



Thursday, June 5, 2025
Rocketship CA Board Committee (2024-25 Q4)

Meeting Time: 4:00pm

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. You will be recognized once the public comment time begins, and be permitted to make comment for a duration of up to 3 minutes.

Meeting Location: 2001 Gateway Place, Suite 230E San Jose, CA 95110

Teleconference locations:

950 Owsley Ave, San Jose, CA 95122

1700 Cavallo Rd, Antioch, CA 94509

2351 Olivera Rd, Concord, CA 94520

909 Roosevelt Ave, Redwood City, CA 94061

311 Plus Park Blvd, Suite 130, Nashville, TN 37217

1. Opening Items

A. Call to order

B. Public comment on off-agenda items

2. Consent Items

A. Approve minutes from May 8, 2025 CA Board Committee meeting

B. Appointment Raymond Raven to the Rocketship CA Board Committee for a term of two years through June 2027

C. Review and recommend approval of the 2025-26 Instructional Calendar to the Rocketship Board of Directors

3. Action Items: Agreements - Review and Recommend Approval

A. Review and Recommend Approval of the Facilities Use Agreement for Rocketship Redwood City Prep

B. Review and Recommend Approval of the Contract Extension Agreement with Nob Hill Catering, Inc., DBA The LunchMaster

C. Review and Recommend Approval of the Contract Extension Agreement with Bigbreak, LLC, DBA Chefables

D. Review and Recommend Approval of the Agreement with Swenson and Associates

E. Review and Recommend Approval of the Rocketship Public Schools ASES Program Plans for all thirteen Rocketship schools in California

4. Action Items: Resolutions - Review and Recommend Approval

A. Review and Recommend Approval of Resolution #2025-03: Declaration of Need for Fully Qualified Educators for Rocketship California Schools

B. Review and recommend approval of Resolution #2025-04 Adopting Literacy Screening Tool for Reading Difficulties

5. Action Items: Operations - Review and Recommend Approval

A. Review and Recommend Approval of the 2025-26 Employee Handbook to the Rocketship Board of Directors

B. Review and Recommend Approval of the 2025-26 California Family Handbook to the Rocketship Board of Directors

6. Information Items

A. Mission Moment

B. Executive Director Update

C. Q3 Financial Review

7. Action Items: Finance - Review and Recommend Approval

A. 2025-26 Annual Planning Review and Review and Recommend Approval to the Rocketship Board of Directors, Approval of the 2025-26 Rocketship Education CA Budget and all CA School Level Budgets to the Rocketship Board of Directors

8. Break

9. Action Items: LCAP Items - Review and Recommend Approval

A. Review and Recommend Approval of the CA School Dashboard 2024-25 Local Indicator Data to the Rocketship Board of Directors

B. Review and Recommend Approval of the Local Control Accountability Plans (LCAPs) for all CA Rocketship schools to the Rocketship Board of Directors

10. Information Items

A. After School Program Update

B. EOY Achievement Update

11. 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.



**Rocketship Public Schools Board of Directors
Summary of Consent Items - June 6, 2025**

Item 2A. Approve minutes from the May 8, 2025 meeting of the CA Board Committee

We held our last CA Board Committee meeting on May 8, 2025 and this agenda item puts forth the minutes from those meetings for approval.

Item 2B. Appoint Raymond Raven to the Rocketship CA Board Committee for a term of two years through June 2027

Dr. Raven has been on Rocketship's board since 2015 and brings a wealth of experience as a nationally recognized surgeon, physician executive, visionary, and business leader. Since receiving his latest advanced business degree in 2019, he has led his medical group to an average of 20% growth per year. Dr. Raven is also a board member for the OSS Health Foundation, as well as the California Orthopaedic Association, where he will be president in 2025.

Dr. Raven's life experience inspired him to join the Rocketship board. Born and raised in East Side San Jose, he attended local public schools. If not for his mother, he would have been placed in remedial classes rather than in the gifted program. Yet, her diligence and persistence helped propel his journey to become the only member of his family to attend college. After receiving his Bachelor of Science in Molecular Biology and Biochemistry, he went on to earn a medical degree from UC San Francisco. After medical school, Dr. Raven completed his residency training in Orthopaedic Surgery at UC San Francisco and advanced fellowship training in Hand & Upper Extremity Surgery at Columbia University-Roosevelt. While practicing medicine, he earned a Master in Business Administration from UC Irvine and a Master in Health Care Innovation from University of Pennsylvania. Dr. Raven now runs a thriving medical group and management company in Southern California.

Dr. Raven has seen firsthand how a strong education can open doors to a new life. He and his wife, Despina, support Rocketship Public Schools, so more children will have the opportunity to receive the quality early education necessary to compete and succeed in our increasingly competitive world.

Item 2C. Review and recommend approval of the 2025-26 CA Board Committee meeting calendar to the Rocketship Board of Directors

This item approves the annual board schedule for the 2025-26 school year.

- First/Last Day of School
- TK/Kinder Camp
- Minimum Day
- Extra Early Release Day (Noon)
- Holidays & Breaks - School Closed
- Family Conferences - No school for students
- Assessment Days - School in session

2025-2026 CA East Bay School Calendar

Aug. 11-12: TK/Kinder Camp

Aug. 13: First Day of School for All Grades (Minimum Day)

Aug. 13-15: Minimum Days/Home Visits

Aug. 27-Sept. 12: Fall NWEA Testing

Sept. 1: Labor Day Holiday (No School)

Sept. 25-26: Data Days (No School)

Oct. 13: Indigenous Peoples Day (No School)

Oct. 23: Family Conferences (Minimum Day)

Oct. 24: Family Conferences (No School)

Nov. 11: Veterans Day (No School)

Nov. 24-25: Wellness Days (No School)

Nov. 26-28: Thanksgiving Holiday (No School)

Dec. 1-12: Winter NWEA Testing

Dec. 22-Jan. 5: Winter Break (No School)

Jan. 19: Martin Luther King Jr. Day Holiday (No School)

Jan. 22: Early Release at Noon for All Students (RFA & RDL only)

Feb. 12: Family Conferences (Minimum Day)

Feb. 13: Family Conferences (No School)

Feb. 16: President's Day (No School)

Feb. 17-20: Wellness Week (No School)

March 30: Cesar Chavez Day (No School)

April 6-10: Spring Break (No School)

April 20-May 1: Spring NWEA Testing

May 11-29: G3-G5 SBAC Testing

May 25: Memorial Day (No School)

June 4-10: Family Conferences (Minimum Days)

June 10: Last Day of School (Minimum Day)

AUGUST 2025

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SEPTEMBER 2025

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FEBRUARY 2026

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OCTOBER 2025

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MARCH 2026

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MAY 2026

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JUNE 2026

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- Primer/último día de clases
- Campamento de TK/Kinder
- Día mínimo
- Salida temprana al mediodía
- Días festivos y descansos - Escuela cerrada
- Conferencias - No hay clases
- Días de Exámenes - Escuela en sesión

Calendario Escolar del Este de la Bahía 2025-2026

11-12 de ago.: Campamento TK/Kinder

13 de ago.: Primer día de clases para todos los grados (Día mínimo)

13-15 de ago.: Días mínimos/Visitas en casa

27 de ago.-12 de sept.: Examen de NWEA de otoño

1 de sept.: Día del Trabajo (No hay clases)

25-26 de sept.: Días de datos (No hay clases)

13 de oct.: Día de los Pueblos Indígenas (No hay clases)

23 de oct.: Conferencias (Día mínimo)

24 de oct.: Conferencias (No hay clases)

11 de nov.: Día de los Veteranos (No hay clases)

24-25 de nov.: Días de Bienestar (No hay clases)

26-28 de nov.: Vacaciones de Acción de Gracias (No hay clases)

1-12 de dic.: Examen de NWEA de Invierno

22 de dic.-5 de ene.: Vacaciones de Invierno (No hay clases)

19 de ene.: Día festivo de MLK, Jr. (No hay clases)

22 de ene.: Salida temprana al mediodía para todos los estudiantes (Solo RFA y RDL)

12 de feb.: Conferencias (Día mínimo)

13 de feb.: Conferencias (No hay clases)

16 de feb.: Día del Presidente (No hay clases)

17-20 de feb.: Semana del Bienestar (No hay clases)

30 de mar.: Día de César Chávez (No hay clases)

6-10 de abr.: Vacaciones de Primavera (No hay clases)

20 de abr.-1 de mayo: Examen de NWEA de Primavera

11-29 de mayo: Examen de SBAC 3ro-5to Grado

25 de mayo: Día Conmemorativo (No hay clases)

4-10 de jun.: Conferencias (Días mínimo)

10 de jun.: Último día de clases (Día mínimo)

AGOSTO 2025

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MARZO 2026

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JUNIO 2026

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- Ngày đầu/ngày cuối năm học
- Hội trại TK/mẫu giáo
- Ngày học ngắn hơn
- Ngày xuất viện sớm (trưa)
- Ngày lễ & Kỳ nghỉ - Trường học đóng cửa
- Họp phụ huynh - Học sinh được nghỉ học
- Ngày đánh giá - Trường học trong phiên

2025-2026 Lịch Học của khu vực Vịnh Đông, California

Ngày 11-12 tháng 8: Ngày Trại đầu tiên của lớp mẫu giáo chuyển tiếp/ mẫu giáo

Ngày 13 tháng 8: Ngày khai giảng năm học mới cho tất cả các khối lớp (Ngày học tối thiểu)

Ngày 13-15 tháng 8: Ngày học tối thiểu/Giáo viên đến thăm gia đình & tìm hiểu học sinh

Ngày 27 tháng 8 - Ngày 12 tháng 9: Thi kiểm tra NWEA đầu năm học

Ngày 1 tháng 9: Ngày Lễ Lao Động (Nghỉ học)

Ngày 25-26 tháng 9: Ngày phân tích dữ liệu (Nghỉ học)

Ngày 13 tháng 10: Ngày dân tộc bản địa (Nghỉ học)

Ngày 23 tháng 10: Họp Phụ Huynh (Ngày học tối thiểu)

Ngày 24 tháng 10: Họp Phụ Huynh (Nghỉ học)

Ngày 11 tháng 11: Ngày Cựu Chiến Binh (Nghỉ học)

Ngày 24-25 tháng 11: Ngày chăm sóc sức khỏe (Nghỉ học)

Ngày 26-28 tháng 11: Lễ Tạ Ơn (Nghỉ học)

Ngày 1-12 tháng 12: Ngày 1-12 tháng 12: Thi Kiểm Tra NWEA Mùa Đông

Ngày 22 tháng 12 - ngày 5 tháng 1: Nghỉ Mùa Đông (Nghỉ học)

Ngày 19 tháng 1: Ngày MLK Jr. (Nghỉ học)

Ngày 22 tháng 1: Học sinh tan học sớm (chỉ trường RFA & RDL)

Ngày 12 tháng 2: Họp Phụ Huynh (Ngày học tối thiểu)

Ngày 13 tháng 2: Họp Phụ Huynh (Nghỉ học)

Ngày 16 tháng 2: Ngày 16 tháng 2: Ngày Tổng Thống (Nghỉ học)

Ngày 17-20 tháng 2: Ngày chăm sóc sức khỏe (Nghỉ học)

Ngày 30 tháng 3: Ngày César Chavez (Nghỉ học)

Ngày 6-10 tháng 4: Nghỉ Xuân (Nghỉ học)

Ngày 20 tháng 4 - ngày 1 tháng 5: Thi Kiểm Tra NWEA Mùa Đông

Ngày 11-29 tháng 5: Kiểm tra SBAC Lớp 3 - 5

Ngày 25 tháng 5: Ngày Lễ Tưởng niệm các chiến sĩ trận vong (Nghỉ học)

Ngày 4-10 tháng 6: Họp Phụ Huynh (Ngày học tối thiểu)

Ngày 10 tháng 6: Ngày kết thúc năm học (Ngày học tối thiểu)

THÁNG 8/2025

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THÁNG 9/2025

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THÁNG 10/2025

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THÁNG 11/2025

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THÁNG 1/2026

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THÁNG 2/2026

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THÁNG 3/2026

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THÁNG 5/2026

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THÁNG 6/2026

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● First/Last Day of School

● TK/Kinder Camp

○ Minimum Day

● Holidays & Breaks - School Closed

● Family Conferences - No school for students

● Assessment Days - School in session

2025-2026 CA San Jose & Peninsula School Calendar

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Aug. 13-15: Minimum Days/Home Visits

Aug. 27-Sept. 12: Fall NWEA Testing

Sept. 1: Labor Day Holiday (No School)

Sept. 25-26: Data Days (No School)

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June 10: Last Day of School (Minimum Day)

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JANUARY 2026

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SEPTEMBER 2025

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FEBRUARY 2026

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OCTOBER 2025

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MARCH 2026

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NOVEMBER 2025

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APRIL 2026

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5	6	7	8	9	10	11
12	13	14	15	16	17	18
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26	27	28	29	30		

DECEMBER 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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MAY 2026

S	M	T	W	T	F	S
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JUNE 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- Primer/último día de clases
- Campamento de TK/Kinder
- Día mínimo
- Días festivos y descansos - Escuela cerrada
- Conferencias - No hay clases
- Días de Exámenes - Escuela en sesión

Calendario Escolar de San Jose y la Península 2025-2026

11-12 de ago.: Campamento TK/Kinder

13 de ago.: Primer día de clases para todos los grados (Día mínimo)

13-15 de ago.: Días mínimos/Visitas en casa

27 de ago.-12 de sept.: Examen de NWEA de otoño

1 de sept.: Día del Trabajo (No hay clases)

25-26 de sept.: Días de datos (No hay clases)

13 de oct.: Día de los Pueblos Indígenas (No hay clases)

23 de oct.: Conferencias (Día mínimo)

24 de oct.: Conferencias (No hay clases)

11 de nov.: Día de los Veteranos (No hay clases)

24-25 de nov.: Días de Bienestar (No hay clases)

26-28 de nov.: Vacaciones de Acción de Gracias (No hay clases)

1-12 de dic.: Examen de NWEA de Invierno

22 de dic.-5 de ene.: Vacaciones de Invierno (No hay clases)

19 de ene.: Día festivo de MLK, Jr. (No hay clases)

12 de feb.: Conferencias (Día mínimo)

13 de feb.: Conferencias (No hay clases)

16 de feb.: Día del Presidente (No hay clases)

17-20 de feb.: Semana del Bienestar (No hay clases)

30 de mar.: Día de César Chávez (No hay clases)

6-10 de abr.: Vacaciones de Primavera (No hay clases)

20 de abr.-1 de mayo: Examen de NWEA de Primavera

11-29 de mayo: Examen de SBAC 3ro-5to Grado

25 de mayo: Día Conmemorativo (No hay clases)

4-10 de jun.: Conferencias (Días mínimo)

10 de jun.: Último día de clases (Día mínimo)

AGOSTO 2025

D	L	M	M	J	V	S
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SEPTIEMBRE 2025

D	L	M	M	J	V	S
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21	22	23	24	25	26	27
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OCTUBRE 2025

D	L	M	M	J	V	S
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NOVIEMBRE 2025

D	L	M	M	J	V	S
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DICIEMBRE 2025

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ENERO 2026

D	L	M	M	J	V	S
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25	26	27	28	29	30	31

FEBRERO 2026

D	L	M	M	J	V	S
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22	23	24	25	26	27	28

MARZO 2026

D	L	M	M	J	V	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

ABRIL 2026

D	L	M	M	J	V	S
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26	27	28	29	30		

MAYO 2026

D	L	M	M	J	V	S
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JUNIO 2026

D	L	M	M	J	V	S
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21	22	23	24	25	26	27
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- Ngày đầu/ngày cuối năm học
- Ngày lễ & Kỳ nghỉ - Trường học đóng cửa
- Hội trại TK/mẫu giáo
- Học phụ huynh - Học sinh được nghỉ học
- Ngày học ngắn hơn
- Ngày đánh giá - Trường học trong phiên

2025-2026 Lịch học của San Jose & Peninsula

Ngày 11-12 tháng 8: Ngày Trại đầu tiên của lớp mẫu giáo chuyển tiếp/ mẫu giáo

Ngày 13 tháng 8: Ngày khai giảng năm học mới cho tất cả các khối lớp (Ngày học tối thiểu)

Ngày 13-15 tháng 8: Ngày học tối thiểu/Giáo viên đến thăm gia đình & tìm hiểu học sinh

Ngày 27 tháng 8 - Ngày 12 tháng 9: Thi kiểm tra NWEA Mùa Thu

Ngày 1 tháng 9: Ngày Lễ Lao Động (Nghỉ học)

Ngày 25-26 tháng 9: Ngày phân tích dữ liệu (Nghỉ học)

Ngày 13 tháng 10: Ngày dân tộc bản địa (Nghỉ học)

Ngày 23 tháng 10: Học Phụ Huynh (Ngày học tối thiểu)

Ngày 24 tháng 10: Học Phụ Huynh (Nghỉ học)

Ngày 11 tháng 11: Ngày Cựu Chiến Binh (Nghỉ học)

Ngày 24-25 tháng 11: Ngày chăm sóc sức khỏe (Nghỉ học)

Ngày 26-28 tháng 11: Lễ Tạ Ơn (Nghỉ học)

Ngày 1-12 tháng 12: Ngày 1-12 tháng 12: Thi Kiểm Tra NWEA Mùa Đông

Ngày 22 tháng 12 - ngày 5 tháng 1: Nghỉ Mùa Đông (Nghỉ học)

Ngày 19 tháng 1: Ngày MLK Jr.(Nghỉ học)

Ngày 12 tháng 2: Học Phụ Huynh (Ngày học tối thiểu)

Ngày 13 tháng 2: Học Phụ Huynh (Nghỉ học)

Ngày 16 tháng 2: Ngày 16 tháng 2: Ngày Tổng Thống (Nghỉ học)

Ngày 17-20 tháng 2: Tuần lễ chăm sóc sức khỏe (Nghỉ học)

Ngày 30 tháng 3: Ngày César Chavez (Nghỉ học)

Ngày 6-10 tháng 4: Kỳ nghỉ Xuân (Nghỉ học)

Ngày 20 tháng 4 - ngày 1 tháng 5: Thi Kiểm Tra NWEA Mùa Đông

Ngày 11-29 tháng 5: Kiểm tra SBAC Lớp 3 - 5

Ngày 25 tháng 5: Ngày Lễ Tưởng niệm các chiến sĩ trận vong (Nghỉ học)

Ngày 4-10 tháng 6: Học Phụ Huynh (Ngày học tối thiểu)

Ngày 10 tháng 6: Ngày kết thúc năm học (Ngày học tối thiểu)

THÁNG 8/2025

CN	T2	T3	T4	T5	T6	T7
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
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THÁNG 9/2025

CN	T2	T3	T4	T5	T6	T7
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

THÁNG 10/2025

CN	T2	T3	T4	T5	T6	T7
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

THÁNG 11/2025

CN	T2	T3	T4	T5	T6	T7
					1	
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
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THÁNG 12/2025

CN	T2	T3	T4	T5	T6	T7
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21	22	23	24	25	26	27
28	29	30	31			

THÁNG 1/2026

CN	T2	T3	T4	T5	T6	T7
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

THÁNG 2/2026

CN	T2	T3	T4	T5	T6	T7
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

THÁNG 3/2026

CN	T2	T3	T4	T5	T6	T7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

THÁNG 4/2026

CN	T2	T3	T4	T5	T6	T7
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

THÁNG 5/2026

CN	T2	T3	T4	T5	T6	T7
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
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THÁNG 6/2026

CN	T2	T3	T4	T5	T6	T7
	1	2	3	4	5	6
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14	15	16	17	18	19	20
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ROCKETSHIP

PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

6/11 Nat'l Board
Materials for Reference

Subject: Approve Facilities Use Agreement for Rocketship Redwood City Prep	X	OPEN/ACTION
		INFORMATION
		CONSENT

Recommendation(s):

Based on the results of negotiations between Rocketship staff and the Redwood City School District ("RCSD"), a facilities use agreement was agreed upon. Staff members recommend the Rocketship Education Board of Directors ("Board") approve the Facilities Use Agreement for Rocketship Redwood City Prep.

Background:

Rocketship Redwood City Prep has occupied RCSD facilities at the former site of Hawes Elementary school since the 2021-2022 school year. The parties have operated under a Facilities Use Agreement ("FUA"). After negotiations, Rocketship and RCSD agreed to extend its existing FUA, in-lieu of proceeding with an annual facilities request pursuant to the requirements of California Education Code section 47614 and its implementing regulations ("Proposition 39").

The FUA outlines the terms and conditions pursuant to which RRWC will occupy classrooms and use facilities, including recreation, play space, furniture and equipment installed therein at the former Hawes Elementary School for the 2025-26 and 2026-2027 school years. These terms of the agreement are substantially identical to the current FUA. The term of the agreement is July 1, 2025 to June 30, 2027, which is commensurate with the remainder of RRWC's authorized charter term.

Summary of Previous Board Action by Board:

The Board has previously approved Facilities Use Agreements for Rocketship Redwood City.

Fiscal Impact:

The pro-rata charge for the use of the Site and Facilities is reflected on the attached Space Allocation Summary Chart and was calculated using the following formula (Regulations, section 11969.7): A per-square-foot amount equal to those school district facilities costs that the school district pays for with unrestricted revenues from the district's general fund divided by the total space of the school district multiplied by the amount of space allocated by the school district to the charter school.

Additional costs for normal ongoing facilities maintenance will be incurred.

SPACE ALLOCATION SUMMARY CHART (2025-27)				
FORMER HAWES ELEMENTARY SCHOOL				
EXCLUSIVE USE: 25-26 (\$0.95/sq.ft.) 26-27 (\$1.08/sq. ft.)	TEACHING, SPECIALIZED AND NON-TEACHING SPACE	SIZE Square Feet	PRO RATA CHARGE 2025-26	PRO RATA CHARGE 2026-27
1-2	Rooms 10 and 12	1892	\$1,797.40	\$2,043.36
3	Room 13	974	\$925.30	\$1,051.92
4	Room 14	928	\$881.60	\$1,002.24
5	Room 15	946	\$898.70	\$1,021.68
6	Room 16	516	\$490.20	\$557.28
7	Room 17	928	\$881.60	\$1,002.24
8	Room 18	946	\$898.70	\$1,021.68
9	Room 19	974	\$925.30	\$1,051.92
10-12	Rooms 20, 21, 22	2880	\$2,736.00	\$3,110.40
13	Main Office (includes principal's office, small office, reception, conference room, nurse's office, nurses' restroom)	946	\$898.70	\$1,021.68
14	Staff Lounge and restrooms	479	\$455.05	\$517.32
15	Room 12D – Resource Room	192	\$182.40	\$207.36
16	Custodial and Storage	168	\$159.60	\$181.44
17	Girls' Restroom (nextt to Room 16)	200	\$190.00	\$216.00
18	Boys' Restroom (next to Room 16)	221	\$209.95	\$238.68
	TOTAL:	13190	\$12,530.50	\$14,245.20
SHARED USE:*	SPACE DESCRIPTION		PRO RATA CHARGE	PRO RATA CHARGE
(29%; \$0.276/25-26 \$0.313/26-27)				
1	Central Shared Playground	39,000	\$10,764.00	\$12,207.00
2	Shared Courtyard	3000	\$828.00	\$939.00
3	Multi Use Building (including kitchen, kitchen office and pantry, but excluding custodial and utility rooms)	5138	\$1,418.09	\$1,608.19
4	Girls Restroom in MUB	221	\$61.00	\$69.17
5	Boys Restroom in MUB	179	\$49.40	\$56.03
	TOTAL:	47,538	\$13,120.49	\$14,879.39
			25-26	26-27
TOTAL PRO RATA CHARGE:			\$25,650.99	\$29,124.59

* Shared use areas may be shared among multiple occupants on campus.

Submitted by:

Leah Olson, Senior Legal Counsel

Janine Ramirez, Senior Director, External Affairs

**FACILITIES USE AGREEMENT
FOR
ROCKETSHIP REDWOOD CITY PREP CHARTER SCHOOL
(2025-27 SCHOOL YEARS)**

THIS FACILITIES USE AGREEMENT ("Agreement") is made by and between the **Redwood City School District**, a public school district organized and existing under the laws of the State of California, ("District") and **Rocketship Education**, a California nonprofit public benefit corporation in its capacity as charter holder and operator of Rocketship Redwood City Prep Charter School, a California public charter school, ("Charter School") existing under the District's oversight authority. The District and the Charter School are collectively referred to as the "Parties."

