ~0.1 years lower growth than their peers.

These factors greatly affected our Rocketeer's progress and in the first semester - our mid-year achievement is lower than it traditionally has been. In Math, our Rocketeers grew an average of 1.15 years and in ELA they achieved 1.06 years of growth from fall to winter. This is especially challenging as we knew entering the school year that our Rocketeers needed to realize even more significant growth than in prior years and that such growth is required over two years in order for our Rocketeers to return to their prior levels of achievement (in the 18-19 school year). We are hopeful that the Omicron surge will continue to decline rapidly so that in the second semester we can return to greater normalcy, significantly reduce absenteeism of our team and Rocketeers (especially due to quarantines), and gain significant ground on their achievement in our efforts to fully address unfinished learning over this two year window.

There are some bright spots in our mid-year data that are noteworthy and informative for our team in regards to next steps. Our Nashville region continues to demonstrate strong progress. In Math, our Nashville Rocketeers grew an average of 1.30 years and in ELA they achieved 1.20 years of growth from fall to winter. Our Nashville region is almost on-track to fully address unfinished learning over these two school years. In addition, our 5th grade Rocketeers across the network grew an average of 1.30 years in both Math and ELA. This is a significant testament to the strength of our overall program and model, especially in our Rocketeers who have had the most experience and time with Rocketship and their ability to more quickly bounce back.



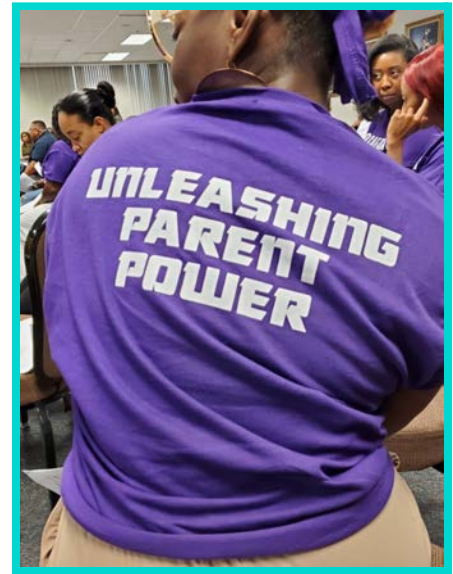
In addition, in ISE (Integrated Special Education) we realized strong gains, especially in reading levels as 75% of our Rocketeers who qualify for ISE grew a reading level and over 33% grew two or more levels. Continuing to elevate our ISE Rocketeers academic achievement, especially in reading, has been a significant area of focus for our schools and network, so in returning to in-person learning we are excited by the momentum we continue to build and remain focused on closing strong.

In the second semester we must continue to find ways to return to our full school model, especially in regards to grade level rotations and teacher specialization, inclusion of our parents and community on-campus (during and after-school hours), and returning to core practices that help us build community and a culture of achievement, excellence, and pride (e.g., Launch, Landing, collaborative groupings in-class, etc.). As we all continue to learn more about COVID, various protocols, and the science and data continues to evolve, we must also evolve with it, especially in the interest of our Rocketeers and families and our ability to deliver on our collective mission. I am hopeful for the second semester that we will be able to return to core aspects of our model and build on our lessons learned in the first semester as we continue to pursue our ambitious expectations for our Rocketeer's growth and student achievement.

SCALABILITY—Personalized learning for all...

Be the premier educational organization for personalized learning through a high-quality elementary model that is sustainable, replicable, and purposefully integrates technology

I am excited for the Rocketship Board to have the opportunity to dive into our work in parent engagement and parent leadership during our upcoming board meeting. *Parent Power* is a founding pillar of our theory of change at Rocketship Public Schools. For the last 15 years, we have developed and refined our model of authentically engaging families and developing parent leaders to be even more powerful change agents in their community. We are recognized as national leaders in parent engagement and parent organizing. From the founding of our schools when parents name *their campus* to our annual home visits with every family we serve to to our continued efforts to engage parents to harness the power of their voice to dismantle the systemic inequities of public education – our parents and communities are the foundation of our impact. I am looking forward to our Rocketship Board having the opportunity to participate in a Los Dichos lesson as well as participating in a research meeting in the evening with our parent leaders and having the opportunity to see the organizing process in action.



With declining COVID cases and risk on our campuses, we will be phasing in additional learning experiences to our learning lab this semester. During the first semester we prioritized tutoring, physical education, hands-on science, and online learning in our learning labs. This was in response to our efforts to more rapidly address our Rocketeers needs and unfinished learning. However, in the second semester we are aiming to return our full model of our learning labs, which will mean the return of our rotational station model where our Rocketeers have access to hands-on science, engineering, daily physical education, a library reading area, developmentally appropriate play opportunities (TK-1st grade), robotics, art, dance, and more depending on their school site and which enrichments their community has prioritized. It is critical that we continue to push our model and school experience to more fully address the "enrichment gap," which is another example of inequity in public education.

Finally, I am proud to report that we have already surpassed our budgeted fundraising goal for FY22. We have raised \$6.8M year-to-date against a budgeted year end goal of 6.2M. In addition, Nashville, Texas, and DC have all surpassed their year end regional fundraising goals. This strong momentum in fundraising is largely driven by donors finalizing their grants earlier than anticipated as well as several new supporters fueling our Texas region and renewing funders upgrading their support. As we look ahead to FY23 and beyond, we are working to broaden our base of supporters through lead generation event strategies in all our regions.

IMPACT—Strong communities and families...

Serve 14,000+ Rocketeers and families by 2023

We continue to make progress on two new Rocketship schools that will begin serving new communities in August 2022. In partnership with parents, community leaders in Fort Worth, Texas and Nashville, Tennessee worked together to bring Rocketship to new cities and neighborhoods. In the coming weeks, we are excited that our parent communities will soon be creating and choosing the names for each of their schools. In our next Board report in May, I look forward to sharing the names our founding families select for Nashville 3 and Texas 1.

In Fort Worth, as construction of our first school, hiring of staff, and enrolling of students is underway, our parent leaders continue to make their voices heard in our community. Fort Worth traditionally has low voter turnout in off-cycle and local elections, so our Parent Organizing Committee decided to organize an event to educate our community about the importance and process of voting.

Partnering with Fort Worth Education Partners and P.A.C.E. Education Strategies, our parents hosted an event to inform the community about their voter rights and encourage voting in the upcoming primary elections. The goal was to share information in an interactive, fun, and COVID-safe way. This work builds upon our foundation of parents making their voices heard - starting with our parents driving three hours to Austin last June to [bring down the house](#) at our Texas State Board of Education charter approval meeting. It is clear that there is a movement of passionate parent advocates taking shape in Fort Worth that has the power to change our city for the better. After this event, Rocketship parent leaders are even more motivated now to continue their outreach to the community in hopes to get greater voter turnout in upcoming elections.



Finally, in case you missed it, we published our annual [Year in Review](#) last month. Be sure to check it out and read about inspiring stories of how we met the moment last year.

DEI— Equitable and inclusive Rocketship community...

60% or more of Rocketship leaders will reflect & represent the racial & ethnic identities of students we serve by 2023

Last year, we added a fifth always important goal focused on DEI. We aim to have 60% of our leaders represent and reflect the racial and ethnic identity of the students we serve. With 84% of our students identifying as either Black or Latinx, we are measuring this goal based on the percent of leaders who identify as such. We were very intentional to set this goal for staff in positions of power. We have seen organizations build diversity but not advance equity because they lack leaders of color in positions of power to drive decisions. We focused this goal on leaders because we know that is central to continue

to advance equity in our network - at all levels - and will also require us to continue to build upon the strength of the diversity of our workforce across all levels of our organization.

In just one year since setting this goal, we saw significant progress among our principals and on our Network Executive Team. 64% of our principals identify as Black or Latinx - up from 45% last year. Across all school leaders (Principals, Assistant Principals, BOMs, and Office Managers), 59% represent the racial and ethnic identities of our Rocketeers. Our Network Executive Team (formerly SLT) is now 50% Black and Latinx, up from 29% last year.



This goal is clearly guiding our network in powerful ways that will help us build a more diverse, equitable, and inclusive culture. We have regions that are well exceeding this goal as well as regions and NeST teams that have more work to do. But overall as a network, we are trending in the right direction.

This year, the DEI Council identified four key priorities based on findings from last year's equity audit as well as a deeper analysis of staff satisfaction surveys and review of data measuring our organizational culture. These priorities are as follows:

1. *Human Resources*: evaluations, compensation, promotion policies
2. *Talent*: recruitment, selection, development
3. *Professional development*: culturally responsive PD scope and sequence
4. *The Rocketship Way*: organizational culture and operating norms

We continue to make strong progress on all fronts as our teams have worked to refine and elevate our evaluations, compensation, and promotion policies. Moreover, we have placed a deep focus on elevating the transparency of open roles as well as ensuring that the selection processes for these roles are deeply inclusive and often include input and voice from members of our DEI Council as well.

The DEI Council's "Rocketship Way" committee launched a network wide study to interrogate and evaluate the strengths and blindspots in our organizational culture and identify opportunities for us to create an even more inclusive and equitable culture across our network. This expansive study included an innovative anonymous audio survey and a series of focus groups with over 300 randomly selected team members across the network. Our partners, Ahart Solutions, will be sharing a full report in the coming weeks from the surveys, focus groups and other data with the council. We will be moving forward with actions recommended by the report with a focus on further elevating our inclusion and culture, especially in guiding the establishment of clear operating norms (i.e. how we think, how we act). I am proud that we are continuing to prioritize and invest in this critical work.

Local Control Accountability Plan (LCAP) Mid-Year Update

February 23, 2022



Agenda

1. Requirements Overview
 2. Updated Budget Overview for Parents Information
 3. 2021 Progress towards LCAP Goals
 - Expenditures
 - Actions
 - Outcomes
 4. Educational Partner Input
 5. Appendix
-

Local Control Accountability Plan (LCAP)

The LCAP is a comprehensive California state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures, with a special focus on how additional funds for higher need student groups (Low Income, English Learner, and Foster Youth) are utilized.

LCAP Components 2022-23

1. LCAP Supplement describing how additional funds are being utilized
2. Mid-Year 2021-22 Annual Update Board Presentation

- LCAP Supplement
- Outcomes
- LCFF Financial Expenditures YTD
- LCAP Actions Implementation Update

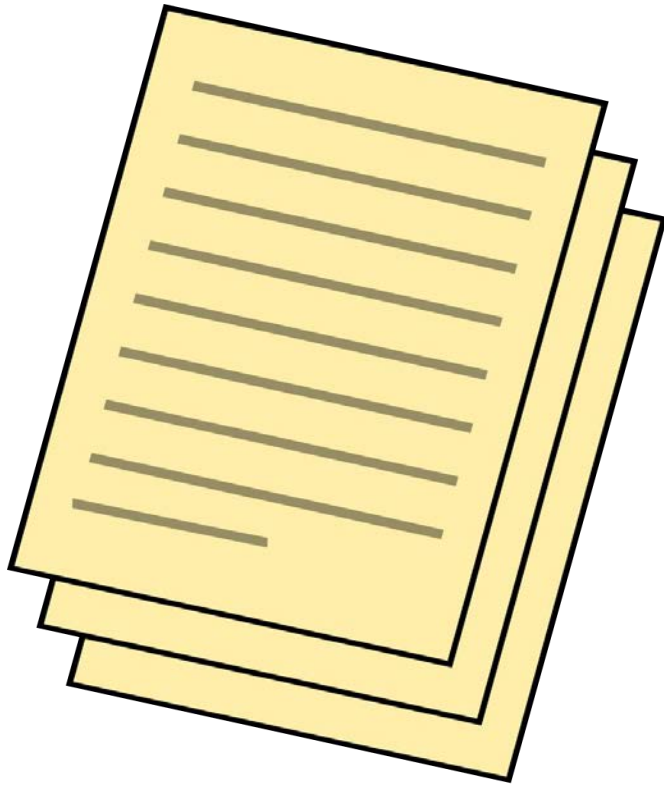
**One-time addition to
LCAP for this year**

3. 2022 LCAP

- Budget Overview for Parents
- Highlights, Successes and Needs, Education Partner Engagement
- 2021-22 Annual Update Actions and Expenditures
- 2022-23 Goals, Outcomes, Actions, Expenditures
- Increased and Improved Services Requirement

**Traditional
LCAP
Components**

One-time Supplement to the LCAP



The Supplement is a one-time mid-year report to the local governing board and educational partners related to engagement on, and implementation of, the actions associated with the additional state and federal funding received to support recovery from COVID-19 and address the impact of lost instructional time.

Updated Budget Overview for Parents

A concise summary of
revenues and
expenditures for prior
and upcoming year.

Trends in Updated Forecasts Across Schools

Impact Across California region:

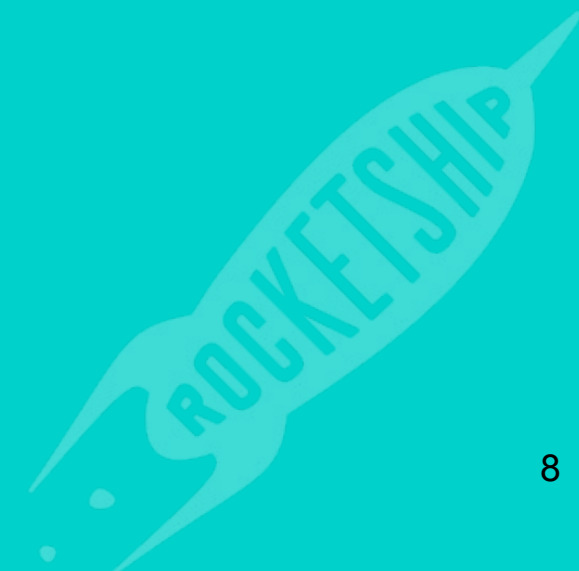
- Overall enrollment decreased by 6%
- State aid (LCPP/EPA/ILPT) decreased 4.9%

Ways we are offsetting the decreases:

- Compensation savings from open positions
- Reducing non-compensation expenses
- Pulling ESSER funds from FY23 into FY22
- Advocating for legislation that would apply hold harmless policy to charters. (Currently, districts' budgets are not affected by a one year drop in enrollment and attendance)

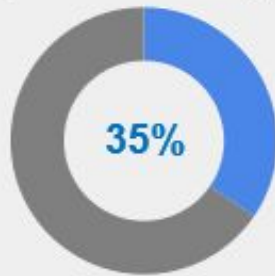
LCAP Expenditures, Increased/Improved Services, Pandemic Relief Allocations

Expenditures



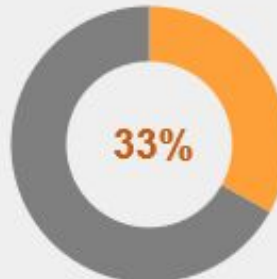
YTD Expenditures All Schools -July-October 2021

**2021-22 LCAP Goal 1
Improve Proficiency**



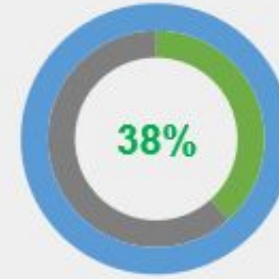
Goal 1 Total Budgeted Expenditures = \$10,890,581

**2021-22 LCAP Goal 2
Curriculum & Instruction**



Goal 2 Total Budgeted Expenditures = \$7,117,054

**2021-22 LCAP Goal 3
School Environment**



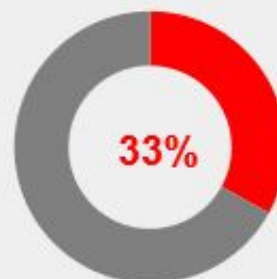
Goal 3 Total Budgeted Expenditures = \$8,284,469

**2021-22 LCAP Goal 4
Lifelong Learners**



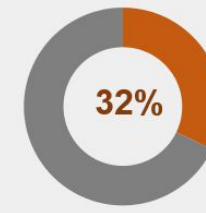
Goal 4 Total Budgeted Expenditures = \$5,474,552

**2021-22 LCAP Goal 5
Parent Engagement**



Goal 5 Total Budgeted Expenditures = \$1,687,644

**2021-22 LCAP Contributing
Expenditures for Increased
or Improved Services**



Total LCAP Budgeted Contributing
Expenditures = \$26,139,782



LCFF Increased/Improved Services for English Learners, Low Income, and Foster/Homeless Youth

- Personalized Learning
- Reading Engagement
- Professional Development
- Assessments
- Coaching
- Data Days
- Business Operations Manager
- Operations Specialists
- Enrichment
- Field Trips
- Social Emotional Learning
- Family Outreach



Additional Pandemic Relief Funding Allocation FY22

- Assistant Principals
- Teachers
- Assistant Teachers
- TK/K Aides
- Enrichment Center Coordinator
- Individualized Learning Specialist
- ISE Paraprofessional
- ISE Specialist
- Paraprofessional
- Interventionist
- Teacher on Special Assignment
- ELD Interventionists
- Operations Specialists
- CareCorps Coordination
- Wifi Upgrade
- Chromebooks
- Chromebook cases + devices
- Assessment materials
- COVID Lead
- Summer school
- Regional roles allocation



2021-22 Mid-Year LCAP Update

Update on progress
towards implementation of
planned actions and
progress towards meeting
our goals.

LCAP Goals

1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups
2	Rocketeers will have access to Common Core standards aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers
3	School environment will be safe and welcoming for all students
4	Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning.
5	Rocketship parents are engaged in their students' education

Goal 1 Implementation—All Schools

2021-22 LCAP Action #	2021-22 Action/ Service Title	Contributed to Increased or Improved Services?	ALL Schools
1	Common Core-aligned instruction & materials	N	★
2	Personalized Learning	Y	★
3	Special Education Supports	N	★
	As expected, we have seen an increase in requests for evaluations and having the additional capacity to complete evaluations in a timely manner has been critical to ensuring we are meeting our legal obligation to every student.		
4	GLAD Training & Curriculum	N	★
5	Love of Reading Campaign/Reading Engagement	Y	★

★	Complete
★	In Progress
★	Not Started

Goal 2 Implementation—All Schools

2021-22 LCAP Action #	2021-22 Action/ Service	Contributed to Increased or Improved Services?	ALL Schools
1	Professional Development	Y	★
	PD Fund in place but varies in amount implemented. All else as planned.		
2	Assessments	Y	★
	Some impact of COVID and quarantines, but relatively low impact and high overall testing rates.		
3	Data Days	Y	★
	All schools have implemented 3 data days. Possibility we will need to allocate 4th data day to become an in-person instructional day if necessary this spring.		
4	Coaching	Y	★
	Coaching negatively impacted by COVID this fall, instructional and operational, due to school leaders having to cover for staffing shortages. Reduced amount of coaching, but still happening.		





★	Complete
★	In Progress
★	Not Started

Goal 2 Implementation (continued)—All Schools

2021-22 LCAP Action #	2021-22 Action/ Service	Contributed to Increased or Improved Services?	ALL Schools
5	Teacher Credentialing	N	★
	Our team will continue to ensure 100% of our teachers are in compliance. We have implemented all applicable Covid-19 flexibilities to allow our teachers to cope with testing challenges during the pandemic. Our program partnership with National University has strengthened as have our enrollment numbers. We are working diligently to communicate requirements and work with school teams to support teachers with studying and passing necessary tests. We are actively monitoring Executive Orders and anticipating changes for the upcoming school year. We are excited to see teachers continue to pass their tests and enroll and pursue their Preliminary Credential in the 22-23 school year.		
6	Culturally Responsive Pedagogy	N	★
	3/4 DEI teacher training sessions completed. Ways to improve approach to pedagogy. Ongoing feedback loop w/ national DEI council and site DEI leads. All thematic units have been rolled out to all schools and curric in use.		