RECITALS

WHEREAS, the Charter School is a charter school approved by the District's Board of Education ("Board") to operate pursuant to its charter and a Memorandum of Understanding ("MOU"); and

WHEREAS, the Parties acknowledge and agree that the Charter School's in-district classroom average daily attendance ("ADA") has remained steady; and

WHEREAS, the Parties agreed to extend its existing Facilities Use Agreement, in-lieu of proceeding with an annual facilities request pursuant to the requirements of California Education Code section 47614 and its implementing regulations ("Proposition 39"); and

WHEREAS, the Parties agree to the following terms and conditions pursuant to which the Charter School will occupy classrooms and use facilities, including recreation, play space, furniture and equipment installed therein ("Facilities") at the former Hawes Elementary School ("Site") for the 2025-26 and 2026-2027 school years.

NOW THEREFORE, in consideration of the covenants and agreements hereinafter set forth, the Parties agree as follows:

Section 1. Use of Site and Facilities. District agrees to allow Charter School exclusive and non-exclusive use of the classrooms and other space allocated as generally depicted on **EXHIBIT A** and as detailed on the Space Allocation Summary Chart on the attached **EXHIBIT B**, for the sole purpose of operating the Charter School and its related classroom-based educational programs in accordance with the Charter School's Charter and any MOU related to its operations, which includes before- and after-school care programs, third-party health screenings and other related student or program-related support programs.

(a) Some of the Site and Facilities will be shared as described with a District and other educational programs and program operators, and the terms and conditions related to Charter School's shared use shall be described and outlined and incorporated into this Agreement by reference. Coordination and scheduling for the use of the Shared Space (as defined on Exhibit A) will be worked out by the Charter School, the District and the other occupants of the Site, and such schedules are subject to review and approval by the District, which approval shall not be unreasonably withheld.

(b) Upon the termination of this Agreement pursuant to Section 9 (Termination) hereof, the right to use and occupation of the Site and Facilities shall revert to the District. As titleholder to the Site and Facilities (with the exception of those Charter School furnishings

and equipment referenced in Section 5 (Furnishings and Equipment), below, the District reserves the right at the termination of this Agreement to recoup the full rights and benefits of such ownership, including but not limited to use of such Site and Facilities for District programs and services.

(c) Charter School shall have full and exclusive use of the Exclusive Space (as defined on Exhibit A) allocated to the Charter School and shall be entitled to use Shared Space for up to 29% of each school day, subject to the limitations described in Section 4. Although Charter School shall have full and exclusive use of the Exclusive Space allocated during the school day, Charter School is bound by the terms of the Civic Center Act (Education Code section 38131 et seq.) and/or any joint use or recreational program use established by the District as described further in Section 4 (Hours of Use and Civic Center Act Compliance). Ballfields adjacent to the Site are owed by the City of Redwood City and are not included in this Agreement. Any desired use thereof must be coordinated with and approved by the City. The parking lot is shared with local users of the ballfields primarily during afterschool hours.

(d) The parties acknowledge that due to the coronavirus (COVID-19) pandemic, public school operations may be required to comply with operational restrictions or other applicable directives to ensure public health and safety. Charter School shall comply with all directives issued by the State of California, the State Board of Education, the State Superintendent of Public Instruction, State Board of Education, the County of San Mateo, and any other state or local agency with jurisdiction over public school programs at the Site (including the District), with regard to the operation of its educational program on the Site, including applicable rules and regulations pertaining to the management of infectious disease, social or physical distancing, class sizes, sanitation, cleaning and disinfecting standards, interaction with vendors and visitors to the Site, employee notices and training, posted safety plans and similar measures necessary to prevent the spread of disease. Charter School shall have sole responsibility for compliance with all applicable government orders for its operations, students and personnel at the Site, and shall work cooperatively with the District and other occupants on to coordinate such measures if necessary. District shall share information with Charter School but shall have no responsibility for providing or funding additional space, rooms, supplies, services, or improvements related to COVID-19 or related illnesses beyond those outlined in this Agreement absent mutual agreement of the Parties, and assumes no liability related to illness or injury sustained by Charter School, its students, employees, guests and invitees related to COVID-19 or other infectious disease. Upon request of the District, Charter School shall provide information regarding disease control measures, and shall provide access to the District to inspect and verify compliance with all applicable laws.

Section 2. Hours of Use and Civic Center Act Compliance. The Charter School shall have primary use of the Exclusive Use Space allocated to the Charter School for the operation of its educational program during its regular school hours, but subject to public use under the Civic Center Act as described further below.

Charter School shall be entitled to use the Shared Space for up to 29% of each school day, subject to the following specific conditions or limitations:

(a) Multiuse Building. Use of the Multiuse Building is subject to the following pre-existing scheduled uses:

1. Weekdays from 7am to 8:30am while used as a gathering spot for District students waiting for bus transportation;

2. Every Sunday from 8:00 am-12:00 pm for church use and related church program activities; and
3. Use by the Second Harvest Food Bank or other food distribution program for community food distribution on two weekday afternoons per month (dates to be communicated by District).

All use of the Multiuse Building must be concluded by 6pm each day other than occasional use for assemblies or special events during the evening, which use shall be scheduled with the District.

(b) Kitchen. Charter School may continuously maintain its food warming and refrigeration equipment in the kitchen for food storage and equipment (1 warmer, 1 full size 2-door refrigerator, 1 half size 1 door fridge, 1 milk cooler, 6 serving carts, 6 garbage cans, and storage space for napkins, trays, utensils, condiments, etc.). The serving area may be used to distribute daily meals to students, subject to no more than 29% total use during the school day and reasonable coordination of time of use each day with any other Site occupants or users. If additional electrical capacity is needed beyond what is available in the kitchen, Charter School may provide for the installation of additional outlets at its own expense, subject to plan approval by the District.

After 6:00 pm during the week and all day on weekends and holidays, the Site and Facilities shall be subject to use by the public pursuant to the Civic Center Act and/or any joint use or recreational program use that has been established by the District. The District and the Charter School shall work together to minimize any disruption from any such joint use or recreational program to the Charter School's program. Civic Center Act use requests for use of the Site and/or Facilities by users other than Charter School shall be evaluated and handled by the District, but coordinated with the Charter School. Civic Center requests for use should be directed to the District Administration at:

District Contact: Director of Facilities
650-482-2238
facilitiesuse@rcsdk8.net

Section 3. Furnishings and Equipment. The District shall provide reasonably equivalent furniture and equipment as defined by Regulations Section 11969.2(e), including furnishings and equipment necessary for Charter School to conduct basic classroom instruction (specifically, student desks, chairs, and blackboards), as well as reasonably equivalent front office furnishings and equipment. Furnishings and equipment purchased with non-district funds are excluded from the analysis of reasonably equivalent. The District shall not provide any additional furnishings and equipment for the Term except as set forth herein. Charter School shall not sell or otherwise dispose of furniture or equipment and the District will not replace furnishings and equipment disposed of by the Charter School. Unless otherwise approved by the District, the Charter School shall return all District-owned furniture and equipment to the District at the end of the Term, or upon vacating the Site and Facilities in the same condition as received, with the exception of reasonable wear and tear. Charter School will be responsible for any damage caused by its use excepting reasonable wear and tear.

Section 4. Telecommunications. The Facilities are wired for telephone and computer data connectivity, including servers, routers and switches. Reasonably equivalent telecommunication equipment is already installed and available at the Site. The Charter School shall provide any and all other communications equipment, including telephones,

computer and related hardware, software, and all required service costs, the Charter School may require, and may use its own equipment instead. Any alterations or work required for the installation of any fixtures or equipment for telecommunications purposes must be requested and approved through "SchoolDude," the District's online maintenance and work order system. All approved work will be performed by District at Charter School's expense.

Section 5. Over Allocated Space. The Charter School shall not be subject to over-allocation monetary penalties pursuant to Cal. Code Regs., tit. 5, Section 11969.8 for the Term. However, if Charter School ADA falls below the projections described in recitals hereto by twenty-five (25) ADA or more, the District may notify the Charter School and by no later than November 15 of that school year, that it will elect to reclaim a commensurate number of teaching station(s) for the remainder of that school year only (with the District able to reclaim one (1) teaching station for every twenty-five (25) ADA that Charter School's ADA is below the projected level). If the District elects to reclaim the teaching station(s), the pro rata share paid by the Charter School for that school year will be reduced by the square footage of the relinquished teaching station(s). If the District does not elect to reclaim the teaching stations(s), the Charter School must continue to pay the full pro rata share.

Section 6. Term.

1. The Term of this Agreement shall commence on **July 1, 2025**, and end on **June 30, 2027**.
2. Notwithstanding any provision to the contrary herein, in no event shall Charter School be entitled to additional facilities, furniture or equipment from the District under Proposition 39 or otherwise during the Term, regardless of student enrollment growth. However, should Charter School's enrollment drop in any given year such that the overallocation requirements described in Section 6 would be triggered, the District may elect to take back or repurpose overallocated facilities, furniture and/or equipment or reallocate space to co-occupants on the Site if needed.
3. Should the Charter School require facilities after expiration of the Term, Charter School shall submit a request for facilities pursuant to Education Code section 47614 and the implementing regulations (Cal. Code Regs., tit. 5, section 11969.1 et seq.). The District makes no guarantee or representation that the Site and Facilities will be available for any additional term beyond the current term and/or that a Site shall not be required to be shared with other programs or District charter schools in future years. The District retains all rights including the right to move the Charter School in the future if necessary in accordance with Education Code Section 47614. Notwithstanding the foregoing, the Parties may negotiate an extension of this Agreement, prior to its expiration, upon mutual written agreement.

Section 7. Default and Termination. This Agreement will automatically terminate upon the effective date of any termination, non-renewal, or revocation of Charter School's charter or the cessation of Charter School's operations for any reason or upon the commission of a default or breach of its obligations by Charter School beyond the applicable cure period, provided that Charter School shall be provided with ten (10) days from the "Date of Default" as defined below, to discontinue its occupancy of the Site and Facilities. The occurrence of any one or more of the following events shall constitute a "Default" and material

breach of this Agreement by Charter School if the Default has not been cured by the expiration of the deadline identified below in subsections (a) through (e) ("Date of Default"):

(a) The failure by Charter School to make timely payment of any fees due under this Agreement where such failure shall continue for a period of thirty (30) days after receipt of written notice thereof by District to Charter School;

(b) The failure by Charter School to observe or perform any of the covenants, conditions or provisions of this Agreement to be observed or performed by Charter School (including shared use terms, if applicable) where such failure shall continue for a period of thirty (30) days after receipt of written notice thereof by District to Charter School, unless such failure cannot reasonably be cured within a period of thirty (30) days, in which case Charter School must commence efforts to cure said Default within a period a thirty (30) days and cure such Default by reasonable date set forth by the District;

(c) Revocation or non-renewal of Charter School's charter by the District or cessation of the Charter School's program for any reason, except that this agreement shall not terminate unless Charter School unsuccessfully exhausts its right to appeal such revocation or non-renewal;

(d) The failure by Charter School to utilize the Site or Facilities for the sole purpose of operating a charter school (and associated uses) as authorized by this Agreement and the Charter School's charter and any MOU where such failure shall continue for a period of ten (10) days after receipt of written notice thereof by District to Charter School; and/or

(e) The failure of Charter School to limit its use of the Site and Facilities to the space allocated to Charter School pursuant to this Agreement and in conformity with the District's policies and practices for use of District facilities where such failure shall continue for a period of ten (10) days after receipt of written notice thereof by District to Charter School.

Section 8. Costs. The pro-rata charge for the Charter School's use of the Site and Facilities is reflected on the attached Space Allocation Summary Chart and was calculated using the following formula (Regulations, section 11969.7):

A per-square-foot amount equal to those school district facilities costs that the school district pays for with unrestricted revenues from the district's general fund divided by the total space of the school district multiplied by the amount of space allocated by the school district to the charter school.

The first payment shall be due no later than July 1, 2025, and each additional payment will be due on or before the first day of each month thereafter. The shared use cost is based on the estimated percentage of the total campus population attributed to Charter School's students for the next school year in relation to the total student population at the Site. The shared use amount may be adjusted during the Term at the discretion of the District based on changes in student population at the Site. In the event that space allocation changes during the Term, the Parties shall enter into an amendment to reflect and change in costs.

Section 9. Utilities. Charter School shall be solely responsible for the cost of utilities used or consumed by the Charter School on the Site and Facilities, including, if

applicable, the cost of telephone and internet access services. The District shall make reasonable efforts to meter utilities separately to measure and charge for Charter School's use. Where separate metering is not practical, Charter School shall pay twenty-nine percent (29%) of all utility, telephone and internet costs. District will invoice Charter School on a monthly basis for utility costs and will provide copies of utility bills to enable Charter School to verify amounts charged. The District reserves the right to develop an alternative formula for measuring Charter School's use of utilities, telephone and/or internet if Charter School's actual usage appears disproportionate to percentage allocation described above.

Section 10. Maintenance of Site and Facilities. The Charter School shall provide routine maintenance and repair of the Facilities, which includes existing irrigation systems and custodial service and supplies, but excludes landscape and grounds maintenance, which shall be performed by the District at Charter School's proportional expense. For the purposes of this section, "routine maintenance" includes repairs and replacement required to comply with any applicable building codes or those necessitated by reasonable wear and tear. Charter School shall provide custodial services at its sole cost and expense and will coordinate such services as needed with the District Director of Facilities Services. Charter School shall be responsible for repairs or corrections required as the result of damage caused by Charter School, its students, employees, agents, representatives or invitees. District shall be responsible for repairs, corrections, or clean-up to any part of the Facilities, including the Shared Space, required as the result of damage caused by District or its invitees. Any such repairs or corrections shall be made promptly. This includes but is not limited to repairs or corrections to or clean-up of Shared Space caused by the pre-scheduled activities described in Section 2(a) and/or use under the Civic Center Act and District recreational activities described in Section 2. The Parties agree to meet in good faith during the Term of this Agreement to discuss any ongoing issues regarding repairs, corrections, and clean-up required in the Shared Space.

Charter School shall be responsible for reimbursing District for its actual custodial costs, in minimum increments of two (2) hours, when Charter School requires access to Shared Space whether in the evenings, on weekends, or during holiday or breaks in the regular school program.

District shall assume the cost and responsibility for projects that would have been eligible to be included in the District deferred maintenance plan established pursuant to Education Code section 17582 and the replacement of furnishings and equipment supplied by the District in accordance with District schedules and customary practices. The District shall be responsible for the major maintenance of the Site and Facilities. For purposes of this section, "major maintenance" includes the major repair or replacement of plumbing, heating, ventilation, air conditioning, communication wiring, electrical, roofing, and floor systems, exterior and interior painting, and any other items considered deferred maintenance under Education Code section 17582. District shall have access to the Site and Facilities to perform maintenance and inspections and will coordinate such work with the Charter School administration.

All requests for maintenance and repairs shall be submitted and approved through SchoolDude. Charter School shall use the following contact information for communication pursuant to this Section 12:

Contact Information: Superintendent John Baker
650-423-2248

Emergency: District-School Police: Redwood City Police Department
650-780-7698 (Patrol Division)

Charter School: Maricela Guerrero
707-312-0752

Maintenance Request: Director of Facilities
650-482-2238

Section 11. Installation of Improvements. No structures, improvements, fixtures (as defined in Civil Code section 660), alterations (including painting of any interior or exterior surfaces), or facilities shall be constructed, erected, altered, added, or made on or within the Site or Facilities without the prior written consent of District and subject to terms agreeable to District, and, if required, the Division of State Architect. In the event Charter School makes any modification to the Site or Facilities in violation of this provision it shall be required to restore the Site and Facilities to its original condition at Charter School's sole expense as soon as reasonably possible when requested by District. "Original condition" as used in this provision shall refer to the condition in which the Site and Facilities existed upon the walk through as referenced in Section 14 (Condition of Property), below. No additional facility alterations will be permitted without written permission by the District or approval through SchoolDude.

The District is agreeable to the Charter School's placement of one (1) sign identifying the Charter School program at or near the Charter School's main office at the Site, subject to the District Board's regulations on signage and at a mutually agreeable location to be determined by District's Director of Facilities and Charter School's representatives. Charter School shall be solely responsible for all costs of the sign, including installation and removal.

Charter School is authorized to paint "Launch" lines in front of specific classrooms, to be designated by Charter School. Prior to painting, Charter School shall provide District with its proposed design, locations, and specifications for the "Launch" lines, and shall coordinate with District's Director of Facilities on appropriate days for the work to be performed at the Site.

Section 12. Condition of Property. The Charter School shall have an opportunity to "walk-through" the facilities with District Personnel to inspect and notate the condition of the facilities before commencement of the Term. The Charter School, at its sole cost and expense, shall comply with all applicable laws, regulations, rules and orders with respect to its use and occupancy of the Site. District is responsible for appropriate modifications to existing facilities that may be necessary to comply with new laws or regulations consistent with the support provided to other District school sites.

The Charter School shall not be responsible for any and all legal compliance or environmental conditions that existed prior to the Charter School's occupancy of the Facilities. The District shall remain responsible for all legal compliance with, for example, the ADA, environmental laws, and other applicable building code standards, for any existing compliance issue prior to the date of the Charter School's occupancy of the Site and Facilities and continuing through the Term of this Agreement. The Charter School shall assume responsibility for legal compliance to the extent that such compliance is triggered by any modifications or improvements made by the Charter School.

In the event that allocation of the Site and Facilities or initial use or modification of the Site and Facilities by the Charter School triggers the application of and/or compliance with the California Environmental Quality Act ("CEQA") or compliance with any existing

environmental mitigation measures related to ongoing use of the Site or Facilities, District shall comply with same. Should Charter School make any modification or improvement to the Site or Facilities that constitutes a "project" under CEQA, the cost of CEQA compliance shall be borne in full by the Charter School, but District shall act as the lead agency for the purposes of such CEQA compliance. Should Charter School fail to inform District of activities that may require CEQA compliance in advance of engaging in such activities, Charter School shall assume all liability only for legal claims arising out of said failure.

Should any discharge, leakage, spillage, emission, or pollution of any type occur upon or from the Site or Facilities in whole or in part as a result of the Charter School's use and occupancy thereof, the Charter School, at its expense, shall be obligated to clean all the property affected, to the satisfaction of any governmental agencies having jurisdiction over the Site, including the District, who shall not unreasonably withhold final satisfaction of clean-up efforts. Where the resulting discharge, leakage, spillage, emission, or pollution results from a facilities system failure, the District will assume responsibility for required clean-up of the affected property.

Section 13. Title to Property. The Parties acknowledge that title to the Site and Facilities is held by the District and shall remain in the District at all times. In the event Charter School fails to limit its use of the Site and Facilities to the space allocated to Charter School pursuant to this Agreement it shall be in breach of the Agreement as set forth in Section 9(e) (Termination) and shall be further subject to a fee at the rate of fifteen dollars (\$15.00) per square foot per day for any such space used or partially used by Charter School.

Section 14. Fingerprinting. Charter School shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in Education Code section 45125.1. The District shall be responsible for complying with all criminal background check laws for all employees or vendors that it directs to the Site for any work to be performed at its direction.

Section 15. Insurance. In addition to the coverage described in the Memorandum of Understanding between the Parties, Charter School shall, at its sole costs and expense, commencing as of the date of this Agreement, and during the entire Term hereof, procure, pay for and keep in full force and effect property insurance that addresses business interruption and casualty needs, including flood and fire, and other hazards with replacement costs coverage for all assets listed in the Charter School's property inventory and consumables. The Charter School shall secure personal property coverage with a minimum policy limit of eighty percent (80%) of the fair market value of the Charter School's contents.

The Charter School shall provide proof of such insurance prior to taking possession of the Site and Facilities, including copies of the endorsements specifically required above. The Charter School shall provide proof of renewal of any insurance required above, including any endorsements required, at least fifteen (15) days prior to the expiration of such insurance.

Section 16. Neighborhood Issues.

(a) It shall be the responsibility of the Charter School to maintain control and supervision of its students, staff, parents, volunteers and other invitees at all times, and to develop and implement rules of conduct for students, staff, parents, volunteers and other invitees while on the Site and in the neighborhood immediately surrounding the Site and Facilities. Charter School staff members shall wear identification badges and all volunteers, invitees, and visitors to Charter School shall sign in and obtain and wear visitor badges while on the Site, to the same extent that the District requires its employees, volunteers, and

invitees to sign in and wear identification badges. The Charter School shall ensure that its students are adequately supervised at all times during the school day, including before-school and after-school hours, and during all times when students are on the Site, including weekends when school-related activities are being conducted. The Charter School shall ensure that the Site and Facilities are adequately locked and secured when they are unattended by the Charter School. The Charter School agrees to report to the District any written complaints received from neighbors or local residents.

(b) Only activities related to the school program may be conducted on the Site and Facilities, and the Charter School shall not permit any non-program related group or organization to use the Site and Facilities for any purpose without express written permission of the District. In the event Charter School decides to contract with third party organizations to provide before school and after school programs at the Site, Charter School shall notify the District and seek written approval. Pursuant to Section 4 (Hours of Use and Civic Center Act Compliance) hereof, the District shall handle requested uses of the Property and Site and Facilities by other organizations under Civic Center Act rules and regulations. Use of the Site and Facilities by the Charter School after 6:00 pm or on weekends must meet all District rules and regulations for use of school property (e.g., security, maintenance).

So as to minimize the impact of the Charter School's operations on the surrounding neighborhoods, the Charter School agrees to the following:

- (i) The Charter School shall take all reasonable steps necessary to ensure that Charter School staff, students and all visitors (including parents) observe traffic laws and park in designated parking spaces located on the Site or on adjacent streets as necessary. The Charter School also agrees to take all reasonable steps necessary to ensure that student drop-off and pick-up occurs solely in designated areas located on the Site.
- (ii) The Charter School shall forward copies of all written complaints received by the Charter School regarding use of the Site and Facilities to the District within three (3) business days of receipt. The Charter School shall, in consultation with the District, timely respond to all complaints, and shall provide copies of responses to complaints to the District within three (3) business days of response.

Section 17. Indemnification.

(a) The Charter School shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the District, its officers, directors, and employees, attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter District and District Personnel) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorneys' fees, and expert witness fees whether or not suit is actually filed and/or any judgment rendered against District and/or District Personnel that may be asserted or claimed by any person, firm, or entity arising out of the Charter School's use of the Site or Facilities or from the conduct of its business or from any activity, work, or other things done, permitted, or suffered by Charter School in or about the Site or Facilities after District delivers possession and/or use of the Site or Facilities to the Charter School, provided, however, that Charter School shall not have any obligation to indemnify, hold harmless, or defend the District, its officers, directors, and employees, attorneys, agents, representatives, volunteers, successors, and assigns against and from any and all claims, demands, actions, suits, losses,

liabilities, expenses, and costs for any injury, death, or damage to any person or property occurring in, on, or about the Site or Facilities after District delivers possession and/or use of the Site or Facilities to the Charter School resulting from or arising out of the willful negligence or intentional acts, errors, or omissions of the District, its trustees, officers, employees, and agents or any person or entity not subject to the District's control and supervision.

(b) District shall, to the fullest extent permitted by the law, indemnify, hold harmless, and defend Charter School, its officers, Board of Directors, and employees, attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter Charter School and Charter School Personnel) against and from any and all claims, demands, actions, suits, losses, penalties, obligations, errors, omissions, or liabilities, and costs, including legal costs, attorneys' fees, and expert witness fees whether or not suit is actually filed and/or any judgment rendered against Charter School and Charter School Personnel for any injury, death, or damage to any person or property occurring in, on, or about the Site or Facilities after District delivers possession or use of the Site or Facilities to the Charter School arising from the District's prior or current use or maintenance of the Site or Facilities or from prior or current conduct of its business or from any activity, work, or other things done by the District, its trustees, officers, employees, and agents in or about the Site or Facilities; provided, however, that District shall not have any obligation to indemnify, hold harmless, or defend the Charter School and Charter School Personnel, from any and all claims, demands, actions, suits, losses, liabilities, expenses, and costs for any injury, death, or damage to any person or property occurring in, on, or about the Site or Facilities after District delivers possession and/or use of the Site or Facilities to the Charter School resulting from or arising out of the willful negligence or intentional acts, errors, or omissions of the Charter School or Charter School Personnel, or entity not subject to the District's control and supervision.

Section 18. Full Satisfaction of Proposition 39/Release of Claims. Charter School waives any claims regarding the sufficiency of District's compliance with or suitability of the Sites and Facilities under Section 47614 and the Proposition 39 regulations for the Term. The Charter School will not challenge the District's right to rent or lease any classroom, building or ground space not allocated to the Charter School on the Site and Facilities to outside parties or to use or develop and construct buildings for its own programs during the Term, as long as Charter School's allocation of space as described herein is not affected, unless agreed to by Charter School. District shall provide sixty (60) days' written notice of any changes that potentially impact Charter School use of the Site and Facilities, including any new tenants or occupants on the Site. Notwithstanding the foregoing, should the District elect to exercise its rights described in this Section during the Term of this Agreement, the Parties agree to work in good faith to address and resolve any resultant issues that may impact the Charter School's use of the Site and Facilities.

Section 19. Access. Charter School shall permit District, its agents, representatives or employees, to enter upon the Site or Facilities for the purpose of inspecting same or to make repairs, alterations, or additions to any portion of the Site or Facilities required by this Agreement. District shall attempt to give reasonable notice where practicable but shall not be obligated to do so in the event of emergency or imminent threat to health or safety of occupants.

Section 20. Notice. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, addressed as follows:

If to the District: Redwood City School District
John Baker, Superintendent
750 Bradford Street
Redwood City, CA 94063
Ph: 650-423-2248
Fax: 650-423-2204
Email: jbaker@rcsdk8.net

If to Charter School: Rocketship Education
c/o Maricela Guerrero
2001 Gateway Place, Suite 230E
San Jose, CA 95110
Ph: 707-312-0752
Email: mguerrero@rsed.org

Any notice personally given or sent by email or facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail. All notices shall be accompanied with a courtesy copy of such notice sent via email.

Section 21. Subcontract and Assignment. Neither Party shall assign its rights, duties or privileges under this Agreement, nor shall a party attempt to confer any of its rights, duties or privileges under this Agreement (including that of sublease) on any third party, without the written consent of the other party. Charter School shall not sublease, pledge, encumber, mortgage or otherwise transfer or assign to any Party whatsoever any interest in the Site or Facilities.

Section 22. Independent Status. This Agreement is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

Section 23. Entire Agreement of Parties. This Agreement, and all its incorporated documents, constitute the entire agreement between the Parties and supersede all prior discussions, negotiations and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by the Parties expressly indicating an intent to modify or amend this Agreement.

Section 24. California Law. This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in San Mateo County, California.

Section 25. Waiver. The waiver by any Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

Section 26. Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns.

Section 27. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document, including any electronic copies of signatures.

Section 28. Captions. The captions contained in this Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or of the intention of the Parties.

Section 29. Severability. Should any provision of this Agreement be legally determined to be invalid, illegal or unenforceable in any respect, such provision shall be severed and the remaining provisions shall continue as valid, legal and enforceable.

Section 30. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are incorporated herein by reference.

IN WITNESS WHEREOF, the authorized representatives of the Parties have executed this Agreement on the dates indicated below.

District:
REDWOOD CITY SCHOOL DISTRICT

By: _____
John Baker, Ed.D.
Superintendent

Date: _____

Charter School:
ROCKETSHIP EDUCATION, INC.

By:  _____
Maricela Guerrero
Executive Director
5/5/2025
Date: _____

EXHIBIT A

DEPICTION OF HAWES CAMPUS

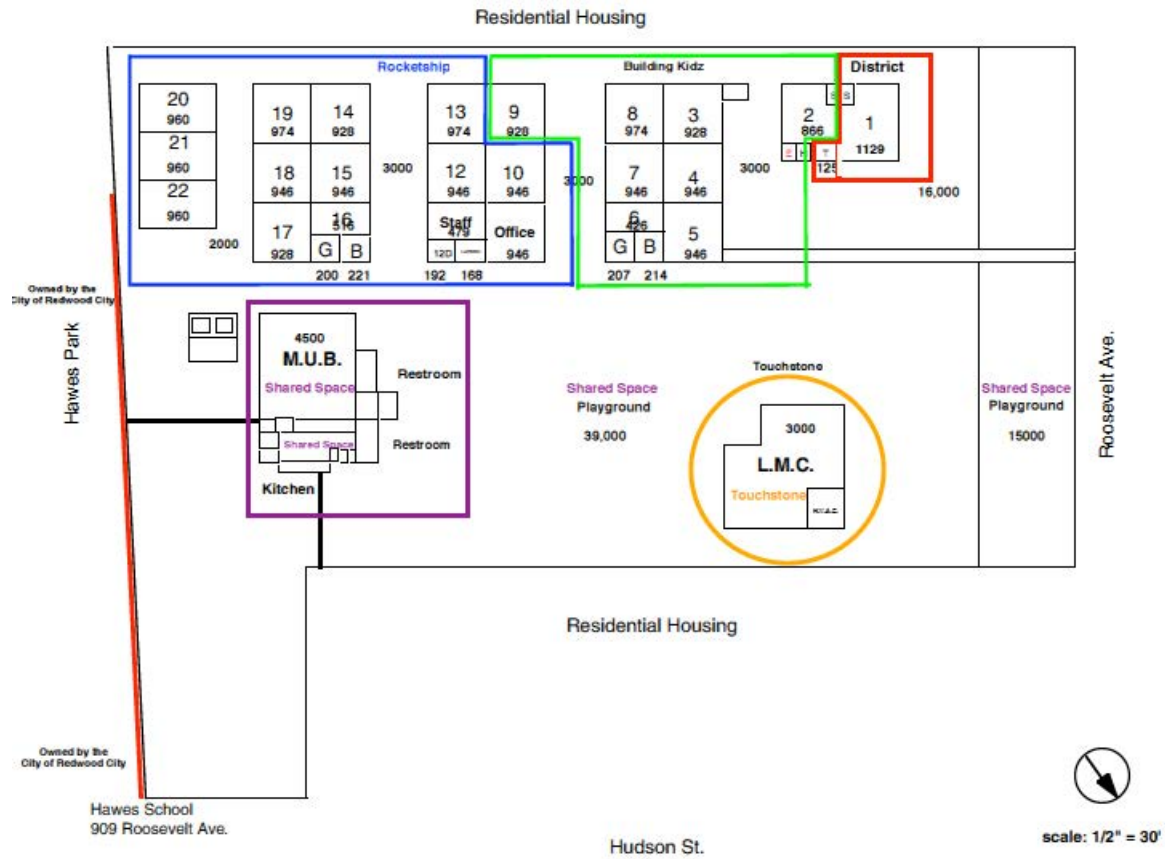


EXHIBIT B
Rocketship Redwood City Prep Charter School

SPACE ALLOCATION SUMMARY CHART (2025-27)				
FORMER HAWES ELEMENTARY SCHOOL				
EXCLUSIVE USE: 25-26 (\$0.95/sq. ft.) 26-27 (\$1.08/sq. ft.)	TEACHING, SPECIALIZED AND NON-TEACHING SPACE	SIZE Square Feet	PRO RATA CHARGE 2025-26	PRO RATA CHARGE 2026-27
1-2	Rooms 10 and 12	1892	\$1,797.40	\$2,043.36
3	Room 13	974	\$925.30	\$1,051.92
4	Room 14	928	\$881.60	\$1,002.24
5	Room 15	946	\$898.70	\$1,021.68
6	Room 16	516	\$490.20	\$557.28
7	Room 17	928	\$881.60	\$1,002.24
8	Room 18	946	\$898.70	\$1,021.68
9	Room 19	974	\$925.30	\$1,051.92
10-12	Rooms 20, 21, 22	2880	\$2,736.00	\$3,110.40
13	Main Office (includes principal's office, small office, reception, conference room, nurse's office, nurses' restroom)	946	\$898.70	\$1,021.68
14	Staff Lounge and restrooms	479	\$455.05	\$517.32
15	Room 12D – Resource Room	192	\$182.40	\$207.36
16	Custodial and Storage	168	\$159.60	\$181.44
17	Girls' Restroom (next to Room 16)	200	\$190.00	\$216.00
18	Boys' Restroom (next to Room 16)	221	\$209.95	\$238.68
	TOTAL:	13190	\$12,530.50	\$14,245.20
SHARED USE:*	SPACE DESCRIPTION		PRO RATA CHARGE	PRO RATA CHARGE
(29%; \$0.276/25-26 \$0.313/26-27)				
1	Central Shared Playground	39,000	\$10,764.00	\$12,207.00
2	Shared Courtyard	3000	\$828.00	\$939.00
3	Multi Use Building (including kitchen, kitchen office and pantry, but excluding custodial and utility rooms)	5138	\$1,418.09	\$1,608.19
4	Girls Restroom in MUB	221	\$61.00	\$69.17
5	Boys Restroom in MUB	179	\$49.40	\$56.03
	TOTAL:	47,538	\$13,120.49	\$14,879.39
TOTAL PRO RATA CHARGE:			25-26	26-27
			\$25,650.99	\$29,124.59

* Shared use areas may be shared among multiple occupants on campus.

Electronic Record of Contracts

This document was generated as a record of certain contracts created, accepted and stored electronically.



Summary of Contracts

This document contains the following contracts.

Title	ID
Real Estate (Redwood City School District and Rocketship Public Schools)	7842329e-d67d-4e0b-b988-e96490325cd6

Contract signed by:

Maricela Guerrero	Signer ID: a2e5782f-502a-48f7-9295-1b91d8daea3a
	Email: mguerrero@rsed.org
Date / Time:	May 5, 2025 at 1:01 PM EDT
IP Address:	66.7.239.194
User Agent:	Mozilla/5.0 (Macintosh; Intel Mac OS X 10_15_7) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/135.0.0.0 Safari/537.36

ROCKETSHIP

PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

6/11 Nat'l Board
Materials for Reference

Subject: Approve the Contract Extension Agreement with Nob Hill Catering, Inc., DBA The LunchMaster	X	OPEN/ACTION
		INFORMATION
		CONSENT

Recommendation(s):

Rocketship Education has decided to renew the contract with Lunch Master for food service for the 2025–2026 school year. This contract will continue the relationship between the below Rocketship schools and Lunch Master to provide daily breakfast and lunch for students that are nutritionally compliant with the USDA’s National School Lunch and Breakfast Programs (NSLP and SBP).

- Rocketship Discovery Prep
- Rocketship Brilliant Minds
- Rocketship Si Se Puede
- Rocketship Los Sueños
- Rocketship Fuerza Academy
- Rocketship Delta Prep
- Rocketship Futuro Academy

Staff members recommend that the Rocketship Education Board of Directors (“Board”) approve the Contract Extension Agreement with Nob Hill Catering, Inc., DBA The LunchMaster for the 2025–2026 school year.

Background:

As part of USDA NSLP and SBP regulations, schools are allowed to engage in one-year contract extensions for their base food service contracts, for up to four years. The Rocketship regional team has elected to engage in their first extension year with Lunch Master. As part of this contract extension, Lunch Master will continue to offer breakfast and lunch with no increase in pricing from the previous school year.

Summary of Previous Board Action by Board:

The Board approved the Food Service Vendor Contract with Lunch Master on March 6, 2024.

Fiscal Impact:

Per our base contract, Lunch Master is allowed to increase prices based on the Consumer Prices and Price Indexes (“CPI”) Food Eaten Away From Home San Francisco for the most recent December. Lunch Master has elected not to increase meal prices for the 2025–2026 school year.

CA- The Lunch Master			
	24.25	25.26	Percent Increase
School Year			
Breakfast	\$2.35	\$2.35	0.00%
Lunch	\$3.55	\$3.55	0.00%
Snack	\$1.10	\$1.10	0.00%
Field Trip Lunch	\$3.55	\$3.55	0.00%
Summer Food Service			
Breakfast	\$2.60	\$2.60	0.00%
Lunch	\$4.10	\$4.10	0.00%

Submitted by:

Kelly Giampaoli Senior Manager, Compliance and NSLP

CONTRACT EXTENSION

☐ **CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED**

Renewal (Extension Number)	Agreement Number (Base year)
1	2024-2025

1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:

SCHOOL FOOD AUTHORITY'S NAME

Rocketship Education DBA Rocketship Public Schools

FOOD SERVICE MANAGEMENT COMPANY'S NAME AND FEDERAL TAX IDENTIFICATION NUMBER

Nob Hill Catering, Inc., DBA The LunchMaster

2. Base year contract term: Effective date: July 1, 2024 Expiration date: June 30, 2025
Extension year: 1 Effective date: July 1, 2025 Expiration date: June 30, 2026
-
3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals:
\$ \$2,000,000 (maximum dollar amount)
-
4. The parties mutually agree to this extension as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein: **(Note: This section is used to indicate the current cost per meal. Please include your cost per meal table.)**
- a. The parties have agreed to renew the Agreement for an additional one-year period pursuant to Section 1.A. Term of the Agreement. There are 3 remaining one-year renewal options.
- b. Per Section 1.B., the per meal rates below did not exceed the December 2024 Consumer Price Index Food Eaten Away From Home San Francisco as no price increases have been made for the 2025-2026 school year.
- c. The following "Fixed Meal Rate Per Meal" table shall confirm the table contained in Exhibit B – Pricing Grid– of the Agreement:

Fixed Meal Rate Per Meal	
Items	Price
Breakfast	\$2.35
Lunch	\$3.55
Snack	\$1.10
Field Trip Lunch	\$3.55
Summer Breakfast	\$2.60
Summer Lunch	\$4.10

VENDED MEAL SERVICE COMPANYCONTRACTOR'S NAME *(If other than an individual, state whether a corporation, partnership, etc.)***Nob Hill Catering, Inc., DBA The LunchMaster**BY *(Authorized Signature)*

DATE SIGNED

PRINTED NAME AND TITLE OF PERSON SIGNING

Marie Giouzelis, Vice President

ADDRESS

3162 Baumberg Avenue, Hayward, CA 94545**SCHOOL FOOD AUTHORITY**

SCHOOL FOOD AUTHORITY NAME

Rocketship Education, INC DBA Rocketship Public SchoolsBY *(Authorized Signature)*

DATE SIGNED

PRINTED NAME AND TITLE OF PERSON SIGNING

Benjamin Carson, Chief Financial Officer

ADDRESS

2001 Gateway Place, Ste. 230E, San Jose, CA 95110BY *(Authorized Signature)*

DATE SIGNED

PRINTED NAME AND TITLE OF PERSON SIGNING

Preston Smith, Chief Executive Officer

ADDRESS

2001 Gateway Place, Ste. 230E, San Jose, CA 95110

ROCKETSHIP

PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

6/11 Nat'l Board
Materials for Reference

Subject: Approve the Contract Extension Agreement with Bigbreak, LLC, DBA Chefables	X	OPEN/ACTION
		INFORMATION
		CONSENT

Recommendation(s):

Rocketship Education has decided to renew the contract with Chefables for food service for the 2025–2026 school year. This contract will continue the relationship between the below Rocketship schools and Chefables to provide daily breakfast and lunch for students that are nutritionally compliant with the USDA's National School Lunch and Breakfast Programs (NSLP and SBP).

- Rocketship Redwood City
- Rocketship Mosaic Elementary
- Rocketship Spark Academy
- Rocketship Rising Stars
- Rocketship Mateo Sheedy
- Rocketship Alma Academy

Staff members recommend that the Rocketship Education Board of Directors approve the Contract Extension Agreement with Bigbreak, LLC, DBA Chefables for the 2025–2026 school year.

Background:

As part of USDA NSLP and SBP regulations, schools are allowed to engage in one-year contract extensions for their base food service contracts, for up to four years. The Rocketship regional team has elected to engage in their first extension year with Chefables. As part of this contract extension, Chefables will continue to offer breakfast and lunch with no increase in pricing from the previous school year.

Summary of Previous Board Action by Board:

The Board approved the Food Service Vendor Contract with Chefables on March 6, 2024.

Fiscal Impact:

Per our base contract, Chefables is allowed to increase prices based on the Consumer Prices and Price Indexes ("CPI") Food Eaten Away From Home San Francisco for the most recent December. As per this agreement Chefables proposed an increase of 5.0%, which staff have agreed to.

CA- Chefables			
	SY 24.25	SY 25.26	Percent increase
School Year			
Breakfast price per meal	\$2.20	\$2.31	5.00%
Lunch price per meal	\$3.44	\$3.61	5.00%
Snack price per meal	\$0.96	\$1.01	5.00%
Summer Food Service			
Breakfast price per meal	\$2.35	\$2.47	5.00%
Lunch price per meal	\$3.85	\$4.04	5.00%

Submitted by:

Kelly Giampaoli Senior Manager, Compliance and NSLP

CONTRACT EXTENSION

☐ **CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED**

Renewal (Extension Number)	Agreement Number (Base year)
1	2024-2025

1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:

SCHOOL FOOD AUTHORITY'S NAME

Rocketship Education, INC DBA Rocketship Public Schools

FOOD SERVICE MANAGEMENT COMPANY'S NAME AND FEDERAL TAX IDENTIFICATION NUMBER

Bigbreak, LLC (DBA) Chefables

2. Base year contract term: Effective date: July 1, 2024 Expiration date: June 30, 2025
Extension year: 1 Effective date: July 1, 2025 Expiration date: June 30, 2026
3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals:
\$ \$2,000,000 (maximum dollar amount)
4. The parties mutually agree to this extension as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein:
- a. The parties have agreed to renew the Agreement for an additional one-year period pursuant to Section "TERM OF THE AGREEMENT". There are 3 remaining one-year renewal options.
- b. Per Section "TERM OF THE AGREEMENT", the per meal rates below did not exceed the December 2024 Consumer Price Index Food Eaten Away From Home San Francisco.
- c. The following "Fixed Meal Rate Per Meal" table shall replace the pricing contained Section "THE VENDOR AGREES TO:" of the Agreement:

Fixed Meal Rate Per Meal	
Items	Price
Breakfast	\$2.31
Lunch	\$3.61
Snack	\$1.01
Summer Breakfast	\$2.47
Summer Lunch	\$4.04

VENDED MEAL SERVICE COMPANYCONTRACTOR'S NAME *(If other than an individual, state whether a corporation, partnership, etc.)***Bigbreak, LLC (DBA) Chefables**BY *(Authorized Signature)*

DATE SIGNED

PRINTED NAME AND TITLE OF PERSON SIGNING

Lesley Kohn, Executive Director

ADDRESS

Bigbreak, LLC PO Box 288 South San Francisco, CA**SCHOOL FOOD AUTHORITY**

SCHOOL FOOD AUTHORITY NAME

Rocketship Education, INC DBA Rocketship Public SchoolsBY *(Authorized Signature)*

DATE SIGNED

PRINTED NAME AND TITLE OF PERSON SIGNING

Benjamin Carson, Chief Financial Officer

ADDRESS

2001 Gateway Place, Ste. 230E, San Jose, CA 95110BY *(Authorized Signature)*

DATE SIGNED

PRINTED NAME AND TITLE OF PERSON SIGNING

Preston Smith, Chief Executive Officer

ADDRESS

2001 Gateway Place, Ste. 230E, San Jose, CA 95110

ROCKETSHIP

PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

6/11 Nat'l Board
Materials for Reference

Subject: Approve Services Agreement with Swenson and Associates	X	OPEN/ACTION
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education Board of Directors ("RSED-Board") approve the services agreement with Swenson and Associates for renovations to Rocketship Mosaic Elementary School ("ROMO"), as outlined in the attached AIA A101-2017 Owner-Contractor Agreement and referenced A201-2017 General Conditions.

The contract will enable Rocketship to proceed with major facility upgrades and ensure the building is ready for the 2025–26 school year, aligned with our facilities and programmatic needs.

Background:

Rocketship is undertaking a facilities improvement project at Rocketship Mosaic (ROMO) to address critical capital upgrades. These upgrades come as ROMO reaches an age where significant wear and tear is causing consistent issues with functionality and beginning to show age. Following a competitive bidding process using our preferred vendor (Swenson and Associates) and thorough internal review, Swenson was selected to execute the renovations based on their proposed scope, pricing, and alignment with Rocketship's standards.

The contract value is \$641,813.00 for the scope of work outlined in the Construction Documents prepared by Swenson and Associates, dated March 15, 2025, and other specifications included in the Agreement. Work is scheduled to begin on June 16, 2025, with a Substantial Completion Date of August 8, 2025, to allow readiness for the new school year.

Key project elements include:

- Interior flooring upgrades, including limited subfloor replacement
- Interior painting
- Interior Drywall Installation
- Electrical, signage, and limited structural modifications
- Stairwell Handrail replacements

After acceptance of the contract, Rocketship and Swenson and Associates will begin construction expeditiously on June 16, 2025 in order to complete by the start of the 25-26 school year.

Summary of Previous Board Action by Board:

None

Fiscal Impact:

The contract is valued at \$641,813.00. To be paid from ROMO cash reserves.

Submitted by:

Brandon Werner, National Director of Facilities

Ben Carson, CFO

ROCKETSHIP

PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

6/11 Nat'l Board
Materials for Reference

Subject: Approve Resolution #2025-03: Declaration of Need for Fully Qualified Educators for Rocketship California Schools	X	OPEN/ACTION
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education Board of Directors ("RSED-Board") approve Resolution #2025-03: Declaration of Need for Fully Qualified Educators for Rocketship California Schools.

Background:

The **Declaration of Need for Fully Qualified Educators (Form CL-500)** is a formal document submitted annually to the **California Commission on Teacher Credentialing (CTC)** by school districts, charter schools, and county offices of education. It is a **required prerequisite** for requesting the issuance of certain **emergency permits** for the upcoming school year.

Annual Filing Process:

The Declaration outlines the **anticipated number of emergency permits by school site**. Once approved and signed by the Board, the following documents are submitted to the CTC for annual filing:

- Board-approved **Resolution Document**
- Individualized **CL-500 Forms**
- Copy of the **Board meeting minutes** showing the Declaration of Need was listed as a public action item and approved

Upon successful filing, the **Credentialing Team is authorized to begin processing emergency permit applications** for the new school year. Our team has submitted and received Board approval for this filing annually since the **2021–2022 school year**.

Permit Forecasting Approach:

To ensure flexibility and avoid the need for a secondary filing midyear, we have **intentionally overestimated** the number of permits requested. We have listed up to **three of each permit type per school site**—although actual need is expected to be lower.

Types of Emergency Permits & Rationale		
Permit Type	Purpose & Compliance	Typical Use
Emergency Crosscultural, Language and Academic Development (CLAD)	Temporarily authorizes instruction to English Learners while CLAD is added to an existing credential. All CA School Leaders and Teachers are required to hold English Learner Authorization.	Newly hired School Leaders transferring from out of state who require immediate English Learner Authorization
PK-3 Early Childhood Education (ECE) Specialist Permit (New in 2024–2025)	Emergency permit providing temporary compliance for instruction in TK–3 classrooms	Teachers new to the profession who are eligible to teach Transitional Kindergarten
General Education Multiple Subject Limited Assignment Teaching Permit	Temporarily authorizes a teacher with a Single Subject Credential to teach in a Multiple Subject setting	Teachers hired with a Single Subject Credential serving in a general education elementary classroom

Summary of Previous Board Action by Board:

On May 29, 2024 the RSED-Board approved Resolution #2024-01: Declaration of Need for Fully Qualified Educators for Rocketship California Schools.

Fiscal Impact:

None

Submitted by:

Janelle King

Talent Partner, Credentialing & Compliance

RESOLUTION NO. #2025-03
DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

WHEREAS, Rocketship Public Schools, including all California based school sites, has made reasonable efforts to recruit teachers who hold the appropriate credential for the assignment and

WHEREAS, Rocketship Public Schools has recruited persons holding an appropriate California credential from Reach University, National University, Loyola Marymount University, Santa Clara University and University of California-San Francisco; and

WHEREAS, suitable individuals who meet the given priorities may not have been found; and

WHEREAS, AS, Rocketship Public Schools must adhere to the Education Code and the recruitment and hiring practices and priorities in AB4 71;

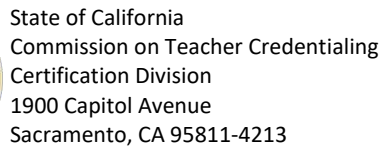
NOW, THEREFORE, BE IT RESOLVED that if a fully prepared teacher is not available Rocketship Public Schools will make reasonable efforts to recruit individuals in the following order:

- A candidate who is scheduled to complete initial preparation requirements within six months.
- A candidate who is qualified to participate in an approved internship or credentialing program in the region of the school district.

I hereby certify that the foregoing resolution was adopted by the Board of Directors of Rocketship Education at its meeting held May 28, 2025

Date: _____

President of the Board



Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, .

Submitted by (Superintendent, Board Secretary, or Designee):

Name *Signature* *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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Mailing Address

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County	County CDS Code
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Name of State Agency

Name of NPS/NPA	County of Location
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Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
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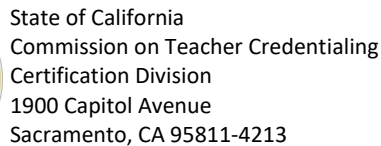
If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

► ***Enclose a copy of the board agenda item***

Submitted by (Superintendent, Board Secretary, or Designee):

E-Mail Address

[illegible]

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
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Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

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EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
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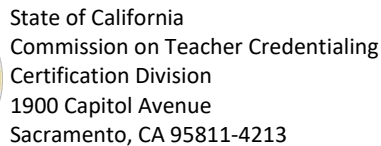
If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
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If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, .