★	Complete
★	In Progress
★	Not Started

Goal 3 Implementation—All Schools

2021-22 LCAP Action #	2021-22 Action/ Service	Contributed to Increased or Improved Services?	ALL Schools
1	BOM	Y	
2	School Maintenance	N	
	Used add'l funds to improve filters in buildings, added air purifiers to each space and regularly replace those filters.		
3	Custodial Services & Supplies	N	
4	Operations Specialists	Y	

	Complete
	In Progress
	Not Started

Goal 4 Implementation—All Schools

2021-22 LCAP Action #	2021-22 Action/ Service	Contributed to Increased or Improved Services?	ALL Schools
1	Enrichment	Y	★
	All schools provided Physical Education and Science/Art as daily enrichment for students. We were excited to safely bring back overnight science camps for Grades 4 and 5 as a core experience for our science enrichment curriculum.		
2	Field Trips	Y	★
	All schools have gone on or planned at least one camp trip for 4th/5th graders. A few were canceled due to covid and planning to reschedule with another nature activity late in spring.		
3	Social Emotional Learning	Y	★
	We believe our increased investment in daily SEL time has been a critical component in strengthening our school culture and minimizing suspensions. We are very excited about our new CareCorp role and have already seen their impact in reducing chronic absenteeism among the students they directly serve.		
4	Care Corps	N	★
	In the first half of the year, our CareCorps Team worked to respond to family needs through a regular needs survey and worked closely with a caseload of 8-10 families to help them overcome barriers to engaging with school. Case management support has led to a 10% increase in average attendance for the participating families. In addition, they started building bridges between their schools local agencies/organizations in mental health, food, housing, and more, to help create pathways for Rocketship families to avail themselves of community resources.		

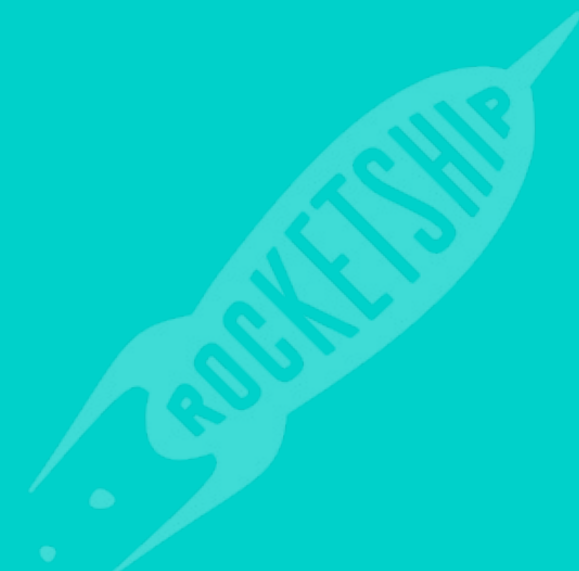
★	Complete
★	In Progress
★	Not Started

Goal 5 Implementation—All Schools

2021-22 LCAP Action #	2021-22 Action/ Service	Contributed to Increased or Improved Services?	ALL Schools
1	Family Involvement	N	★
	School Cafecitos, SchoolSite Council meetings, schools are providing additional opportunities for parents to earn parent partnership hours.		
2	Family Outreach	Y	★
	Schools are providing monthly cafecitos with a wide array of parent pertinent topics. The parent Regional Advisory Board meets quarterly, including meeting with our Rocketship board. Through the partnership with our Care Corps Coordinators we are continuously gathering input from parents on their at-home challenges and how we can support them.		
3	School Leadership Team	N	★
4	Los Dichos	N	★

★	Complete
★	In Progress
★	Not Started

Update on LCAP Metrics—available data



Goal 1 Metrics Updates*

	EL Reclassification Rate Expected	EL Reclassification Rate Actual	Met?	NWEA Math Growth Years Expected	NWEA Math Growth Years Actual : K-2 (MY 21-22)	Met?	NWEA Reading Growth Years Expected	Growth Years Actual: K-2 (MY 21- 22)	Met?
RBM	15%	3.00%	FALSE	1.2	1.25	TRUE	1.2	0.98	FALSE
RSA	15%	3.90%	FALSE	1.2	1.2	TRUE	1.2	1.02	FALSE
RDL	15%	9.90%	FALSE	1.2	0.77	FALSE	1.2	0.73	FALSE
RDP	15%	4.90%	FALSE	1.2	1.35	TRUE	1.2	1.05	FALSE
RFZ	15%	8.50%	FALSE	1.2	1.15	FALSE	1.2	1.04	FALSE
RFA	15%	5.50%	FALSE	1.2	1.34	TRUE	1.2	1.26	TRUE
RLS	15%	5.20%	FALSE	1.2	1.07	FALSE	1.2	0.79	FALSE
RMS	15%	5.10%	FALSE	1.2	0.85	FALSE	1.2	0.73	FALSE
ROMO	15%	13.20%	FALSE	1.2	1.15	FALSE	1.2	1.05	FALSE
RRWC	15%	1.40%	FALSE	1.2	1.23	TRUE	1.2	1.2	TRUE
RRS	15%	14.30%	FALSE	1.2	1.52	TRUE	1.2	1.27	TRUE
RSSP	15%	3.50%	FALSE	1.2	1.25	TRUE	1.2	0.95	FALSE
RSK	15%	8.20%	FALSE	1.2	0.97	FALSE	1.2	1.01	FALSE

Note: These goals, as well as all LCAP goals, are what we aim to achieve by SY 23-24.

We are working to address gaps in student learning due to COVID-19 and will continue to update the Board on our progress towards these goals.

Note: No new data for CAASPP and English Learner Progress Indicators

*"Expected" columns are proposed goals in 3 years (SY 23-24)

Goal 2 Metrics Updates*

	Student Access to Materials Expected	Student Access to Materials Actual	Met?	Teachers Credentialed Expected	Teachers Credentialed Actual	Met?	Standards Implemented Expected	Standards Implemented Actual	Met?
RBM	100%	100%	TRUE	100%	100%	TRUE	100%	100%	TRUE
RSA	100%	100%	TRUE	100%	100%	TRUE	100%	100%	TRUE
RDL	100%	100%	TRUE	100%	100%	TRUE	100%	100%	TRUE
RDP	100%	100%	TRUE	100%	100%	TRUE	100%	100%	TRUE
RFZ	100%	100%	TRUE	100%	100%	TRUE	100%	100%	TRUE
RFA	100%	100%	TRUE	100%	100%	TRUE	100%	100%	TRUE
RLS	100%	100%	TRUE	100%	100%	TRUE	100%	100%	TRUE
RMS	100%	100%	TRUE	100%	100%	TRUE	100%	100%	TRUE
ROMO	100%	100%	TRUE	100%	100%	TRUE	100%	100%	TRUE
RRWC	100%	100%	TRUE	100%	100%	TRUE	100%	100%	TRUE
RRS	100%	100%	TRUE	100%	100%	TRUE	100%	100%	TRUE
RSSP	100%	100%	TRUE	100%	100%	TRUE	100%	100%	TRUE
RSK	100%	100%	TRUE	100%	100%	TRUE	100%	100%	TRUE

*"Expected" columns are proposed goals in 3 years (SY 23-24)

Goal 3 Metrics Updates*

	Student Safety Expected	Student Safety Actual	Met?	Parent Safety Expected	Parent Safety Actual	Facilities in Good Repair Expected	Facilities in Good Repair Actual	Met?
RBM	75%	N/A	TRUE	85%	NO DATA	100%	100%	TRUE
RSA	75%	N/A	TRUE	85%	NO DATA	100%	100%	TRUE
RDL	75%	N/A	TRUE	85%	NO DATA	100%	100%	TRUE
RDP	75%	N/A	TRUE	85%	NO DATA	100%	100%	TRUE
RFZ	75%	N/A	TRUE	85%	NO DATA	100%	100%	TRUE
RFA	75%	N/A	TRUE	85%	NO DATA	100%	100%	TRUE
RLS	75%	N/A	TRUE	85%	NO DATA	100%	100%	TRUE
RMS	75%	N/A	TRUE	85%	NO DATA	100%	100%	TRUE
ROMO	75%	N/A	TRUE	85%	NO DATA	100%	100%	TRUE
RRWC	75%	N/A	TRUE	85%	NO DATA	100%	100%	TRUE
RRS	75%	N/A	TRUE	85%	NO DATA	100%	100%	TRUE
RSSP	75%	N/A	TRUE	85%	NO DATA	100%	100%	TRUE
RSK	75%	N/A	TRUE	85%	NO DATA	100%	100%	TRUE

*"Expected" columns are proposed goals in 3 years (SY 23-24)

Goal 4 Metrics Updates*

	Chronic Absenteeism Expected	Chronic Absenteeism Actual (MY 21-22)	Met?	ADA Expected	ADA Actual (MY 21-22)	Met?
RBM	10%	26.70%	FALSE	95%	92.20%	FALSE
RSA	10%	24.10%	FALSE	95%	93.30%	FALSE
RDL	10%	43.40%	FALSE	95%	89.60%	FALSE
RDP	10%	45.20%	FALSE	95%	89.40%	FALSE
RFZ	10%	29.80%	FALSE	95%	92.40%	FALSE
RFA	10%	26.50%	FALSE	95%	92.80%	FALSE
RLS	10%	32.10%	FALSE	95%	91.70%	FALSE
RMS	10%	25.60%	FALSE	95%	93.30%	FALSE
ROMO	10%	21.00%	FALSE	95%	93.90%	FALSE
RRWC	10%	34.90%	FALSE	95%	91.00%	FALSE
RRS	10%	26.00%	FALSE	95%	93.30%	FALSE
RS&P	10%	35.30%	FALSE	95%	91.50%	FALSE
RSK	10%	23.70%	FALSE	95%	93.50%	FALSE

Note: Continued COVID-19 infections, including Delta and Omicron spikes, have affected attendance and absenteeism substantially due to required quarantines and parental concern about sending their students to school.

We are hopeful for a change to the environmental factors driving these numbers prior to SY 23-24 and are also taking action to improve attendance.

*"Expected" columns are proposed goals in 3 years (SY 23-24)

Goal 4 Metrics Updates, continued*

	Suspension Expected	Suspension Actual (MY 21-22)	Met?	Expulsions Expected	Expulsions Actual	Met?	Broad Course of Study Expected	Broad Course of Study Actual	Met?
RBM	0.50%	0.00%	TRUE	0	0	TRUE	100%	100%	TRUE
RSA	0.50%	0.00%	TRUE	0	0	TRUE	100%	100%	TRUE
RDL	0.50%	0.00%	TRUE	0	0	TRUE	100%	100%	TRUE
RDP	0.50%	0.00%	TRUE	0	0	TRUE	100%	100%	TRUE
RFZ	0.50%	0.00%	TRUE	0	0	TRUE	100%	100%	TRUE
RFA	0.50%	0.00%	TRUE	0	0	TRUE	100%	100%	TRUE
RLS	0.50%	0.00%	TRUE	0	0	TRUE	100%	100%	TRUE
RMS	0.50%	0.00%	TRUE	0	0	TRUE	100%	100%	TRUE
ROMO	0.50%	0.00%	TRUE	0	0	TRUE	100%	100%	TRUE
RRWC	0.50%	0.00%	TRUE	0	0	TRUE	100%	100%	TRUE
RRS	0.50%	0.00%	TRUE	0	0	TRUE	100%	100%	TRUE
RSSP	0.50%	0.00%	TRUE	0	0	TRUE	100%	100%	TRUE
RSK	0.50%	0.00%	TRUE	0	0	TRUE	100%	100%	TRUE

*"Expected" columns are proposed goals in 3 years (SY 23-24)

Goal 5 Metrics Updates*

	Parent Involvement Expected	Parent Involvement Actual	Met??	Home Visits Completed % Expected	Home Visits Completed Actual	Met?
RBM	76%	58%	FALSE	95%	90%	FALSE
RSA	90%	70%	FALSE	95%	100%	TRUE
RDL	61%	48%	FALSE	95%	93%	FALSE
RDP	84%	45%	FALSE	95%	100%	TRUE
RFZ	84%	67%	FALSE	95%	96%	TRUE
RFA	90%	59%	FALSE	95%	99%	TRUE
RLS	90%	89%	FALSE	95%	99%	TRUE
RMS	90%	59%	FALSE	95%	99%	TRUE
ROMO	84%	87%	TRUE	95%	100%	TRUE
RRWC	90%	62%	FALSE	95%	100%	TRUE
RRS	90%	73%	FALSE	95%	100%	TRUE
RSSP	60%	67%	TRUE	95%	100%	TRUE
RSK	90%	70%	FALSE	95%	79%	FALSE

Note: No data on % Parent Satisfaction

*"Expected" columns are proposed goals in 3 years (SY 23-24)

Successes	Challenges

Focus areas for input

1. Strengths
2. Needs
3. Suggestions

Input

Strengths	
Needs	
Suggestions	
Feedback on Use of Additional Funding	

Next Steps

Thank you for working together to review our progress towards meeting our LCAP goals! Next, we will use the input received to inform updates to our future plans.

.....Thank you!

2021-22 Mid-Year NWEA Review



Executive Summary



Wins

- Persistence and dedication of school staff in most difficult semester ever
- Ability to hire additional staff as well as retain them at same rate as prior years
- Bright Spots:
 - Fall growth rates for upper grade students (5th grade: 1.3 years in Math and Reading)
 - NSH regional growth (1.3 years in Math and 1.2 in Reading)
 - Students with Disability STEP growth (75% 1 level +, 32% 2 levels +)
 - Kinder Math, 5th grade, NSH, RRWC

Executive Summary

Challenges

- By and large, mid-year absolutes remained unchanged from Fall levels. We had hoped to see an acceleration in growth; however, this has not borne out.
- Low Beginning of Year absolutes--nationally low income elementary students most impacted
 - Network-wide 39% of students are on GL for Math and 36% for Reading, comparable to Fall levels (36% in both subjects)
- School disrupted this past fall
 - Student chronic absenteeism tripled from 10% to 30% of students
 - Staff quarantines lead to increased daily staff absences
 - Hindered consistent execution of instructional routines (IP, obs/feedback, coaching, DDI)
- Fall growth below target and prior years--1.15 years in Math and 1.06 in Reading (3-year average: Math 1.23, Reading 1.20)
 - Reading in lower grades particularly impacted
 - Lower growth negatively impacted level of increase in midyear proficiency results and thereby projections for EoY state assessment results
 - Significantly missed network tiered growth target of 80%
- Proficiency on Spring State Assessments projected to decline below prior levels



Executive Summary

Second Semester Priorities

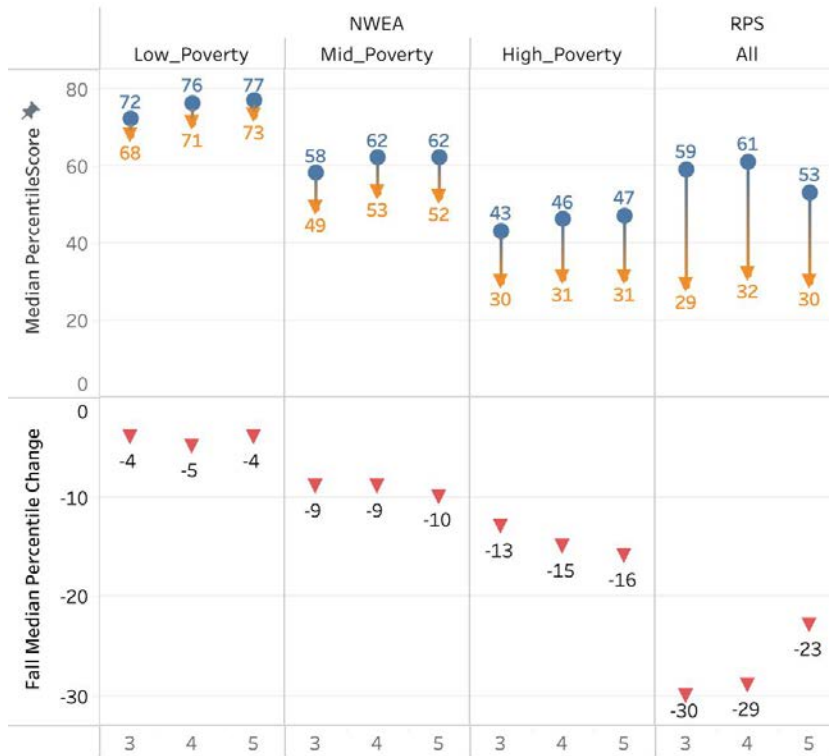
- Persist through January's Omicron surge...
 - then maximize return to regular instructional routines
- Focus areas:
 - 2nd grade, 1st grade Reading,
 - DC, MKE, schools with <1 year of growth
- Focus on improving lower literacy instruction
 - Short-term: Decodables in TK-G2 for GR and Phonics, adjusted G2 SSMs for phonics
 - Long-term: National Curriculum Review



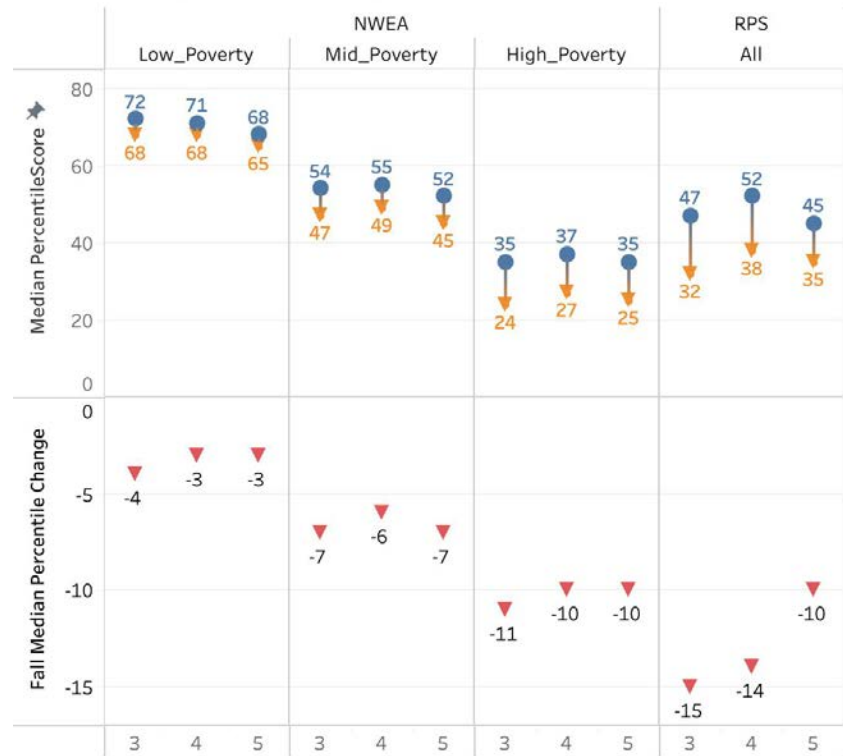
Pre-pandemic, RPS more similar to Mid-Poverty Schools in Fall of 2019 and now more similar to High Poverty Schools in Fall of 2021

School Year
 ■ 2019-20
 ■ 2021-22

Math Percentile Change between Fall 2019 and Fall 2021



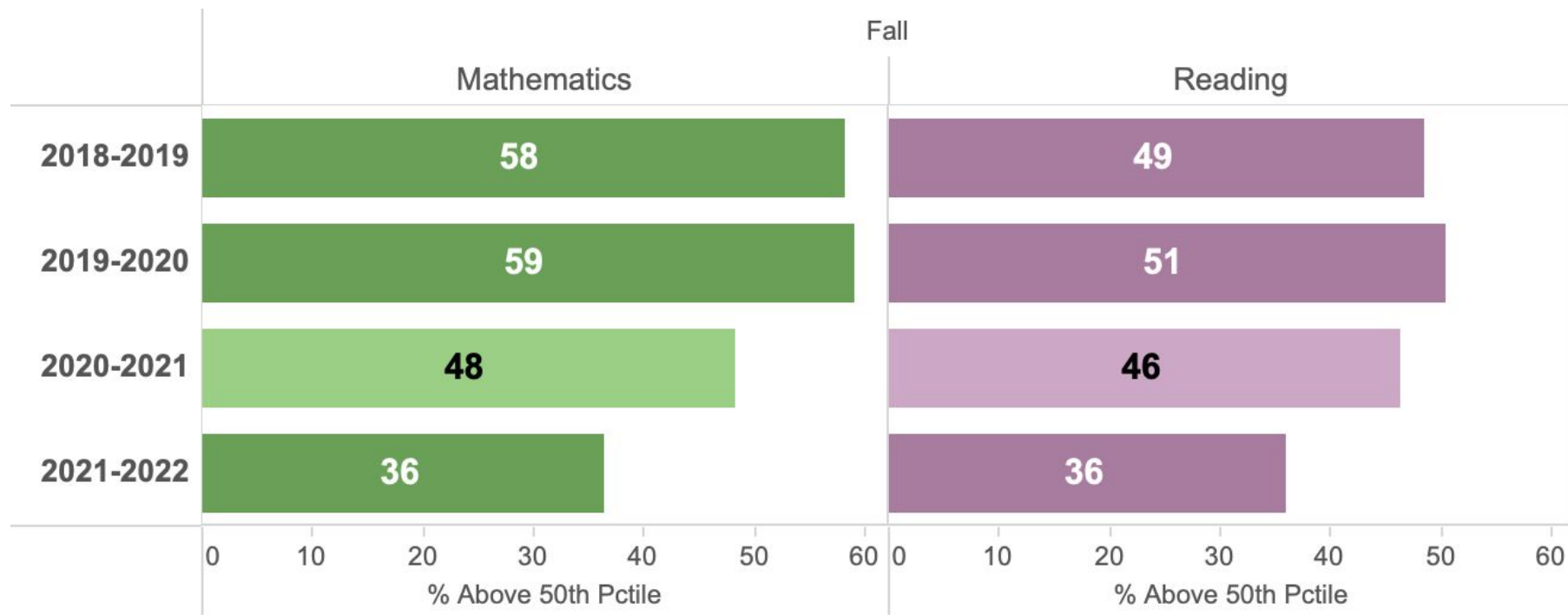
Reading Percentile Change between Fall 2019 and Fall 2021



"Low-Poverty" - less than 25% FRPL eligibility.
 "Mid-Poverty" - 25-75% FRPL eligibility.
 "High-Poverty" - greater than 75% FRPL eligibility.