Submitted by (Superintendent, Board Secretary, or Designee):

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
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<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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Mailing Address

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County	County CDS Code
Alameda	001
Albany	002
Alameda	003
Alameda	004
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Alameda	006
Alameda	007
Alameda	008
Alameda	009
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Alameda	169

Name of State Agency

Name of NPS/NPA	County of Location
-----------------	--------------------

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
<i>Name</i>	<i>Signature</i>	<i>Title</i>

_____	_____	_____
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

Mailing Address

E-Mail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

Emergency Transitional Kindergarten (ETK)

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
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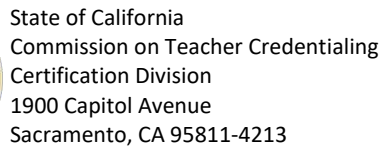
If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

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The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, .

Submitted by (Superintendent, Board Secretary, or Designee):

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
----------------------	---------------------------	-----------------------

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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Mailing Address

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County	County CDS Code
----------------	-----------------

Name of State Agency

[illegible]

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
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_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
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Mailing Address

E-Mail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

Emergency Transitional Kindergarten (ETK)

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
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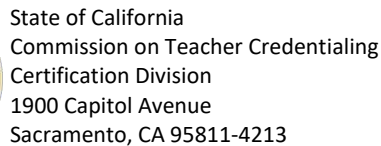
If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
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If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

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Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

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- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

► ***Enclose a copy of the board agenda item***

Submitted by (Superintendent, Board Secretary, or Designee):

E-Mail Address

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

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Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
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AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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Type of Emergency Permit

Estimated Number Needed

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LIMITED ASSIGNMENT PERMITS

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Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
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EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
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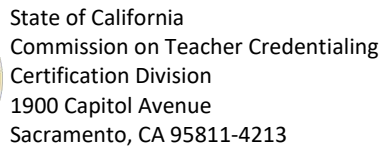
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If yes, list each college or university with which you participate in an internship program.

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Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
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<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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Mailing Address

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County	County CDS Code
----------------	-----------------

Name of State Agency

Name of NPS/NPA	County of Location
-----------------	--------------------

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-Mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

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LIMITED ASSIGNMENT PERMITS

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TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
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Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
--	-----	----

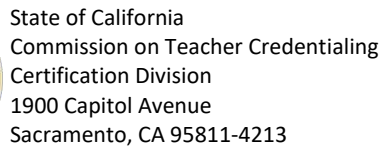
If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
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► ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, .

Submitted by (Superintendent, Board Secretary, or Designee):

Name *Signature* *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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Mailing Address

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County	County CDS Code
----------------	-----------------

Name of State Agency

Name of NPS/NPA		County of Location
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The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
<i>Name</i>	<i>Signature</i>	<i>Title</i>

_____	_____	_____
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

Mailing Address

E-Mail Address

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AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

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LIMITED ASSIGNMENT PERMITS

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Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
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Home Economics		Theater	
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EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
--	-----	----

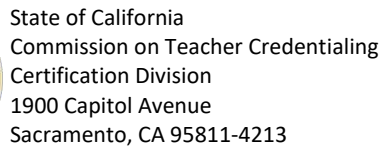
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Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? _____

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If no, explain why you do not participate in an internship program.



Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

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Submitted by (Superintendent, Board Secretary, or Designee):

E-Mail Address

Name of NPS/NPA	County of Location
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Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
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Mailing Address

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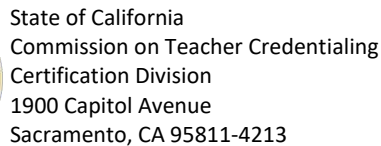
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Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

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With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, .

Submitted by (Superintendent, Board Secretary, or Designee):

Name *Signature* *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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Mailing Address

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County	County CDS Code
----------------	-----------------

Name of State Agency

[illegible]

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

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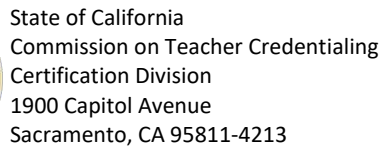
If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, .

Submitted by (Superintendent, Board Secretary, or Designee):

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
----------------------	---------------------------	-----------------------

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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Mailing Address

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County	County CDS Code
----------------	-----------------

Name of State Agency

Name of NPS/NPA	County of Location
-----------------	--------------------

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-Mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

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LIMITED ASSIGNMENT PERMITS

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Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

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Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

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EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
--	-----	----

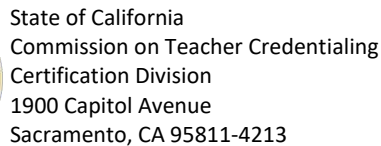
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Website: www.ctc.ca.gov

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Revised Declaration of Need for year: _____

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► ***Enclose a copy of the board agenda item***

Submitted by (Superintendent, Board Secretary, or Designee):

Name *Signature* *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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Mailing Address

E-Mail Address

Name of County	County CDS Code
----------------	-----------------

Name of State Agency

[illegible]

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The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
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- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

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Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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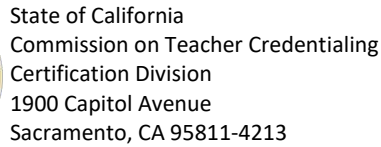
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DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Revised Declaration of Need for year: _____

Page 1 of 4

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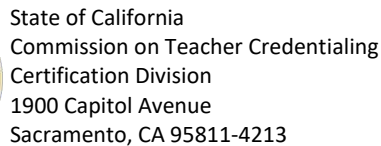
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With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, .

Submitted by (Superintendent, Board Secretary, or Designee):

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
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<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
-------------------	-------------------------	-------------

Mailing Address

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County	County CDS Code
----------------	-----------------

Name of State Agency

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_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
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EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
--	-----	----

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? _____

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ROCKETSHIP

PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
June 11, 2025

6/11 Nat'l Board
Materials for Reference

Subject: Approve Resolution #2025-04 Adopting Literacy Screening Tool for Reading Difficulties	X	OPEN/ACTION
		INFORMATION
		CONSENT

Recommendation(s):

Staff members recommend that the Rocketship Education Board of Directors ("RSED-Board") approve Resolution #2025-04 Adopting Literacy Screening Tool for Reading Difficulties.

California Education Code 53008 mandates the use of evidence-based, culturally and developmentally appropriate screening tools to assess students in K-2 for reading difficulties, including potential neurological disorders such as dyslexia. The resolution will satisfy Rocketship's obligation to California Education Code 53008.

Background:

- This item seeks formal Board approval for the adoption of *Amplify Education's mCLASS with DIBELS Edition 8* and *mCLASS Lectura* as Rocketship Public Schools' universal literacy screening tools for grades K-2.
- These tools are part of a statewide mandate designed to identify students at risk for reading difficulties, including dyslexia, at an early stage. This resolution is necessary to ensure Rocketship's compliance with newly enacted requirements under California Education Code §53008.
- **Adopted Tools:** The resolution Amplify Education's mCLASS with DIBELS Edition 8 and mCLASS Lectura as the designated screening tools. These tools are already in use across all 13 of our campuses in California.
- **Purpose:** This resolution affirms Rocketship's compliance with state literacy screening mandates by selecting and committing to the implementation of approved tools for early identification of reading challenges in young students.

Summary of Previous Board Action by Board:

No previous action.

Fiscal Impact:

No additional cost, as the tools are already in use.

Submitted by:

Juan Mateos, VP of Schools

Maricela Guerrero, Executive Director

Resolution #2025-04

**RESOLUTION OF THE BOARD OF DIRECTORS
OF ROCKETSHIP EDUCATION ADOPTING LITERACY SCREENING
TOOL FOR READING DIFFICULTIES**

WHEREAS, Rocketship Education d/b/a Rocketship Public Schools (“Rocketship”) is a California nonprofit public benefit corporation;

WHEREAS, the Rocketship Board of Directors (“Board”) governs public charter schools, thirteen of which are located in California, and each of which serve students in kindergarten, first, and second grades;

WHEREAS, California Education Code 53008 required the California State Board of Education (“SBE”) to create a list of evidence-based, culturally, linguistically, and developmentally appropriate screening instruments for pupils in kindergarten and grades 1 and 2 to assess pupils for risk of reading difficulties, including possible neurological disorders such as dyslexia;

WHEREAS, California Education Code 53008 also requires the governing board of public schools serving students in kindergarten or grades 1 or 2 to adopt one or more screening instruments from the SBE’s approved list on or before June 30, 2025;

NOW, THEREFORE, the Board finds, resolves, and orders as follows:

Section 1. The screening tool to be utilized by Rocketship will be Amplify Education’s mCLASS with DIBELS Edition 8 and mCLASS Lectura.

Section 2. Rocketship shall ensure that the screening tool described in Section 1 above shall be used to comply with all literacy screening requirements as set forth Education Code 53008.

#

SECRETARY'S CERTIFICATE

The undersigned hereby certifies that the foregoing is a true and correct copy of *Resolution #2025-04, Adopting Literacy Screening Tool for Reading Difficulties* that was duly adopted by the Board of Trustees of RSED, at a meeting thereof duly called, noticed and held on June 11, 2025, and at which meeting a quorum of the Board was present, and that this resolution was adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

WITNESS my hand this _____ day of _____, 20__.

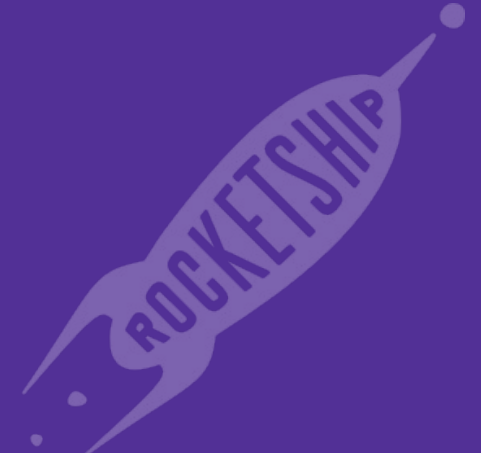
Secretary
Rocketship Education

Board Chair
Rocketship Education

Executive Director
Rocketship Education

Q4 Rocketship Public Schools CA Board Committee Meeting

June 5, 2025



Agenda

1. Opening Items

A. Call to order

B. Public comment on off-agenda items

2. Consent Items

A. Approve minutes from May 8, 2025 CA Board Committee meeting

B. Appointment Raymond Raven to the Rocketship CA Board Committee for a term of two years through June 2027

C. Review and recommend approval of the 2025-26 Instructional Calendar to the Rocketship Board of Directors

3. Action Items: Agreements - Review and Recommend Approval

A. Review and Recommend Approval of the Facilities Use Agreement for Rocketship Redwood City Prep

B. Review and Recommend Approval of the Contract Extension Agreement with Nob Hill Catering, Inc., DBA The LunchMaster

C. Review and Recommend Approval of the Contract Extension Agreement with Bigbreak, LLC, DBA Chefables

D. Review and Recommend Approval of the Agreement with Swenson and Associates

E. Review and Recommend Approval of the Rocketship Public Schools ASES Program Plans for all thirteen Rocketship schools in California

4. Action Items: Resolutions - Review and Recommend Approval

A. Review and Recommend Approval of Resolution #2025-03: Declaration of Need for Fully Qualified Educators for Rocketship California Schools

B. Review and recommend approval of Resolution #2025-04 Adopting Literacy Screening Tool for Reading Difficulties

5. Action Items: Operations - Review and Recommend Approval

A. Review and Recommend Approval of the 2025-26 Employee Handbook to the Rocketship Board of Directors

B. Review and Recommend Approval of the 2025-26 California Family Handbook to the Rocketship Board of Directors

6. Information Items

A. Mission Moment

B. Executive Director Update

C. Q3 Financial Review

7. Action Items: Finance - Review and Recommend Approval

A. 2025-26 Annual Planning Review and Review and Recommend Approval to the Rocketship Board of Directors, Approval of the 2025-26 Rocketship Education CA Budget and all CA School Level Budgets to the Rocketship Board of Directors

8. Break

9. Action Items: LCAP Items - Review and Recommend Approval

A. Review and Recommend Approval of the CA School Dashboard 2024-25 Local Indicator Data to the Rocketship Board of Directors

B. Review and Recommend Approval of the Local Control Accountability Plans (LCAPs) for all CA Rocketship schools to the Rocketship Board of Directors

10. Information Items

A. After School Program Update

B. EOY Achievement Update

11. Adjourn

Opening Items: Call to Order



Opening Items: Public Comment



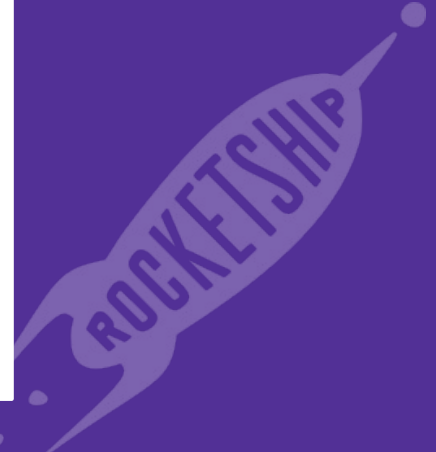
Consent Items



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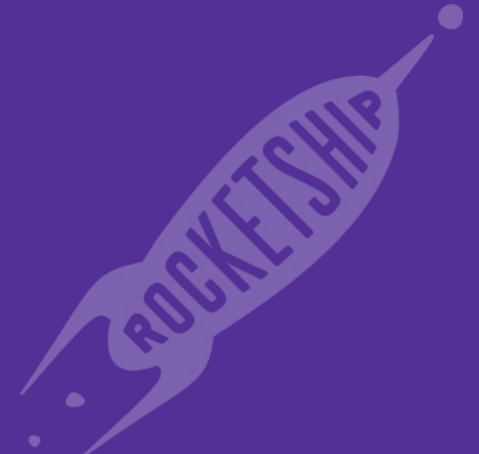
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Information Item:

Mission Moment



Los Dichos

All 13 Rocketship Schools in CA
6 lessons in 6 months
12 Los Dichos Lead Parents

Goal: 3,276 family volunteers
Actual: 5,548 family volunteers

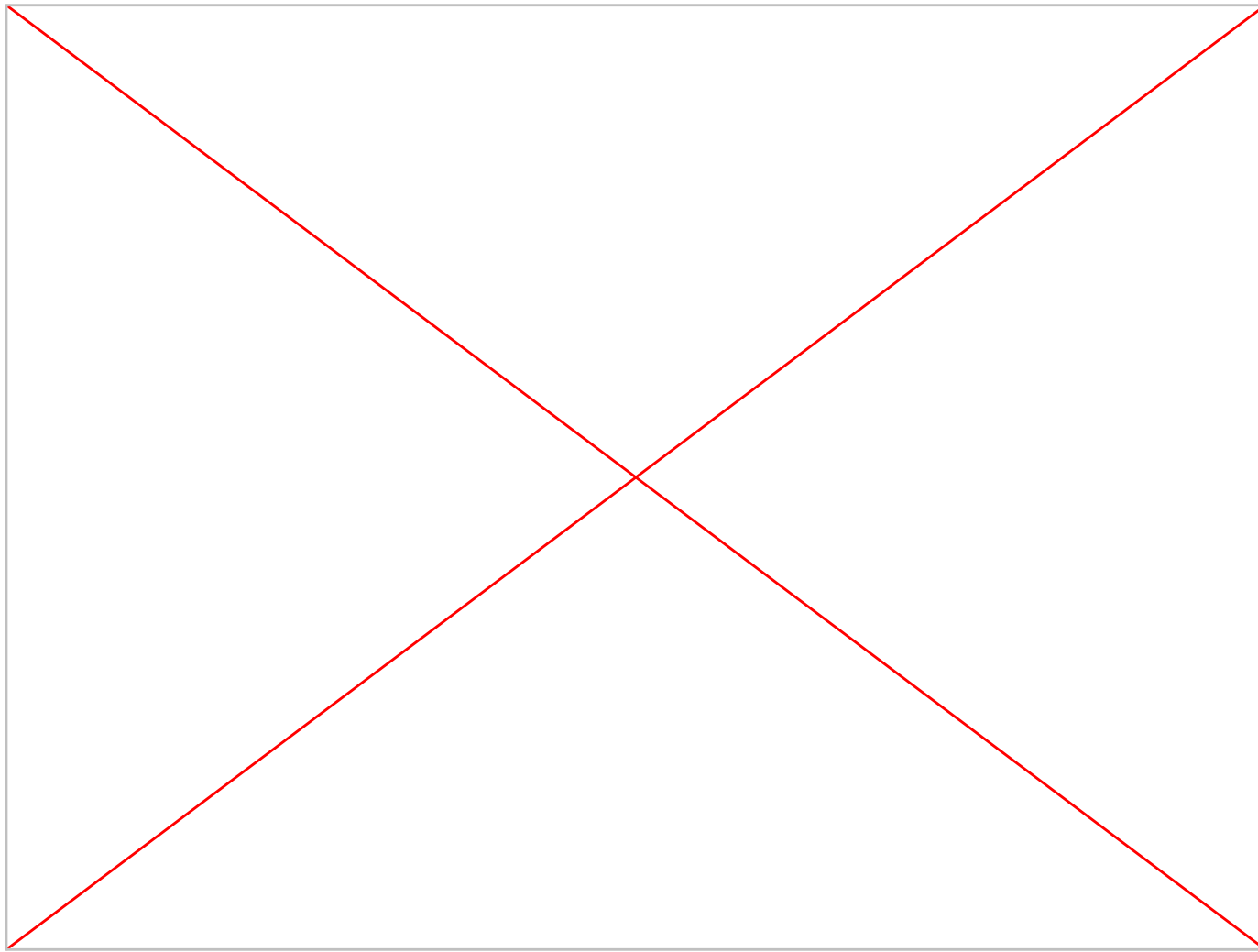


Inaugural Family Literacy Night with Rocketship Redwood City Prep



70 Family Members Participated
Impact: 92% of classes met their
turnout goal & 5 new applications!





Executive Director Update





Rocketship CA Annual Priorities

Quality Schools

Deepen Family Relationships and Elevate the Model

LAG MEASURE MET & **ALMOST MET**

STEM: 34% → 45% (Goal 43%)
Reading: 27% → 35% (Goal 40%)
at or above the 67th percentile

Community Power

Revolutionize Family and Staff Engagement in our Movement

LAG MEASURE MET

1,209 staff & families engaged in advocacy!
(Goal: 1000 staff & families)

Scaled Impact

Strengthen Enrollment System Implementation

LAG MEASURE NOT MET

CA Region: 95% to campus target (Goal: 97%)
3 schools met the goal

Culture of Excellence and Belonging

Fortify a Climate of Trust and Teamwork

LAG MEASURE **ALMOST MET**

eNPS -2.5 → 5 (Goal: 6)



Q3 Financial Review



CA Schools Projections (Compared to FY25 Budget)

Accounts	California Schools (Rollup)		
	FY2025		
	FY25 - Apr Trend Projection	FY25 Budget - Board Approved	Variance
▼ Revenues			
▶ Federal Income ^[1]	11,427,049	7,528,091	3,898,958
▶ State Revenue Sources ^[2]	124,674,120	129,198,645	-4,524,525
▶ Other Local Revenues ^[2]	83,778	13,345	70,433
▶ Internal Transfers	0	0	0
▶ Grants and Fundraising ^[4]	109,983	0	109,983
Total Revenues	136,294,931	136,740,081	-445,150
▼ Expense			
▶ Personnel & Benefits ^[5]	64,078,777	64,574,246	495,468
▶ Books and Supplies ^[6]	5,850,382	5,668,493	-181,889
▶ Food Services	5,028,176	5,179,260	151,084
▶ Services and Other Operating Expenses ^[7]	23,350,412	21,031,824	-2,318,588
▶ Travel & Conferences	490,661	412,792	-77,869
▶ Dues and Insurance	675,418	790,768	115,350
▶ Rental, Leases, & Repairs	11,971,386	12,590,359	618,973
▶ Network Support Fee ^[8]	18,825,833	19,083,516	257,683
▶ Capital Outlay	286,248	212,208	-74,040
▶ Interest Expense	-1,462	860	2,322
▶ Miscellaneous Expense	1,755,975	3,073,544	1,317,569
Total Expense	132,311,807	132,617,870	306,063
CINA	3,983,124	4,122,211	-139,088

By accelerating our use of multi-year revenue, we can project **up to** nearly matching our budgeted revenue projections.

We won't necessarily use all of these grants - our goal is have schools break even or better.

Overall expenses are slightly better than original budget, with significant overspend in services expenses the major challenge.

CA Schools Revenue Deep Dive (compared to budget)

	FY25 Budget	FY25 Apr Trend	Change
- No Project -		11,578	11,578
8012 - Education Protection Account Entitlement	6,316,114	3,177,599	(3,138,515)
8017 - LCFF State Aid	48,707,581	48,076,840	(630,741)
8018-0001 - LCFF State Aid - Adjustments and PY Recomputations		577	577
8025 - In-Lieu of Property Taxes	30,135,045	28,304,526	(1,830,519)
8030 - PY In-Lieu of Property Taxes		464,741	464,741
8181 - SPED: IDEA Flow Through [84.027]	894,460	1,037,952	143,492
8221 - Child Nutrition - National School Lunch Program [10.555]	2,361,571	2,193,356	(168,215)
8222 - Child Nutrition - School Breakfast Program [10.553]	1,330,078	1,201,452	(128,626)
8223 - Child Nutrition - School Snack Program		433,790	433,790
8291 - Title I, Part A, Basic Grants [84.010]	2,076,253	2,211,288	135,035
8292 - Title II, Part A, Teacher Quality [84.367]	235,453	-2	(235,455)
8293 - Title III, Part A, Limited English Proficient [84.365]	451,916	518,667	66,751
8294 - Title IV	178,362	0	(178,362)
8296 - Title III, Part A, Immigrant		51,403	51,403
8302 - Stronger Connections Grant (SCG) Program	3,935,936	3,655,480	(280,456)
8385 - Homeless Children and Youth II Fund (ARP-HCY II)		47,514	47,514
8391 - Title I, Part A, Basic Grants Prior Year		9,223	9,223
8392 - Title II, Part A, Teacher Quality Prior Year		5,427	5,427
8393 - Title III, Part A, Limited English Proficient Prior Year		143,643	143,643
8394 - Title IV Prior Year		1,365	1,365
8396 - Title III, Part A, Immigrant Prior Year		2,442	2,442
8520 - Child Nutrition - State	2,619,392	2,347,061	(272,331)
8524 - Kitchen Infrastructure Funds		471,566	471,566
8570 - SPED State Revenues	5,460,919	5,449,346	(11,573)
8574 - SPED - State Mental Health Level II	492,672	530,430	37,758
8581 - Oth State Apporntmts-Prior Yr		35,506	35,506
8585 - Mandate Block Grant	118,392	120,558	2,166
8586 - Lottery - Unrestricted	1,162,934	1,137,286	(25,648)
8587 - Lottery - Prop 20	499,270	488,258	(11,012)
8588 - Lottery - Unrestricted Prior Year		-2,314	(2,314)
8589 - Lottery - Prop 20 Prior Year		24,452	24,452
8592 - Facilities Reimb (SB 740)	7,042,222	6,924,028	(118,194)
8598 - Facilities Reimb (SB 740) Prior Year		-54,971	(54,971)
8599 - After School Education and Safety Grant Program	1,973,666	1,973,669	3
8600 - After School Ed and Safety Grant Prog PY		1,343	1,343
8601 - Measure U		63,059	63,059
8604 - PCS Reopening Grant		278,852	278,852
8652 - CA Community Schools Partnership Program (CCSPP)	3,087,500	2,946,879	(140,621)
8655 - CA Expanded Learning Opportunity Program	14,559,982	13,702,424	(857,558)
8656 - Universal Prekindergarten Planning (UPK) and Implementation Grant		347,661	347,661
8658 - Arts, Music & Instructional Materials Discretionary Block G	400,668	134,510	(266,158)
8659 - Learning Recovery Emergency Block Grant	2,626,341	6,345,188	3,718,847
8661 - Proposition 28 - Arts and Music in Schools		723,787	723,787
8665 - Teacher Residency Capacity Grant Program		251,371	251,371
8666-0001--Medi-Cal PY		323,884	323,884
8796 - Income Reallocation		1,730	1,730
9999 - General Operations	73,332	179,917	106,585
Total Project (Rollup)	136,740,059	136,294,341	(445,718)

Key point is that sources from core state LCFF revenue are down nearly \$5mm from original budget due to enrollment miss.

Offset by our planned acceleration of multi-year “LRE” grant.