"Low-Poverty" - less than 25% FRPL eligibility.
 "Mid-Poverty" - 25-75% FRPL eligibility.
 "High-Poverty" - greater than 75% FRPL eligibility.

As expected, lower percent of students on Grade Level in Fall 2021 compared to historical Fall starting points



Note: 2020-2021 results only include 2nd-5th grades due to Fall 2020 remote testing administration

- Just over one-third of all RPS students starting At/Above 50th Percentile on NWEA
- Math ~60% of typical Fall performance and Reading ~70% of typical result

Increased % of Students with <90% Attendance

Percentage of students below 90%:

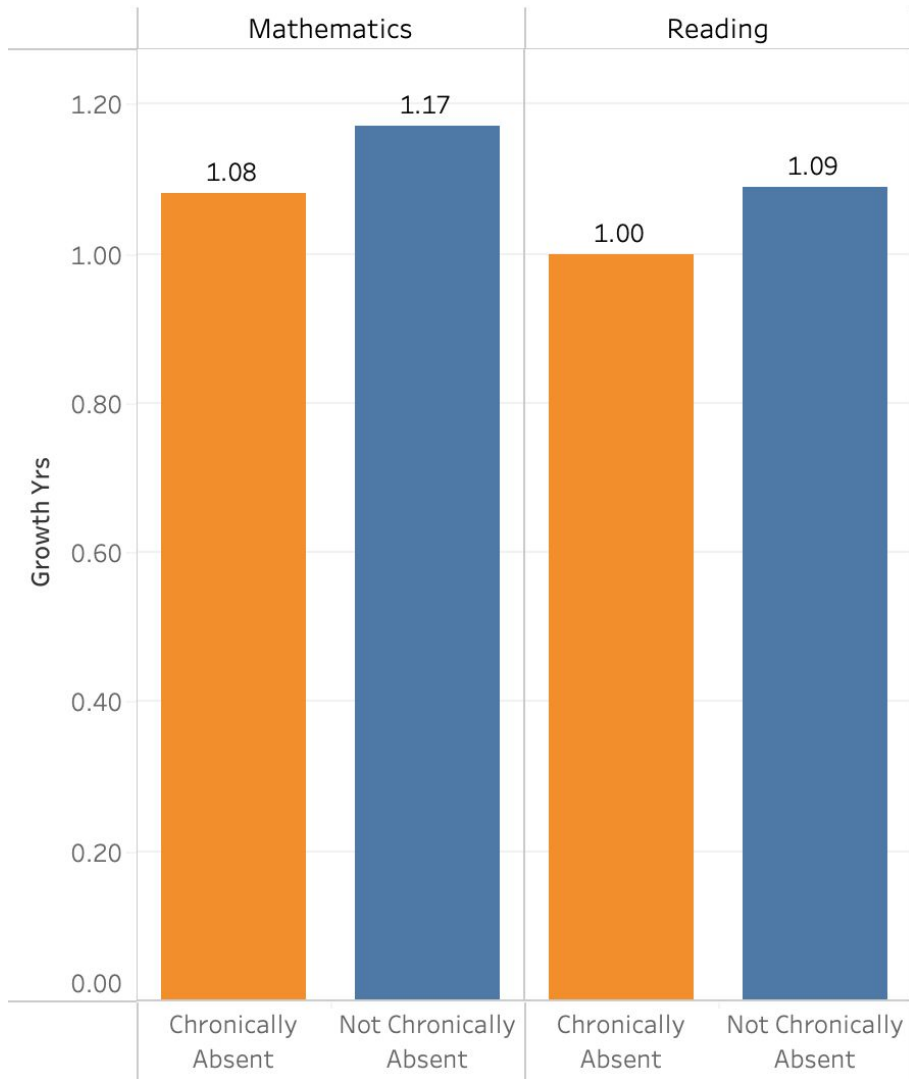
- 10% pre-pandemic average (17-18 SY - 19-20 SY)
- 31% in 21-22 SY

Fall ADA Distribution for students with NWEA scores						
School Year	<80%	80-84%	85-89%	90-94%	95-99%	100%
2017-18	1%	2%	6%	19%	50%	21%
2018-19	1%	2%	6%	17%	52%	21%
2019-20	2%	3%	8%	23%	49%	16%
2021-22	9%	8%	14%	21%	34%	14%



Chronically Absent Students earned an average of ~0.1 years lower growth than peers

Average Growth Years by Chronic Absentee Status



- Similar gap (~0.1) in growth rates between chronically absent and non-chronically absent students in pre-pandemic years, but share of students who are chronically absent is much higher this year
 - Growth rates for both subgroups lower than normal
- Trend holds in across grades with exception of G5 Reading

Average Growth Years by Chronic Absentee Status

Test Grade Level	Mathematics		Reading	
	Chronically Absent	Not Chronically Absent	Chronically Absent	Not Chronically Absent
K	1.22	1.33	1.08	1.20
1st	1.05	1.16	0.87	1.04
2nd	0.92	1.03	0.79	0.87
3rd	1.03	1.06	1.03	1.09
4th	1.09	1.22	1.09	1.17
5th	1.28	1.32	1.33	1.28
Grand Total	1.08	1.17	1.00	1.09

Teacher Staffing: Open Positions

No significant increase in open positions

- Talent recruitment was very successful in recruiting the additional teachers and other school staff positions needed for the 21-22 SY.
- School Leaders did an impressive job of retaining staff such that RPS maintained historical retention rates in the fall of 21-22 SY and there was no “Great Resignation” at RPS this past fall.



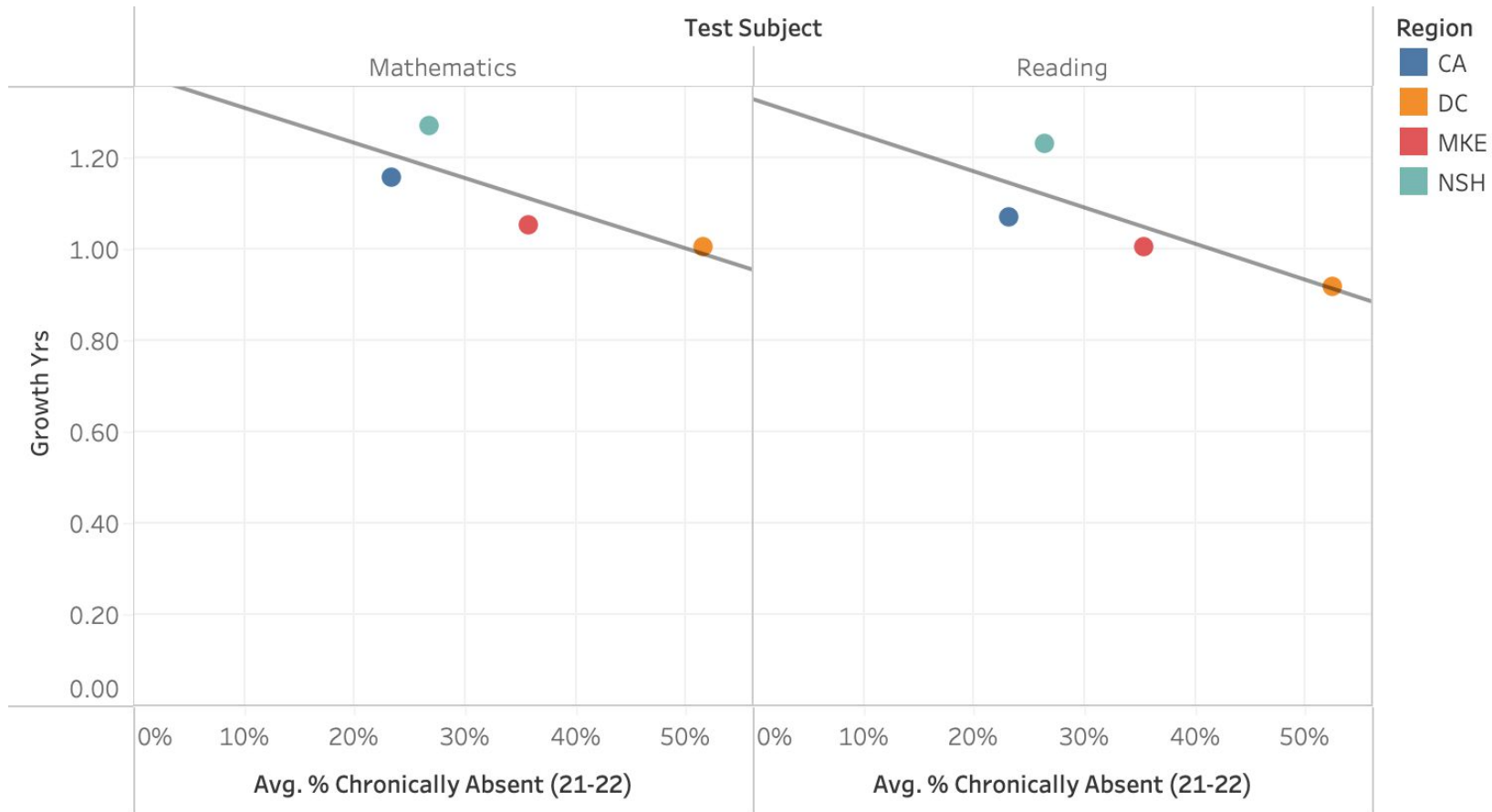
Teacher Staffing: Quarantines and Daily Absences



Significant increase in daily teacher absences and quarantine days

The challenge this past fall was the increase in the amount of time students weren't in their physical classroom with their teacher. This past fall daily staff absences from the classroom increased due to COVID and quarantines. Of the 316 teachers who took PTO, we saw an average of **3.6 days** out this past fall. **As a result, due to PTO this past fall we lost a total of 1,142 days of teacher instruction in the classroom--this is 4.3x the prior fall's total of 265 PTO days.** This number is even higher once we include the days when full cohorts quarantined and teachers were working from home.

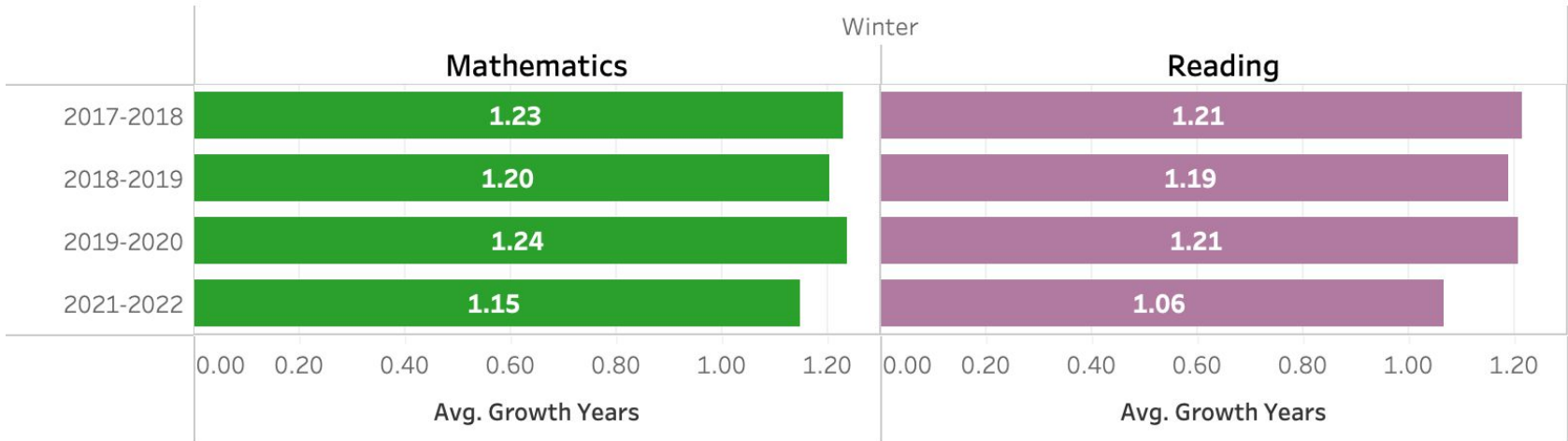
Impact of chronic absentee rates on NWEA Growth



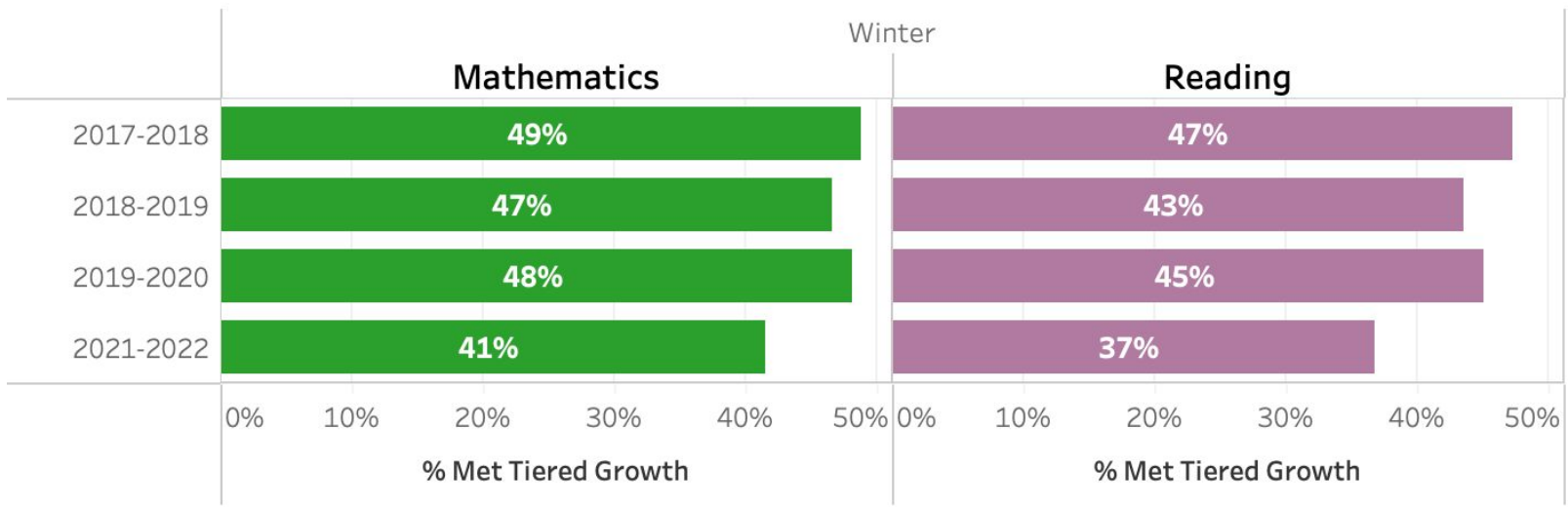
- Regions with higher chronic absenteeism averaged lower growth
- NSH growth rates above the trend line => NSH achieved higher growth than expected given chronic absentee rates

Lower Fall-to-Winter growth metrics than prior years

Fall-to-Winter Average Growth Years

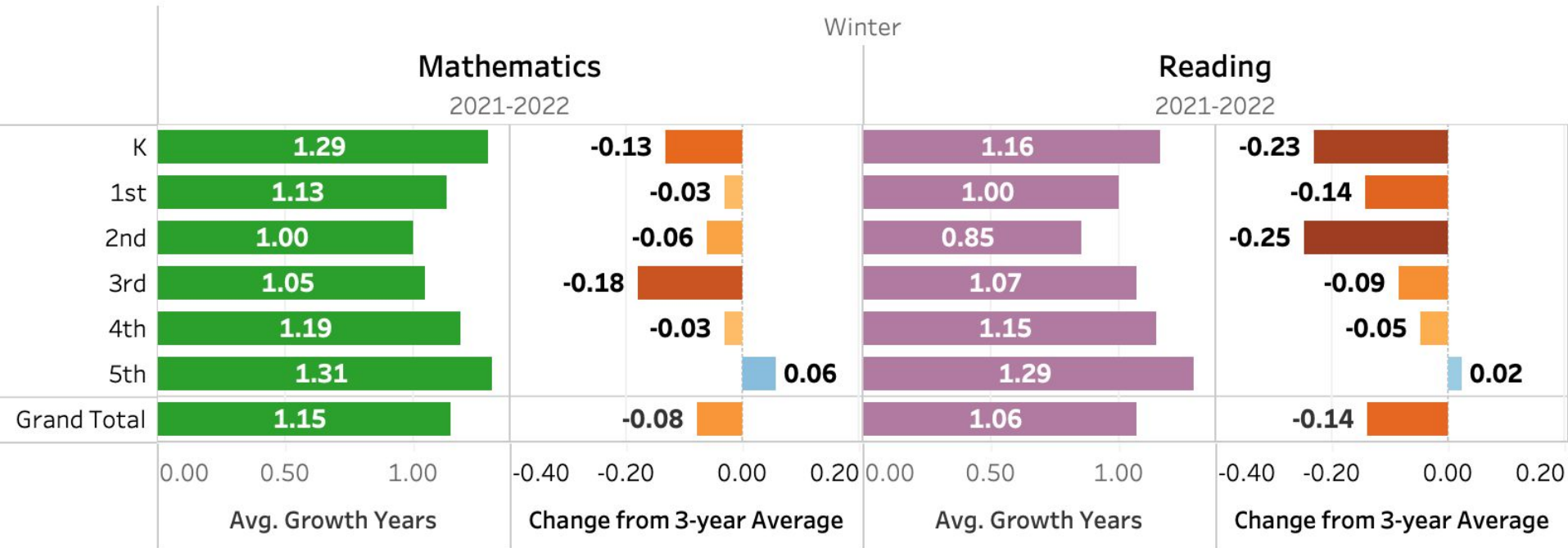


Fall-to-Winter % Met Tiered Growth



NWEA Growth by Grade Level

Fall-to-Winter Average Growth Years
and Change from Prior 3-Year Average

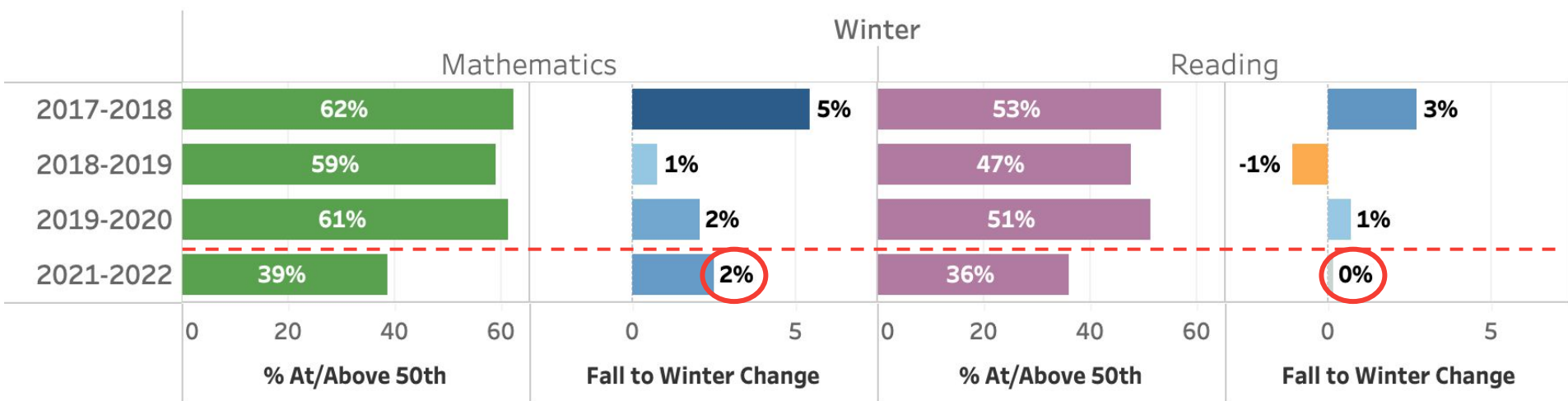


Lower growth rates at lower grades with stronger performance at upper grades

- K-2 literacy and 3rd grade math particularly impacted
- Relatively strong performance at upper grades--in particular 5th grade for both subjects

Impact of lower growth on Winter absolutes

Fall to Winter Period NWEA Absolute Changes - % Top 50



Note: RPS did not administer Winter NWEA during SY 2020-21.

- Math experienced similar increase in the % on Grade Level from Fall to Winter as 2019-20
- No change in the % on Grade Level in Reading since Fall testing => absolute change below historical expectations
- Typically see greater absolute movement in Winter-to-Spring

Root Causes and 2nd Semester Priorities

Root Causes	2nd Semester Priorities
Guided reading execution in lower grades: Use of predictables instead of decodables and lack of alignment with phonics instruction.	<ul style="list-style-type: none"> Professional development on the science of reading and effectively implementing systematic phonics instruction and decodables Refresh library systems (i.e., students take decodables home, celebration systems) Continue with Lexia and Lexia English goal attainment Daily data debriefs for phonics (coaching, modeling) w/ follow up in class co-coaching GR co-coaching
Data driven focus by DoS and Program Team, both visibility and action planning, coupled with inconsistent data and instructional management practices at specific school sites.	<ul style="list-style-type: none"> Weekly data review process with DoSs and consultancies to reflect upon progress to date and action plan. <ul style="list-style-type: none"> School specific action plans co-created in Jan Increase program team time on cluster and school-level support by minimizing time spent on curriculum creation. <ul style="list-style-type: none"> Increased focus on direct school level support and SL coaching. Building content knowledge via skill labs, cluster support, and 1:1s
Professional Development: Opportunity for further differentiation and better onboarding practices	<ul style="list-style-type: none"> Refocus NW PD on data analysis, launching decodables + daily debriefs <ul style="list-style-type: none"> GR coaching on decodables + leading daily data debriefs Onboarding: <ul style="list-style-type: none"> Currently creating competency maps by role, organizing content specific materials for mid-year hires and determine roles/ responsibilities across DoSs, program team and SLs DoS Development: <ul style="list-style-type: none"> Re-launching revised data reviews with DoSs (focused on priority schools) and jointly progress monitoring <i>weekly</i> data w/ program team

Root Causes and 2nd Semester Priorities

Root Causes	2nd Semester Priorities
Student absenteeism	<ul style="list-style-type: none">• Support schools to implement more specific action steps to address student absences similar to new CA CareCorp plan including:<ul style="list-style-type: none">○ School-wide incentive systems for attendance○ Differentiate student action plan based on number of absences○ For students with a higher amount of absences, proactively scheduled connections with families to help problem-solve root causes, implement incentive systems for students and families for attendance, immediate outreach for students absent from school that day
Daily staff absences	<ul style="list-style-type: none">• Immediate help in the 2nd semester from quarantine protocol shortening from 10 days to 5 days• Through learning from NSH schools best practices, support schools to build quality contingency plans for staff absences so that schools have a ready-made plan in place when specific staff are out.



21-22 Staff Experience and DEI Survey

February 2022
Rocketship National Board Meeting



Staff Experience and DEI Survey Overview

Questions

- Staff experience survey administered annually at mid-year.
- All Rocketship staff complete and share feedback on three sections:
 - “Core Questions” on team and org culture based on Gallup’s survey on employee engagement
 - Employee experience in diversity, equity, and inclusion; feedback on Rocketship’s DEI strategy and progress
 - For NeST staff, feedback on virtual work and team connectedness.
- Survey is on a scale of 1 (strongly disagree) to 7 (strongly agree)

Participation Rate

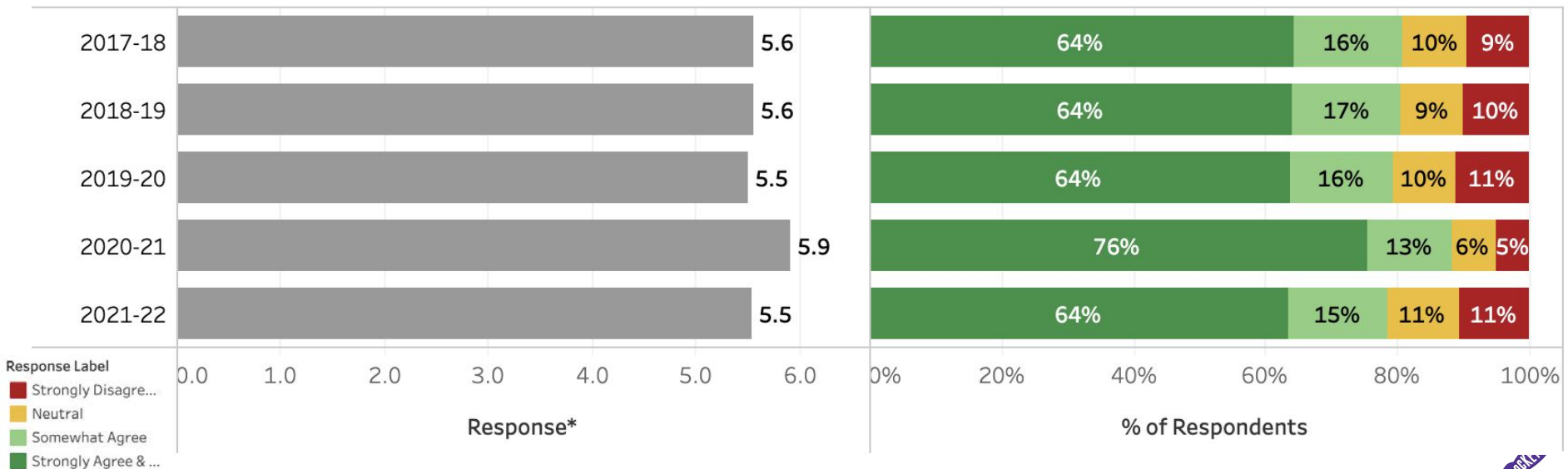
- We strive annually for participation to be above 80% to ensure that results are representative of staff sentiment and expect principals and team managers to share back results with staff and network leaders to identify areas of improvement
- 21-22 Staff Experience and DEI Survey completion rates:
 - School Staff: 82%
 - School Leaders: 70%
 - Network Support Team (NeST): 74%



Overview: Staff Satisfaction January 2022

- **Rocketship maintained ground in staff satisfaction compared to pre-pandemic.** 79% of staff agree with some areas of notable improvement on organizational and team culture.
- In a year of reopening schools and continued navigation of the COVID-19 pandemic, we're honored that **82% of staff are proud to say they work at Rocketship.**
- Compared to 20-21, staff satisfaction decreased to 5.5 out 7.0 (-0.4). The 20-21 survey results reflected a historic peak. Schools operated in the distance learning context and a strong feeling of connectedness to our collective mission.

Core Category Ratings



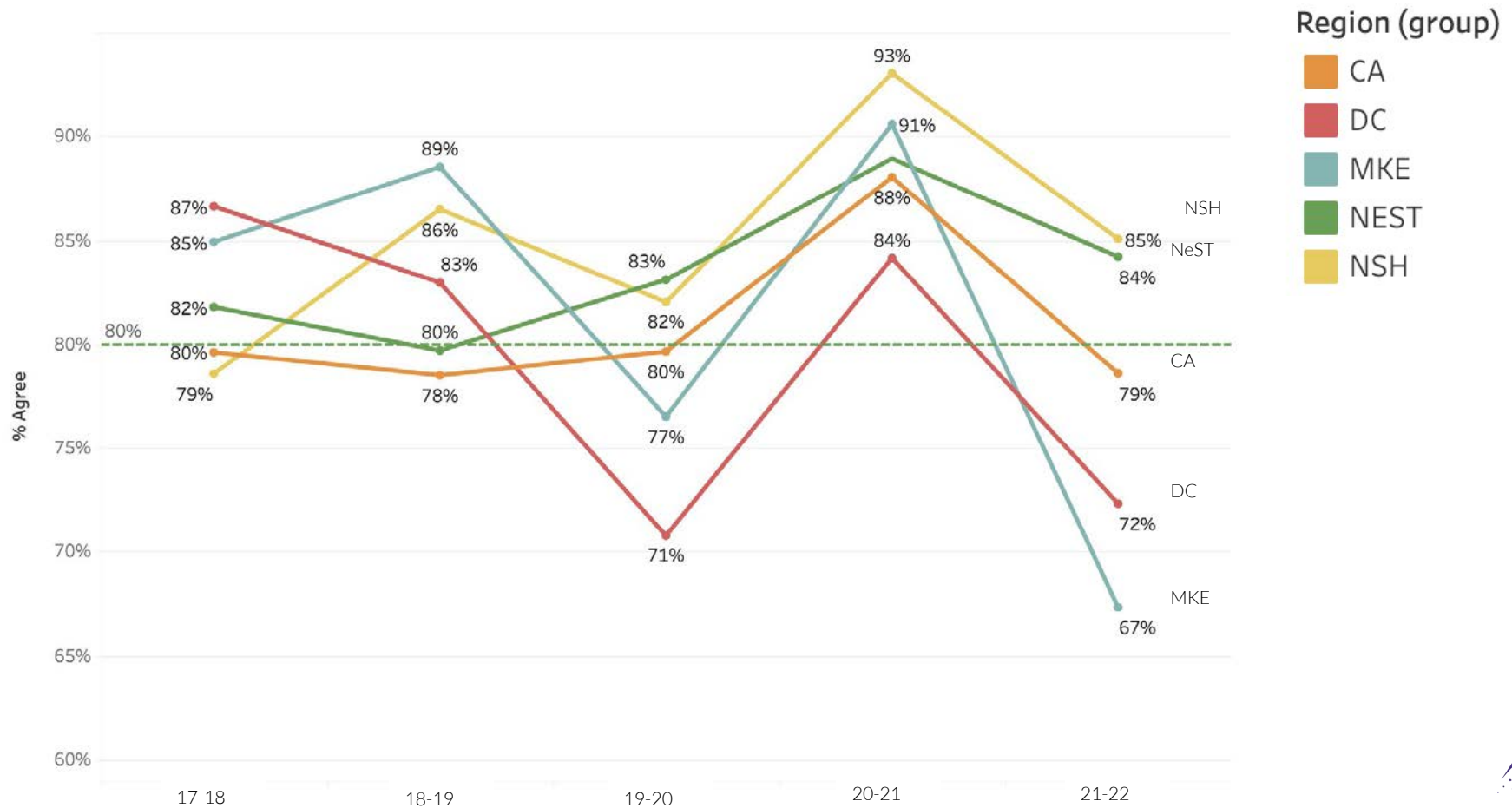
Core Survey: YoY and two-year changes by question

- Continued strength related to our mission and impact: 94% “passionate about RPS mission and values” and 88% have “confidence that RPS is making progress toward achieving our mission.”
- Sustained growth from pre-pandemic in areas that help staff feel valued and recognized: “my opinions are valued”, “receive recognition or praise”, and “climate of trust” (+6% to +7% from 19-20). These should remain priority areas of investment based on open field comments.
- Significant YoY decrease (-14% to -15%) in areas related to communication.

Category	Question (group)	21-22	21-22 vs. 20-21	21-22 vs. 19-20
Organizational Culture	I am advancing my career goals and plan at Rocketship.	78%		
	I am proud to tell people that I work at Rocketship Public Schools.	82%		
	I feel I make a difference here.	87%	-5%	1%
	I have confidence that Rocketship is making progress toward achieving our mission.	88%	-7%	-1%
	I have the flexibility needed to balance my work and personal needs.	60%		
	I’m passionate about Rocketship’s mission and values.	94%	-3%	1%
	I’d recommend Rocketship as a great place to work.	73%	-7%	7%
	Network communication structures and practices provide me with timely and relevant	68%	-14%	0%
Team Culture	There is a climate of trust and teamwork across the network.	71%	-11%	6%
	I enjoy my day-to-day work.	84%	-7%	-1%
	I have established strong friendships at Rocketship.	88%	-1%	-1%
	I have the tools and resources to do my job well.	83%	-8%	0%
	I receive recognition or praise for my accomplishments.	80%	-2%	7%
	My opinions are valued at work.	81%	-10%	6%
	School/NeST leadership and staff communicate effectively with each other	72%	-15%	2%
	The people around me are committed to doing excellent work.	91%	-6%	0%

Satisfaction by Region: 2018 to 2022

- Nashville and NeST above 80% satisfaction (network goal) but DC and MKE did not meet the goal
 - CA maintained ground in pre-pandemic levels (79% agree)
- Satisfaction for most regions is similar to pre-pandemic levels with the exception of MKE (-10% between 19-20 and 21-22).



Net Promoter: YoY Changes

Significant increase in net promoter scores compared to pre-pandemic.

- Rocketship's net promoter score is 26%.
- While this is a decrease from 2020-21 (44.3% in 20-21), we are significantly higher than pre-pandemic levels (+14.7%)

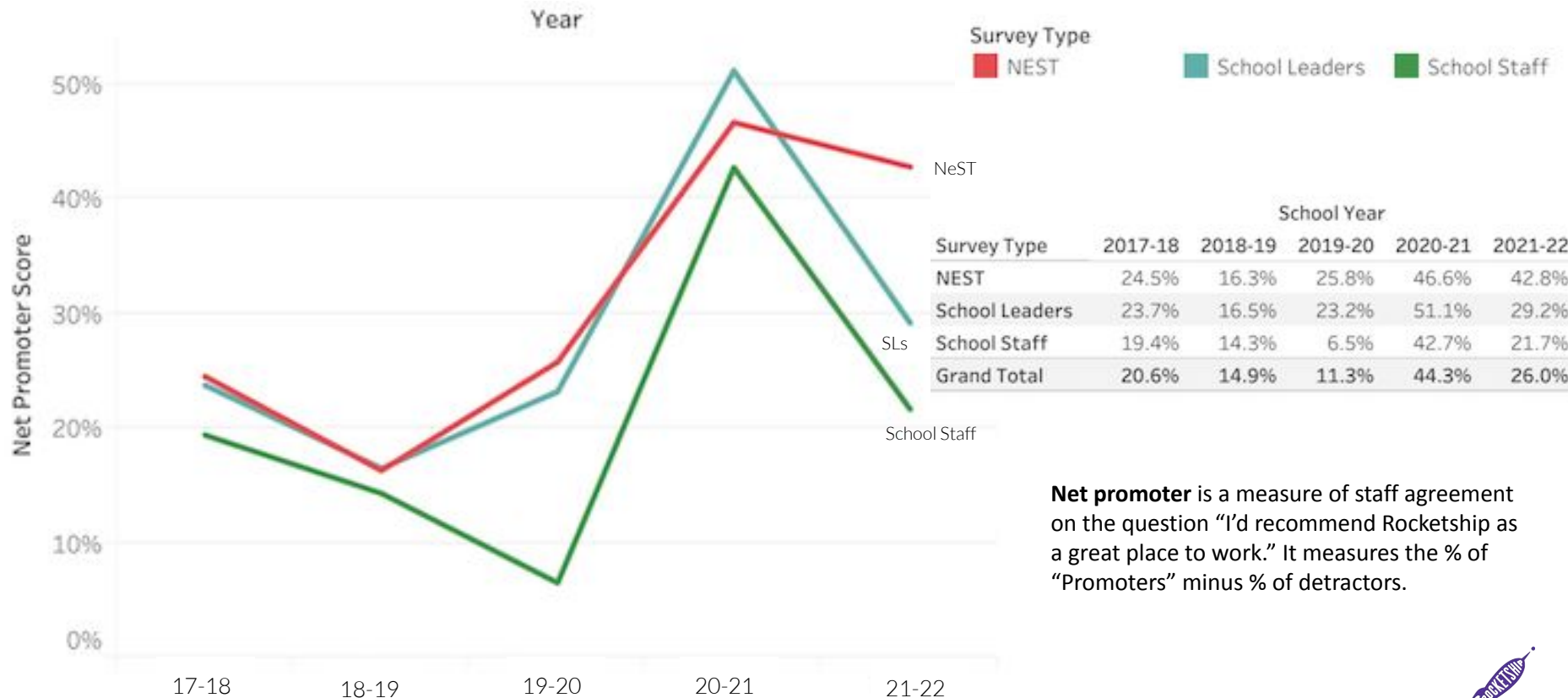
Bain Distributed Leadership Study

Net Promoter Score

0 -10 = good

11 - 30 = great

31+ = excellent

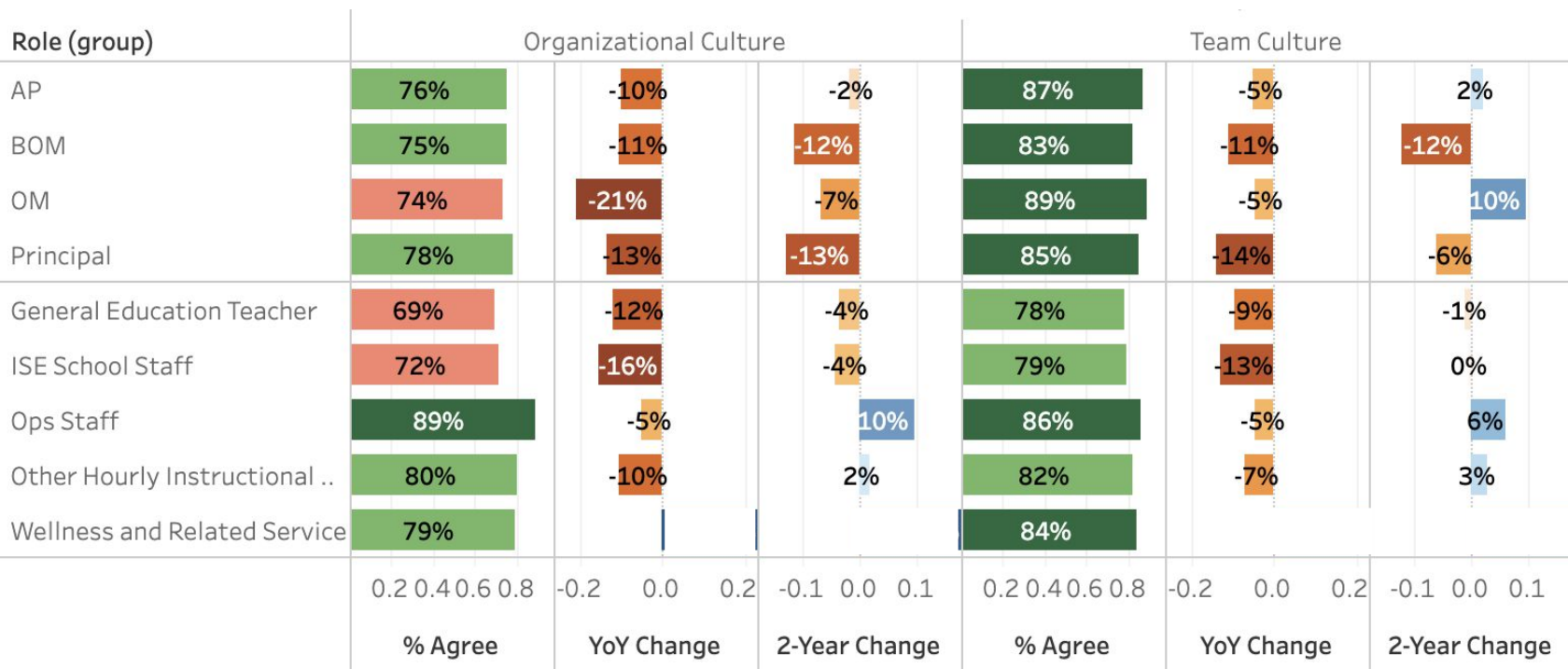


Net promoter is a measure of staff agreement on the question "I'd recommend Rocketship as a great place to work." It measures the % of "Promoters" minus % of detractors.