CA Schools Projections (Compared to Prior Trend)

Accounts	California Schools (Rollup)		
	FY2025		
	FY25 - Apr Trend Projection	FY25 - Jan Trend Projection	Variance
▼ Revenues			
▶ Federal Income ^[1]	11,427,049	11,370,422	56,627
▶ State Revenue Sources ^[2]	124,674,120	120,070,188	4,603,932
▶ Other Local Revenues ^[3]	83,778	85,022	-1,244
▶ Internal Transfers	0	0	0
▶ Grants and Fundraising ^[4]	109,983	64,837	45,147
Total Revenues	136,294,931	131,590,469	4,704,461
▼ Expense			
▶ Personnel & Benefits ^[5]	64,078,777	64,919,501	840,723
▶ Books and Supplies ^[6]	5,850,382	6,154,716	304,334
▶ Food Services	5,028,176	4,865,657	-162,519
▶ Services and Other Operating Expenses ^[7]	23,350,412	22,187,990	-1,162,421
▶ Travel & Conferences	490,661	499,912	9,251
▶ Dues and Insurance	675,418	967,649	292,231
▶ Rental, Leases, & Repairs	11,971,386	12,077,746	106,359
▶ Network Support Fee ^[9]	18,825,833	17,962,099	-863,734
▶ Capital Outlay	286,248	256,766	-29,482
▶ Interest Expense	-1,462	-1,342	120
▶ Miscellaneous Expense	1,755,975	2,201,440	445,465
Total Expense	132,311,807	132,092,135	-219,672
CINA	3,983,124	-501,666	4,484,790

- Since the last board meeting....
 - Revenues have increased due to shifts in grant spending plans. [SEE "Revenue Deep Dive"](#)
 - Expenses have increased due to services and other operating expenses.



CA Projections by School

Accounts	FY25 - Apr Trend Projection													
	FY2025													
	RDP	RSSP	RMS	RLS	RBM	RSA	ROMO	RDL	RSK	RFZ	RRS	RFA	RRWC	California Schools (Rollup)
▼ Revenues														
▶ Federal Income	910,431	780,063	835,636	832,183	963,814	1,038,265	993,363	930,444	527,263	976,675	955,625	1,034,354	648,933	11,427,049
▶ State Revenue Sources	8,192,073	6,135,071	8,867,368	7,299,450	10,862,890	10,034,985	11,377,207	10,660,629	10,913,024	10,977,355	12,548,416	11,436,056	5,369,596	124,674,120
▶ Other Local Revenues	0	13,733	23,162	4,435	13,002	0	530	11,027	4,143	65	5,312	2,103	6,266	83,778
▶ Internal Transfers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
▶ Grants and Fundraising	0	6,197	169	2,515	21,468	27,121	21,995	8,094	12,979	2,298	1,576	0	5,571	109,983
Total Revenues	9,102,504	6,935,064	9,726,335	8,138,582	11,861,175	11,100,371	12,393,095	11,610,194	11,457,408	11,956,393	13,510,929	12,472,513	6,030,366	136,294,931
▼ Expense														
▶ Personnel & Benefits	4,438,603	3,229,540	4,756,728	3,975,719	5,303,379	5,253,096	6,370,836	5,130,501	5,394,013	5,296,837	5,651,904	6,136,960	3,140,661	64,078,777
▶ Books and Supplies	439,307	316,349	582,816	293,463	526,476	459,050	378,465	490,448	448,973	448,285	475,722	594,342	396,686	5,850,382
▶ Food Services	360,605	283,998	376,969	258,483	521,015	423,114	441,345	385,671	429,102	462,822	385,622	480,064	219,367	5,028,176
▶ Services and Other Operating Expenses	1,823,206	1,432,419	2,064,727	1,017,105	1,899,829	1,867,955	1,633,734	2,321,136	1,850,094	1,712,267	2,127,641	2,332,052	1,268,245	23,350,412
▶ Travel & Conferences	28,318	16,016	59,128	18,672	21,201	47,111	29,154	62,016	42,632	45,197	32,475	63,879	24,863	490,661
▶ Dues and Insurance	47,511	28,809	52,858	39,017	52,368	52,382	60,236	58,468	55,228	56,466	68,509	65,842	37,722	675,418
▶ Rental, Leases, & Repairs	913,675	729,671	1,038,128	1,006,369	972,772	880,403	1,107,840	1,320,132	1,033,099	1,292,471	1,058,288	531,100	87,438	11,971,386
▶ Network Support Fee	1,227,769	953,943	1,337,994	1,059,289	1,620,362	1,533,611	1,718,999	1,640,826	1,611,164	1,674,417	1,912,938	1,734,298	800,222	18,825,833
▶ Capital Outlay	23,884	33,611	59,860	34,151	12,507	19,510	32,813	7,093	13,826	9,103	9,478	27,452	2,958	286,248
▶ Interest Expense	0	0	0	0	0	0	0	(1,462)	0	0	0	0	0	(1,462)
▶ Miscellaneous Expense	22,901	97,708	15,968	26,631	453,849	24,216	143,507	464,611	78,716	264,883	152,438	6,283	4,264	1,755,975
Total Expense	9,325,781	7,122,065	10,345,178	7,728,899	11,383,758	10,560,450	11,916,929	11,879,440	10,956,845	11,262,749	11,875,016	11,972,272	5,982,425	132,311,807
CINA	(223,276)	(187,000)	(618,843)	409,684	477,417	539,921	476,166	(269,246)	500,563	693,644	1,635,913	500,241	47,941	3,983,124

- 4 of 13 schools are currently not on track for positive CINA.
- We continue to strategize on how all schools can get to break even.
- All schools of concern have adequate cash reserves to mitigate one-time losses.



CA Schools Balance Sheet - (YOY comparison)

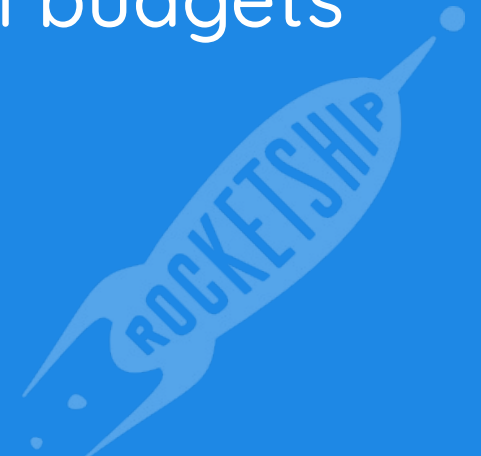
	CA 03/31/2025 Actual	CA 03/31/2024 Actual	Change
Assets			
Cash and cash equivalents	59,743,397	60,704,647	(961,249)
Accounts Receivable	45,498,939	27,913,546	17,585,394
Prepaid expenses and deposits	407,129	914,697	(507,568)
Security Deposits	425,000	425,000	0
BS - Property, plant & equipment	130,788,197	129,341,061	1,447,136
Less: Accumulated depreciation	(17,392,033)	(11,797,506)	(5,594,527)
Note receivable	0	141,815	(141,815)
Total Assets	219,470,630	207,643,259	11,827,371
Liabilities and Net Assets			
Current Liabilities			
Accounts payable	476,433	639,277	(162,844)
Accrued liabilities	2,953,161	6,239,334	(3,286,173)
Accrued lease payments S-T	6,536,232	6,145,975	390,257
Deferred Revenue	35,468,013	27,344,148	8,123,865
Deferred management fee S-T	0	0	0
Intercompany Loan	0	0	0
Current portion of loans payable	0	(1)	1
Total Current Liabilities	45,433,839	40,368,732	5,065,106
Long-Term Liabilities			
Accrued lease payments L-T	103,072,381	108,789,822	(5,717,441)
Accrued Interest	0	0	0
Loans payable L-T	0	0	0
Total Long-Term Liabilities	103,072,381	108,789,822	(5,717,441)
Net Assets	70,964,410	58,484,705	12,479,706
Total Liabilities and Net Assets	219,470,630	207,643,259	11,827,371

CA ended Q3 with \$59.7m in cash, which is \$1.0m lower than this time last year. Accounts receivable is at \$45.5m, which is \$17.6m higher than this time last year.

Overall net assets are \$12.5m higher than prior year.



Review and Recommend Approval:
Rocketship 2024-2025 annual plan and
budget, including all school-level budgets



Objectives of this session

- Revisit annual planning process tied to Rocketship' 5-year plan and goals
- Revisit proposed SY25-26 priorities
- Regional FY26 Budget: Refresh on shared bases for budgeting decisions at the regional and school level
- NeST Budget Review: Refresh on the support team big picture and budget summary

Revisit annual planning process tied to
Rocketship' 5-year plan and goals



Reminder: Annual Planning process objectives

Align on priorities for the upcoming year that track towards our 5-year Strategic Plan objectives

Allocate time and resources to drive on business-as-usual and annual priorities, while ensuring we track towards National NeST sustainability

Include stakeholders (Board, NET, NeST and school leaders) in the process in a genuine yet efficient way

Ultimately, receive Board budget approval at the May board meeting



A few key changes for this year's 2025-26 annual planning

	From	To
Building off the strategic plan	<ul style="list-style-type: none">• Annual planning each year on a one-year basis• Priority-setting from the ground up	<ul style="list-style-type: none">• Annual planning tracking towards the 5-year strategic plan• Streamlined priority-setting based on existing priorities and progress against Year 1 and 2
Elevating regions	<ul style="list-style-type: none">• National priority-setting first, regional second, often after functional plans set• Annual Planning Workgroup comprised of national board members only	<ul style="list-style-type: none">• National and regional priority-setting at the same time upfront• Annual Planning Workgroup comprised of both national and regional board members
Orienting planning around goals	<ul style="list-style-type: none">• Planning oriented around National and each Region; done separately and often misaligned	<ul style="list-style-type: none">• National and all regions coming together to plan oriented around goals, setting a <u>collective</u> strategy



We are in the last phase of annual planning and budgeting for SY25-26

 = where we are

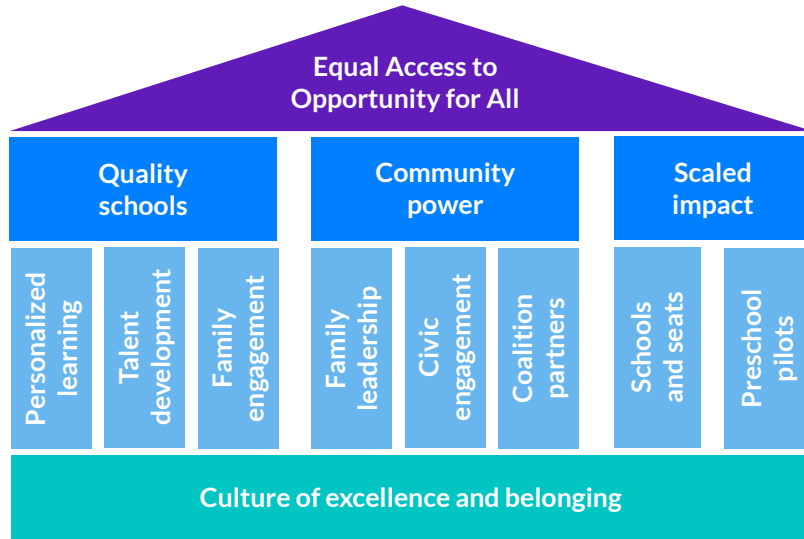


Objectives	Set national and regional priorities to inform team plans	Determine team focus areas and build team budgets	Compile single plan and budget for Board approval
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Activities and Milestones	<ul style="list-style-type: none"> ▪ Review 25-26 revenue and financials ▪ Assess status against strategic plan; propose refined 25-26 priorities ▪ Jan 14-15 NET: Align on National and Regional priorities ▪ Jan 23: Sub-group check-in #1 	<ul style="list-style-type: none"> ▪ Feb 4-5 NLC: Share out priorities and financial overview ▪ Implement training on team planning ▪ Feb 24-Mar 7: Team priority setting ▪ Provide feedback to teams; refine as needed ▪ Mar 14: Sub-group check-in #2 (update via email) 	<ul style="list-style-type: none"> ▪ Set team budget targets ▪ Apr 21-30: Team budgeting ▪ May 5: Roll-up all plans and budgets; lock school budgets ▪ May 6-7 NET: Finalize annual plan and budget ▪ May 9: Sub-group check-in #3 ▪ May 20+: Regional and National board meetings
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Reminder: Our 5-year strategic plan identifies multi-year priorities that drive towards our levers and enablers while annual planning is focused on one-year



Aspiration – the north star, the impact we are aiming to have

Levers – the objectives we will focus on in the next 5-years to reach our aspiration

Activities – focus areas that we believe drive the above Levers

Enablers – foundational components that make the Activities, Levers, and Aspiration possible

Priorities – the specific actions (annual or multi-year) that we are driving on to operationalize the above Activities



Reminder: Everything we do is rooted in our 5-year strategic plan goals

	Metric	Network-wide	CA	WI	TN	DC
Quality Schools	▪ Rocketeers are on track* for success to/thru college	55%	60%	35%	50%	40%
	▪ Rocketeers enrolled 3+ years on track in reading for success to/thru college	60%	65%	42%	55%	48%
Community Power	▪ Community Power composite score	95%	To be determined			
Scaled Impact	▪ Lifetime Rocketeers served	44,000	27,500	3,000	7,000	4,000
Culture of excellence & belonging	▪ Net Promoter Score	30	30	30	30	30

* 67th %ile on NWEA mAP



Reminder: Our Year 2 goals are set to stay on track toward our 5-year goals

	Metric	Network-wide	CA	WI	TN	DC
Quality Schools	▪ Rocketeers are on track* for success to/thru college	44%	48%	30%	41%	29%
	▪ Rocketeers enrolled 3+ years on track in reading for success to/thru college	47%	54%	35%	43%	40%
Community Power	▪ Community Power composite score	85%	To be determined			
Scaled Impact	▪ Lifetime Rocketeers served	36,500	24,800	2,450	5,300	3,100
Culture of excellence & belonging	▪ Net Promoter Score	15	15	15	15	15

* 67th %ile on NWEA MAP

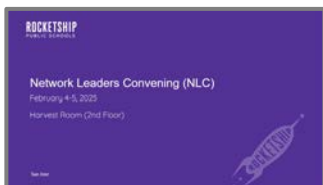


Since our last update, we have engaged in rigorous problem-solving and syndication to build confidence and trust in the annual plan

Org-wide feedback



We solicited feedback from at the NLC (~65 leaders), and conducted huddles with key school stakeholder groups (School Leaders, Business Operations Managers, Office Managers)



Team plan development



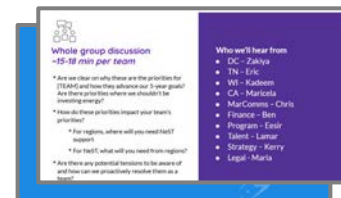
Once National and Regional org priorities were set, each team developed team plans that were aligned to the org-wide priorities



NET alignment



There has been dedicated NET time at NLT meetings, RLT meetings, and NET offsites, to review, stress test, and prioritize as OneNeST on org-wide and team priorities



Revisit proposed SY25-26 priorities



Our SY25-26 top priorities

	Quality Schools	Community Power	Scaled Impact	Culture of excellence & belonging
National	<ul style="list-style-type: none"> Curriculum adoption and best practices Instructional talent development and retention Family engagement Stay the course on information systems 	<ul style="list-style-type: none"> Roll out resources for all regions Pause national investment in function until more reg. capacity 	<ul style="list-style-type: none"> Full enrollment Regional growth and new region exploration 	<ul style="list-style-type: none"> Finalize, implement and refine core model Knowledge management Top 3 action plan in response to surveys/eNPS
CA	<ul style="list-style-type: none"> Strengthen personalized learning Elevate family academic partnership and attendance 	<ul style="list-style-type: none"> Strengthen parent leadership / community partnerships Codify core advocacy systems and practices 	<ul style="list-style-type: none"> Sustain healthy enrollment Explore new region growth and consolidation strategy 	<ul style="list-style-type: none"> Set school and NeST eNPS goals Use feedback tool regularly Embed teacher choice in PD
WI	<ul style="list-style-type: none"> Elevate literacy achievement Elevate family academic partnership and attendance 	<ul style="list-style-type: none"> Define strategy and reporting structure Codify core advocacy systems and practices 	<ul style="list-style-type: none"> Sustain and scale enrollment Successfully open WI3 opening 	<ul style="list-style-type: none"> Set school and NeST eNPS goals Elevate teacher voice Elevate recognition
DC	<ul style="list-style-type: none"> Achieving programmatic excellence Conduct regular PD, real-time coaching, feedback 	<ul style="list-style-type: none"> Develop parent leadership approach to maximize community impact Hire Family Organizer 	<ul style="list-style-type: none"> Drive full enrollment Renegotiate Apple Tree Successful charter review 	<ul style="list-style-type: none"> Cultivate positive adult culture (staff recognition, regular coaching, gather more input)
TN	<ul style="list-style-type: none"> Build literacy instructional coherence Provide targeted focus school support 	<ul style="list-style-type: none"> Increase friendships, parent capacity, and resources 	<ul style="list-style-type: none"> Drive full enrollment Increase regional footprint: TN4 (26-27) & TN5 (27-28) 	<ul style="list-style-type: none"> Cultivate TN pride to drive retention (staff recognition, ED staff advisory group, regional traditions)



Quality Schools: SY25-26 Priorities

Network priorities	Target strategies and milestones
Curriculum adoption and best practices	<ul style="list-style-type: none">● Focus on ELA● Deprioritize science curriculum adoption; instead, understand how science fits into model (staffing, time block, etc)● Get more disciplined on impact of programs and define smarter strategy on what programs are worth investing in (Ignite, Paloma)
Instructional talent development and retention	<ul style="list-style-type: none">● Drive for Five - retention of Principals● Onboarding for all new to RPS employees● Teacher credentialing and pathways to support the credentialing (ex: MLL)● Build coherence across multiple internal programs (rising teachers, rising leaders, rising principals) and continue to further differentiate professional learning, esp for APs
Family Engagement	<ul style="list-style-type: none">● Provide menu of activities and related guide to re-engage families on a monthly cadence for 90% parents to achieve 20 PPHs● Standardize RPS RC in each region to include power standards and family-friendly guides; provide training/development to Ts and SLs on how to lead an effective FTC● Provide training, guidance and resources to support with conversations with families
Info systems	<ul style="list-style-type: none">● Stay the course with focus on academic data systems and pursue philanthropy to fully implement internal data warehouse & systems

At last Ach Com., reviewed Quality Schools Priorities

Regions have added nuance based on 1) regional requirements, and 2) local opportunities or barriers to executing these strategies successfully



Culture of excellence and belonging: SY25-26 Priorities

Net Promoter
Score

	Y2 goal	Priorities	Target accomplishments and milestones
National / network-wide	15	<ul style="list-style-type: none"> Core model and alignment People development 	<ul style="list-style-type: none"> Prioritize, finalize, and socialize “core model” across the organization, implement with fidelity, revisit and refine as needed Improve the annual planning and alignment process Resource Knowledge Management Implement top 3 action plans in response to team surveys and eNPS
CA	15	<ul style="list-style-type: none"> People development Core model 	<ul style="list-style-type: none"> Continue responding to feedback, driving on 1:1s, and people development Elevate core more and drive on socialization/implementation
WI	15	<ul style="list-style-type: none"> People development Core model 	<ul style="list-style-type: none"> Focus on building differentiated PD/coaching for tiers of Ts and SLs Elevate core more and drive on socialization/implementation
TN	15	<ul style="list-style-type: none"> People development Core model 	<ul style="list-style-type: none"> Drive on high quality PD and 1:1s Elevate core more and drive on socialization/implementation
DC	15	<ul style="list-style-type: none"> People development Core model 	<ul style="list-style-type: none"> Drive on high quality PD and 1:1s Introduce core more and drive on socialization/implementation



CA Region priorities



Quality



Comm.
Power



Scaled
Impact



Culture

Priority Name

Actions (Inputs)

Success measures and goals (Outputs)

Aligned RHD Metrics (Outcomes)

Strengthen
Personalized
Learning Practices

- **Content Knowledge:** Revise tools and coach to high quality execution of professional development, unit launches, and data analysis meetings to further develop deep understanding of key grade level standards and content to accelerate student achievement
- **Data-Informed Practices:** Refine and implement tools and data-informed practices for SGI to better personalize instruction and drive student achievement (with a focus on reading G1-G2)

- % mastery on unit assessments (CKLA, Eureka)
- % on track for progress monitoring goal

- 48% of students at or above the 67th percentile on NWEA (49% in Math, 47% in Reading)

Elevate Family
Partnership

- **Academic Partnership:** Elevate key functional tools and ensure implementation of top 5 core practices to partner with families to deeply understand and act on reading levels
- **Attendance:** Establish system to monitor and ensure implementation of attendance plans within existing SL structures to improve attendance and reduce chronic absenteeism

- % weekly ADA
- % family attendance to core events
- % on track to meet PPH

- 48% of students at or above the 67th percentile on NWEA (49% in Math, 47% in Reading)

Build
Revolutionary
Allies of Advocacy

- Codify the core advocacy systems and practices to streamline advocacy and foster one Rocketship
- Cultivate and track new and existing relationships with key partners to strengthen our position in the community
- Develop leadership the leadership journey of our school leaders, staff, and families in order to build more power in the community and our school leaders are more equipped to advocate

- % of key partners growing at least 1 level on the "Champion Scale"
- # of CLOC leader referrals
- # of leaders growing in leadership journeys

- 85% composite score

CA Region priorities



Quality



Comm.
Power



Scaled
Impact



Culture

Priority Name

Actions (Inputs)

Success measures and goals (Outputs)

Aligned RHD Metrics (Outcomes)

Sustain Healthy Enrollment

- **Core Practices:** Codify and implement non-negotiable recruitment, retention, enrollment core development and practices for SLs and NeST to keep families engaged and ensure high-quality family experience across all schools.
- **Campus Plans:** Develop and implement campus-specific enrollment (including student life focus) and retention plans to foster shared ownership in order to reach full enrollment
- **Portfolio of Schools:** Explore growth of new schools in CA and consolidation of existing schools to create recommendation for path forward in order to maximize our impact

- % of families enrolled in 5 days
- # of applications per month (starting Oct)
- # of students that withdraw
- # of students enrolled per month
- % of schools on track for CINA target

- 102% to budgeted enrollment target

Promote a Positive Rocketship Experience

- Establish school and NeST specific eNPS goals and implement action plan structures to build shared ownership for all managers in making Rocketship a great place to work
- Administer the use of regular feedback tool on staff experience and data analysis protocols to close the loop across schools and NeST to progress monitor and adjust eNPS plans accordingly
- Embed teacher choice in network PD to improve teacher experience and nurture autonomy and responsibility

- % of staff attendance per campus
- Specific eNPS across schools and NeST on a regular basis
- % of our school staff who are representative of the population RPS serves retained on a monthly basis.

- Increase our eNPS from a 5 to 15

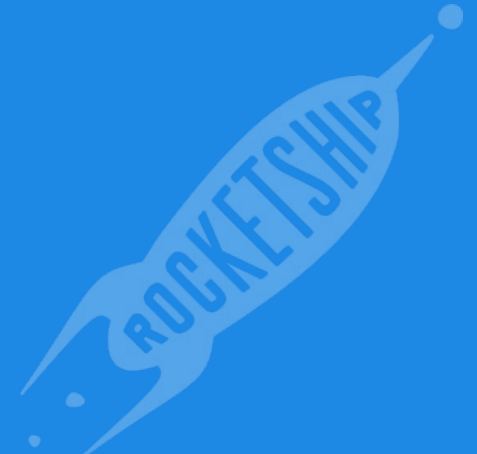


National and Regional Investments in Regions

Region	Supports from across National Teams	Other Supports
CA	<ul style="list-style-type: none"> • Kennycia Hairston still balancing national and regional role (ISE) • Sam Tuner continue support in CA 	<ul style="list-style-type: none"> • Continue suite of supports from this year (1:1 tutoring, external coaching)
DC	<ul style="list-style-type: none"> • Eric Neumann supporting DC • Kristy Ochs allocated to DC at 80% (from CSGF ABC grant) • Vanessa Barry supporting enrollment 	<ul style="list-style-type: none"> • Strategy team project managing DC key action items • Investing in 1:1 reading tutoring program
MKE	<ul style="list-style-type: none"> • Sam Turner continue support in MKE • Carlos Melendez supporting enrollment 	<ul style="list-style-type: none"> • Exploring DoS coaching
TN	<ul style="list-style-type: none"> • Hired former CA DoS • Eric Neumann supporting TN 	<ul style="list-style-type: none"> • Secured grant for additional coaching/development • Exploring DoS coaching
National	<ul style="list-style-type: none"> • Kristy Ochs hired (CSGF ABC grant) • Eric Neumann as VP, East Coast 	<ul style="list-style-type: none"> • Dedicated funds to transition SZ data • Hired +1 for data analyst • Improved visualizations in JetPackED; adding IXL • Exploring Schoolytics



Regional FY26 Budget



Defining success for SY25-26 School Budgets

Our goal is for each Rocketship school to break even on public dollars in 2025-26.