Core Survey: YoY and two-year changes by role

- While gen ed teacher satisfaction over the last two years has remained stable and is up in some areas, overall satisfaction is under our 80% goal (69% agree).
- Principal satisfaction has decreased over the last two years (-13% org culture; -6% in team culture). Notable given leadership role in setting school and team culture.
 - Significant decrease in satisfaction with network communication structures, schools/NeST communications, and recognition/praise for accomplishments (-20%+)



Core Survey: YoY Questions by Race/Ethnicity

- Latinx and Asian, Native Hawaiian, or Pacific Islander, and MENASA subgroups met the 80%+ goal for satisfaction.
 - Less than 80% agreement on organizational culture questions for Black or African-American and Multiple/Other subgroups.

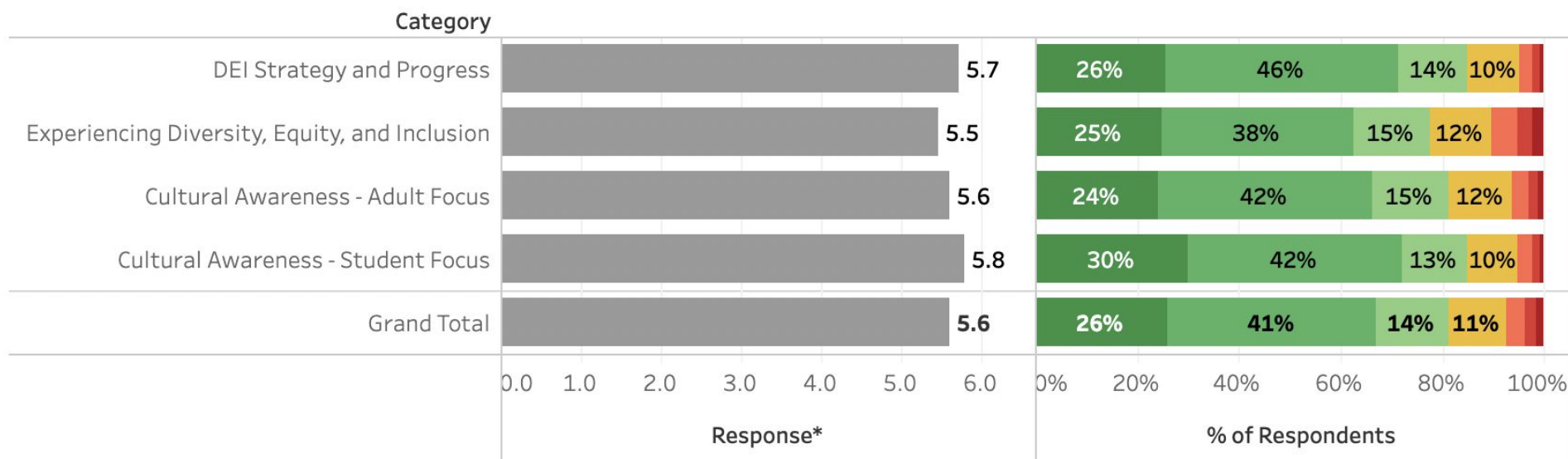
2021-22 Averages and YoY Change

Race/Ethnicity (group)	Organizational Culture 2021-22				Team Culture 2021-22			
	Response*	YoY Change in Avg Rating*	% Agree	YoY Change	Response*	YoY Change in Avg Rating*	% Agree	YoY Change
Asian, Native Hawaiian, or Pacific Islander	5.4	-0.4	80%	-7%	5.7	-0.3	88%	-3%
Black or African-American	5.5	-0.4	79%	-7%	5.5	-0.4	80%	-8%
Hispanic or Latino	5.7	-0.4	82%	-11%	5.8	-0.3	87%	-5%
MENASA (Middle Eastern, North African, South Asian)	5.8	-0.3	83%	-7%	6.1	-0.1	93%	-3%
Multiple/Other	5.1	-0.5	68%	-11%	5.4	-0.3	77%	-5%
Null	5.2	-0.4	72%	-10%	5.4	-0.3	78%	-7%
White	5.3	-0.5	77%	-9%	5.5	-0.5	83%	-9%
Grand Total	5.4	-0.4	78%	-9%	5.6	-0.4	83%	-7%

DEI Survey Categories

- All DEI survey categories at 80% agreement or higher except Experiencing DEI category. Strong agreement for DEI Strategy and Progress which highlights staff feeling that DEI is a priority for RPS.
- Similar to 20-21, “Experiencing DEI” had the lowest level of agreement of the DEI question categories, driven primarily by questions related to bias, equal access to career advancement, and exclusion ([results by question](#)).

2021-22 Avg Score Ratings and Distributions



* For two questions within the Experiencing DEI Category (Qs: “I have experienced bias” and “I have witnessed bias”), response ratings flipped to allow higher ratings to indicate more favorable outcomes to match other questions.

DEI Survey: YoY changes by question

- All questions in DEI Strategy and Progress and Cultural Awareness - Student focus exceed the 80% goal, emphasizing that staff are aware of Rocketship's DEI priorities and feel comfortable integrating practices in the classroom.
- Notable decrease in agreement in "I am encouraged to think more deeply about race-related topics" and "our organization recognizes and eliminates exclusion" (also <80%).

Category	Question (group)	% Agree	YoY Change
DEI Strategy and Progress	I am aware of our organization's DEI goals.	85%	-10%
	I have started to reflect on how components of DEI impact my work.	87%	-7%
	Our leaders prioritize DEI.	82%	-9%
	Our organization has a diversity, equity, and inclusion (DEI) strategy.	86%	-6%
	We have training that is connected to our DEI strategy and goals.	86%	-6%
Experiencing Diversity, Equity, and Inclusion	Career advancement is equally accessible for all.	69%	0%
	I am treated with respect and feel valued at Rocketship.	84%	-9%
	I feel like I belong at this organization.	81%	-9%
	I have been on the receiving end of bias at this organization.	20%	16%
	I have personally witnessed bias at our organization.	38%	12%
	My colleagues invest time to get to know me as a person.	83%	-5%
	Our culture respects individuals and values differences.	84%	-8%
	Our organization recognizes and eliminates exclusion.	76%	-7%
Cultural Awareness - Adult Focus	At my school/On my team, I am encouraged to think more deeply about race-related topics.	78%	-10%
	I am able to participate in and initiate conversations about identity that result in me feeling valued.	81%	-2%
	I am comfortable discussing race-related topics with my colleagues.	83%	-3%
	I have taken an action to increase inclusion as a result of greater cultural awareness.	81%	-7%
Cultural Awareness - Student Focus	I am comfortable discussing race-related topics with students at my school.	87%	-2%
	I often think about what students of different races, ethnicities, or cultures experience.	90%	-6%
	Rocketship provides opportunities for students to learn about different races, ethnicities, or cultures during th..	83%	0%
	When there are major new events related to race, adults at my school talk about them with students.	80%	-11%

21-22 DEI Survey: Year 1 vs. returning staff

- Returning staff generally have higher agreement in areas related to Rocketship's DEI strategy and progress compared to those in their first year, underscoring our multi-year focus in this area.
- In Experiencing DEI, returning staff shared higher agreement that they have witnessed and been on the receiving end of bias compared to Year 1 staff.

Category	Question (group)	2021-22	
		Year 1	Returner
DEI Strategy and Progress	I am aware of our organization's DEI goals.	85%	87%
	I have started to reflect on how components of DEI impact my work.	85%	90%
	Our leaders prioritize DEI.	84%	82%
	Our organization has a diversity, equity, and inclusion (DEI) strategy.	87%	88%
	We have training that is connected to our DEI strategy and goals.	84%	88%
Experiencing Diversity, Equity, and Inclusion	Career advancement is equally accessible for all.	76%	68%
	I am treated with respect and feel valued at Rocketship.	90%	83%
	I can show up to work as my full self.	86%	81%
	I feel like I belong at this organization.	86%	81%
	I have been on the receiving end of bias at this organization.	9%	25%
	I have personally witnessed bias at our organization.	23%	46%
	If I feel excluded, Rocketship has systems in place to address the exclusion and ensure it is not	68%	58%
	My colleagues invest time to get to know me as a person.	85%	84%
	Our culture respects individuals and values differences.	88%	84%
	Our organization recognizes and eliminates exclusion.	83%	74%
Cultural Awareness - Adult Focus	At my school/On my team, I am encouraged to think more deeply about race-related topics.	77%	79%
	I am able to participate in and initiate conversations about identity that result in me feeling valued.	87%	80%
	I am comfortable discussing race-related topics with my colleagues.	86%	83%
	I have taken an action to increase inclusion as a result of greater cultural awareness.	86%	81%
Cultural Awareness - Student Focus	I am comfortable discussing race-related topics with students at my school.	88%	88%
	I often think about what students of different races, ethnicities, or cultures experience.	93%	91%
	Rocketship provides opportunities for students to learn about different races, ethnicities, or cultures ..	86%	83%
	When there are major new events related to race, adults at my school talk about them with students.	76%	82%
Grand Total		79%	78%



Focus Area: Experiencing DEI

- Lower agreement among school staff and school leaders compared to NEST staff
 - But - NEST respondents in the Multiple/Other category had the lowest agreement to Experiencing DEI of all race/ethnicity group and role combinations
- Generally high agreement among Hispanic/Latino respondents (>70% for NEST, School Leaders, and School Staff)

2021-22 Avg Experiencing Diversity, Equity, and Inclusion Rating by Survey Type

Race/Ethnicity (group)	2021-22						Grand Total	
	Experiencing Diversity, Equity, and Inclusion							
	NEST		School Leaders		School Staff		Response*	% Agree
	Response*	% Agree	Response*	% Agree	Response*	% Agree	Response*	% Agree
Asian, Native Hawaiian, or Pacific Islander	5.5	78%	4.4	65%	5.5	72%	5.4	74%
Black or African-American	5.0	67%	4.3	68%	5.4	67%	5.3	67%
Hispanic or Latino	5.6	79%	5.2	71%	5.7	74%	5.6	74%
MENASA (Middle Eastern, North African, S..	5.7	83%					5.7	83%
Multiple/Other	4.6	60%	5.1	70%	5.1	64%	5.0	64%
Null	5.6	79%	5.0	65%	5.1	65%	5.2	66%
White	5.2	72%	5.3	74%	5.3	68%	5.3	70%
Grand Total	5.3	73%	5.0	70%	5.4	69%	5.4	70%

* For two questions within the Experiencing DEI Category (Qs: "I have experienced bias" and "I have witnessed bias"), response ratings flipped to indicate more favorable outcomes to match other questions.



Survey Open Field Comments

Staff had the opportunity to share additional context on their experience through open field questions related to organizational culture, team culture, and DEI. Additionally, NeST staff had the opportunity to share feedback on their remote work experience. These are the top themes that emerged from the open field responses.

School Staff and School Leaders			
Type of Comment	% of Staff Comments	% of Leader Comments	% of Total Comments
Sustainability	15.8%	21.0%	16.4%
Positive Culture	11.5%	7.4%	11.0%
Training	9.0%	6.2%	8.7%
Operations	8.7%	8.6%	8.7%
Communication	8.2%	8.6%	8.3%
DEI	7.7%	14.8%	8.6%
Feeling Heard/Valued	6.2%	12.3%	7.0%
Student Concerns	4.9%	1.2%	4.5%
ISE	4.8%	3.7%	4.6%
Support	4.6%	3.7%	4.5%
Pandemic	3.6%	6.2%	3.9%
General	3.4%	4.9%	3.6%
Leadership	3.3%	1.2%	3.0%
NeST Feedback	3.0%	7.4%	3.5%
Resources	3.0%	1.2%	2.8%

NeST Staff Feedback	
Type of Comment	% of comments
Positive Culture	13.8%
DEI	13.4%
Virtual Work - Doing Well	11.0%
Collaboration	8.9%
Virtual Work - Could be Better	8.9%
Meetings	8.5%
Communication	7.7%



Schools: Org Culture Open Field Comments

Positive Culture

Comment Summary:

- Several staff members commented that they love working at Rocketship.
- Many named their specific school or team culture as being an overwhelmingly positive one.

Sample Comments

"Culture remains strong even through difficult times. I appreciate that this is important for our school leaders and they show that regularly." (Gen Ed Teacher)

"I am proud to be a part of Rocketship, I have been here for 5 years and I want to continue serving students at Rocketship." (Gen Ed Teacher)

"I LOVE the school's culture, everything is very inclusive. The environment is very positive and pleasant, the kids and the staff give off a loving atmosphere." (Other Instructional Staff)

Sustainability

Comment Summary:

- Workload and demands on staff are leading to burnout and concerns about attrition.
- Belief that expectations and goals should be adjusted to account for the current reality of the pandemic
- Lack of work/life balance. Desire to see more planning time.

Sample Comments

"The work asked outside of work hours are overwhelming. There needs to be more time provided in day for teachers to focus on teacher tasks." (Gen Ed Teacher)

"I do not see what exactly we have compromised in order to allow SLs to respond diligently and accordingly to COVID issues ... I would like to see us make deeply intentional shifts that allow us to operate with what is necessary vs with what is "nice to have." (Principal)

Rocketship as an organization really invests in their teachers, building them from the ground up and offering so many chances for development and advancement. However, the demand can be high in terms of the work expected and the quality. The bar is constantly raised and sometimes it is hard to keep up.



DEI: Open Field Comments

Comment Summary:

- Concerns that the “Rocketship Way” is rooted in white-dominant culture (specific examples named included student and staff dress code, professionalism norms and behavior management techniques)
- Appreciation for DEI PDs this year, but a desire for even more and differentiated PD/affinity groups/breakout groups in DEI sessions
- Disconnect between the DEI PDs and applying practices in reality. Staff named several barriers to why: not enough time to plan how to implement learnings, lack of practical application and strategies in trainings, and little to no accountability from school leaders in checking for application of strategies.
- A few individuals shared personal experiences of discrimination, bias, and exclusion at Rocketship. These examples ranged from race to sexual orientation to disability. When staff shared personal experience, some did not feel comfortable escalating to school leaders or HR/Talent.
- Concerns about the lack of focus on other marginalized identities (e.g. Asian-American/Pacific Islander) in training and representation

Sample Comments:

“Rocketship does an AMAZING job explaining, pushing, and enforcing DEI as a part of our school culture!” (Gen Ed Teacher)

“I hope Rocketship can be especially willing to challenge the cultural norms that are often considered “scholarly” or “professional” for student behavior, dress, language, etc., but may actually just be promoting one culture’s perspective on those ideas over another’s.” (Gen Ed Teacher)

“I would love more opportunities to discuss more of what it (DEI) looks like in my daily work with students at a primary level.” (Gen Ed Teacher)

“There is a disconnect between the DEI training we receive and actually putting it into practice . . . There needs to be more concrete next steps and follow through for accountability; it is always unclear what the end goal is.” (Gen Ed Teacher)

“The faces that make up the whole organization or network aren’t equally addressed, given positive exposure, or offered the same amount of support on the ground . . . For example, in San Jose holds the HIGHEST population of Vietnamese people outside of the country itself and the faces of these Rocketeers are RARELY or NEVER appear in our media outlets (e.g. Year in Review, RPS IG posts, alumni stories).” (BOM)



Next Steps and Action Planning

Date	Action Steps
Org-wide Action Planning	
Week of February 7th	Talent shares staff survey results, team reports, and action planning templates with NET, DoSs, and Principals
February 14th - 23rd	NET, EDs, DoSs, review survey results; complete action plan template Annual Planning and QPR: Identify themes, opportunities, and action steps based on survey feedback
February 23rd	National Board Meeting
February 28th	NET Debrief: Staff Survey debrief and review of action plans
Early March	Communications on Staff Survey next steps: Roundup, Thursday Reflection, etc.
School and NeST Team Debrief Process	
Week of February 7th	Individual NeST Team and school survey reports and action plan templates shared with NET/Principals
By February 25th	School leadership team + DoS debrief survey results; strategize for whole school staff debrief. Talent HRBPs support survey debrief in targeted regions.
By March 10th	School staff/Nest Teams debrief and action plan template complete



Greenlighting for New School (FW2)

National Board Meeting

Feb 2022



Overview

Greenlighting Context

- Rocketship vision & theory of change
- Greenlighting process

Recommendation

- Summary Detail: Evaluation across key criteria

Appendix



We consider three overarching questions when greenlighting a new school:

1 **Mission Alignment:** Is there persistent inequity in public education in this region?

Is there a sizable achievement gap in the community with insufficient access to high quality public education options?

2 **Scale of Impact:** Does the external environment support our ability to scale our impact?

Does the region have a strong and clear framework for charter school authorization and accountability standards? Is the funding structure equitable to charter schools? Are there affordable options to secure facilities?

3 **Catalytic Potential:** If we execute our model with fidelity, can we change the ecosystem of public education in this community?

Are there established stakeholders committed to improving educational equity and excellence across the region?

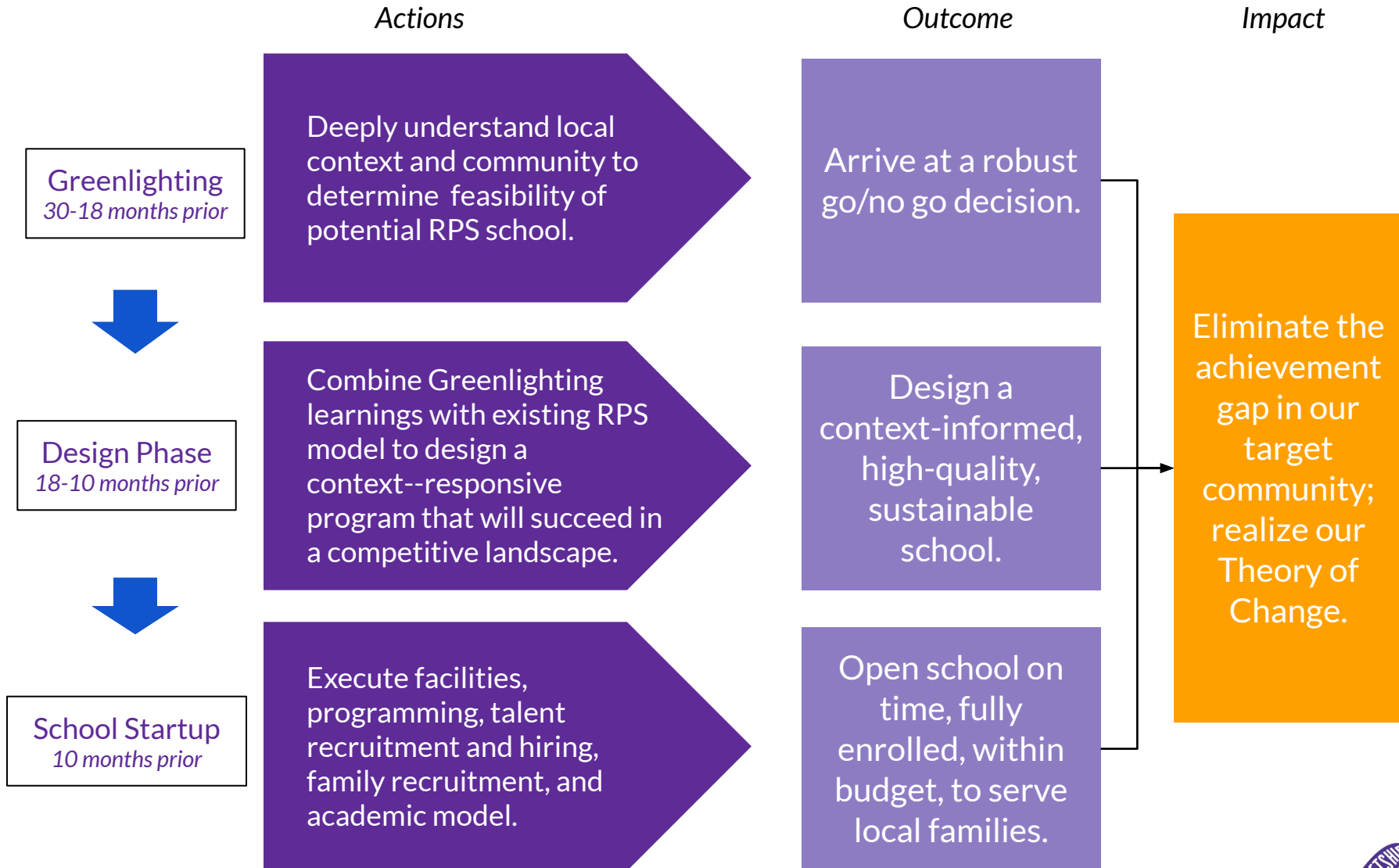


Our Vision
To eliminate the
achievement gap in
our lifetime.