Why: Our vision to be sustainable on public revenue makes us more resilient, more scalable, and proves what's possible.

Our goal for the budgeting process is for school leadership teams, regional leaders, and board members to understand the inputs that lead to our budgets, understand the levers available to us, and **collectively** make the best decisions we can, with the information we have.

We will **judge success** by the completion of high-quality school budgets on time, by receiving approval from our boards, and by the feedback we receive from school and regional leaders.

Background and context: 2024-25 School Budgets

- In the current year, many of our school budgets were built *backwards*:
 - “What is the enrollment we need to afford the spending we have?”
- As a result, many of our enrollment goals retroactively seem out of reach
- Additionally - in our desire to maximize overall enrollment, we sometimes created challenging cohort sizes
 - E.g., enrolling *just enough* students to trigger a 3R, rather than pause at a more efficient fully-enrolled 2R cohort
- This year, we wanted to take a different approach:
 - “What is the spending I can afford with the enrollment I can realistically expect?”
 - “What is the right number of students in each grade level to optimize the staffing I have?”

First Step: Modeling Enrollment

Our analytics and recruitment teams reviewed potential enrollment school-by-school and grade-by-grade at each campus using a number of factors:

1. Trends in application data
2. Trends in re-enrollment and attrition
3. Neighborhood population trends

Combining that data, we settled on a predicted enrollment for each school.

Working with the program team, we then reviewed that predicted enrollment and made small adjustments up or down to reflect efficient cohorts that optimize our resources for our Rocketeers



Example: How we modeled enrollment this year

	actual enrollment 2021-2022	actual enrollment 2022-2023	actual enrollment 2023-2024		actual enrollment 2024-2025	25-26 analytics model projection	Initial Enrollment Target
Grade	2021	2022	2023	24-25 BSP	2024		
Pre-K	23	27	40	93	67	45	80
K	110	105	93	100	76	120	95
1st	111	103	101	100	84	78	72
2nd	112	92	91	84	72	72	78
3rd	99	97	96	75	70	67	78
4th	81	86	90	84	77	63	60
5th	44	66	80	84	81	69	67
Total	580	576	591	620	527	514	530

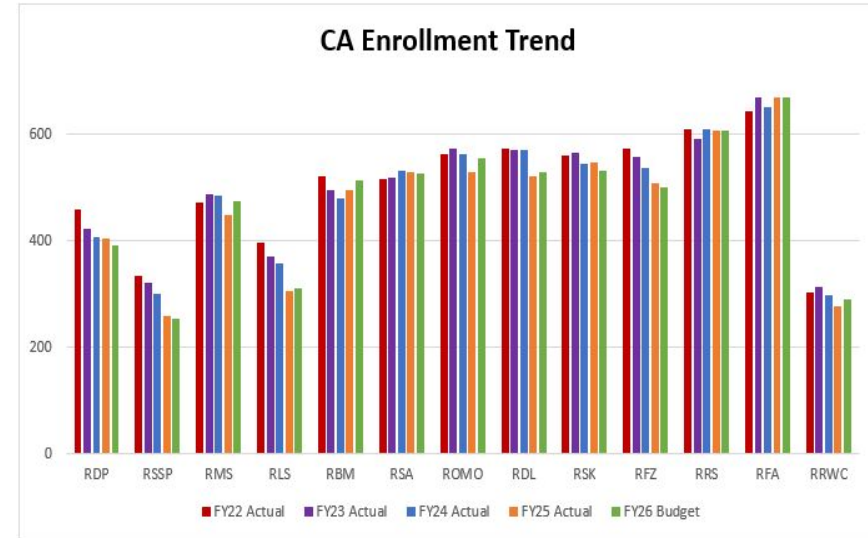
This school, “Rocketship X” has seen a recent decline in its enrollment overall after a steady recent past.

While we hope enrollment bounces back, because RSX has shown consistent declines in cohort size year-over-year, we don’t want to bet on huge backfill numbers.

As a result, our initial budget will be built around 530 students at RSX with opportunity to outperform.

CA Regional Enrollment Projections

School	FY22 Actual	FY23 Actual	FY24 Actual	FY25 Actual	FY26 Budget
RDP	460	423	406	404	392
RSSP	334	321	300	260	255
RMS	473	488	485	450	474
RLS	398	372	357	306	312
RBM	522	497	481	495	514
RSA	516	518	533	530	528
ROMO	564	573	563	530	556
RDL	573	572	570	522	530
RSK	562	567	544	547	531
RFZ	573	557	537	510	502
RRS	611	591	609	608	608
RFA	645	671	652	670	670
RRWC	302	314	299	278	291
CA Total	6533	6464	6336	6110	6163



53 projected enrollment increase from FY25 to FY26.



CA School Staffing Details

	RDP	RSSP	RMS	RLS	RBM	RSA	ROMO	RDL	RSK	RFZ	RRS	RFA	RRWC	CA Schools
Enrollment Total	392	255	474	312	514	528	556	530	531	502	608	670	291	6163
Staffing Adjusted Total	39.5	26	41.5	30	53	44.5	52	47	49	44.5	59	63	27	576
Stem Teachers	3	2	6	5	6	7	6	7	6	6	5	7	3	69
HUM Teachers	6	4	9	5	9	12	11	11	10	11	10	13	6	117
Self- Contained Teachers	2	3	0	2	2	0	0	0	1	1	3	1	1	16
ILS/Tutors	3	2	2	0	2	1	4	3	4	2	5	6	3	37
Classroom Assistants	2	1	2	1	2	2	0	4	2	2	3	2	1	24
Principal	1	1	1	1	1	1	1	1	1	1	1	1	1	13
AP, Rising P or P in Residence	1	1	2	1	2	2	2	2	2	2	2	4	1	24
OM	1	0	1	1	1	1	1	1	1	1	1	1	0	11
OA	0	1	0	0	1	1	1	0	0	0.75	1	1	1	7.75
BOM	1	1	1	1	1	1	1	1	1	1	1	1	1	13
AP of ISE	1	0	0	1	1	0	1	1	0	0	1	0	0	6
PE ECC	1	1	1.5	1	2	2	1	2	2	2	2	2	1	20.5
Science ECC	1	0	0.5	1	0	1	1	1	1	0	1	1	0	8.5
Other ECC	0	1	0	0	1	0	1	0	0	1	0	1	0	5
M/M Teachers	2	2	2	2	3	3	4	2	3	2	3	2	2	32
M/M Paras	2	1	1	3	2	3	1	3	2	2	1	3	1	25
M/S Teachers	2	0	1	0	2	0	2	1	2	0	2	0	0	12
M/S Paras	1	0	2	0	2	0	4	0	3	0	0	2	0	14
1:1 Paras	4	0	4	0	6	1	3	1	1	2	8	6	1	37
School Nurse	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Overall, we are budgeting 34 fewer roles than on the current roster.

Significant staffing shifts across the region include 3 fewer AP's, 12 fewer paraprofessionals, 6 fewer teachers



CA Schools FY26 Budget (Compared to FY25 Budget)

	FY26 Budget - June Version CA Schools	FY25 Budget CA Schools	Variance CA Schools
Enrollment	6,163	6,560	-397
Federal Income	10,597,667	7,528,091	3,069,576
State Revenue Sources	122,365,839	129,198,645	(6,832,806)
Other Local Revenues	-	13,345	(13,345)
Internal Transfers	-	-	-
Grants and Fundraising	-	-	-
Revenues	132,963,506	136,740,081	(3,776,575)
Personnel & Benefits	64,985,480	64,574,246	(411,234)
Books and Supplies	5,287,058	5,668,493	381,435
Food Services	4,759,211	5,179,260	420,049
Services and Other Operating Expenses	20,675,512	21,031,824	356,312
Travel & Conferences	381,434	412,792	31,358
Dues and Insurance	653,730	790,768	137,038
Rental, Leases, & Repairs	12,799,167	12,590,359	(208,808)
Management Fee	18,582,260	19,083,516	501,256
Capital Outlay	287,630	212,208	(75,422)
Interest Expense	-	860	860
Miscellaneous Expense	689,870	3,073,544	2,383,674
Expense	129,101,351	132,617,870	3,516,519
CINA	3,862,155	4,122,211	(260,056)

FY26 Budget at a glance....

- Enrollment budget is down 397 Students
- Revenues are budgeted to subsequently decrease \$3.8m primarily due to enrollment decreases.
- Expenses are down \$3.5m due to lower budgeted spend in most all categories except personnel, rental/leases/repairs, and capital outlay.



CA Schools FY26 Budget (Compared to FY25 Trend)

	FY26 Budget - June Version CA Schools	FY25 April Trend CA Schools	Variance CA Schools
Enrollment	6,163	6,110	53
Federal Income	10,597,667	11,427,049	(829,382)
State Revenue Sources	122,365,839	124,674,120	(2,308,281)
Other Local Revenues	-	83,778	(83,778)
Internal Transfers	-	0	(0)
Grants and Fundraising	-	109,983	(109,983)
Revenues	132,963,506	136,294,931	(3,331,424)
Personnel & Benefits	64,985,480	64,078,777	(906,702)
Books and Supplies	5,287,058	5,850,382	563,324
Food Services	4,759,211	5,028,176	268,966
Services and Other Operating Expenses	20,675,512	23,350,412	2,674,900
Travel & Conferences	381,434	490,661	109,227
Dues and Insurance	653,730	675,418	21,689
Rental, Leases, & Repairs	12,799,167	11,971,386	(827,780)
Management Fee	18,582,260	18,825,833	243,573
Capital Outlay	287,630	286,248	(1,383)
Interest Expense	-	(1,462)	(1,462)
Miscellaneous Expense	689,870	1,755,975	1,066,105
Expense	129,101,351	132,311,807	3,210,456
CINA	3,862,155	3,983,124	(120,969)

FY26 Budget at a glance....

- Enrollment budget is up 53 Students
- Revenues are budgeted to decrease \$3.3m primarily due to lower restricted grants.
- Expenses are down \$3.2m due to lower budgeted spend services and other operating expenses, and books and supplies.



NeST Budget Review



Refresh - Support Team budget big picture

- After several years of enrollment misses, NeST expenses are out of alignment with our revenue sources - now and projected for the next several years.
- The big shift in how we'll talk about budget and reporting this year is that we are one NeST:
 - Regional and National is an org chart distinction, not a financial one.
 - 10% and 5% is a cage.
 - As we think more fluidly about regional vs national roles (e.g. recruitment) and needs, we need to be more fluid about finances.
- We need to manage to a single, sustainable bottom line for all of NeST.
- Our national executive team met several times throughout the spring to set spending targets for all of our national and regional teams which, taken as a whole, allow us to operate within our fee and philanthropic revenues.
- We will continue to report to regional boards on regional NeST spending separately from regional performance.



Regional NeST Budget Summary

We're targeting just over \$5.1mm in CA regional team expenses.

This represents a \$150,000 reduction from prior year budget for the team.

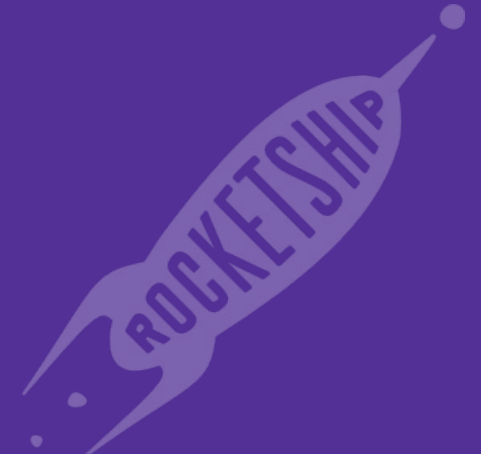
The CA regional team budget is complicated by the additional ~\$8mm in compensation for regionally-managed but school funded team members (like related service providers) - this is an area of practice improvement for our team.

Staffing	133
Federal Income	
State Revenue Sources	
Other Local Revenues	
Internal Transfers (TARGET)	5,174,372
Grants and Fundraising	
Revenues	5,174,372
Personnel & Benefits	3,256,478
Certificated Salaries	(4,114,550)
Classified Salaries	6,847,913
Employee Benefits	523,114
Books and Supplies	219,730
Food Services	51,917
Services and Other Operating Expenses	869,044
Travel & Conferences	341,207
Dues and Insurance	32,802
Rental, Leases, & Repairs	343,500
Management Fee	-
Capital Outlay	-
Interest Expense	-
Miscellaneous Expense	499
Expense	5,115,177
CINA	59,195



Motion to:

Recommend Approval of the 2025-26
Budget and all School Level Budgets to
the Rocketship Board of Directors



Break



Review and Recommend Approval: CA School Dashboard 2024-25 Local Indicator Data



Local Indicators

California's accountability system is based on a multiple measures system that assesses how local educational agencies and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard.

Local Control Funding Formula (LCFF) priorities for which there is no state level data collected are referred to as local indicators.

Progress is publicly reported and helps to inform the LCAP process and planning.



Local Indicators We Report On

Priority 1: Basic Services and
Conditions (Facilities,
Instructional Materials and
Teacher
Mis-assignments/Vacancies)

Priority 2: Implementation of
State Academic Standards

Priority 3: Parent and Family
Engagement

Priority 6: School Climate

Priority 7: Access to a Broad
Course of Study



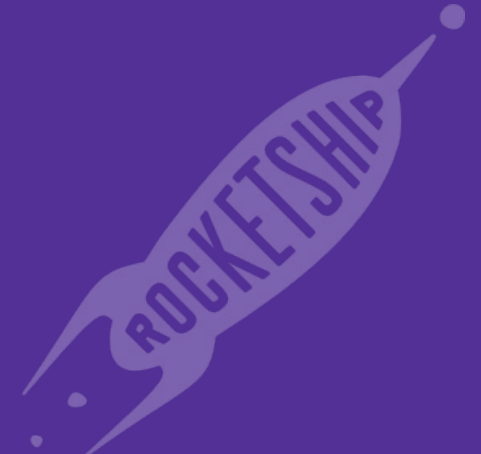
Indicators Reporting for 24-25

	<i>Priority 1</i>	<i>Priority 2</i>	<i>Priority 3</i>	<i>Priority 6</i>	<i>Priority 7</i>
Rocketship Mateo Sheedy	Met	Met	Met	Met	Met
Rocketship Si Se Puede	Met	Met	Met	Met	Met
Rocketship Los Sueños	Met	Met	Met	Met	Met
Rocketship Mosaic	Met	Met	Met	Met	Met
Rocketship Discovery Prep	Met	Met	Met	Met	Met
Rocketship Brilliant Minds	Met	Met	Met	Met	Met
Rocketship Alma	Met	Met	Met	Met	Met
Rocketship Spark	Met	Met	Met	Met	Met
Rocketship Fuerza	Met	Met	Met	Met	Met
Rocketship Rising Stars	Met	Met	Met	Met	Met
Rocketship Redwood City	Met	Met	Met	Met	Met
Rocketship Futuro	Met	Met	Met	Met	Met
Rocketship Delta Prep	Met	Met	Met	Met	Met



Motion to:

Recommend Approval of 2024-25 Local
Indicator Data for all Rocketship schools
in CA to the Rocketship Board of
Directors



Review and Recommend Approval:
Local Control Accountability Plans (LCAPs) for all
CA Rocketship Schools



Agenda

1. Overview of Requirements
2. Budget Overview for Parents
3. 2023-24 LCAP Annual Update
4. 2023-24 Progress toward
LCAP Goals (LCAP Outcomes)
5. 2024-25 LCAP
6. Educational Partner Input

Local Control Accountability Plan (LCAP)

What is it?

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures.

Focus Area

Explaining how additional funds for higher need student groups (*Low Income, English Learner, and Foster Youth*) are utilized.



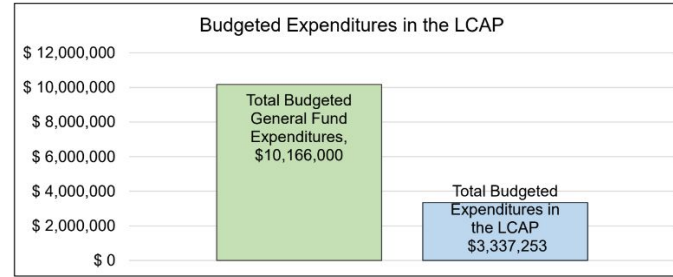
2024-25 LCAP Components

- Budget Overview for Parents
- 23-24 Annual Update
 - Goals, Metrics
 - Goal Analysis
- 24-25 LCAP
 - General Information
 - Reflections
 - Engaging Educational Partners
 - Goals
 - Measuring and Reporting Results
 - Actions (Description & Funds)
- Increased or Improved Services
- Action Tables
 - 23-24 Annual Update Tables
 - 24-25 Action Tables

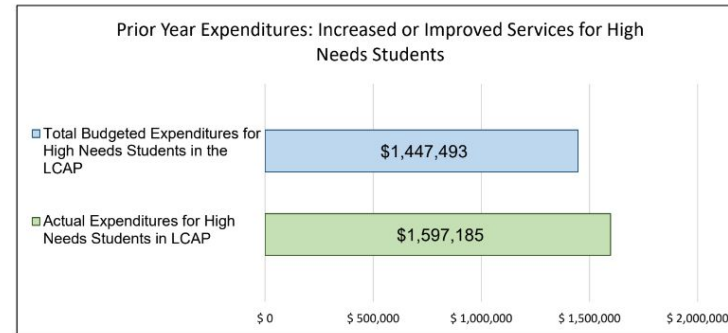
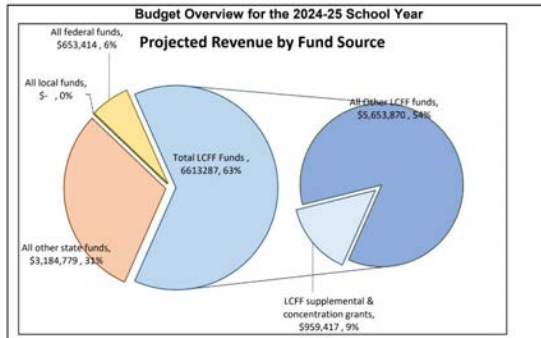


Budget Overview for Parents

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



Each LCAP has in the first three pages a high level summary of 25-26 projected revenue & LCAP budget, plus 24-25 use of Supplemental/Concentration funds.



2024-25 LCAP Annual Update

Outcomes
Goal Analysis
Changes

LCAP Goals

1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum.
3	School environment will be safe, welcoming, joyful, and efficient for all students and families.
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.
5	Rocketship families are engaged in their students' education and advocate for their communities.



Goal 1: Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

Goal 1 Actions

- Personalized Learning
- Special Education supports
- Services to Support Multilingual Students
- Rocketship Reads

Goal 1 Outcomes

- CAASPP ELA
- CAASPP Math
- CAST Science
- NWEA Reading
- NWEA Math
- English Learner Progress Indicator (ELPI)
- Reclassification



LCAP Goal 1

Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.

Successes	Challenges
We utilized MTSS hubs to tailor Tier II math intervention for students through small group instruction.	We noticed a need for more teacher training in Bridges math curriculum.
Multilingual students received daily DELD instruction	
Implemented ELPAC Interim Assessment to inform instruction for Multilingual students.	
ELAC Ambassador Equity Walks increased family voice in ML programs and family support at home.	



Goal 1 2024-25 Outcomes Highlights

	CAASPP ELA Actual (SY 22-23)	CAASPP ELA Expected	CAASPP ELA Actual (SY 23-24)	Met?	CAASPP Math Actual (SY 22-23)	CAASPP Math Expected	CAASPP Math Actual (SY 23-24)	Met?	ELPI Expected	ELPI Actual (SY 23-24)	Met?	EL Reclassification Rate Expected	EL Reclassification Rate Actual (AS OF 4/4/25)	Met?	CAST (Science) Actual (SY 23-24)
RBM	47%	52%	47%	FALSE	41%	44%	50%	TRUE	55%	40%	FALSE	15%	5.5%	FALSE	29%
RSA	43%	48%	37%	FALSE	45%	48%	38%	FALSE	55%	56%	TRUE	15%	6.8%	FALSE	20%
RDL	35%	40%	35%	FALSE	24%	27%	26%	FALSE	55%	60%	TRUE	15%	6.8%	FALSE	21%
RDP	34%	39%	41%	TRUE	31%	34%	40%	TRUE	55%	46%	FALSE	15%	9.3%	FALSE	25%
RFZ	39%	44%	44%	TRUE	32%	35%	40%	TRUE	55%	52%	FALSE	15%	4.3%	FALSE	24%
RFA	44%	49%	43%	FALSE	37%	40%	46%	TRUE	55%	61%	TRUE	15%	7.9%	FALSE	27%
RLS	33%	38%	35%	FALSE	41%	44%	43%	FALSE	55%	43%	FALSE	15%	8.1%	FALSE	10%
RMS	40%	45%	44%	FALSE	43%	46%	42%	FALSE	55%	46%	FALSE	15%	6.4%	FALSE	21%
ROMO	55%	60%	56%	FALSE	60%	63%	65%	TRUE	55%	56%	TRUE	15%	9.9%	FALSE	27%
RRWC	27%	32%	19%	FALSE	29%	32%	26%	FALSE	55%	9%	FALSE	15%	0.5%	FALSE	4%
RRS	65%	70%	59%	FALSE	65%	68%	64%	FALSE	55%	68%	TRUE	15%	15.2%	TRUE	n/a
RSSP	33%	38%	31%	FALSE	27%	30%	28%	FALSE	55%	41%	FALSE	15%	7.9%	FALSE	17%
RSK	59%	64%	52%	FALSE	60%	63%	60%	FALSE	55%	70%	TRUE	15%	8.3%	FALSE	30%



Goal 1 Outcomes Highlights-cont.

	NWEA Math Growth Years Expected			NWEA Reading Growth Years Expected		
	NWEA Math Growth Years Actual : K-2 (Mid-Year 24-25)	Met??		NWEA Reading Growth Years Actual: K-2 (Mid-Year 24-25)	Met??	
RBM	1.2	1.16	FALSE	1.2	0.94	FALSE
RSA	1.2	0.8	FALSE	1.2	0.82	FALSE
RDL	1.2	1.25	TRUE	1.2	1.14	FALSE
RDP	1.2	1.54	TRUE	1.2	1.41	TRUE
RFZ	1.2	1.23	TRUE	1.2	1.18	FALSE
RFA	1.2	1.13	FALSE	1.2	1.11	FALSE
RLS	1.2	1.18	FALSE	1.2	1.17	FALSE
RMS	1.2	1.23	TRUE	1.2	1.19	FALSE
ROMO	1.2	1.95	TRUE	1.2	1.43	TRUE
RRWC	1.2	1.31	TRUE	1.2	0.94	FALSE
RRS	1.2	1.19	FALSE	1.2	1.09	FALSE
RSSP	1.2	1.18	FALSE	1.2	1.11	FALSE
RSK	1.2	1.08	FALSE	1.2	1.04	FALSE



Goal 2: Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum

Goal 2 Actions

- High quality, research-based curriculum
- Professional Development
- Data Driven Instructional Practices
- Instructional Coaching
- Teacher Credentialing
- Culturally Responsive Pedagogy

Goal 2 Outcomes

- Student access to their own copies of standards aligned instructional materials for use at school and at home
- Number/% of total and EL teachers credentialed & properly assigned
- % of adopted standards including ELD standards implemented



LCAP Goal 2

Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum

Successes	Challenges
Rolled out 3 approaches to small group reading instruction. Positive growth for grades k and 3-5	Working to increase reading growth for grades 1-2
Expanded new teacher orientation from one to two days based on teacher input.	
Innovations in coaching (in-the-moment coaching) and collaborative teacher planning (grade level planning for upcoming units).	
Added supports for teacher credentialing–study resources and PTO.	New CSET exemptions from state are helpful, but only some staff qualify.



Goal 2 Outcomes Highlights

	Student Access to Materials Expected	Student Access to Materials Actual	Met??	Facilities in Good Repair Expected	Facilities in Good Repair Actual	Met??	Teachers Credentialed Expected	Teachers Credentialed 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



Goal 3: School environment will be safe, welcoming, joyful, and efficient for all students and families

Goal 3 Actions

- Operations Staffing & Development
- Facilities Maintenance
- Safety Training
- School-wide Operational Systems & Routines

Goal 3 Outcomes

- Do facilities meet the “good repair” standard
- % of students feel safe on campus (As measured by student survey)
- % of families feel campus is safe (As measured by family survey)



LCAP Goal 3

School environment will be safe, welcoming, joyful, and efficient for all students and families.

Successes	Challenges
Overall success in staffing operations roles.	
Controlled access for front door of campuses. Weekly safety walkthroughs by BOM. Added emergency survey for logging all incidents.	
Facilities maintenance improvements: interior repaint, HVAC systems, parking lots recoated, security systems.	We identified that security system on some campuses was not working properly—hence the new systems.
Operations systems wallthroughs show expectations met. We also tracked check-ins to ensure regular development of Operations Specialists. Training for Ops Specialists included Excel, giving student directions, and safety scenarios practice.	



Goal 3 Outcomes Highlights

	Facilities in Good Repair Expected	Facilities in Good Repair Actual	Met??	Teachers Credentialed Expected	Teachers Credentialed Actual	Met??	Student Survey Participation Rate (FINAL 24-25)	Student Survey Grades	Student Safety Expected	Student Safety Actual (FINAL 24-25)	Met??	Parent Safety Expected	Parent Safety Actual (FINAL 24-25)	Met??
RBM	100%	100%	TRUE	100%	100%	TRUE	91%	2nd-5th	75%	78%	TRUE	85%	93%	TRUE
RSA	100%	100%	TRUE	100%	100%	TRUE	99%	2nd-5th	75%	79%	TRUE	85%	89%	TRUE
RDL	100%	100%	TRUE	100%	100%	TRUE	75%	2nd-5th	75%	77%	TRUE	85%	69%	FALSE
RDP	100%	100%	TRUE	100%	100%	TRUE	88%	2nd-5th	75%	78%	TRUE	85%	93%	TRUE
RFZ	100%	100%	TRUE	100%	100%	TRUE	89%	2nd-5th	75%	76%	TRUE	85%	92%	TRUE
RFA	100%	100%	TRUE	100%	100%	TRUE	93%	2nd-5th	75%	78%	TRUE	85%	86%	TRUE
RLS	100%	100%	TRUE	100%	100%	TRUE	73%	2nd-5th	75%	79%	TRUE	85%	94%	TRUE
RMS	100%	100%	TRUE	100%	100%	TRUE	93%	2nd-5th	75%	78%	TRUE	85%	92%	TRUE
ROMO	100%	100%	TRUE	100%	100%	TRUE	92%	2nd-5th	75%	80%	TRUE	85%	91%	TRUE
RRWC	100%	100%	TRUE	100%	100%	TRUE	97%	2nd-5th	75%	74%	FALSE	85%	91%	TRUE
RRS	100%	100%	TRUE	100%	100%	TRUE	97%	2nd-5th	75%	85%	TRUE	85%	94%	TRUE
RSSP	100%	100%	TRUE	100%	100%	TRUE	97%	2nd-5th	75%	75%	TRUE	85%	83%	FALSE
RSK	100%	100%	TRUE	100%	100%	TRUE	93%	2nd-5th	75%	79%	TRUE	85%	93%	TRUE



Goal 4: Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.

Goal 4 Actions

- Enrichment
- Outdoor Education and Community Experiences
- Social Emotional Learning
- Care Corps

Goal 4 Outcomes

- Students feeling connected
- Parents feeling connected
- Parent survey participation
- Suspension
- Expulsion
- Student access to broad course of study



LCAP Goal 4

Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.

Successes	Challenges
Majority of campuses have Enrichment Center Coordinator (ECC) to support science learning.	Large student load (200 across 2+ grades) and limited number of minutes to support.
Successful science camp trips for grades 4 and 5 with network average of 80%+ attendance.	Scheduling trips across network to balance availability and competing calendar events.
Care Corps Coordinators worked with Office Managers to identify and support chronically absent students.	SART/RARB attendance interventions require more staffing and support to implement with fidelity.
5,500 Rocketeers screened for vision, hearing, and/or dental. Care Closet served over 470 families.	



Goal 4 Outcomes Highlights

	Student Connectedness Expected	Student Connectedness Actual (FINAL 24-25)	Met??	Parent Connectedness Expected	Parent Connectedness Actual (FINAL 24-25)	Met??	Parent Input into decisionmaking	Parent Input into decisionmaking (FINAL 24-25)	Met??	Chronic Absenteeism Expected	Chronic Absenteeism Actual (As of 4/4/25)	Met??	ADA Expected	ADA Actual (As of 4/4/25)	Met??
RBM	75%	84%	TRUE	85%	87%	TRUE	90%	92%	TRUE	10%	19.7%	FALSE	95%	93.8%	FALSE
RSA	75%	81%	TRUE	90%	85%	FALSE	90%	90%	TRUE	10%	30.5%	FALSE	95%	91.6%	FALSE
RDL	75%	80%	TRUE	90%	71%	FALSE	90%	90%	TRUE	10%	32.6%	FALSE	95%	90.8%	FALSE
RDP	75%	84%	TRUE	85%	90%	TRUE	90%	90%	TRUE	10%	27.8%	FALSE	95%	92.0%	FALSE
RFZ	75%	79%	TRUE	90%	84%	FALSE	90%	100%	TRUE	10%	29.0%	FALSE	95%	92.7%	FALSE
RFA	75%	83%	TRUE	90%	80%	FALSE	90%	100%	TRUE	10%	27.0%	FALSE	95%	92.9%	FALSE
RLS	75%	83%	TRUE	90%	87%	FALSE	90%	100%	TRUE	10%	24.2%	FALSE	95%	92.7%	FALSE
RMS	75%	83%	TRUE	85%	86%	TRUE	90%	100%	TRUE	10%	28.2%	FALSE	95%	91.9%	FALSE
ROMO	75%	81%	TRUE	90%	83%	FALSE	90%	100%	TRUE	10%	10.4%	FALSE	95%	95.6%	TRUE
RRWC	75%	80%	TRUE	90%	85%	FALSE	90%	95%	TRUE	10%	32.3%	FALSE	95%	91.2%	FALSE
RRS	75%	83%	TRUE	85%	87%	TRUE	90%	100%	TRUE	10%	20.9%	FALSE	95%	93.7%	FALSE
RSSP	75%	82%	TRUE	85%	83%	FALSE	90%	91%	TRUE	10%	26.7%	FALSE	95%	92.7%	FALSE
RSK	75%	80%	TRUE	90%	84%	FALSE	90%	100%	TRUE	10%	17.9%	FALSE	95%	93.9%	FALSE



Goal 4 Outcomes Highlights-cont.

	Suspension Expected	Suspension Actual (As of 4/4/25)	Met??	Expulsions Expected	Expulsions Actual (As of 4/4/25)	Met?	Broad Course of Study Expected	Broad Course of Study Actual	Met??
RBM	0.5%	0.0%	TRUE	0	0	TRUE	100%	100%	TRUE
RSA	0.5%	0.0%	TRUE	0	0	TRUE	100%	100%	TRUE
RDL	0.5%	0.2%	TRUE	0	0	TRUE	100%	100%	TRUE
RDP	0.5%	0.0%	TRUE	0	0	TRUE	100%	100%	TRUE
RFZ	0.5%	0.0%	TRUE	0	0	TRUE	100%	100%	TRUE
RFA	0.5%	0.0%	TRUE	0	0	TRUE	100%	100%	TRUE
RLS	0.5%	0.0%	TRUE	0	0	TRUE	100%	100%	TRUE
RMS	0.5%	0.0%	TRUE	0	0	TRUE	100%	100%	TRUE
ROMO	0.5%	0.0%	TRUE	0	0	TRUE	100%	100%	TRUE
RRWC	0.5%	0.0%	TRUE	0	0	TRUE	100%	100%	TRUE
RRS	0.5%	0.0%	TRUE	0	0	TRUE	100%	100%	TRUE
RSSP	0.5%	0.0%	TRUE	0	0	TRUE	100%	100%	TRUE
RSK	0.5%	0.0%	TRUE	0	0	TRUE	100%	100%	TRUE



Goal 5: Rocketship families are engaged in their students' education and advocate for their communities.

Goal 5 Actions

- Family Engagement
- Family Advocacy and Leadership
- School-Family Partnership
- Los Dichos
- Attendance Initiatives

Goal 5 Outcomes

- % parents on track to complete participation hours
- % Home visits completed
- % of parents who are satisfied with their school
- Chronic Absenteeism
- Attendance



LCAP Goal 5

Rocketship families are engaged in their students' education and advocate for their communities.

Successes	Challenges
Network SSC leaders and CLOC leaders came together in Regional Advisory Boards to engage with the board.	Large and increasing amount of families experiencing hardship points to need for new partnerships with outside agencies for additional resources.
Successful charter renewals with strong family engagement.	
Civic Engagement Advocacy Fellowship to hone skills of civic leadership for families to become a force for change.	
Staff professional development for family engagement.	



Goal 5 Outcomes Highlights

	Met?	Parent Involvement Expected	Parent Involvement Actual (As of 4/4/25)	Met??	Home Visits Completed % Expected	Home Visits Completed Actual (FINAL 24-25)	Met?	Parent Satisfaction Expected	Parent Satisfaction Actual (FINAL 24-25)	Met??
RBM	TRUE	76%	83%	TRUE	95%	97%	TRUE	88%	89%	TRUE
RSA	TRUE	90%	68%	FALSE	95%	100%	TRUE	90%	91%	TRUE
RDL	TRUE	61%	66%	TRUE	95%	93%	FALSE	80%	67%	FALSE
RDP	TRUE	84%	81%	FALSE	95%	100%	TRUE	85%	96%	TRUE
RFZ	TRUE	84%	85%	TRUE	95%	99%	TRUE	88%	89%	TRUE
RFA	TRUE	90%	90%	TRUE	95%	100%	TRUE	90%	84%	FALSE
RLS	TRUE	90%	75%	FALSE	95%	88%	FALSE	90%	94%	TRUE
RMS	TRUE	90%	52%	FALSE	95%	83%	FALSE	90%	85%	FALSE
ROMO	TRUE	84%	81%	FALSE	95%	100%	TRUE	90%	91%	TRUE
RRWC	TRUE	90%	56%	FALSE	95%	97%	TRUE	89%	87%	FALSE
RRS	TRUE	90%	75%	FALSE	95%	100%	TRUE	89%	91%	TRUE
RSSP	TRUE	60%	84%	TRUE	95%	100%	TRUE	84%	89%	TRUE
RSK	TRUE	90%	92%	TRUE	95%	97%	TRUE	90%	86%	FALSE



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

- Personalized Learning
- Rocketship Reads
- Professional Development
- Data Driven Instruction
- Coaching
- Operations Staffing and Development
- Enrichment
- Field Trips
- Family Outreach



Each LCAP has a set of action tables at the end. These show estimated actuals for current year LCAP expenditures and detailed LCAP expenditures for 25-26.

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input: Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input: Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Input: Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 5,953,870	\$ 959,417	16.97%	0.000%	16.97%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,349,301	\$ 764,862	\$ -	\$ 243,139	\$ 3,357,202.96	\$ 2,514,829	\$ 822,424

Goal #	Action #	Action Title	(Student Group(s))	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Personalized Learning	(Input student group(s))	Yes	LEA-wide	All	RSA	Ongoing	\$ 423,238	\$ 154,308	\$ 366,313	\$ -	\$ -	\$ 161,200	\$ 527,513	0.000%
1	2	Special Education Supports	Special Education	No	Limited	(Input unduplicated student group(s))	RSA	Ongoing	\$ 301,218	\$ 188,359	\$ -	\$ 497,680	\$ -	\$ 1,897	\$ 496,577	0.000%
1	3	Services to Support Multilingual Students	ELL	No	Limited	(Input unduplicated student group(s))	RSA	Ongoing	\$ 16,916	\$ 22,116	\$ -	\$ -	\$ -	\$ 36,026	\$ 36,026	0.000%
1	4	Rocketship Reads	(Input student group(s))	Yes	LEA-wide	All	RSA	Ongoing	\$ 99,343	\$ 17,633	\$ 116,976	\$ -	\$ -	\$ -	\$ 116,976	0.000%
2	1	High quality, research-based curriculum	(Input student group(s))	No	LEA-wide	(Input unduplicated student group(s))	RSA	Ongoing	\$ -	\$ 35,815	\$ 35,815	\$ -	\$ -	\$ -	\$ 35,815	0.000%
2	2	Professional Development		Yes	LEA-wide	All	RSA	Ongoing	\$ 229,043	\$ 10,784	\$ 239,827	\$ -	\$ -	\$ -	\$ 239,827	0.000%
2	3	Data Driven Instructional Practices		Yes	LEA-wide	All	RSA	Ongoing	\$ 46,983	\$ 25,264	\$ 72,247	\$ -	\$ -	\$ -	\$ 72,247	0.000%
2	4	Instructional Coaching		Yes	LEA-wide	All	RSA	Ongoing	\$ 211,642	\$ -	\$ 211,642	\$ -	\$ -	\$ -	\$ 211,642	0.000%
2	5	Teacher Credentialing	All	No	LEA-wide		RSA	Ongoing	\$ -	\$ 40,986	\$ -	\$ -	\$ -	\$ -	\$ 40,986	0.000%
2	6	Culturally Responsive Pedagogy	All	No	LEA-wide		RSA	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	1	Operations Staffing & Development		Yes	LEA-wide	All	RSA	Ongoing	\$ 464,840	\$ -	\$ 464,840	\$ -	\$ -	\$ -	\$ 464,840	0.000%

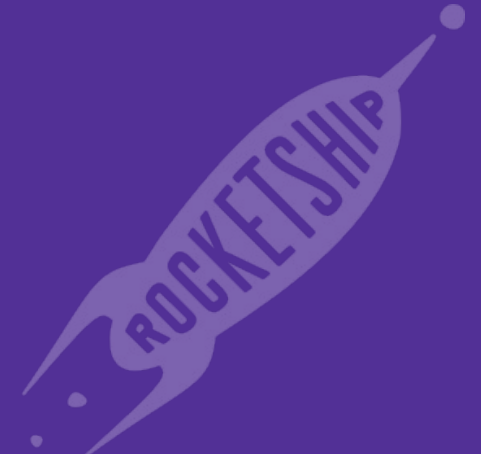


Focus areas for input

1. Strengths
2. Needs
3. Suggestions

Motion to:

Recommend Approval of 2025-26 LCAPs
for all Rocketship schools in CA to the
Rocketship Board of Directors



After School Program Update



SY 24-24 Extended Learning Team Focus Areas

Three Pillars of After School Care

Attendance

**Coaching &
Walkthrough**

Partnerships



Our Goals for 24-25 were...

1. Establish a comprehensive, high-quality after-school program that prioritizes support for families with the greatest need in our community, while ensuring full compliance with state guidelines.
2. Establish a cohesive after-school program culture and structure that seamlessly integrates with the regular school day experience.
3. All After School stakeholders (School Leaders & Staff, Families, and ASC Provider Staff) contribute to a collaborative and continuous improvement ASC program.

Attendance: Achieve a minimum 75% average daily attendance rate for each student every quarter, ensuring effective utilization of resources and creating openings for waitlisted students.

- Senior Associates collaborated with our partners to create attendance systems that monitored
 - Frequent absences
 - Early releases due to other after school activities
 - Family accountability over maximizing participation in afterschool programs

Results:

- **12** schools met **75%** ADA goal
- **10** schools over **80%** ADA for the school year
- **82.32%** ADA for the Region

Schools	Current Roster Count	Cumulative ADA August 2025 to Current week	ADA %
RSA	181	147.32	81.39%
RBM	191	169.94	88.97%
RDL	132	108.64	82.30%
RDP	150	129.25	86.17%
RFZ	147	116.57	79.30%
RFA	180	145.27	80.71%
RLS	128	103.47	80.84%
RMS	180	139.35	77.42%
ROMO	171	141.59	82.80%
RRWC	129	96.02	74.43%
RRS	158	139.46	88.27%
RSSP	155	128.68	83.02%
RSK	201	169.99	84.57%
	2103	133.50	82.32%



Coaching and Walkthroughs

Using feedback we received from school leaders and staff ELT:

Used walkthroughs as our baseline data to understand the overall health of our programs.

Invested in staff development to elevate classroom culture and systems

- Partnered with directors to ensure 100% of staff received coaching and development on a consistent basis
- Coaching Cycles aligned with quarterly walkthroughs
 - SMART Coaching Goals that supported target focuses on operational systems
 - Coaching Tools to measure and evaluate progress for all after school staff
 - In the moment coaching from directors and senior associates
- Provided professional development and trainings 1-2x a month
 - Real time practice and feedback
 - Scenario plannings
 - Resources

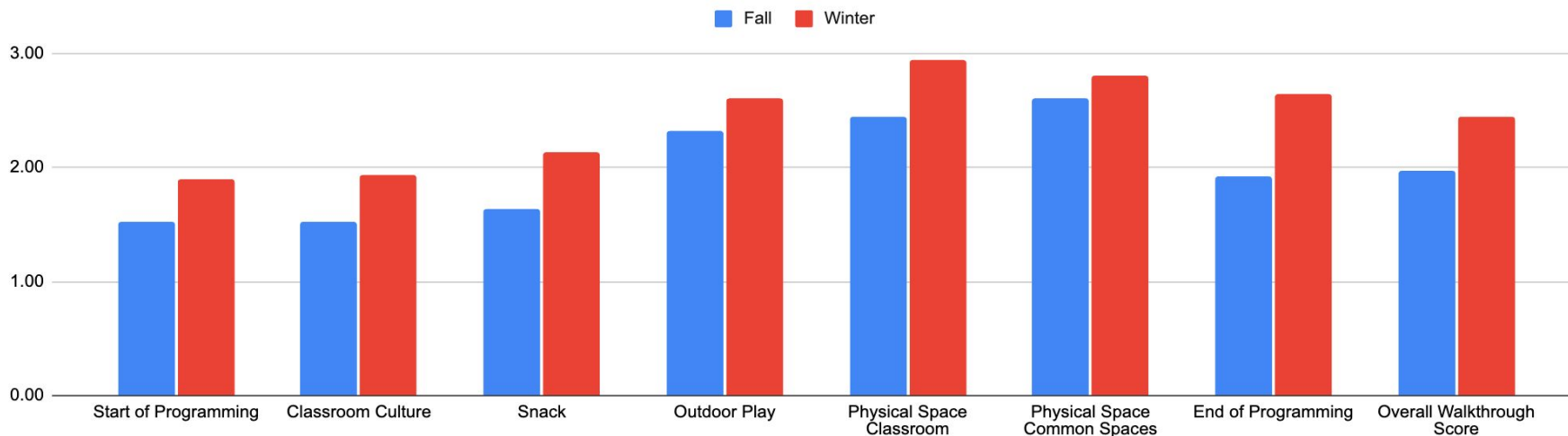


Walkthroughs & Coaching: By the end of the spring quarter, the overall walkthrough score for campuses is **2.3** (out of 3) or higher.

Results:

- **12** schools met **2.3** goal by Spring
- **9** schools scored **+2.4**
- **2.42** average for Region
- All systems evaluated grew **+0.02** from Fall to Winter

Walkthrough System Variance



Family Satisfaction Survey:

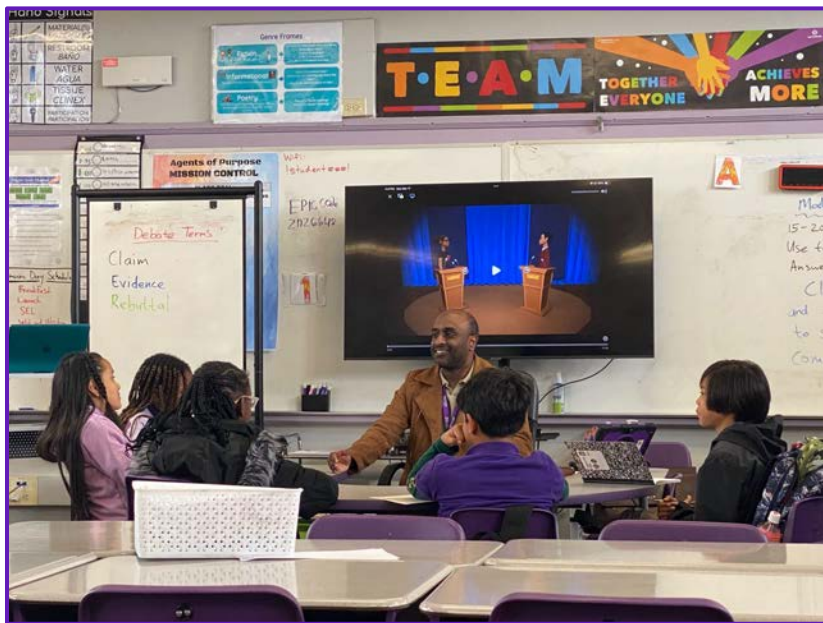
Among the 33% respondents network wide, **89%** of participants see it as a significant contributor to school choice

12 out of 13: **+82%** in family satisfaction

	After School Programs: I am satisfied with Rocketship After School Care Program	After School Programs: The after care program availability is a significant factor in my family choosing..	After School Programs: The after care program provides a safe and fun environment for my child
RBM	91%	93%	93%
RDL	75%	72%	76%
RDP	89%	85%	91%
RFA	91%	92%	95%
RFZ	94%	94%	94%
RLS	82%	90%	88%
RMS	85%	86%	87%
ROMO	87%	89%	86%
RRS	93%	93%	95%
RRWC	89%	90%	93%
RSA	89%	93%	90%
RSK	93%	91%	95%
RSSP	88%	85%	88%

What is Rocketship+?

- A teacher-led afterschool enrichment program designed to inspire joy, build confidence, and expand student experiences through interest-based clubs.



Rocketship+ Pilot at RFA

- Pilot Site & Duration:
 - Rocketship Futuro Academy | March 3 – April 25, 2025
- Clubs Offered:
 - Art, Sewing, Debate, Cheer
- Participants:
 - 49 students | 4 Rocketship teachers as facilitators
- Strategic Goals:
 - Leverage ELO-P funding for enrichment
 - Boost student engagement & family satisfaction
 - Support school enrollment & retention



Rocketship+ Pilot Results

1. Student Confidence and Belonging

- a. 95% of students surveyed (N=22) rated their enjoyment of Rocketship+ as 5 out of 5, and 93% of families surveyed (N=5) agreed that the program helped their child grow in confidence.

2. High Student and Family Satisfaction

- a. The program succeeded in providing enrichment not typically available in standard after school care, contributing to student satisfaction. 21 out of 22 students rated their experience a perfect 5 out of 5.

3. Positive Teacher Experience

- Most teachers rated their overall experience with Rocketship+ positively, recognizing its value in fostering engagement and offering unique opportunities for students to build confidence and creativity.



Looking Forward in 25-26

1. Continue to build on the ASC Pillars:
 - a. Attendance
 - b. Coaching
 - c. **Program Systems**
 - d. Partnerships
2. Increase enrollment from 2,100 to 2,700 students for 25-26 school year (44% of 6100 enrollment target)
3. Rocketship+ at more of our campuses (2-4 more campuses)



EOY Achievement & 25-26 Curriculum Update



Our Process

Spring 2022: engagement in National curriculum review process to advise on curriculum improvements based on the latest research.

2023-2024: Full adoption of CKLA Skills for K-2 across all schools, focusing on foundational phonics instruction.

2024-2025: Pilot of CKLA Integrated for Grades 3-5 at 3 schools (RLS, RSK, RSA) and Wit and Wisdom at 3 schools (ROMO, RFZ, RFA) assessing its effectiveness for these grade levels.

2025-2026: Full adoption of CKLA Integrated for 3-5, ensuring continuity in literacy instruction across grades 3-5.

2025-2026: Full adoption of CKLA Knowledge for K-2, expanding the curriculum to include content-rich reading comprehension.

Unified Approach: By next year, phonics and reading comprehension instruction will be streamlined under one cohesive curriculum banner for ease of implementation and consistency.



Key Benefits of Curriculum Changes

- For teachers
 - A robust suite of resources (such as high-quality lesson plans, supplemental resources to support content knowledge, aligned math homework for every lesson) - more than before that will help guide coaching and teaching.
 - Significant increase in resources and materials to support both core and tier 2 and 3 instruction inside of the Humanities block.
 - There will be less need to plan from scratch as the materials will be far more robust.
- For students
 - Engaging, developmentally appropriate lessons at a high level of rigor
 - Family-facing resources to help families effectively support their students at home
 - Access to standards-aligned curriculum that ensures consistent and equitable access to grade-level content, and is comprehensive in its addressing the needs of all learners.