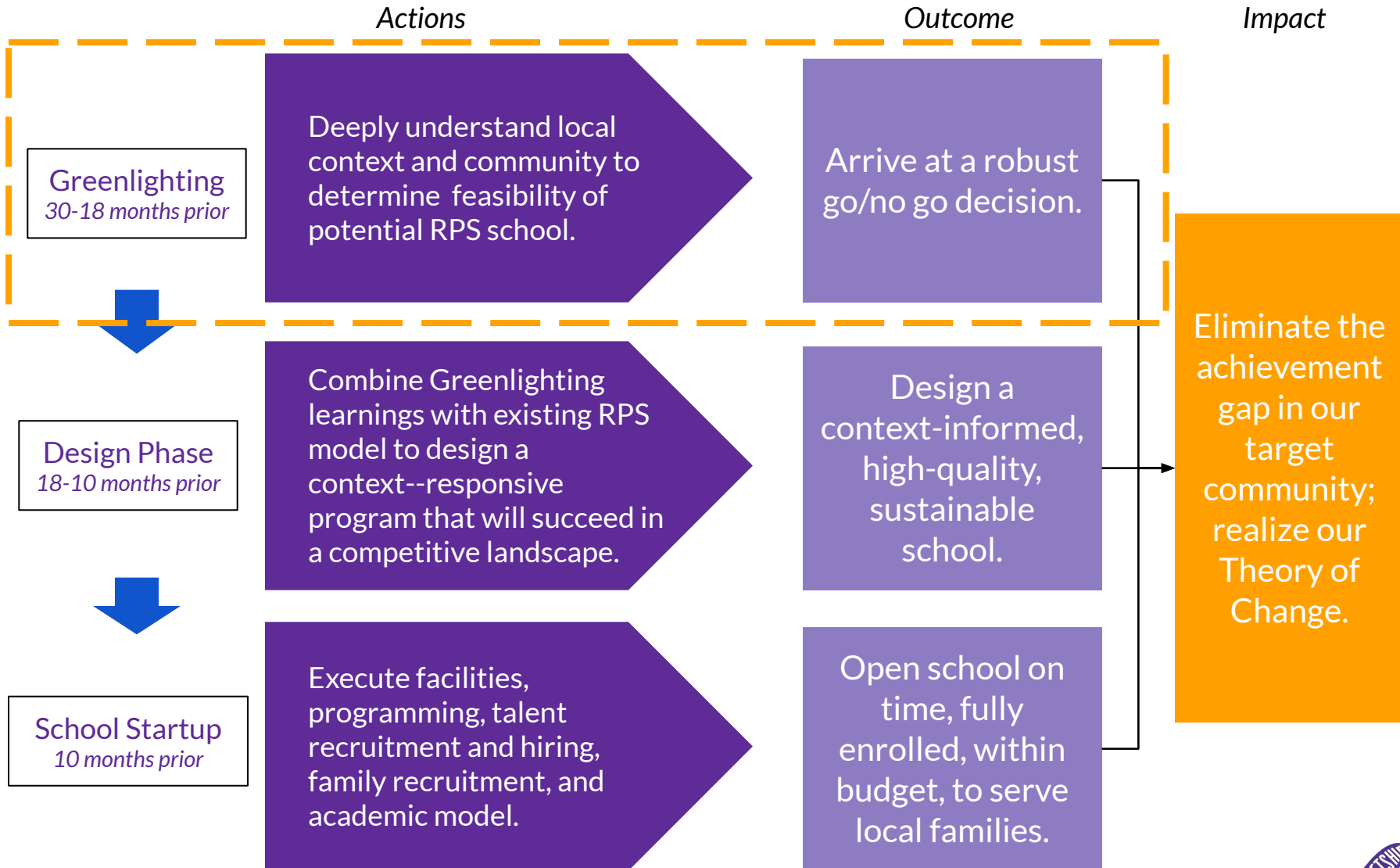
Three Phases

Ensuring we are building towards our theory of change



Greenlighting

The first step in ensuring we open a quality RPS school.



RECOMMENDATION:

Summary



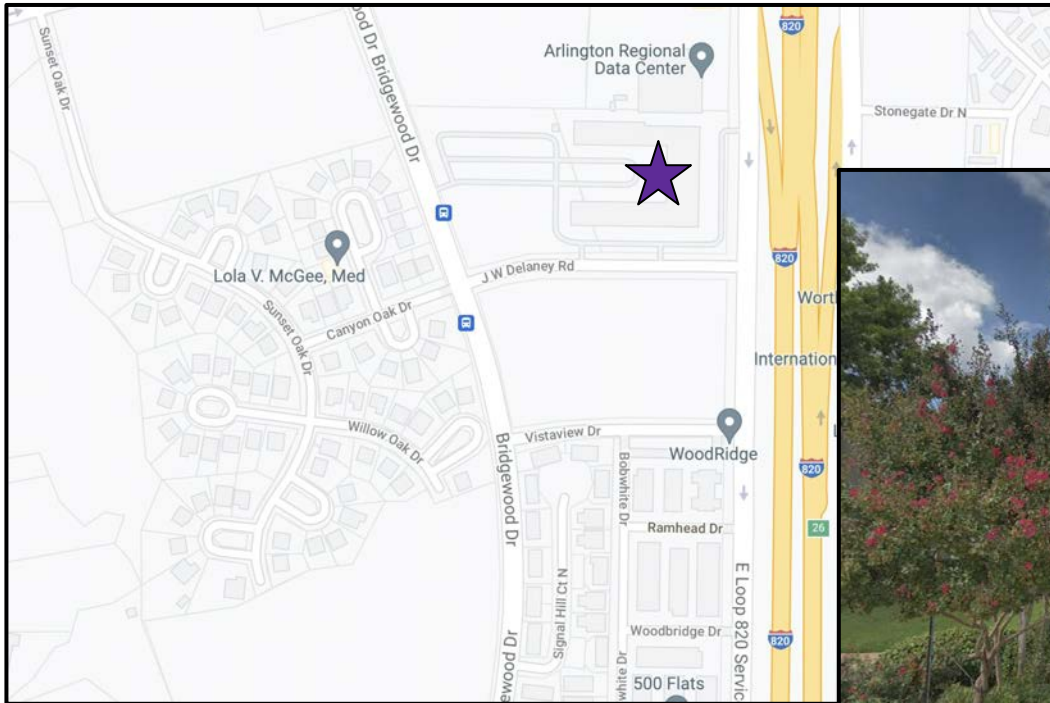
Proposed FW2 Site: 300 East Loop 820

Timing is of the essence

Political Implications

Due Diligence & Runway

Philanthropy



To identify priority sites by the RPSTX team within Fort Worth, we examined a number of detailed metrics

- Driven by the **direction of the RPSTX team**, we looked at identified areas in Fort Worth ISD to survey available facilities.
- To capture an **aggregate view of key metrics**, sites were ranked by a **composite score**, calculated by averaging **six priority metrics**
 1. **Student Growth Rate:** 5 Yr projected growth of students 5-10 years old.
 2. **Access to High Quality Education:** % of K-5 Students in low performing elementary schools
 3. **Community Share:** % of students we would need to recruit from C, D, F schools in a 3 mile radius to enroll at 699 students. Targeting <12% or less for higher demand.
 4. **Median Income Growth:** 5 Yr Growth Rate of HH Income
 5. **Poverty:** # of households below the poverty line
 6. **Distance to TX 1 Site:** We do not want to be in competition with ourselves or the same schools.
- **Secondary metrics** were analyzed to understand impact
 1. **Home Value Growth Rate:** Considerations on gentrification and cost of living
 2. **Child Opportunity Index:** Taken from Diversity Data Kids, looking at a holistic data points on educational, income, built environment and neighborhood social & economic indicators.

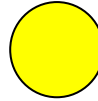


Evaluation Across Key Criteria Summary with Regional Sustainability

Justification

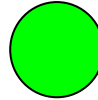
MISSION ALIGNMENT

Community Share

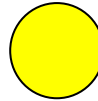


Within a five mile radius, over 50% of students are in underperforming schools, which would mean **8% community share of students to fully enroll**. Our typical measure is 3 miles, which would be a 20% share. 46% of schools within 5 miles are underperforming, particularly amongst AA students.

Theory of Change
(Quality / Access)



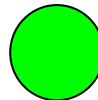
Family Recruitment



Location is **zoned to an F-rated elementary campus** and opportunities lie within a five mile radius toward the south. Will need to be strategic with our family recruitment moves to make this site fully enrolled with confidence.

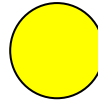
SCALE OF IMPACT

Charter



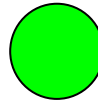
This is the second of the two schools approved in the Generation 26 charter application process.

Political Environment



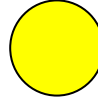
The potential for support from our elected officials remains high as there is a hunger for quality school options.

Facilities & Entitlements



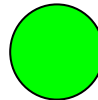
Talent **desire is high in FW**, but strong **internal talent pipeline is still being established**. Working collaboratively to help identify potential candidates and early hiring is planned for January 2023. External partnerships for talent pipelines are underway (teachers & bilingual teachers).

Talent

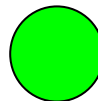


CATALYTIC POTENTIAL

Community Support

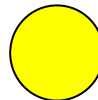


Leadership & Regional Governance



Strong philanthropic connections (have already **raised over \$2 million**). Budget is being revised as we consider the costs of the **bilingual program** and **transportation**.

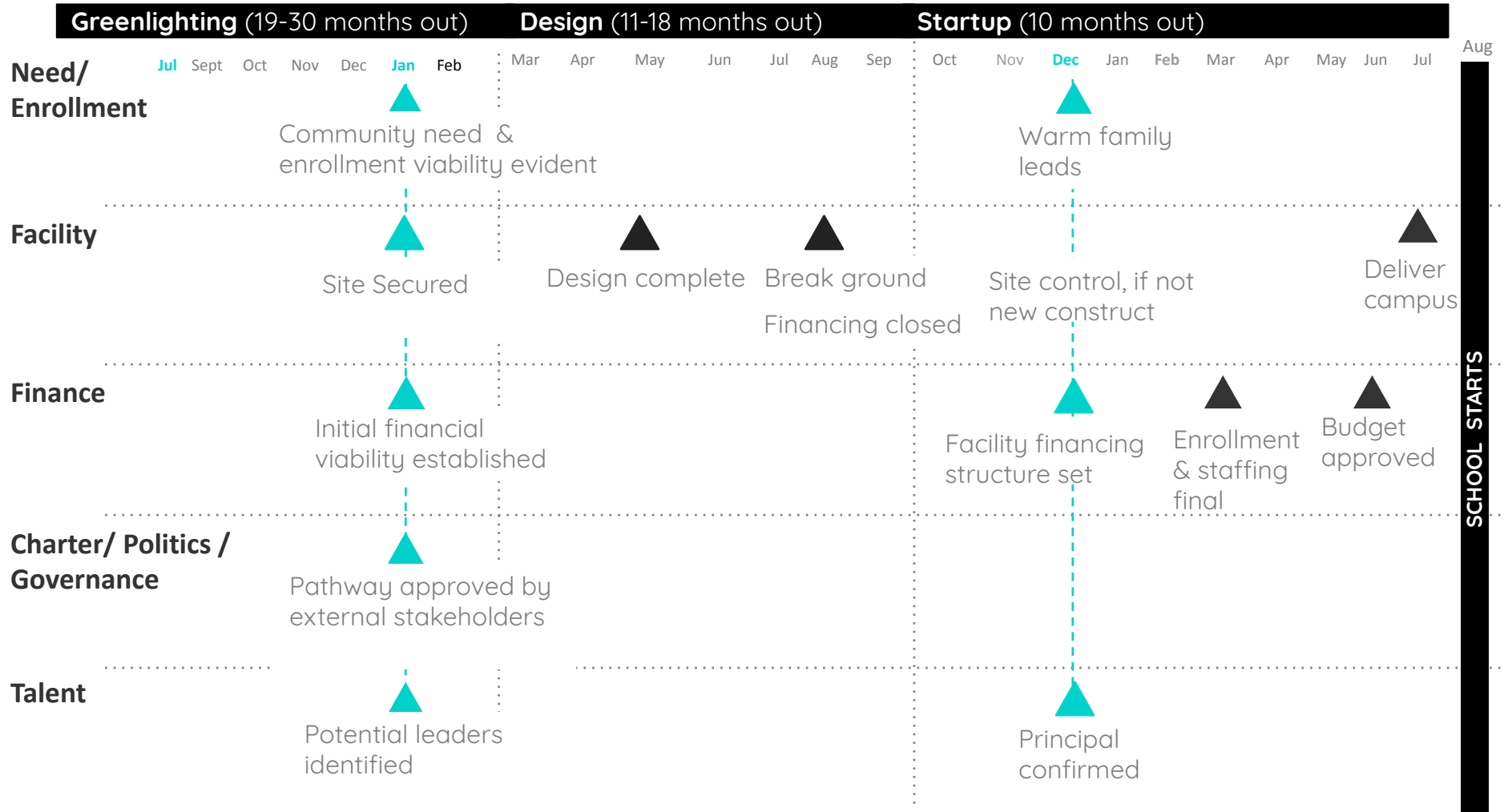
Finances & Fundraising



Greenlighting: Based on the min thresholds, we have set checkpoints to evaluate progress

▲ Checkpoint
▲ Milestone

Greenlighting Board
meeting



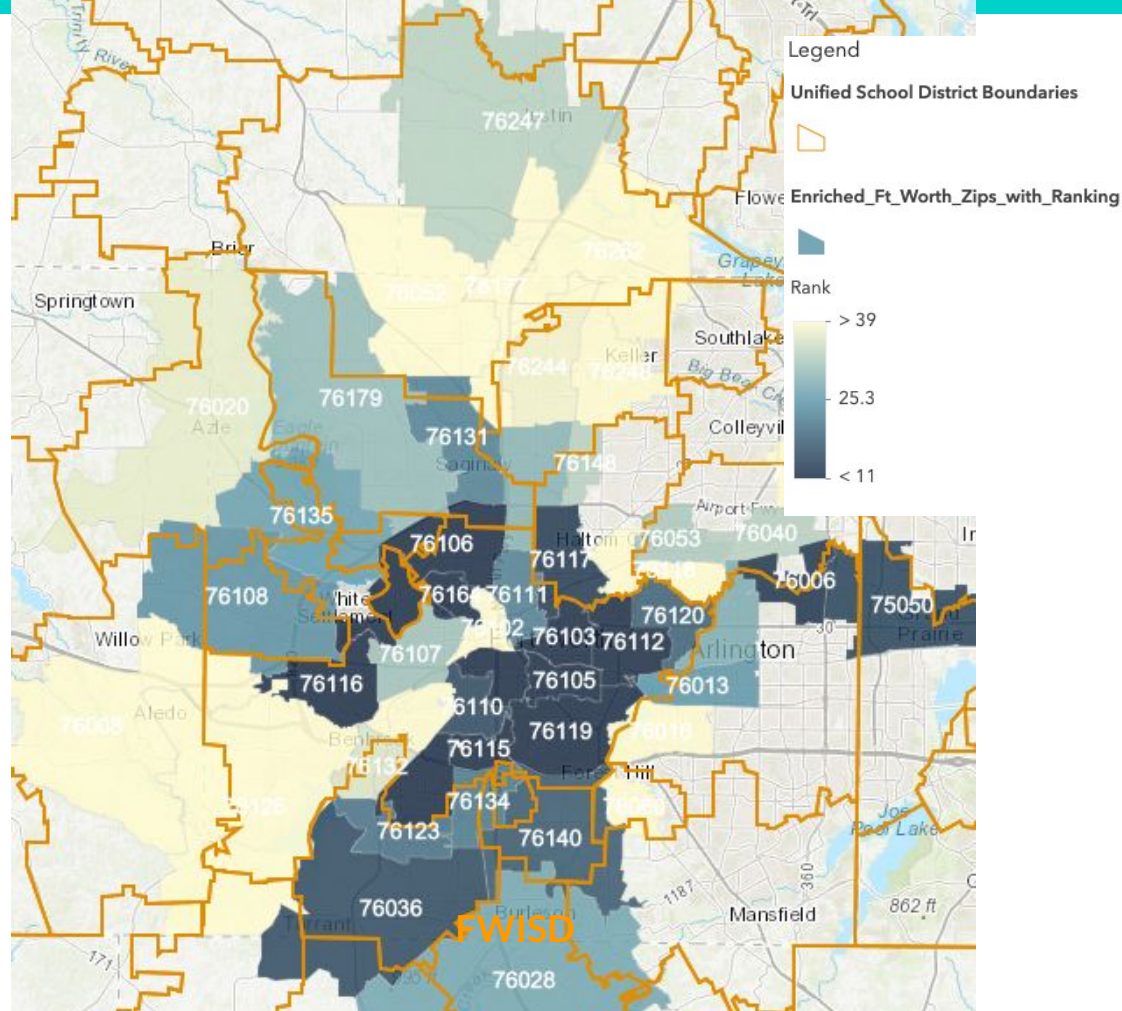
Mission Alignment



Detail

Top 10 Zip Codes

- 76119 - FWISD - *borders Berry*
- **76105 - FWISD - BERRY**
- 76112 - FWISD - *borders Berry*
- 76106 - FWISD, LISD, EMSISD
- 76115 - FWISD - South
- 76104 - FWISD - *borders Berry*
- 76133 - FWISD - South* (GH)
- 76164 - FWISD - *borders LWISD*
- 76116 - FWISD - West (IDEA)
- 76103 - FWISD - *borders Berry*



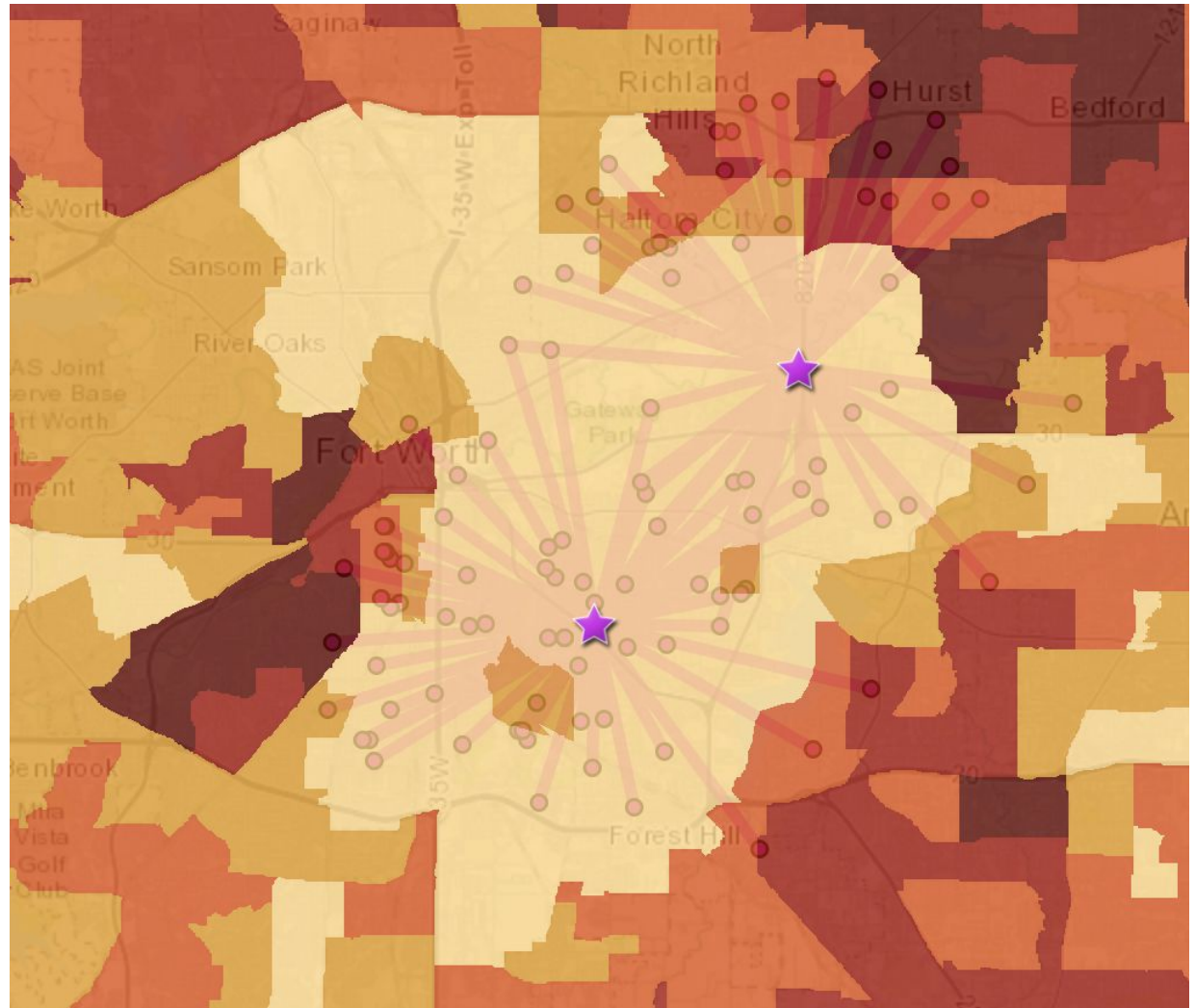
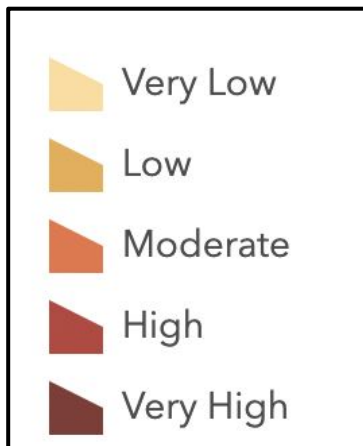
Analysis

- **Green** zip code is ideal but present challenges for the community share as large operators have recently opened.
- **Yellow** zip codes neighbor our first site's zip code, which could present community share challenges. However, we have said we would be in the south, are providing buses, and facilities are available here making them considerable options.
- **Red** zip codes are not acceptable sites for site 2 given political context/team on-the-ground feedback.
- **76115** is predominantly in District 11 and is the best choice of the priority zip codes.