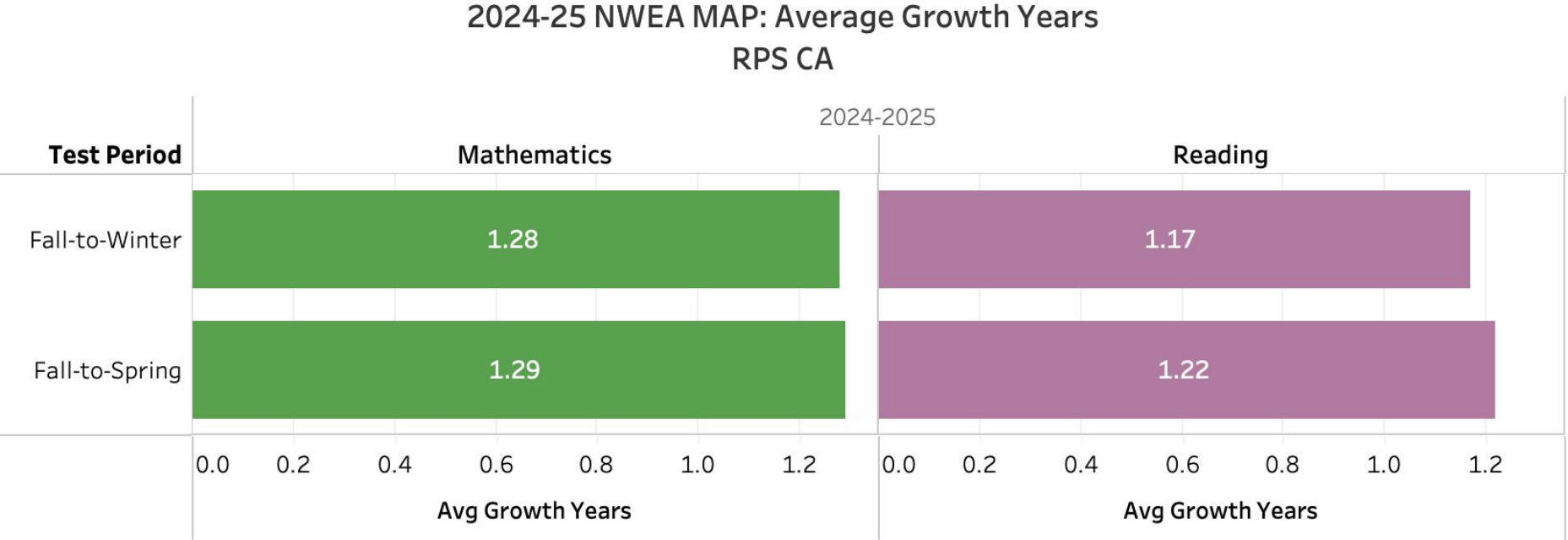
Adopting CKLA in 25-26

Why CKLA?

- **Research-Based & Standards-Aligned:** Proven methods and Common Core alignment for effective literacy instruction.
- **Comprehensive K-5 Curriculum:** Integrates phonics, vocabulary, and content-rich learning.
- **Supports All Learners:** Differentiates instruction for diverse needs, including ELLs.
- **Engaging & Relevant Content:** High-interest stories that inspire and educate.
- **Teacher Support & Assessment:** Professional development and built-in progress monitoring tools.
- **Builds Knowledge for Comprehension:** Dive into science, social studies, and arts topics to build a robust knowledge base that strengthens reading comprehension and writing composition.
- **Rich Language Exposure:** Repeated vocabulary and ideas across units to strengthen oral language and literacy skills
- **Daily Writing Connected to Reading:** Improve communication and confidence with instruction built on the science of how students acquire writing skills.

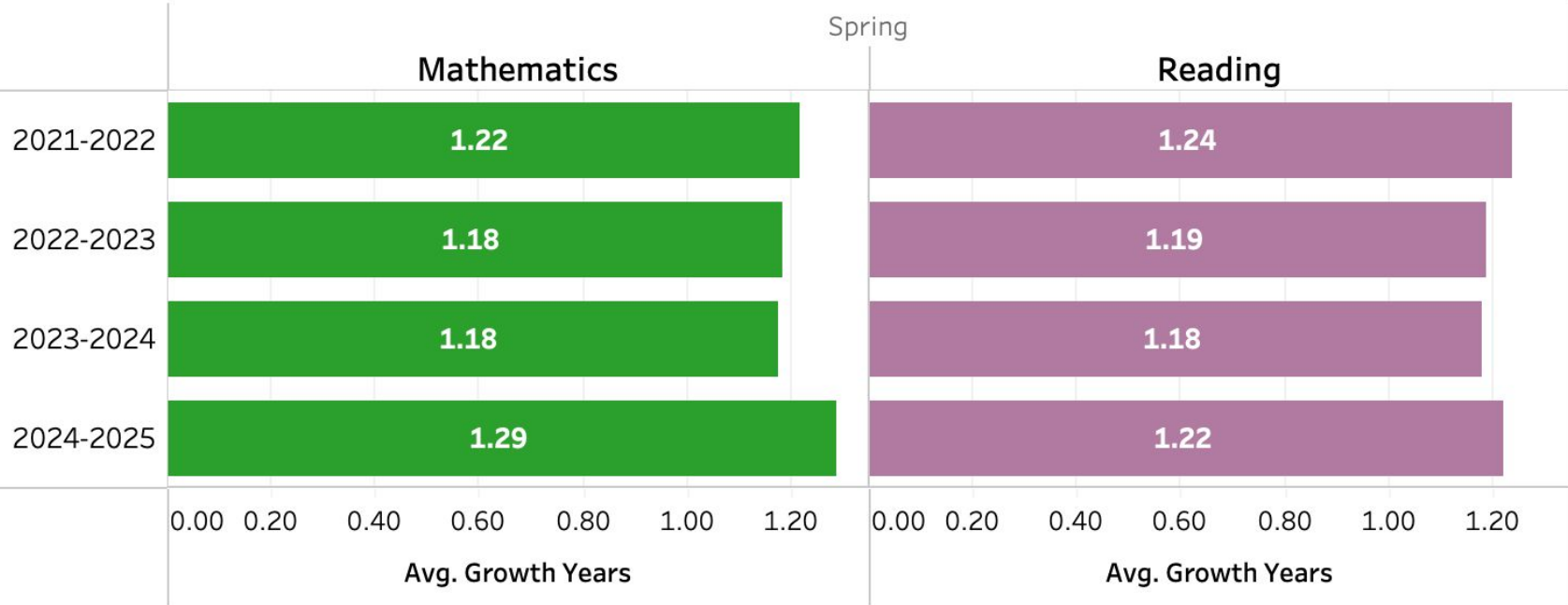


RPS CA maintained a strong growth rate in Math for the entire year and improved its growth rate in Reading during the second semester



RPS CA growth rates improved compared to the last two years - most notably in Math

Avg NWEA MAP Growth Years
RPS CA



Students in ISE had similar growth in Math and Reading as General Ed peers

2024-25 Avg Growth Years by ISE Type
RPS CA

	Mathematics	Reading	Grand Total
mild to moderate	1.30	1.26	1.28
speech only	1.23	1.18	1.21
Non-ISE	1.29	1.22	1.25
Grand Total	1.29	1.22	1.25



Multilingual Learners achieved similar growth as non-EL peers in Math and slightly lower growth in Reading

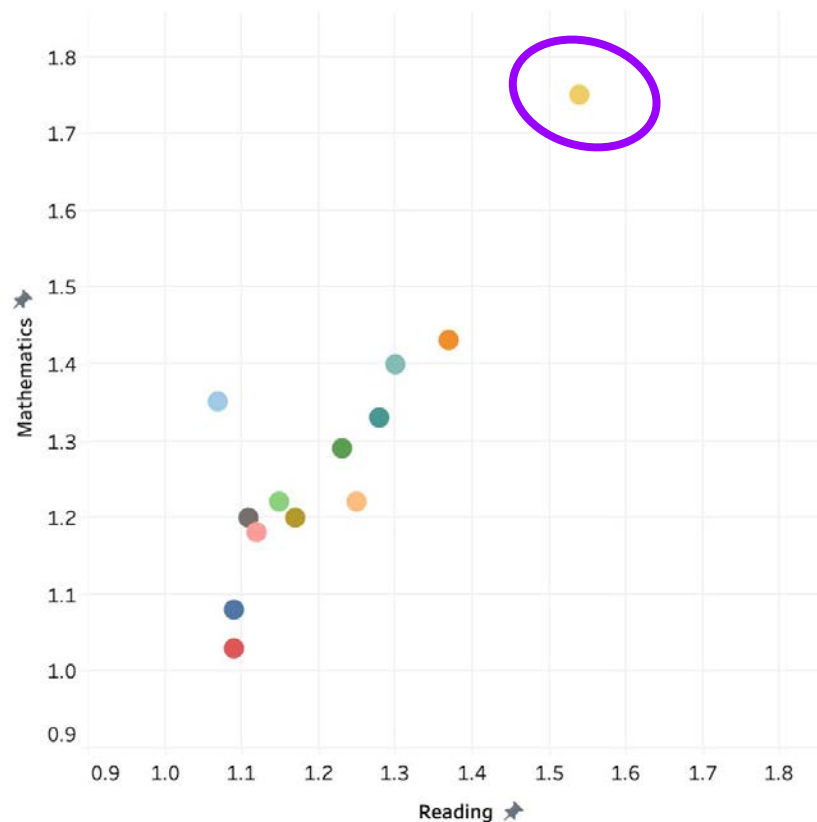
2024-25 Avg Growth Years by MLL Status
RPS CA

	Mathematics	Reading	Total
EL	1.30	1.20	1.25
EO/IFEP	1.27	1.24	1.25
RFEP	1.28	1.28	1.28
Grand Total	1.29	1.22	1.25



School Growth Performance

2024-25 NWEA MAP: Average Fall-to-Spring Growth Years
RPS CA



- All schools averaged >1.0 years of growth in each subject
- ROMO achieved the highest growth in both subjects
 - Avg growth years >1.5



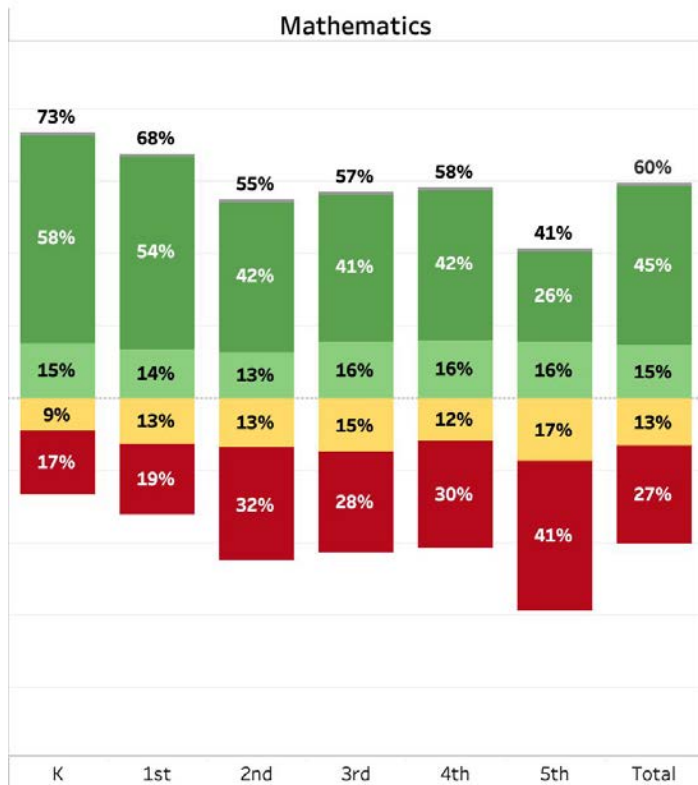
CA Spring 2025 Grade Level Distributions

NWEA Proficiency Tier

- Top Third
- Upper Inner Third
- Lower Inner Third
- Bottom Third

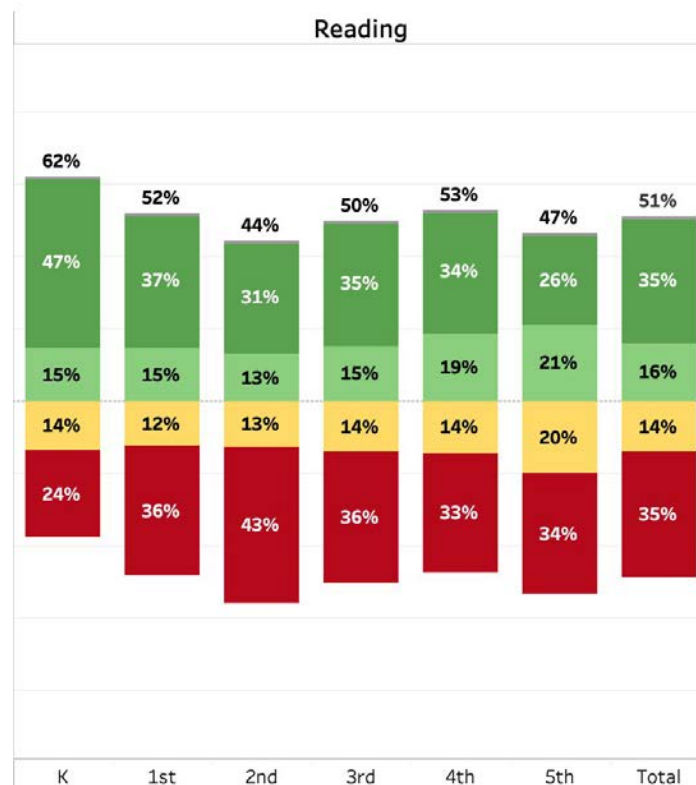
2024-25 Spring NWEA MAP Proficiency Distributions
RPS CA

Mathematics



2024-25 Spring NWEA MAP Proficiency Distributions
RPS CA

Reading



Students who started in the Bottom Third grew 1.3 years in each subject

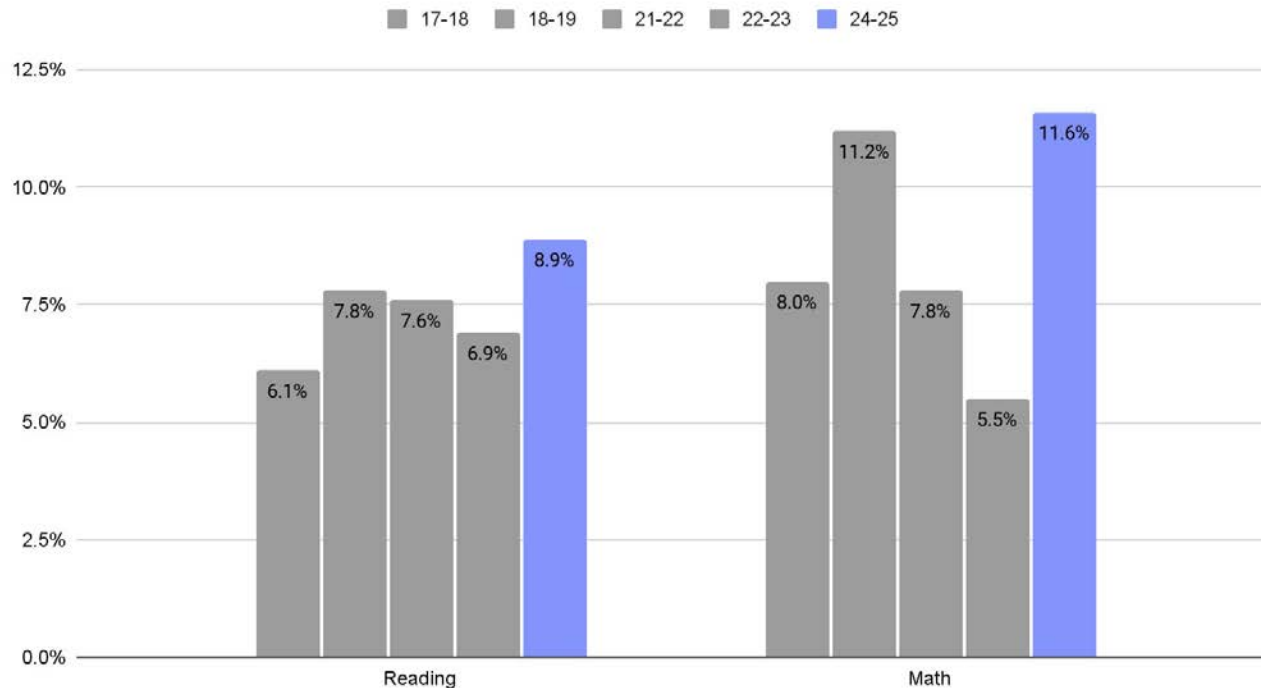
2024-25 Avg Growth Years by Starting Tier
RPS CA

	Mathematics						Grand Total
	K	1st	2nd	3rd	4th	5th	
Bottom Third	1.33	1.46	1.11	1.36	1.31	1.42	1.32
Lower Inner Third	1.36	1.34	1.11	1.28	1.28	1.25	1.28
Upper Inner Third	1.39	1.48	1.10	1.14	1.30	1.29	1.29
Top Third	1.24	1.45	1.06	1.24	1.26	1.26	1.25
Grand Total	1.31	1.44	1.09	1.27	1.29	1.34	1.29
	Reading						Grand Total
	K	1st	2nd	3rd	4th	5th	
Bottom Third	1.24	1.24	1.01	1.26	1.43	1.52	1.26
Lower Inner Third	1.26	1.15	1.15	1.29	1.40	1.36	1.26
Upper Inner Third	1.31	1.16	1.04	1.34	1.22	1.14	1.22
Top Third	1.38	1.09	0.98	1.18	1.13	1.17	1.14
Grand Total	1.29	1.17	1.02	1.25	1.30	1.34	1.22

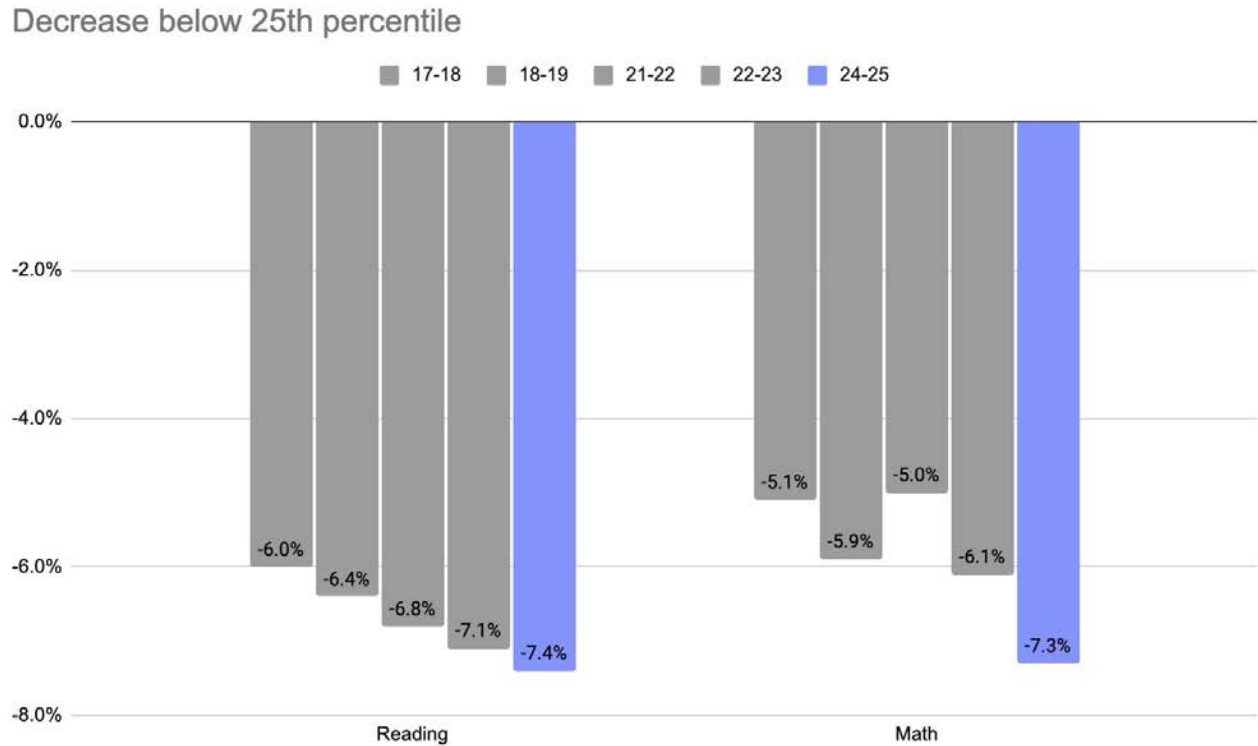


Highest increase in % above the 67th percentile since 17-18

Growth above 67th percentile



Highest decrease in % below the 25th percentile since 17-18



EOY Achievement & 25-26 Curriculum Update:

CA 25.26 Renewal Achievement Update



Rocketship Delta Prep projected to maintain medium performance in 24-25 at the end of year

Lowest
Performance



Highest
Performance

	22-23 CA Dashboard RDL	23-24 CA Dashboard RDL	Internal Projection for 24-25 RDL
Chronic Absenteeism	4.0 decline from 21-22 to 48.9	-7.2 improvement from 22-23 to 41.7	-11.8 improvement from 23-24
Suspension Rate	Maintained 0%	1 increase from 22-23 to 1%	-0.8 decrease from 23-24
English Learning Progress	3.6 increase from 21-22 to 35.8	24.6 increase from 22-23 to 60.4	-20 decrease from 23-24
English Language Arts	-16.8 decrease from 21-22 to -53.5	9.6 increase from 22-23 to -43.9	5.4 increase from 23-24
Math	-10.1 decrease from 21-22 to -69.0	8.4 increase from 22-23 to -60.6	24.3 increase from 23-24



Rocketship Spark Academy projecting to maintain performance among majority of indicators. ELA indicator lower than mid-year.

Lowest
Performance



Very Low



Low



Medium



High



Very High

Highest
Performance

	22-23 CA Dashboard RSK	23-24 CA Dashboard RSK	Internal Projection for 24-25 RSK
Chronic Absenteeism	-5.0 improvement from 21-22 to 26.3	-3.1 improvement from 22-23 to 23.2	-7.2 improvement from 23-24
Suspension Rate	Maintained 0	Maintained 0%	Maintaining 0 suspensions
English Learning Progress	-9.1 decline from 21-22 to 31.0	39.1 increase from 22-23 to 70.1	-22 change from 23-24
English Language Arts	20.3 increase from 21-22 to 19.4	-7.7 decrease from 22-23 to 11.7	-20.3 decrease from 23-24
Math	25.3 increase from 21-22 to 18.1	3.8 increase from 22-23 to 21.9	-10.6 decrease from 23-24



Deep dive into Chronic Absenteeism 24-25 Projections

Lowest
Performance



Highest
Performance

Chronic Absenteeism	Internal Projection for 24-25	24-25 Status Needed to Earn Yellow	Current Difference from Yellow Requirement	24-25 Status Needed to earn Green	Current Difference from Green Requirement
Rocketship Spark	16.0	20.2	-4.2	10	6.0
Rocketship Delta	29.9	38.7	-8.8	10	19.9

Note: To earn Green (Level 4) performance level or higher, 24-25 chronic absentee rate must be <10%



Deep dive into ELA 24-25 Projections

Lowest
Performance



Highest
Performance

ELA	Internal Projection for 24-25	24-25 Status Needed to Earn Yellow	Current Difference from Yellow Requirement	24-25 Status Needed to earn Green	Current Difference from Green Requirement
Rocketship Spark	-8.6	-5.0	-3.6	10.0	-18.6
Rocketship Delta	-38.5	-40.9	+2.4	-5.0	-33.5



Deep dive into Math 24-25 Projections

Lowest
Performance



Highest
Performance

Math	Internal Projection for 24-25	24-25 Status Needed to Earn Yellow	Current Difference from Yellow Requirement	24-25 Status Needed to earn Green	Current Difference from Green Requirement
Rocketship Spark	11.3	-25.0	+36.3	0.0	+11.3
Rocketship Delta	-36.3	-57.6	+21.3	-25.0	-11.3



Deep dive into ELPI 24-25 Projections

Lowest
Performance



Highest
Performance

Math	Internal Projection for 24-25	24-25 Status Needed to Earn Yellow	Current Difference from Yellow Requirement	24-25 Status Needed to earn Green	Current Difference from Green Requirement
Rocketship Spark	48.3	60.1	-11.8	65.0	-16.7
Rocketship Delta	35.1	55.0	-19.9	58.5	-23.4



CA Board Discussion

- What questions or reflections do you have about our achievement data?
- What bright spots from the data most stand out to you?
- What areas of concern do you think we should most prioritize?



Adjourn