We are committed to SE Fort Worth, given the need and our promise to our community

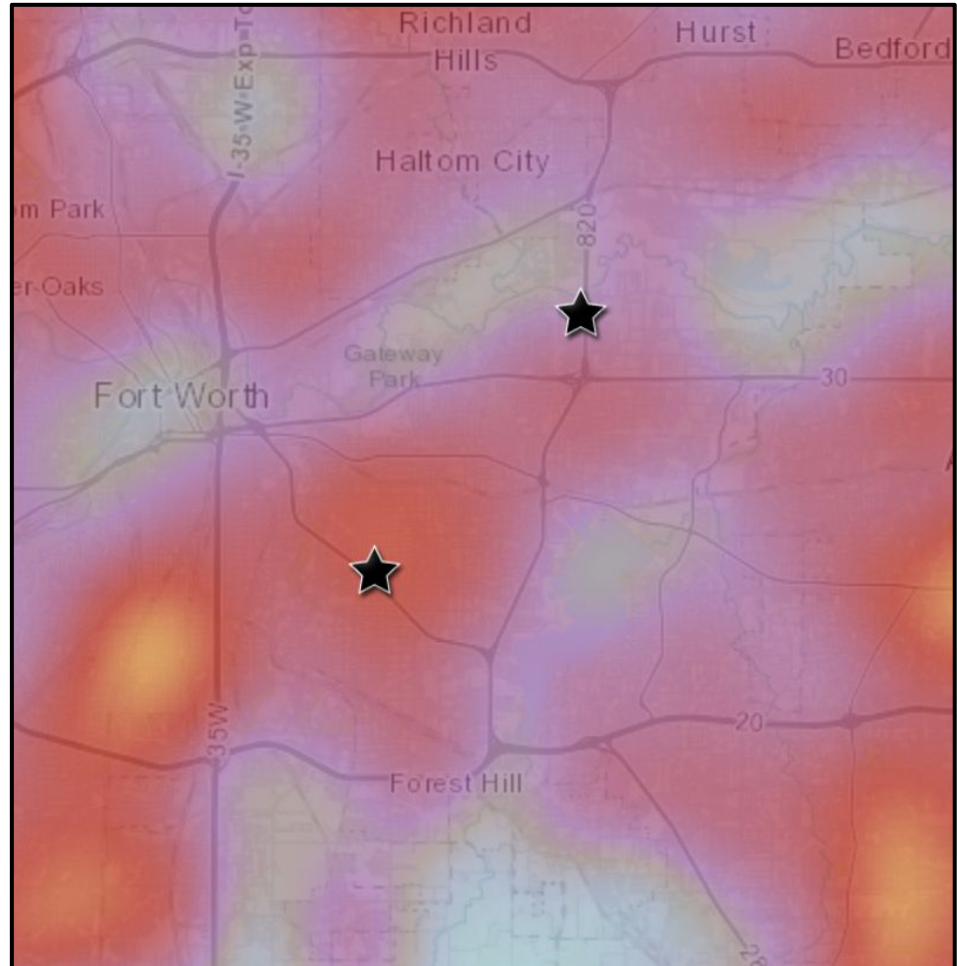
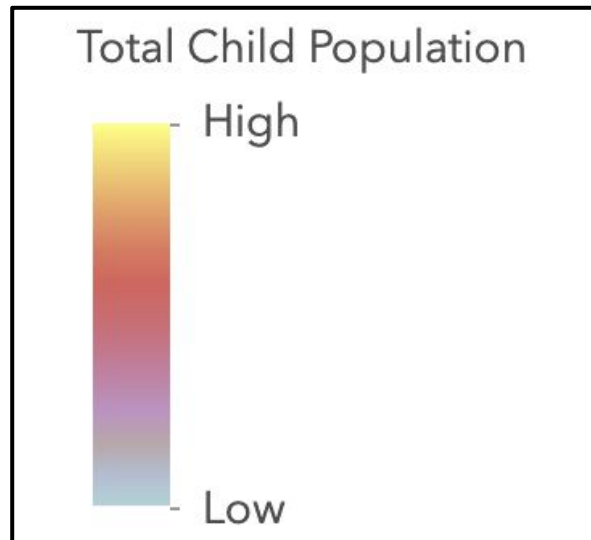
You can find
a list of all
29 indicators
[here!](#)

Child Opportunity Index



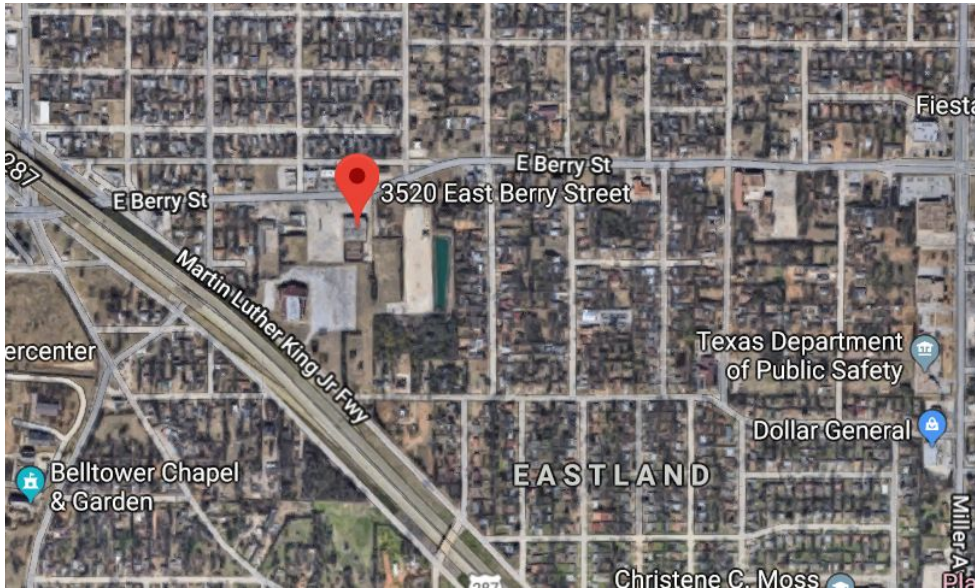
Child Population

We know students are there and want to make sure we are serving those who are in need of a high performing school.



Berry FW1

7% community
share regionally
within 3 miles



76105

Our First Site for Reference

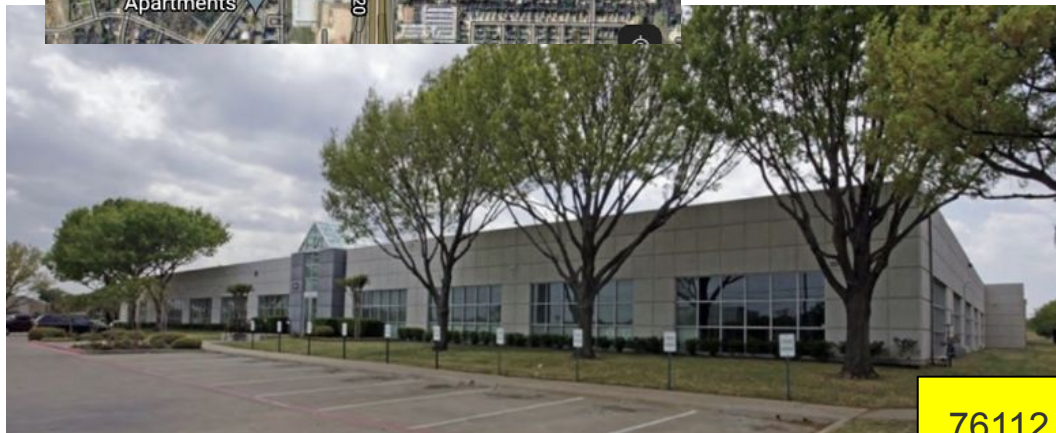
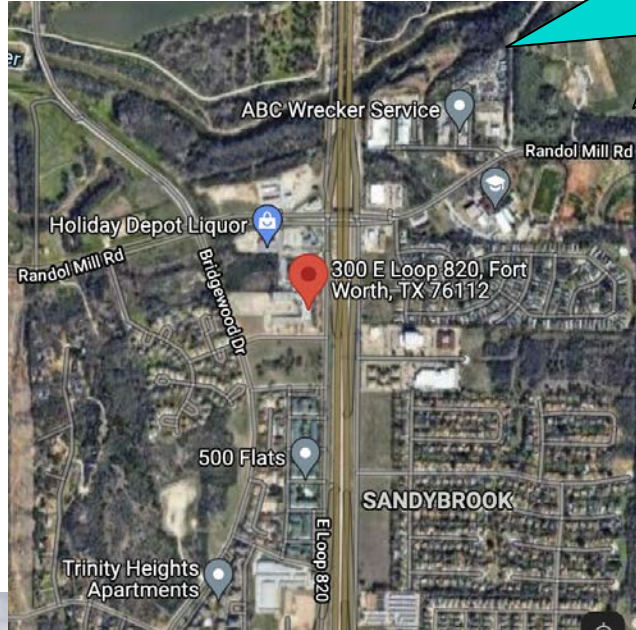
Total Pop (5 Yr CAGR)	100,555 (+0.83)
Pop Density	3,557
Median Income	\$32,310
% HH Below Poverty	28%
Pop Age 5-10 (% of pop)	10,645 (10.59%)
% K-5 Enr in Low Perf Schools	79%
Competition	Uplift Mighty at ½ a mile away from the site
Latino Pop % AA Pop %	57% 36%

Note: Demographics are for an area encompassing a 3 mile radius.

* Low performing elementary school defined as a school serving any grade K through 5 rated at a C or below by TEA.

300 E LOOP 820 FW2

20% community
share within 3
miles



76112

Total Pop (5 Yr Growth Rate)	72,486 (1.21% students)
Pop Density	2,564
Median Income	\$54,312
% HH Below Poverty	6%
Pop Age 5-10 (% of pop)	6,355 (8.77%)
% K-5 Enr in Low Perf Schools	54%
Competition	5 charter schools within a three mile radius and two new schools.
Latino & African American Pop	34% 50%

Note: Demographics are for an area encompassing a 3 mile radius.

* Low performing elementary school defined as a school serving any grade K through 5 rated at a C or below by TEA.

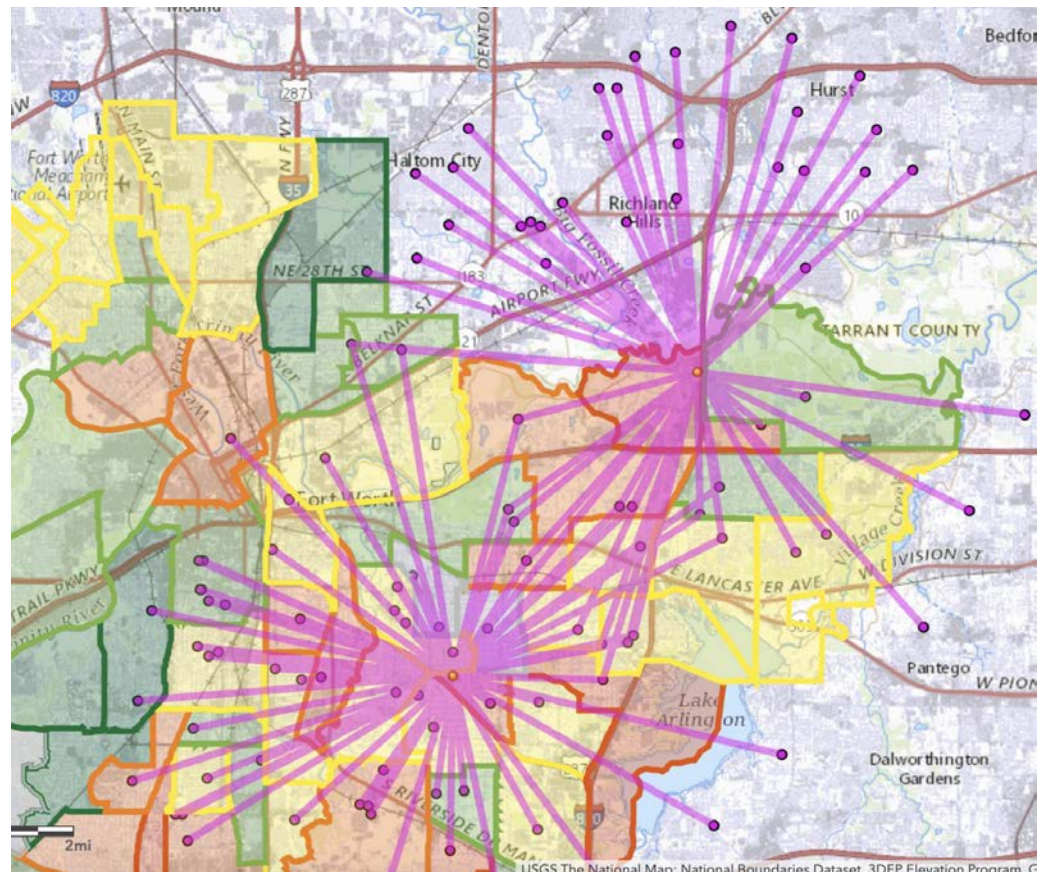
We are committed to the Southeast region of Fort Worth & Fiscal Responsibility

Within a five mile radius, we have 8% community share between the two sites (the % of students from low-performing campuses in the area we would need to fill both campuses at full capacity).

Key

- A/B performing Zone
- C Performing Zone
- D Performing Zone
- F Performing Zone
- Current Schools within a 5 mile radius of either RPS School (Berry & 820 Loop)

8% community
share within 5
miles



Demographics of schools within a five mile radius of Loop 820

Within five miles of School 2 (Loop 820), 42% of schools are receiving a TEA rating of C-F. Biggest academic gap is seen among AA

School	School Information				FWISD Zoned Students
	Distance from East Loop	TEA Rati District	Enrolled		
JOHN T WHITE EL	1.20	F Fort Worth ISD	538		1033
UPLIFT CRESCENDO	1.30	NA Uplift	-		
LOWERY ROAD	1.59	B Fort Worth ISD	695		
ATWOOD MCDONALD EL	1.68	B Fort Worth ISD	483		832
EASTERN HILLS EL	2.13	D Fort Worth ISD	578		885
RIVER TRAILS EL	2.16	A HURST-EULESS-BEC	620		
RICHLAND EL	2.38	B Birdville ISD	266		
EAST HANDLEY EL	2.39	C Fort Worth ISD	319		459
WEST HANDLEY EL	2.63	C Fort Worth ISD	496		547
EAST FORT WORTH MONT	2.65	D East Fort Worth Monte	247		
MAJOR CHENEY EL AT SO	2.68	B Birdville ISD	372		
BILL J ELLIOTT EL	2.98	C Fort Worth ISD	425		799
IDEA ACHIEVE	3.00	NA IDEA Public Schools	468		
HURST HILLS EL	3.15	B HURST-EULESS-BEC	519		
JACK C BINION EL	3.27	C Birdville ISD	722		
BIRDVILLE EL	3.29	B Birdville ISD	426		
MEADOWBROOK EL	3.39	B Fort Worth ISD	536		646
ALLIENE MULLENDORE EL	3.63	B Birdville ISD	366		
SAGAMORE HILL EL	3.64	D Fort Worth ISD	522		487
MAUDRIE WALTON EL	3.87	C Fort Worth ISD	318		396
DONNA PARK	4.00	C HURST-EULESS-BEC	486		
MAUDE I LOGAN EL	4.07	C Fort Worth ISD	421		466
SNOW HEIGHTS EL	4.23	B Birdville ISD	364		
BELLAIRE EL	4.23	B HURST-EULESS-BEC	667		
NATHA HOWELL EL	4.27	B Fort Worth ISD	345		590
HARRISON LANE EL	4.32	B HURST-EULESS-BEC	588		
WEST BIRDVILLE EL	4.34	B Birdville ISD	710		
POPE EL	4.39	C Arlington ISD	572		
DAVID E SMITH EL	4.57	B Birdville ISD	472		
HOLIDAY HEIGHTS EL	4.60	C Birdville ISD	519		
SUNRISE - MCMILLAN EL	4.61	F Fort Worth ISD	387		603
S S DILLOW EL	4.75	D Fort Worth ISD	528		620
O H STOWE EL	4.78	B Birdville ISD	636		
SHADY OAKS EL	4.85	B HURST-EULESS-BEC	558		
DUFF EL	4.89	A Arlington ISD	562		
W T FRANCISCO EL	4.94	B Birdville ISD	381		
BONNIE BRAE	4.96	A Fort Worth ISD	448		495
ACADEMY AT CARRIE F TH	4.99	B Birdville ISD	513		
Total/Averages			18073		8858
Community Demand (5 miles)					9.47%

Category	Domain
Achievement	Student Achievement
	Academic Growth
Progress	Relative Performance
Gaps	Closing the Gaps

7,000 students are attending a low-performing school within 5 miles of Loop 820



With an expanded recruitment radius & a greater need to generate demand across a broader area, we may need to make investments in three key areas in order to reach enrollment targets.

Transportation

Family Recruitment

Advertising



Scale of Impact



External Engagement for School 2



Getting to know the community

Identify current relationships we have near site 2 with stakeholders and site 1 applicants

Identify non-profit orgs, businesses to partner with

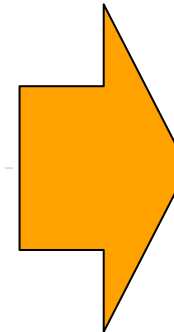
Attend community events

Goals:

Launch a FW2 POC with 10 leaders

Garner support of 15 community leaders

10 parents in the informed and invested in Rocketship



Community Engagement and Parent Leadership working together

- Schedule 1:1s and ask for leads on who else to connect with
- Identify new leads to schedule 1:1s
- Create new Parent Organizing Committee for site 2

- Schedule 1:1s with leaders from each organization
- Hold mini info sessions in community spaces
- Tabling at businesses
- Partner with at least 5 organizations, 5 childcare centers, 5 apartment complexes by Spring '22

- Hold Community Event at Handley Community Center in Spring '22

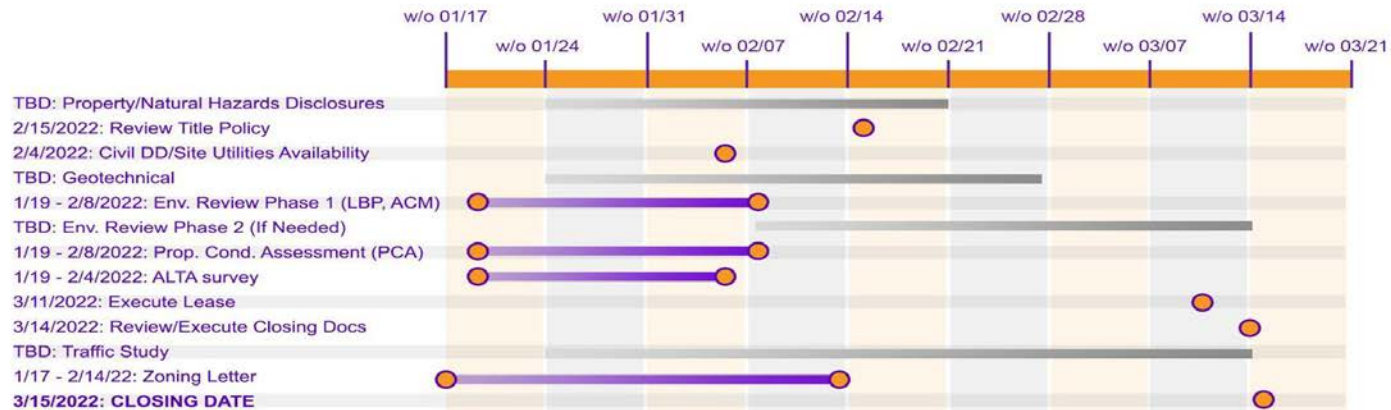
Facilities & Entitlements

300 E Loop 820

- Fully Executed PSA received by TI on 01/13/2022
- Closing **03/15/2022** agreed to by all parties



DUE DILIGENCE PROPOSED SCHEDULE



PROPOSED PROJECT SCHEDULE

- Mar- Aug '22: Architectural Design Phase
- Oct '22 - May '23: Construction Period
- Jul '23 - Operations Move In / Setup
- Aug - Sep '22: Anticipated Permitting Period
- Jun '23: Construction Completion
- Aug '23: School Opening

Catalytic Potential



Financial Projections

The current single school model shows positive CINA and the two school model is effectively break even.

Updated financial projections demonstrate have taken into account:

- Increased facilities expenses
- Increased transportation expense
- Increased expenses associated with the bilingual program

New projections show

- Single school generating a \$327K positive CINA at full enrollment capacity
- Two school model with Regional NeST operating with a \$74K negative CINA when both schools are at full capacity
- Philanthropic need for the two school model is \$13.5M

Finances & Funding - Single School Model at 93% FRL

TX1 (93% FRL)	Year 0 2022	Year 1 2023	Year 2 2024	Year 3 2025	Year 4 2026	Year 5 2027	Year 6 2028	Year 7 2029
Total Schools		1	1	1	1	1	1	1
Income Statement								
Federal Income	350,000	1,063,669	750,978	911,877	979,623	983,857	983,857	983,857
State Revenue Sources	-	4,102,439	5,290,328	6,574,048	7,078,161	7,109,668	7,109,668	7,109,668
Total Revenue	350,000	5,166,108	6,041,306	7,485,924	8,057,784	8,093,526	8,093,526	8,093,526
Certificated Salaries	105,000	1,564,250	1,757,250	1,817,250	1,997,250	1,997,250	1,997,250	1,997,250
Classified Salaries	106,000	583,000	694,942	751,000	805,767	805,767	805,767	805,767
Employee Benefits	46,314	559,177	637,062	671,554	731,865	731,865	731,865	731,865
Books and Supplies	-	654,021	410,165	459,263	470,519	458,220	457,313	457,313
Food Services	-	267,284	342,394	416,851	448,201	450,160	450,160	450,160
Services and Other Operating Expenses	1,395	929,192	948,909	994,880	1,014,345	1,015,387	1,015,387	1,015,387
Travel & Conferences	100	2,800	3,300	3,400	3,700	3,700	3,700	3,700
Dues and Insurance	100	14,109	16,984	19,834	21,034	21,109	21,109	21,109
Rental, Leases, & Repairs	-	950,450	951,000	958,155	1,188,990	1,194,900	1,201,920	1,201,920
Management Fee	-	599,243	775,971	967,086	1,042,096	1,046,784	1,046,784	1,046,784
Non-Comp Adjustments	-	-	50,000	25,000	35,000	35,000	35,000	35,000
Total Expense	258,909	6,123,525	6,587,977	7,084,273	7,758,767	7,760,142	7,766,255	7,766,255
Net Income CINA	91,091	(957,417)	(546,671)	401,651	299,018	333,384	327,270	327,270
Cumulative	91,091	(866,326)	(1,412,997)	(1,011,346)	(712,329)	(378,945)	(51,675)	275,595
Cash and Cash Equivalents	50,661	(1,194,062)	(1,956,490)	(1,800,148)	(1,707,101)	(1,524,327)	(1,304,208)	(1,056,019)

Finances & Funding - 2 School Regional View

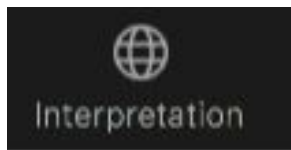
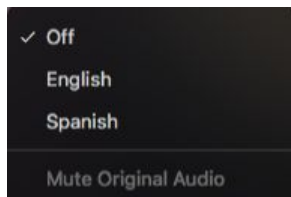
		0	1	2	3	4	5	6	7	8
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Total Schools			1	2	2	2	2	2	2	2
Schools										
Public Revenue (No Philanthropy)		350,000	5,516,108	11,179,735	13,491,861	15,500,716	16,105,107	16,140,648	16,140,648	16,140,648
Expenses		258,909	6,287,213	12,639,978	13,705,527	14,845,558	15,512,366	15,519,826	15,525,940	15,525,940
Change in Net Assets		91,091	(771,104)	(1,460,242)	(213,666)	655,158	592,741	620,822	614,708	614,708
Cumulative Cash Position		50,661	(1,048,180)	(3,015,223)	(3,696,506)	(3,497,614)	(3,265,669)	(2,903,995)	(2,479,884)	(2,002,882)
Regional										
Revenues (No Philanthropy)		80,000	199,748	452,998	565,899	647,439	671,780	672,815	672,815	672,815
Expenses		1,229,859	1,554,201	1,558,571	1,682,951	1,270,947	1,356,883	1,358,297	1,359,718	1,361,145
Change in Net Assets		(1,149,859)	(1,354,453)	(1,105,572)	(1,117,051)	(623,507)	(685,104)	(685,482)	(686,902)	(688,330)
Cumulative Cash Position	113,174	(1,057,700)	(2,409,749)	(3,513,585)	(4,629,382)	(5,251,983)	(5,936,432)	(6,621,440)	(7,308,001)	(7,996,084)
Consolidated Schools and Regional NeST										
Change in Net Asset		(1,058,768)	(2,125,557)	(2,565,815)	(1,330,717)	31,650	(92,362)	(64,660)	(72,195)	(73,622)
Cumulative Cash Position before Philanthropy	113,174	(1,007,039)	(3,457,929)	(6,528,808)	(8,325,888)	(8,749,597)	(9,202,101)	(9,525,435)	(9,787,884)	(9,998,966)
Annual Fundraising Need		1,230,354	3,403,787	4,024,450	1,975,569	532,913	565,416	324,665	263,580	211,296
National NeST Fundraising Need		700,000	290,896	-	-	-	-	-	-	-
Total Fundraising Need		1,930,354	3,694,683	4,024,450	1,975,569	532,913	565,416	324,665	263,580	211,296
Cumulative Fundraising Need		1,930,354	5,625,037	9,649,487	11,625,056	12,157,969	12,723,384	13,048,050	13,311,629	13,522,925



Research Meeting

2021-22 School Year

Directions for Interpretation



Mute button



Chat box





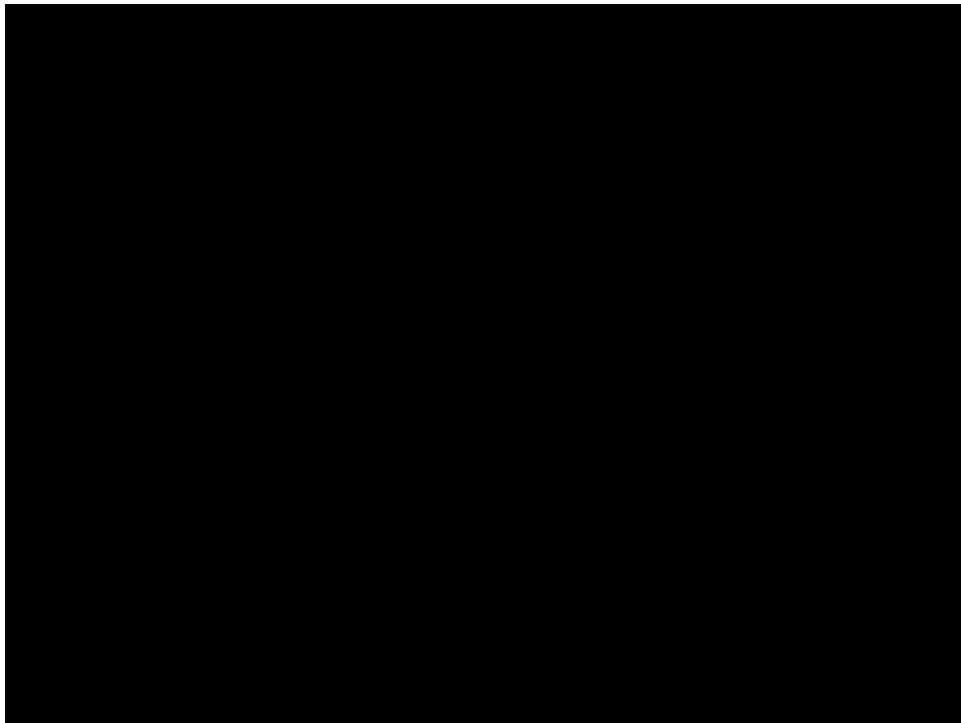
Agenda

1. Parent Leadership & Organizing Model (15 min)
2. RAB-led Research Meeting with Rocketship National Board (35 min)
3. Debrief with Rocketship National Board (10 min)



Parent Power in Action

Please share
your reactions
in the chat!





Parent Leadership Mission

Ignite, organize, and propel parent power to advance educational equity, excellence, and options for their children and community.



Theory of Power

Real change comes from **authentic, people-centered efforts**; Rocketship builds the capacity of communities to drive that change

Research meetings are **parent-led engagements** with public officials and key stakeholders to build relationships and better understand problems and power dynamics

CYCLE OF BUILDING POWER
Communities can only enact authentic change from within

With each rotation of the organizing cycle, **parents build and exercise power** to achieve what they need and deserve in order to fulfill their potential

The process helps parents move to action to **advocate for real-world solutions** that they own and to which they are fully committed



Rocketship's Theory of Change

Quality

Run consistent, high-quality elementary schools



Top 10%

All Rocketship schools in the top 10% among low-income schools

Impact

Scale and concentrate network in regions



14,000 Rocketeers

All regions reach scale and sustainability on the public dollar

Advocacy

Drive parent advocacy

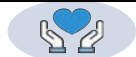


100 Power Meetings

Parent engagement that builds power & transforms communities

Culture

Build a thriving organizational culture

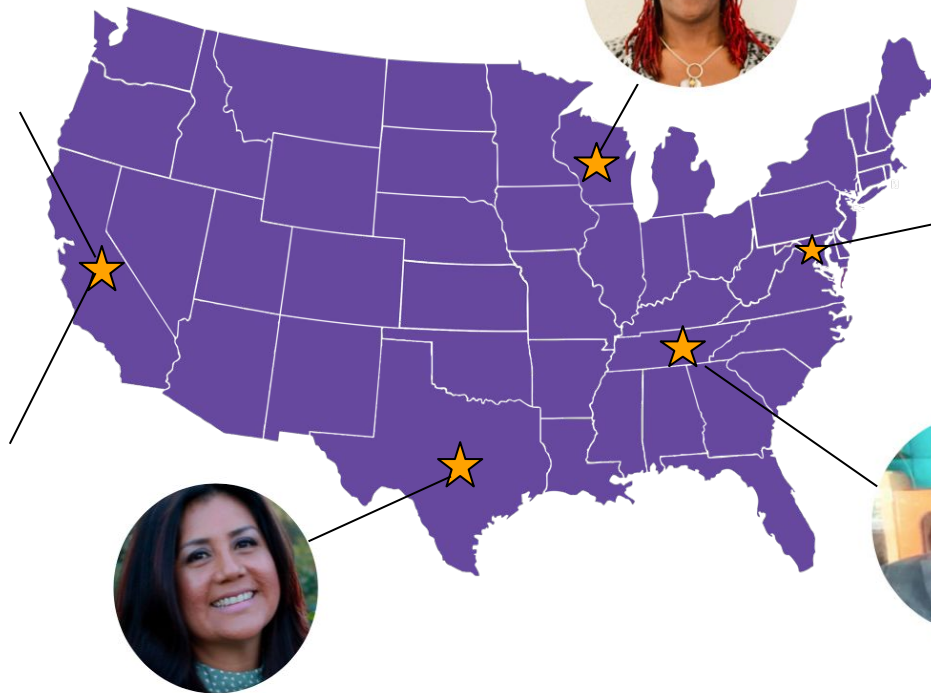


Retain 80%+ staff

All staff are engaged and report high levels of satisfaction



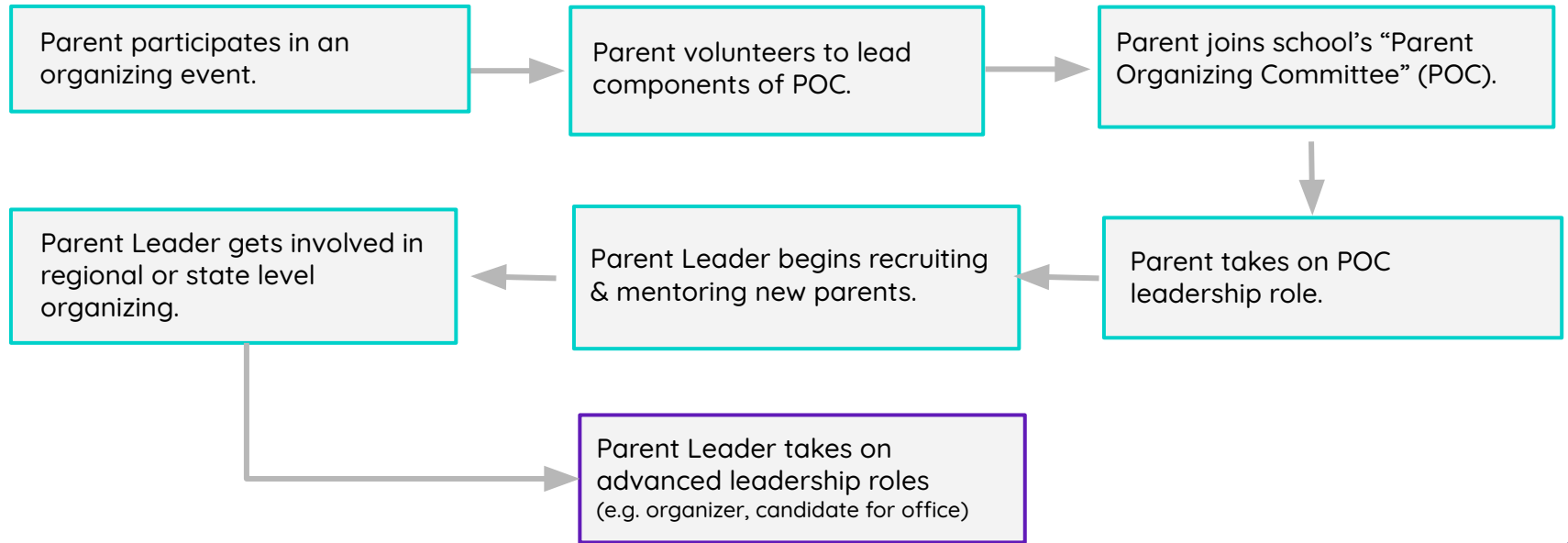
Parent Leadership Team



Organizing Model



Building Leadership & Transforming Communities



Parent Organizing Milestones

2020, Over 50 families from multiple charter schools in Milwaukee joined the Governor's listening session to share parent testimonies and demand equitable funding for charter schools.

2020, Parent leaders organized a series of 10 virtual community conversations with candidates for At-Large Council, DC Board of Education At-Large and Ward 8 Council. The meetings were viewed by over 4,500 community members.

2021, In San Jose, Over 5,000 families from Rocketship and 7 other local CMOs joined the Stand with Great Schools virtual action with Santa Clara County School Board members and other local elected officials to ask for support for our special education students, equitable funding for schools, and rights for undocumented families to access their vote.

2021, Nashville launched the Charter Coalition Parent Organizing Committee, led meeting with local board members and won access to 5th grade option at their schools.

2021, SE Fort Worth parents organize families to show up and demand a quality school option in their community leading to the opening of Rocketship Texas!



Parent Meeting with National Rocketship Board

Hosted by the California Regional Advisory Board
Parent Chair: Yesenia Fernandez



Parent Meeting Agenda

- 1) Introductions
- 2) Credential
- 3) Testimony
- 4) Questions
- 5) Summary/Next Steps



RAB Credential

Parent volunteer| Padre
voluntario: Jay

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 our Rocketeers.

We the San Jose, East Bay and Peninsula Regional Advisory Board seek to learn how to best support our Rocketeers and provide input to Rocketship executives to ensure that through our collective efforts our students have access to the best education and leave Rocketship prepared for Middle School.

En las Escuelas Públicas de Rocketship, creemos en la posibilidad infinita del potencial humano. Creemos que cada estudiante merece el derecho a soñar, descubrir y desarrollar su potencial único. Y es nuestra responsabilidad y nuestro privilegio liberar el potencial dentro de nuestros Rocketeers.

Nosotros, la Junta Asesora Regional de San José y East Bay and Peninsula, buscamos aprender cómo apoyar mejor a nuestros Rocketeers y proporcionar información a los ejecutivos de Rocketship para garantizar que, a través de nuestros esfuerzos colectivos, nuestros estudiantes tengan acceso a la mejor educación y salgan de Rocketship preparados para la secundaria.



Testimony | Testimonio

Nicole Guerrero

Question #1: Sharde

We would love to hear from the chair of the board, what inspired you to serve on the board of Rocketship?

Nos gustaría escuchar del presidente de la mesa directiva ¿Que le inspiró usted/es a servir en la mesa directiva de Rocketship?



Question #2: Marina

What are the board's priorities for this year?

¿Cuáles son las prioridades de la mesa directiva para este año?



Question #3: Niki Holman

At times we are made to feel like we are perpetuating a problem simply for choosing a high quality charter school for our kids. With politics and other interests increasing opposition to our schools and their work toward educational equity, How is this board thinking about protecting and elevating our current California schools?

A veces nos hacen sentir que estamos perpetuando un problema simplemente por elegir una escuela chárter de alta calidad para nuestros hijos. Con la política y otros intereses aumentando la oposición a nuestras escuelas y su trabajo hacia la equidad educativa, ¿cómo piensa esta junta sobre proteger y elevar nuestras escuelas de California?



Question #4: Crystal

This Rocketship Board has prioritized parents and met with us, Regional Advisory Board, for many years. Recently this board officially added Parents as Rocketship Board members. How has having parents on the national board influenced or impacted the collective work of the board? Are there any reflections/takeaways for parents who are considering joining the board?

Esta Junta de Rocketship ha priorizado a los padres y se ha reunido con nosotros, la Junta Asesora Regional durante muchos años. Recientemente, esta junta agregó oficialmente a los padres como miembros a la Junta de Rocketship. ¿Cómo ha influido o impactado el trabajo colectivo de la junta el tener padres en la junta nacional? ¿Hay alguna reflexión o conclusión para los padres que estén considerando unirse a la junta?



Question #5: Monica

What is the board doing to ensure all public schools, including publicly authorized charters, are being given equitable resources and funding, especially with the current 'hold harmless' legislation?

Que está haciendo la mesa directiva para asegurar que las escuelas charters están recibiendo los fondos y recursos disponibles a las escuelas tradicionales en los distritos?



Question #6: Hugo

It is important that we focus on the physical well being of students as well as their mental health. Has the board considered adding metrics to measure physical and mental well being during these challenging times? Why or why not?

Es importante que enfocamos en el bienestar física de los estudiantes y no solo el salud mental. Ha considerado la mesa directiva la posibilidad de añadir unas métricas para medir el bienestar física?



Summary & Next Steps | Resumen y Proximos Pasos

Rosemary



Thank You!!

Board Debrief

What questions do you still have from our parent leadership & organizing program?

-
-
-

What are some takeaways from your interaction with our Regional Advisory Board parent leaders?

-
-
-





PARENT POWER

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